

**BOARD OF EDUCATION MEETING
COMMUNITY HIGH SCHOOL DISTRICT 94
February 18, 2014 – 7:00 P.M.**

**THE MEETING WILL BEGIN IN COMMONS AND MOVE TO THE
ADMINISTRATION CONFERENCE ROOM – ENTRANCE “H” FOLLOWING
THE STUDENT RECOGNITION PORTION OF THE AGENDA
326 JOLIET STREET, WEST CHICAGO, IL 60185**

A G E N D A

OPENING ACTIVITIES

1. Call to Order
2. Salute to the Flag
3. Reading of Mission Statement
“Community High School strives to promote and provide growth experiences in Learning, Leadership and Living.”
4. Roll Call
5. Additions to the Agenda – (Voice Vote)

RECOMMENDED MOTION: That the Board of Education approve the addition of the topics shown above to this agenda.

PUBLIC PARTICIPATION

REPORTS AND INFORMATION

1. Good News of the District Moses Cheng
Daniela Salinas – 3rd Place Winner in the FY14 SkillsUSA Region 1 Skill Competition for Cosmetology
2. Student Recognition Kathe Doremus
 - Grant Hosticka – January Student of the Month
 - Erin Powell – January PeaceBuilder of the Month
3. Voice of Democracy Awards Mary Ellen Daneels
VFW Post 6791 Representatives
4. New Community High School District 94 Website Becky Koltz

**THE BOARD MEETING WILL MOVE TO THE ADMINISTRATION
CONFERENCE ROOM**

1. Superintendent’s Report Doug Domeracki
 - Student Report
 - FOIA Request(s) (Att. §B - pp. 1 - 4)
 - PARCC Report (Att. §B - pp. 5 - 13)

2. Director of Business Services Report Gordon Cole
3. Director of Human Resources Report Dave Blatchley
4. Principal's Report Moses Cheng
 - Student Attendance and Discipline (Att. §B - pp. 14 - 15)
5. Assistant Principal of Teaching & Learning Allister Scott
 - Standards-Based Grading Update
6. Future Dates
 - a. Joint Boards of Education Meeting – February 24, 2014
 - a. Regular Monthly Board of Education Meeting – March 25, 2014
 - b. Regular Monthly Board of Education Meeting – April 22, 2014
7. Open Comment Board Members

CONSENT AGENDA (Roll Call)

Action items considered routine and/or which have been previously discussed by the Board will be enacted under one roll call motion unless removed for separate action upon Board request. They are enumerated under the heading "Recommended Action".

1. Items Removed from Consent Agenda for Separate Action: _____
2. Consent Agenda Action for All Items Except those Listed in 1. Above.
RECOMMENDED MOTION: That the Board approve all items on the Consent Agenda which have not been specifically removed for separate action as shown on line 1. immediately above.

CONSENT AGENDA ITEMS - RECOMMENDED ACTION(S):

1. **Approval of Minutes — (Att. §C – pp. 1 - 5)**
 - Board of Education Meeting – January 21, 2014
 - Closed Session Board of Education Meeting – January 21, 2014
 - At Table
 - RECOMMENDED MOTION:** That the Board of Education approve the minutes of the meetings of January 21, 2014, as listed above.
2. **Filing of Minutes - (Att. §C - pp. 6 – 7)**
 - Communications Committee Meeting - February 4, 2014
 - Education Committee Meeting - February 13, 2014
 - RECOMMENDED MOTION:** That the Board of Education approve for filing of the above minutes.

3. **Approval of Financials — (Att. §A – pp. 1 – 47)**
 - a. Approve Current Expenditures
RECOMMENDED MOTION: That the Board of Education approve the expenditures from January 16, 2014 to February 12, 2014.
 - b. Imprest Fund Statement
 - c. Treasurer's Report
 - d. Statement of Position
 - e. Financial Report
 - f. Statement of Revenue/Expenditures YTD Ending January 31, 2014
 - g. 3-Year Budget/Actual Report
 - h. Grant Reports
 - i. Cash Fund
 - j. Activity Account Fund Balance
 - k. Vendor Activity Report
 - l. Outstanding State Revenue Payments
 - m. Quarterly Financial Report (Oct, Jan, Apr, July ONLY)
4. **Semi-Annual Review of Closed Session Minutes – (Roll Call)**

The School Code requires a review of closed session minutes be conducted twice a year. The motion which follows is based on the review conducted by Mr. Campos, Mr. Nagel and Dr. Domeracki on January 21, 2014.

RECOMMENDED MOTION: That the Board of Education approve the attached report (Att. §B - pp. 16 – 16) on review of closed session minutes, as presented, by Mr. Campos and Mr. Nagel.
5. **Destruction of Closed Meeting Audio Recordings – (Roll Call)**

The Legislature requires that closed session meetings of boards of education be audio taped and those tapes retained for a period of 18 months. Beginning in July, 2005, boards can destroy those tapes provided that they are at least 18 months old and that the minutes of the specific closed session meetings have been approved and are retained as part of the official records of the board's business. It is suggested that the Board purge these audio tapes twice a year in conjunction with the semi-annual review of closed session minutes.

RECOMMENDED MOTION: That the Board of Education approve the destruction of audio tapes of closed session Board of Education meetings made prior to June 1, 2012, which meets the state criteria of being at least 18 months old, and for which approved minutes are retained in the official records of the board's business.
6. **Amended 2013-2014 School Calendar – (Roll Call)**

RECOMMENDED MOTION: That the Board of Education approve the Amended 2013-2014 School Calendar as shown on Att. §B – pp. 17 - 17, and made a part hereof, extending the school year by two

(2) days because of the use of Emergency Days on January 27 & 28, 2014 due to inclement weather.

ACTION ITEMS:

1. **Personnel Reports – (Roll Call)**

RECOMMENDED MOTION:

That the Board of Education approve the Personnel and Supplemental Contract reports as presented in the packet and at table. (Att. §D – pp. 1 – 3).

RECOMMENDED MOTION:

That the Board of Education accept the resignation of Byron Delcid, Teacher in the Physical Development Division, effective upon the conclusion of the 2013-2014 school year; the resignation of Nicole Handley, Clerk in the Learning Resource Center, effective January 23, 2014; and the retirement of Jesus Escobedo, Custodian in Buildings and Grounds effective May 15, 2014.

2. **Textbook Display for the 2014-2015 School Year – (Roll Call)**

Each year the Board receives a comprehensive report on textbooks needed for purchase for the coming school year. Attached is that proposal from Principal Cheng. It includes a listing of new textbooks, a spreadsheet on textbooks, and a rationale for new textbooks.

The proposed textbooks will be available at the meeting and must be placed on display for public viewing for 21 days before they can be formally adopted by the Board. This is according to Policy ¶7202.

RECOMMENDED MOTION:

That the Board of Education authorize the Administration to advise the public via website that textbooks recommended for adoption will be on display for 21 days as shown on Att. §B - pp. 18 - 31.

3. **RisingStar Local Board Action Report – (Roll Call)**

With changes in the school improvement process at the state, the school/district improvement plan has been replaced with RisingStar for single school districts. Procedures outlined in RisingStar indicate that local school boards need to approve the Local Board Action Report. The Local Board Action Report consists of all indicators that are continuously monitored and adjusted each year by district and building level administration, and are referred to as a guide in the school improvement process

RECOMMENDED MOTION:

That the Board of Education approve the RisingStar Local Board Action Report as shown on Att. §B - pp. 32 - 83.

4. **RisingStar District Title I Local Board Action Report – (Roll Call)**

With the state's adoption of RisingStar, school initiatives tied to federal funding such as Title I now incorporate RisingStar indicators. Procedures

outlined in RisingStar indicate that local school boards need to approve the District Title I Local Board Action Report. This report includes indicators from the Local Board Action Report as well as a Single School District Title I Indicator Supplemental Form.

RECOMMENDED MOTION: That the Board of Education approve the RisingStar District Title I Local Board Action Report as shown on Att. §B - pp. 84 - 100 .

OLD BUSINESS – None

EXECUTIVE SESSION – Only if needed and with the understanding that possible action could be taken on matters discussed in closed session.

RECOMMENDED MOTION TO

MOVE TO CLOSED SESSION: That the Board of Education hold a Closed Session at [Time] for the purpose(s) of [1-15 below].

1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees.
2. Collective negotiating matters.
3. The selection of a person to fill a public office.
4. Evidence or testimony presented in open hearing, or in closed hearing, where specifically authorized by law, to a quasi-adjudicative body.
5. The purchase or lease of real property.
6. The setting of a price for sale or lease of property.
7. The sale or purchase of securities, investments, or investment contracts.
8. Emergency security procedures.
9. Student discipline.
10. The placement of individual students in special education programs.
11. Litigation has been filed and is pending before a court or administrative tribunal.
12. Establishment of reserves or settlement of claims as provided by local government and governmental employees Tort Immunity Act.
13. Self-evaluation.
14. Discussion of minutes of meetings lawfully closed under Open Meetings Act (P.A. 88-621, effective 1-1-95).
15. Considering meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America.

BEGIN CLOSED SESSION TAPING

RECOMMENDED MOTION TO

MOVE TO OPEN SESSION: That the Board of Education return to Open Session at [Time] to possibly vote on closed session items.

END CLOSED SESSION TAPING

ADJOURNMENT

RECOMMENDED MOTION: That the Board of Education meeting be adjourned at [Time].

**COMMUNITY HIGH SCHOOL
DISTRICT 94**

**February 18, 2014
7:00 p.m.
Board of Education Meeting**

**SECTION A -
Financial Reports**

1. Bill Listing (including Summary)
2. Imprest Fund
3. Treasurer's Report
4. Statement of Position/Financial Report
5. Statement of Revenue/Expenditures
6. 3-Year Budget/Actual Report
7. Grant Reports
8. Petty Cash Fund
9. Activity Account Fund Balance
10. Quarterly Financial Report (Oct., Jan., Apr., July ONLY)

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1619571	1:1 ONLINE TUTORING S	02/18/2014	NOVEMBER 2013 TUTORING; 2 STUDENTS	229.33	229.33
1619572	1TO1 TUTOR LLC	02/18/2014	DECEMBER 2013 TUTORING; 5 STUDENTS	2,098.02	2,098.02
1619573	247 EDUCATE ONLINE	02/18/2014	DECEMBER 2013 TUTORING; 3 STUDENTS	419.00	551.74
			DECEMBER 2013 TUTORING; 1 STUDENT	132.74	
1619574	303 TAXI	02/18/2014	DECEMBER 2013 TRANSPORTATION; 1 STUDENT	330.00	330.00
1619575	5-STAR TUTORS	02/18/2014	DECEMBER 2013 TUTORING; 3 STUDENTS	73.93	494.01
			NOVEMBER 2013 TUTORING; 3 STUDENTS	387.43	
			NOVEMBER 2013 TUTORING; 3 STUDENTS	32.65	
1619576	A-1 DOORS FRAMES & HA	02/18/2014	DOOR HARDWARE SUPPLY	684.62	4,491.35
			GYM/LOCKER ROOM DOOR REPAIR	3,159.51	
			CYLINDER REKEYING	647.22	
1619577	Achieve Highpoints	02/18/2014	JANUARY 2014 TUTORING; 1 STUDENT	182.50	211.24
			NOVEMBER 2013	28.74	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1619578	AHW LLC	02/18/2014	TUTORING; 1 STUDENT PARTS RETURN CREDIT	-24.00	1,643.77
1619579	Ainsworth, Jeff	02/18/2014	TRACTOR PARTS OCT 2013-DEC 2013 RETIREE HLTH REIMBURSEMENT	1,667.77 646.26	646.26
1619580	Vendor Continued Void	02/18/2014			0.00
1619581	Amazon.Com	02/18/2014	APPLE IPAD FOR STUDENT ASSISTIVE TECHNOLOGY; GRANT 2 books for the professional library. 13 Books for the LRC collection. HP C9152A MAINTENANCE KIT; MIS 65 cm/26" Black Exercise Ball with base; Grant Exercise Ball Base HDMI CABLES WITH ETHERNET 6.6' SUPPORT 3D AND AUDIO RETURN; TECHNOLOGY 2 DVDs and an Aubiobook for the LRC b/c of	494.85 62.44 20.94 220.00 36.65 74.90 28.94	1,116.58

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			teacher requests. 2 DVDs and an Aubiobook for the LRC b/c of teacher requests.	32.10	
			13 Books for the LRC collection.	95.89	
			13 Books for the LRC collection.	49.87	
1619582	ANDERSON, JIM	02/18/2014	AUDITORIUM LIGHTING SUPPLIES; TECHNOLOGY	18.96	18.96
1619583	ANDERSON PEST SOLUTIO	02/18/2014	FEBRUARY 2014 PREVENTIVE SVCS	77.25	77.25
1619584	Andy Frain Services I	02/18/2014	JANUARY 2014 SECURITY	8,207.76	8,207.76
1619585	Apple Inc	02/18/2014	ITunes gift card for Assistive Tech	300.00	300.00
1619586	Aqua Pure Enterprises	02/18/2014	POOL SUPPLIES	1,028.43	1,028.43
1619587	Aqua-Fection	02/18/2014	POOL SERVICE CALL	389.00	389.00
1619588	ART-FLO	02/18/2014	NAVY PE SHORTS WRESTLING HEAD TABLE WORKER SHIRTS PE SHIRTS	653.65 273.85	1,243.25
1619589	At&t	02/18/2014	1/16/14-2/15/14 PHONE SVC 1/28/14-2/27/14 DUCOMM SVC 1/16/14-2/15/14 INTERNET SVCS	315.75 2,472.82 183.49 1,219.40	3,875.71

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1619590	At&t Long Distance	02/18/2014	DECEMBER 2013 LONG DISTANCE	76.10	76.10
1619591	Bach, John	02/18/2014	HOSE REEL ASSEMBLY FOR KITCHEN	656.90	656.90
1619592	Baker & Taylor	02/18/2014	22 BOOKS (AS PER ATTACHED); LRC 18 BOOKS (AS PER ATTACHED); LRC 2014 WORLD ALMANAC	97.97 32.44 18.26	148.67
1619593	Barajas, Mayra	02/18/2014	BPAC COUNCIL T-SHIRTS FOR OFFICERS; GRANT	107.16	107.16
1619594	Bartlett High School	02/18/2014	2/1/14 WINTER SPLASH CANCELLED EVENT	100.00	100.00
1619595	BATAVIA HIGH SCHOOL	02/18/2014	2/1/14 WINTER SPLASH CANCELLED EVENT	100.00	100.00
1619596	BEDFORD ST MARTEN	02/18/2014	MACROECONOMICS FOR AP PACKAGE; ISBN 1429288248; PER ATTACHED QUOTE; SOC STD	24.00	24.00
1619597	Behavioral Health Ser	02/18/2014	12/10/13-1/13/14 TUTORING; 1 STUDENT	577.50	577.50
1619598	Blume, Nancy A	02/18/2014	WORK PROGRAM COORDINATOR MILEAGE; QTR 2	85.88	85.88
1619599	Bodwell/reimbursement	02/18/2014	ICE CONFERENCE REGISTRATION AND	290.00	290.00

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1619600	Bridges/reimbursement	02/18/2014	WORKSHOP REIMBURSEMENT 8TH GRADE PARENT NIGHT SUPPLIES	300.92	300.92
1619601	Brightstar	02/18/2014	1/13/14-1/17/14 TEMP STAFF NURSE 1/13/14-1/16/14 RN SVCS; 2 STUDENTS 1/21/14-1/24/14 TEMP STAFF NURSE 1/22/14-1/24/14 RN SVCS; 2 STUDENTS 1/29/14-1/31/14 RN SVCS; 2 STUDENTS 1/29/14-1/31/14 TEMP STAFF NURSE 2/2/14-2/7/14 RN SVCS; 2 STUDENTS; GRANT 2/3/14-2/7/14 TEMP STAFF NURSE	1,787.50 2,598.75 1,430.00 2,158.75 1,833.15 1,072.50 3,190.00 1,787.50	15,858.15
1619602	BSN SPORTS	02/18/2014	WRESTLING APPAREL BASEBALLS; ATHLETICS	1,783.16 1,856.01	3,639.17
1619603	Bustamante, Jorge	02/18/2014	COUNTY-WIDE INSTITUTE CONFERENCE REGISTRATION	165.00	165.00
1619604	CalumetPhoto.com, llc	02/18/2014	ARKAY RC2100 PRINT DRYER	1,824.99	1,824.99

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1619605	Carolina Biological S	02/18/2014	MISC INSTRUCTIONAL SUPPLY; SCIENCE	157.38	157.38
1619606	Carquest Auto Parts	02/18/2014	ENGINE BATTERIES WINDSHIELD WIPER BLADES	110.21 63.88	174.09
1619607	Cdwg	02/18/2014	HP CHROMEBOOK; TECHNOLOGY CDW-G 3031685 SPECTRUM CLOUD 32 CHROMEBOOK CART as per quote #DXHP925	291.23 1,569.00	1,860.23
1619608	CENERGISTIC	02/18/2014	MARCH 2014 ENERGY CONTRACT	8,900.00	8,900.00
1619609	Chavez, Tiffany	02/18/2014	WORKING LUNCH; PROFESSIONAL DEVELOPMENT; GRANT	62.00	62.00
1619610	Cheng, Moses	02/18/2014	7/13-12/13 MILEAGE REIMBURSEMENT	241.82	241.82
1619611	Chicago Spotlight	02/18/2014	Light Gels for auditorium	345.12	345.12
1619612	Chisholm, John	02/18/2014	AP CONFERENCE REGISTRATION	185.00	185.00
1619613	Christ, Amanda	02/18/2014	PSUG TRAINING MILEAGE	12.43	12.43
1619614	CHRISTENSEN COMPUTER	02/18/2014	PRINTER RIBBON FOR THE FARGO DTC4000	1,315.00	1,315.00
1619615	CINTAS F75/F94	02/18/2014	ANNUAL INSPECTION MAINTENANCE	126.34 310.00	436.34

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1619616	City Of West Chicago	02/18/2014	INSPECTION DECEMBER 2013 FUEL USAGE; DRIVERS ED DECEMBER 2013 FUEL USAGE; O&M JANUARY 2014 FUEL USAGE; O&M JANUARY 2014 FUEL USAGE; DRIVERS ED	189.59 875.43 924.43 103.42	2,092.87
1619617	Clare Woods Academy	02/18/2014	FEBRUARY 2014 TUITION; 6 STUDENTS	23,959.38	23,959.38
1619618	Classic Hardware and	02/18/2014	BLANK KEYS	326.50	326.50
1619619	College Of Dupage	02/18/2014	2014 GRADUATION CEREMONY DEPOSIT	7,500.00	7,500.00
1619620	Comed	02/18/2014	12/17/13-1/21/14 ELECTRICITY; KERR-MCGEE	22.29	22.29
1619621	Communication Revolvi	02/18/2014	DECEMBER 2013 INTERNET SVCS	232.49	232.49
1619622	Community Unit School	02/18/2014	10/13-12/13 SHARED TRANSPORTATION; 1 STUDENT 8/21/13-12/20/13 SHARED TRANSPORTATION; 1 STUDENT	701.25 2,028.00	2,729.25
1619623	COMPUTER CREATION SYS	02/18/2014	PTC WIZARD ANNUAL LICENSE SUBSCRIPTION	2,200.00	2,200.00
1619624	Conserv Fs	02/18/2014	MISC HARDWARE	93.28	93.28

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1619625	Constellation Newener	02/18/2014	SUPPLY JANUARY 2014	13,321.44	13,321.44
1619626	Cook, Valerie	02/18/2014	NATURAL GAS SCHOOL BUS DRIVER	4.00	4.00
1619627	CORE ACADEMY	02/18/2014	PERMIT FEE SEPTEMBER 2013	12,302.88	31,728.48
			SUPPORTED TUITION DECEMBER 2013	9,712.80	
			LIFESKILLS TUITION; 3		
			STUDENTS JANUARY 2014	9,712.80	
			LIFESKILLS TUITION		
1619628	Cornell Interventions	02/18/2014	12/18/13-12/31/13; 1 STUDENT	405.00	405.00
1619629	Courtney, Tim	02/18/2014	10/13-12/13 RETIREE HLTH	646.26	646.26
			REIMBURSEMENT		
1619630	CPC Inc	02/18/2014	FEBRUARY 2014	150.00	150.00
			FACILITY TREE SW		
1619631	DAILY HERALD	02/18/2014	GED Advertisement for the	519.90	519.90
			Winter/Spring Adult Education		
			Program Session		
1619632	DANEELS, MARY ELLEN	02/18/2014	BRIDGE PROGRAM	50.00	78.65
			STUDY NIGHT		
			SUPPLIES; GRANT		
			BRIDGE PROGRAM	28.65	
			STUDY PROGRAM		
			SUPPLIES		
1619633	Demco Inc	02/18/2014	Miscellaneous	347.78	423.24

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			supplies for book processing and LRC displays.		
			Miscellaneous supplies for book processing and LRC displays.	75.46	
1619634	DLA Architects, Ltd.	02/18/2014	2014 PARKING LOT REPLACEMENT; JANUARY 2014 SVCS	18,175.00	22,872.00
			2014 CAPITAL IMPROVEMENTS; JANUARY 2014 SVCS	4,697.00	
1619635	Dreisilker Electric M	02/18/2014	BOILER MOTOR REBUILD	1,803.00	1,803.00
1619636	Dulkinys, Megan	02/18/2014	INSTRUCTIONAL SUPPLY; ART	35.24	35.24
1619637	Dupage County Roe	02/18/2014	"CULTURE COUNTS" WORKSHOP	205.00	205.00
1619638	Durbin, Donna	02/18/2014	BTI JOBSITE VISIT MILEAGE; QUARTER 2	45.20	45.20
1619639	Eckl, Gail	02/18/2014	JANUARY 2014 CONSULTING	660.00	660.00
1619640	ED HOYS INTERNATIONAL	02/18/2014	INSTRUCTIONAL SUPPLY ORDER AS PER ATTACHED ONE-PAGE DETAIL	279.45	279.45
1619641	EMA CHICAGO	02/18/2014	STEAM CLEANING/POWER WASHING	2,670.00	2,670.00
1619642	End Zone Video System	02/18/2014	SONY MONITOR BATTERY	151.00	151.00

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1619643	Exner/reimbursement,	02/18/2014	3D-DESIGN	38.67	38.67
1619644	Fenton High School	02/18/2014	SUPPLIES; ART 2/1/14 WINTER SPLASH CANCELLED EVENT REFUND	100.00	100.00
1619645	Ferreiro, Brianne	02/18/2014	AP BIOLOGY LAB SUPPLIES	27.58	27.58
1619646	Ford Credit	02/18/2014	MARCH 2014 CAR RENTAL; DRIVERS ED; ACCT #48884307	244.94	244.94
1619647	Franczek Radelet PC	02/18/2014	STATE AID RECALCULATION THROUGH 2007	836.00	836.00
1619648	Freestyle School Phot	02/18/2014	Shop Card Supplies	1,334.65	1,334.65
1619649	Frontline Placement T	02/18/2014	AESOP TRAINING CONFERENCE	375.00	375.00
1619650	Glenbard North High S	02/18/2014	2/1/14 WINTER SPLASH CANCELLED EVENT	100.00	100.00
1619651	Glenoaks Hospital The	02/18/2014	DECEMBER 2013 TUITION; NORTH CAMPUS; 3 STUDENTS JANUARY 2014 TUITION; NORTH CAMPUS; 3 STUDENTS DECEMBER 2013 TUITION; 4 STUDENTS; WEST CAMPUS	7,047.45 7,047.45 11,047.20	36,189.30

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			JANUARY 2014 TUITION; WEST CAMPUS; 4 STUDENTS	11,047.20	
1619652	Gopher Performance	02/18/2014	MISC SUPPLIES; PHYS EDUCATION; AS PER ATTACHED QUOTE	2,894.67	3,025.15
			MISC SUPPLIES; PHYS EDUCATION; AS PER ATTACHED QUOTE	130.48	
1619653	Grainger Acct#1368438	02/18/2014	PLUMBING SUPPLIES	185.15	185.15
1619654	Great Lakes Clay & Su	02/18/2014	elements for kiln-replacement parts needed for kilns to function elements for kiln-replacement parts needed for kilns to function	608.42	911.40
				302.98	
1619655	GROUND EFFECTS MAINT	02/18/2014	SNOW RELOCATION 1/11/14-1/12/14 1/21/14, 1/22/14 and 1/23/14 SALT AND PLOW 1/25/14 PLOW AND SALT PLOW AND SALT; 1/29/14, 1/31, 2/1 AND 2/2/14	1,590.00 1,650.00 1,500.00 3,075.00	7,815.00
1619656	Harris Bank	02/18/2014	REPLACEMENT MOTORS	364.38	384.38

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			FUEL; VAN #6	20.00	
1619657	HOLMAN BOILER WORKS	02/18/2014	REPLACEMENT WHEEL FOR #1 BOILER	1,189.62	1,189.62
1619658	HOLMGREN ELECTRIC INC	02/18/2014	POOL REPAIR	689.38	689.38
1619659	Homefield Energy	02/18/2014	12/17/13-1/20/14 ELECTRICITY	25,930.10	25,930.10
1619660	Honeywell Internation	02/18/2014	VAV PARTS	403.70	403.70
1619661	Illinois Department O	02/18/2014	BENEFITS FOR QUARTER ENDED 12/21/13	4,844.00	4,844.00
1619662	Illinois Computing Ed	02/18/2014	ICE Conference; 6 STAFF	830.00	830.00
1619663	Illinois State Police	02/18/2014	DECEMBER 2013 BACKGROUND CHECKS JANUARY 2014 BACKGROUND CHECKS; COST CENTER: 3388	94.50 220.50	315.00
1619664	ILLINOIS CENTRAL SCHO	02/18/2014	DECEMBER 2013; GIRLS BASKETBALL; ATHLETICS DECEMBER 2013 TRANSPORTATION; SWIMMING; ATHLETICS DECEMBER 2013 TRANSPORTATION; POMS	566.13 386.77 461.13	1,414.03
1619665	Illinois School for t	02/18/2014	1/17/14-1/30/14 TRANSPORTATION; 1 STUDENT	68.00	68.00
1619666	ILLINOIS MATHEMATICS	02/18/2014	2/1/14 WINTER SPLASH CANCELLED	100.00	100.00

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1619667	IMAGINit TECHNOLOGIES	02/18/2014	EVENT Autodesk Design Academy Education Subscription Renewal (1 year)	555.00	555.00
1619668	In the News	02/18/2014	GIRLS BASKETBALL COACH AWARD; ATHLETICS	147.00	147.00
1619669	Integrated Systems Co	02/18/2014	MARCH 2014 SUBSCRIPTION FEE	525.00	525.00
1619670	Interact Business Pro	02/18/2014	CONTRACT SVC 10/1/13-1/2/14; COUNSELING DIRECTOR	96.40	96.40
1619671	IPMG Employee Benefi	02/18/2014	FEBRUARY 2014 FLEXIBLE SPENDING	350.00	350.00
1619672	JUST SOCCER	02/18/2014	SOCCER BALLS; ATHLETICS	468.00	468.00
1619673	JUSTBATS.COM	02/18/2014	BUNT BATS; ATHLETICS	119.98	119.98
1619674	Jw Pepper	02/18/2014	INSTRUCTIONAL SUPPLY; MUSIC INSTRUCTIONAL SUPPLY; MUSIC	63.50 48.75	112.25
1619675	Kuehn, Laura	02/18/2014	QUILL AND SCROLL COMPETITION ENTRY FEES REIMBURSEMENT	36.00	36.00
1619676	Lakeshore Learning Ma	02/18/2014	Supplies for CTE Preschool Program	54.03	54.03
1619677	Lemberg-Finn, Terry	02/18/2014	OCT 2013-DEC 2013 RETIREE HLTH REIMBURSEMENT	646.26	646.26

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1619678	Leyden High School	02/18/2014	2/1/14 WINTER SPLASH EVENT REFUND	100.00	100.00
1619679	Lichy/reimb, Paul	02/18/2014	SPEECH BAG REFILL SUPPLIES REGIONAL SPEECH TEAM DINNER	30.01 228.50	258.51
1619680	Life Fitness	02/18/2014	MISC FITNESS EQUIPMENT AS PER ATTACHED QUOTE; PHYSICAL EDUCATION MISC FITNESS EQUIPMENT AS PER ATTACHED QUOTE; PHYSICAL EDUCATION	11,892.65 4,451.00	16,343.65
1619681	Lincoln Lutheran	02/18/2014	STAFF MEMORIAL GIFT; ART	50.00	50.00
1619682	Little Friends Inc	02/18/2014	FEBRUARY 2014 TUITION; 1 STUDENT; LESS CREDIT FOR 1/6/14 AND 1/7/14	2,736.00	2,736.00
1619683	The Markerboard Peopl	02/18/2014	DRY ERASE MARKERS; GRANT GREAT ERASE DRY ERASE MARKERS; GRANT	105.00 105.00	210.00
1619684	McDONALD SPORTING GOO	02/18/2014	BADMINTON SHUTTLES	675.00	675.00
1619685	McMaster Carr Supply	02/18/2014	POOL UNIT METER PIVOT HINGES	126.45 243.95	560.40

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			INSULATED AIR	190.00	
			DUCT HOSE		
1619686	MECHANICAL TEST & BAL	02/18/2014	SERESCO UNIT	1,100.00	1,100.00
			TESTING/BALANCING		
1619687	Medco Supply Company	02/18/2014	FOAM ROLLS,	166.97	389.61
			AGILITY DOTS AND		
			WATER BOTTLES;		
			ATHLETICS		
			FOAM ROLLS,	64.26	
			AGILITY DOTS AND		
			WATER BOTTLES;		
			ATHLETICS		
			GATORADE	158.38	
			SUPPLIES;		
			ATHLETICS		
1619688	Menards	02/18/2014	INSTRUCTIONAL	56.96	534.04
			SUPPLY; ART		
			INSTRUCTIONAL	6.48	
			SUPPLY; ART		
			MISC BUILDING	25.57	
			REPAIR SUPPLIES		
			MISC BUILDING	237.30	
			REPAIR SUPPLY		
			PLUMBING SUPPLY;	159.96	
			LOCKER ROOM		
			SHOWERS		
			MISC BUILDING	14.06	
			REPAIR SUPPLY		
			MISC BUILDING	33.71	
			REPAIR SUPPLIES		
1619689	Metro Professional Pr	02/18/2014	CUSTODIAL	99.35	1,291.03
			CLEANING SUPPLIES		
			CUSTODIAL	882.00	

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			CLEANING SUPPLIES		
			MISC BUILDING	309.68	
			REPAIR SUPPLY		
1619690	MIDLAND PAPER	02/18/2014	PAPER FOR	9,578.25	10,568.25
			2013/2014 SCHOOL		
			YEAR; DELIVERED		
			IN 3 SHIPMENTS		
			PAPER FOR	990.00	
			2013/2014 SCHOOL		
			YEAR; DELIVERED		
			IN 3 SHIPMENTS		
1619691	MINUTEMAN PRESS	02/18/2014	MEMO PADS; SUPT	100.12	100.12
1619692	Modern Energy Systems	02/18/2014	CONDENSOR COIL	688.91	1,108.91
			LEAK REPAIR		
			POOL REPAIR	420.00	
1619693	MORAN, KRISTI	02/18/2014	STUDENT AWARDS	141.17	141.17
			PROGRAM; GRANT		
1619694	Murphy, Hank	02/18/2014	INSTRUCTIONAL	81.98	81.98
			SUPPLY; SCIENCE		
1619695	Murphy Ace Hardware 2	02/18/2014	EXTENSION CORDS	37.22	129.46
			NUTS, BOLTS,	24.56	
			SCREWS		
			MISC BUILDING	9.30	
			REPAIR SUPPLY		
			KEYS	9.26	
			SAFETY GLASSES	11.16	
			MISC BUILDING	34.43	
			REPAIR SUPPLY		
			MISC BUILDING	3.53	
			REPAIR SUPPLY		
1619696	Nasco	02/18/2014	INSTRUCTIONAL	859.72	859.72
			SUPPLY; ART		
1619697	Neilon, Joseph	02/18/2014	SCHOOLWIRES	247.22	247.22

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			CONFERENCE/TRAVEL EXPENSES		
1619698	New Reader's Press	02/18/2014	GED Textbooks.	82.00	821.13
			GED Textbooks.	739.13	
1619699	NEXUS-ONARGA ACADEMY	02/18/2014	JANUARY 2014	3,021.06	3,021.06
			TUITION; 1		
			STUDENT		
1619700	Nicor Gas Bill Paymen	02/18/2014	12/17/13-1/17/14	655.02	5,519.59
			GARAGE GAS		
			JANUARY 2014	4,864.57	
			TRANSPORTATION		
1619701	North Shore Uniform	02/18/2014	CUSTODIAL	1,497.39	1,497.39
			UNIFORMS		
1619702	Office Depot	02/18/2014	INSTRUCTIONAL/OFFI	131.64	1,108.81
			CE SUPPLY		
			TI-30XS	303.80	
			Calculator		
			Calculator Ribbon	57.16	
			and paper cutter		
			MISC	394.23	
			OFFICE/INSTRUCTION		
			AL SUPPLY; VOC ED		
			MISC OFFICE	62.53	
			SUPPLY; BUS		
			OFFICE		
			MISC OFFICE	195.54	
			SUPPLIES;		
			COUNSELING		
			MISC OFFICE	-36.09	
			SUPPLY; BUS		
			OFFICE		
1619703	Ombudsman Ed Services	02/18/2014	2013-2014 TUITION	13,915.00	15,335.00
			BILLING 4 OF 4		

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			ADDITIONAL JANUARY 2014 TUITION	1,420.00	
1619704	PAHCS II/CADENCE OCCU	02/18/2014	DECEMBER 2013 BOARD REQUIRED PHYSICALS	103.50	103.50
1619705	Pampuch, Sandra	02/18/2014	ADMINISTRATORS ACADEMY REIMBURSEMENT	200.00	200.00
1619706	PARKLAND PREPARATORY	02/18/2014	JANUARY 2014 TUITION; 1 STUDENT	3,267.32	3,267.32
1619707	Pearson Education Inc	02/18/2014	WORLD HISTORY; THE MODERN ERA	1,492.76	1,492.76
1619708	Prosek's Greenhouse	02/18/2014	GERMINATION MIX; HORTICULTURE	39.90	39.90
1619709	Proviso West High Sch	02/18/2014	2/1/14 WINTER SPLASH CANCELLED EVENT REFUND	100.00	100.00
1619710	Purchase Advantage Ca	02/18/2014	INSTRUCTIONAL SUPPLY; FACS	38.24	38.24
1619711	Purchase Advantage Ca	02/18/2014	INSTRUCTIONAL SUPPLY; SPEC ED; GRANT	130.89	130.89
1619712	Quest Management Serv	02/18/2014	ACTIVITY DIRECTOR LUNCHEON MTG CHAMBER OF COMMERCE BOARD OF DIRECTORS MTG OPEN HOUSE SUPPLIES COD MEETING SUPPLIES; 1/9/14	179.10 139.00 350.00 32.00	1,968.75

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			EDUCATION	40.00	
			FOUNDATION MTG		
			PRESIDENTS	90.00	
			COUNCIL MEETING		
			BILINGUAL PARENT	50.00	
			MTG SUPPLY		
			OPEN HOUSE	87.50	
			REFRESHMENTS		
			OPEN HOUSE	87.50	
			REFRESHMENTS;		
			COUNSELING		
			JANUARY 2014 MILK	913.65	
1619713	R & M Specialties	02/18/2014	GIRLS BASKETBALL	172.14	172.14
			COACH AWARDS		
			NIGHT		
1619714	Revtrak Inc	02/18/2014	JANUARY 2014	161.62	161.62
			MERCHANT FEES		
1619715	Ricmar Industries	02/18/2014	ROCK SALT	1,143.18	1,143.18
1619716	Sased	02/18/2014	FY2014 DIAGNOSTIC	1,698.00	40,142.87
			BILLING		
			FY2014 TUITION	9,245.00	
			PREBILL		
			SE	10,271.03	
			TRANSPORTATION;		
			AUG 2013-DEC 2013		
			2013/2014	18,928.84	
			ITINERANT		
			PREBILLING		
1619717	Scariano, Himes and P	02/18/2014	DECEMBER 2013	7,776.30	7,776.30
			LEGAL FEES		
1619718	Schomig/reimbursement	02/18/2014	CONFERENCE	33.90	33.90
			MILEAGE; 12/6/13		
			AND 12/13/13		

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1619719	Schoolwires	02/18/2014	Schoolwires setup fee/monthly fee until June 30, 2014 - New District website	6,782.50	6,782.50
1619720	Seal Of Illinois	02/18/2014	JANUARY 2014 TUITION; 3 STUDENTS	9,121.95	9,121.95
1619721	Septran Inc	02/18/2014	JANUARY 2014 STUDENT TRANSPORTATION	43,985.91	43,985.91
1619722	Sherwin Williams	02/18/2014	PAINTING SUPPLIES PAINTING SUPPLIES	776.61 393.65	1,170.26
1619723	SPARE WHEELS TRANSPOR	02/18/2014	JANUARY 2014 SHARED TRANSPORTATION; 1 STUDENT	1,025.00	1,025.00
1619724	SPECIALIZED TRANSPORT	02/18/2014	1/15/14-2/11/14 TRANSPORTATION; 1 STUDENT 1/15/14-2/11/14 TRANSPORTATION; 1 STUDENT	5,655.00 120.00	5,775.00
1619725	Sraga Hauser Llc	02/18/2014	OCTOBER 2013 LEGAL FEES JANUARY 2014 LEGAL SVCS	2,220.00 2,500.00	4,720.00
1619726	St Charles North High	02/18/2014	UEC INVITE SWIM MEET	46.18	46.18
1619727	St Francis High Schoo	02/18/2014	2/1/14 WINTER SPLASH CANCELLED EVENT	100.00	100.00
1619728	STATE BANK OF ILLINOI	02/18/2014	STAFF DEVELOPMENT	938.51	938.51

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1619729	Stefancic, Janelle	02/18/2014	TRAVEL AND WORKING MEETINGS STIKKI CLIPS PACKS; GRANT	39.18	109.05
1619730	Steiner Electric Comp	02/18/2014	BILINGUAL PARENT MEETING SUPPLIES POWER SYSTEMS SALES ADJUSTMENT TO CANCEL OUT CREDIT APPLIED TO VENDOR ACCT WHEN NO CHARGES WERE DEBITED	69.87 -493.68 493.68	0.00
1619731	STREAMWOOD BEHAVIORAL	02/18/2014	12/30/13-1/9/14 TUITION; 1 STUDENT	1,225.00	1,225.00
1619732	STREICHER, CASS	02/18/2014	9/11/12-12/20/13 DUAL CREDIT CONSULTING	1,330.00	1,330.00
1619733	T S Specialties	02/18/2014	VAN REPAIR	300.90	300.90
1619734	Technology Center Of	02/18/2014	ADMINISTRATIVE AND SPECIAL ASSESSMENTS; FY 2014	4,315.86	4,315.86
1619735	TELESOLUTIONS CONSULT	02/18/2014	ERATE RETAINER 2/1/14 E-RATE RETAINER FEE; DECEMBER 2013	275.00 275.00	550.00
1619736	Tigerdirect	02/18/2014	40 inch Seiki SC40FK01	311.01	311.01
1619737	TonerStore	02/18/2014	Toner Toner and ink	871.75 1,961.89	2,833.64

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
1619738	Ucp/infinitec	02/18/2014	11/4/13-12/4/13 IPAD RENTAL; GRANT	100.00	100.00
1619739	Uline	02/18/2014	Velcro for special education student projects and communication	520.64	520.64
1619740	United States Postal	02/18/2014	FEBRUARY 2014 POSTAGE	2,600.00	2,600.00
1619741	Universal Taxi Dispat	02/18/2014	1/8/14-1/10/14 TRANSPORTATION; 2 STUDENTS	385.00	1,673.00
			1/13/14-1/17/14 TRANSPORTATION; 1 STUDENT	441.00	
			1/19/14-1/24/14 TRANSPORTATION; 2 STUDENTS	532.00	
			1/26/14-1/31/14 TRANSPORTATION; 2 STUDENTS	315.00	
1619742	VALDES ENTERPRISES	02/18/2014	CUSTODIAL AND PAPER PRODUCTS	2,561.45	3,425.08
			CUSTODIAL AND PAPER PRODUCTS	128.90	
			CUSTODIAL AND PAPER PRODUCTS	734.73	
1619743	Vences, Guadalupe	02/18/2014	ESL COHORT: IMPROVEMENT OF INSTRUCTION; REIMBURSEMENT	400.00	400.00
1619744	Waste Management West	02/18/2014	FEBRUARY 2014 RECYCLING	263.29	1,678.89

Check Number	Vendor Name	Check Date	Invoice Description	Invoice Amount	Check Amount
			JANUARY 2014	1,415.60	
			REFUSE SVC		
1619745	WCCHS BOOSTER CLUB	02/18/2014	BOOSTER ITEMS	231.00	231.00
			SOLD IN BOOKSTORE		
			10/29/13-2/8/14		
1619746	Wcchs General Cash Fu	02/18/2014	ADULT EDUCATION	600.00	635.33
			PROGRAM RENT		
			PAPER AND	35.33	
			POSTAGE; ADULT ED		
1619747	West Chicago Printing	02/18/2014	VOC WORK TRAINING	114.00	114.00
			PGM BROCHURES;		
			GRANT		
1619748	Wet/usa Inc	02/18/2014	COOLING WATER	1,048.86	1,048.86
			TREATMENT		
1619749	Wight & Company	02/18/2014	NOVEMBER 2013	8,732.23	13,231.58
			FACS AND EC		
			RENOVATION		
			FACS & EC	4,499.35	
			RENOVATION;		
			DECEMBER 2013		
1619750	Winfield Flower Shopp	02/18/2014	STAFF SYMPATHY;	67.90	188.30
			SPECIAL ED		
			STAFF SYMPATHY;	67.90	
			SCIENCE		
			BOYS BASKETBALL;	52.50	
			CHEERLEADING AND		
			POM PON AWARDS		
1619751	WINZER CORPORATION	02/18/2014	CUSTODIAL	140.94	184.20
			CLEANING SUPPLY		
			CUSTODIAL	24.40	
			CLEANING SUPPLIES		
			CUSTODIAL	18.86	
			CLEANING SUPPLIES		

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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	185	Computer	Checks For a Total of	516,145.73
Total For	185	Manual, Wire Tran, ACH & Computer Checks		516,145.73
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	516,145.73

COMMUNITY HIGH SCHOOL DISTRICT NO. 94
BOARD OF EDUCATION - BILL LISTING SUMMARY
January 2014 and February 2014 Bill List

	(Taxes)Certificates Of Deposit Purchased For The Month Of January-14	Net Payroll For The Month Of January-14	Operating Checks* Drawn During The Month Of January-14	Bill List Vouchers Paid In The Month Of January-14	Total	Bill List Vouchers Paid In The Month Of February-14
#10 EDUCATIONAL FUND	\$ 134,204.16	791,554.89	657,825.73	\$328,058.88	\$1,911,643.66	\$309,654.94
#20 OPERATIONS & MAINTENANCE FUND	23,125.90	63,854.26	52,871.41	100,622.01	\$240,473.58	98,271.99
#30 DEBT SERVICES FUND	21,943.20	-	-	0.00	\$21,943.20	0.00
#40 TRANSPORTATION FUND	6,323.10	-	-	96,149.82	\$102,472.92	67,271.22
#50 ILLINOIS MUNICIPAL RETIREMENT FUND	2,821.45	-	40,316.28	0.00	\$43,137.73	0.00
#51 SOCIAL SECURITY AND MEDICARE FUND	2,821.45	-	36,896.64	0.00	\$39,718.09	0.00
#61 CAPITAL IMPROVEMENTS - HILAKE FUND	-	-	-	10,635.83	\$10,635.83	36,103.58
#70 WORKING CASH FUND	-	-	-	0.00	\$0.00	0.00
#80 TORT FUND	1,964.94	-	-	0.00	\$1,964.94	4,844.00
TOTAL	\$ 193,204.20	\$855,409.15	\$787,910.06	\$535,466.54	\$2,371,989.95	\$516,145.73

* Payroll taxes, annuities, wage garnishments, insurance premiums, college savings plans
TRS & IMRF pension contributions, charitable contributions, Imprest Fund & Petty Cash Fund
reimbursement, lost & stale check replacement reviewed by Treasurer

The investments and payroll disbursements for the month of January-14 and the regular accounts payable for the period
January 16, 2014 to February 12, 2014 to be paid February 18, 2014 Totaling: \$2,352,669.14 .

I hereby certify that the expenditures listed as a part of this statement are legally payable from the budget category to which they are charged and are coded in conformance with the Illinois Office of Education Accounting Manual.

February 12, 2014
Date

Director of Business Services

TO THE TREASURER, COMMUNITY HIGH SCHOOL DISTRICT NO. 94, WEST CHICAGO. ILLINOIS

The Board of Education has approved the payment of the above listed invoices on this date and you are hereby authorized and directed to make payments thereof:

Date

President, Board of Education

Secretary, Board of Education

COMMUNITY HIGH SCHOOL IMPREST FUND January 2014

This listing represents payments from the High School Imprest Fund for the month of January 2014. Reimbursement for the following is hereby requested from the Board of Education, Community High School District 94, West Chicago, Illinois at its regular board meeting on February 18, 2014.

Gordon H. Cole - Director of Business

Date

ACCOUNT	BATCH	CHECK	CHECK	INVOICE	
NUMBER	NUMBER VENDOR	DATE	NUMBER	DESCRIPTION	AMOUNT
10E100 1500 6410 00 000000	IP0103 Aarseth, Keith	01/03/2014	1311993	GIRLS BASKETBALL; CHRISTMAS TOURNAMENT; 12/18/13	139.00
10E100 1500 6410 00 000000	IP0103 BARATZ, ARNOLD	01/03/2014	1311994	GIRLS BASKETBALL; CHRISTMAS TOURNAMENT; 12/17/13	139.00
10E100 1500 6410 00 000000	IP0103 Cousins, Ken	01/03/2014	1311995	GIRLS BASKETBALL; CHRISTMAS TOURNAMENT; 12/17/13	139.00
10E104 1505 4050 00 000000	IP0103 Elk Grove High School	01/03/2014	1311996	SPEECH TOURNAMENT ENTRY FEE	150.00
10E100 1500 6410 00 000000	IP0103 Forrest, Mike	01/03/2014	1311997	GIRLS BASKETBALL; CHRISTMAS TOURNAMENT; 12/18/13	139.00
10E100 1500 3191 00 000000	IP0103 Horton/official, Mark	01/03/2014	1311998	BOYS BASKETBALL; SE; 12/19/13	60.00
10E100 1500 6410 00 000000	IP0103 Jansky, John	01/03/2014	1311999	GIRLS BASKETBALL; CHRISTMAS TOURNAMENT; 12/17/13	139.00
10E100 1500 3191 00 000000	IP0103 Lindstrom, Stephen	01/03/2014	1312000	BOYS BASKETBALL; SE; 12/19/13	50.00
10E100 1500 3191 00 000000	IP0103 Miller, Tom	01/03/2014	1312001	BOYS BASKETBALL; SE; 12/19/13	60.00
10E100 1500 6410 00 000000	IP0103 Moe, David	01/03/2014	1312002	GIRLS BASKETBALL; CHRISTMAS TOURNAMENT; 12/18/13	139.00
10E104 1505 4050 00 000000	IP0103 Naperville Central High School	01/03/2014	1312003	SPEECH TOURNAMENT ENTRY FEE	150.00
10E100 1500 6410 00 000000	IP0103 Pryde, Craig	01/03/2014	1312004	GIRLS BASKETBALL; CHRISTMAS TOURNAMENT; 12/18/13	139.00
10E100 1500 3191 00 000000	IP0103 Rodriguez, Jim	01/03/2014	1312005	BOYS BASKETBALL; SE; 12/19/13	89.00
10E104 1505 4050 00 000000	IP0103 South Elgin High School	01/03/2014	1312006	SPEECH TOURNAMENT ENTRY FEE	150.00
10E100 1500 3191 00 000000	IP0103 Stebbins, Mike	01/03/2014	1312007	BOYS BASKETBALL; SE; 12/19/13	89.00
10E100 1500 6410 00 000000	IP0103 Tonielli, Saul	01/03/2014	1312008	GIRLS BASKETBALL; CHRISTMAS TOURNAMENT; 12/17/13	139.00
10E100 1500 3191 00 000000	IP0103 Vaughn, Bob	01/03/2014	1312009	BOYS BASKETBALL; SE; 12/19/13	60.00
10E100 1500 6430 00 000000	IP0103 Waukegan High School	01/03/2014	1312010	BOYS BASKETBALL; FROSH A/B TOURNAMENT	200.00
10E070 2410 4000 00 000000	IP0103 WCCHS STUDENT ACTIVITY FUND	01/03/2014	1312011	CROSS COUNTRY RETREAT REIMBURSEMENT; PRINCIPAL	300.00
10E100 1500 3191 00 000000	IP0103 Young, David	01/03/2014	1312012	BOYS BASKETBALL; SE; 12/19/13	50.00
10E100 1500 3191 00 000000	IP0109 Barkei, Tim	01/09/2014	1312013	WRESTLING; QUAD; 12/28/13	147.00
10E100 1500 3191 00 000000	IP0109 Browder/official, Dwayne	01/09/2014	1312014	GIRLS BASKETBALL; STREAMWOOD; 12/20/13	60.00
10E100 1500 3191 00 000000	IP0109 Cullen, Tim	01/09/2014	1312015	GIRLS BASKETBALL; STREAMWOOD; 12/21/13	60.00
10E100 1500 3191 00 000000	IP0109 Cyr, John	01/09/2014	1312016	GIRLS BASKETBALL; SE; 12/20/13	60.00
10E100 1500 3191 00 000000	IP0109 Horcher, Scott	01/09/2014	1312017	WRESTLING; QUAD; 12/27/13	147.00
10E100 1500 3191 00 000000	IP0109 Horcher, Scott	01/09/2014	1312017	WRESTLING; NEUQUA VALLEY;	105.00

ACCOUNT	BATCH	CHECK	CHECK	INVOICE	
NUMBER	NUMBER VENDOR	DATE	NUMBER	DESCRIPTION	AMOUNT
				1/10/14	
10E100 1500 3191 00 000000	IP0109 Maucieri, Nick	01/09/2014	1312018	WRESTLING; NEUQUA VALLEY;	54.00
				1/10/14	
10E100 1500 3191 00 000000	IP0109 Moe, David	01/09/2014	1312019	GIRLS BASKETBALL; SE;	50.00
				12/20/13	
10E100 1500 3191 00 000000	IP0109 NOVAK, PAUL	01/09/2014	1312020	GIRLS BASKETBALL; SE;	60.00
				12/20/13	
10E100 1500 3191 00 000000	IP0109 Palash, Carl	01/09/2014	1312021	GIRLS BASKETBALL; STREAMWOOD;	60.00
				12/20/13	
10E100 1500 3191 00 000000	IP0109 PHILLIPS, JERRY	01/09/2014	1312022	GIRLS BASKETBALL; STREAMWOOD;	89.00
				12/21/13	
10E100 1500 3191 00 000000	IP0109 Reardon, Tim	01/09/2014	1312023	GIRLS BASKETBALL; STREAMWOOD;	89.00
				12/21/13	
10E100 1500 3191 00 000000	IP0109 Rodriguez, Jim	01/09/2014	1312024	GIRLS BASKETBALL; STREAMWOOD;	50.00
				12/21/13	
10E100 1500 3191 00 000000	IP0109 Rodriguez/official, Ruben	01/09/2014	1312025	GIRLS BASKETBALL; STREAMWOOD;	50.00
				12/21/13	
10E100 1500 3191 00 000000	IP0109 Schenck, Pat	01/09/2014	1312026	GIRLS BASKETBALL; SE;	50.00
				12/20/13	
10E100 1500 3191 00 000000	IP0109 Stocki, Hank	01/09/2014	1312027	GIRLS BASKETBALL; SE;	50.00
				12/20/13	
10E100 1500 3191 00 000000	IP0109 Thompson, Mark	01/09/2014	1312028	WRESTLING; QUAD; 12/27/13	147.00
10E100 1500 3191 00 000000	IP0109 Travernicht, Ivan	01/09/2014	1312029	GIRLS BASKETBALL; SE;	60.00
				12/20/13	
10L000 4044 0000 00 000000	IP0109 Wchs Educational Foundation	01/09/2014	1312030	HOLIDAY EVENT TICKET SALE	1,675.00
				REVENUE	
10E100 1500 3191 00 000000	IP0109 Weisenberger, Kevin	01/09/2014	1312031	WRESTLING; QUAD; 12/28/13	147.00
10E100 1500 3191 00 000000	IP0109 Wrona, Bob	01/09/2014	1312032	GIRLS BASKETBALL; SE;	50.00
				12/20/13	
10E100 1500 3191 00 000000	IP0115 Baillie, Chris	01/15/2014	1312033	BOYS BASKETBALL; STREAMWOOD;	89.00
				1/11/14	
10E100 1500 3191 00 000000	IP0115 BARATZ, ARNOLD	01/15/2014	1312034	BOYS BASKETBALL; STREAMWOOD;	89.00
				1/11/14	
10E100 1500 3191 00 000000	IP0115 ELERT, JON	01/15/2014	1312035	BOYS BASKETBALL; STREAMWOOD;	50.00
				1/11/14	
10E100 1500 3191 00 000000	IP0115 Forrest, Mike	01/15/2014	1312036	GIRLS BASKETBALL; STREAMWOOD;	50.00
				1/13/14	
10E100 1500 3191 00 000000	IP0115 Gafrick, Fred	01/15/2014	1312037	BOYS SWIM; SCE; 1/9/14	90.00
10E100 1000 4000 00 199920	IP0115 IHSTCA	01/15/2014	1312038	TENNIS COACH CLINIC; 2	180.00

ACCOUNT	BATCH	CHECK	CHECK	INVOICE	
NUMBER	NUMBER VENDOR	DATE	NUMBER	DESCRIPTION	AMOUNT
				COACHES	
10E100 1500 3191 00 000000	IP0115 Kirstein, Mark	01/15/2014	1312039	BOYS BASKETBALL; STREAMWOOD; 1/11/14	60.00
10E100 1500 3191 00 000000	IP0115 Kutinac, Greg	01/15/2014	1312040	BOYS SWIM; SE; 1/8/14	90.00
10E100 1500 3191 00 000000	IP0115 Mueller, Richard	01/15/2014	1312041	BOYS SWIMMING; SCE; 1/9/14	90.00
10E100 1500 3191 00 000000	IP0115 Rodewald, Matt	01/15/2014	1312042	BOYS BASKETBALL; STREAMWOOD; 1/11/14	50.00
10E100 1500 3191 00 000000	IP0115 Scudero, Tim	01/15/2014	1312043	GIRLS BASKETBALL; STREAMWOOD; 1/13/14	50.00
10E100 1500 3191 00 000000	IP0115 Surch, Doug	01/15/2014	1312044	BOYS SWIM; SE; 1/8/14	90.00
10E100 1500 3191 00 000000	IP0115 Thornton/official, Tom	01/15/2014	1312045	BOYS BASKETBALL; STREAMWOOD; 1/11/14	60.00
10E100 1500 6410 00 000000	IP0115 Trifone, John	01/15/2014	1312046	BOYS BASKETBALL; TURKEY TOURNAMENT; 11/30/13	50.00
10E100 1500 6410 00 000000	IP0115 Wilt, Pete	01/15/2014	1312047	BOYS BASKETBALL; TURKEY TOURNAMENT; 11/30/13	50.00
10E100 1500 3191 00 000000	IP0115 Wojcikiewicz, Jim	01/15/2014	1312048	BOYS BASKETBALL; STREAMWOOD; 1/11/14	60.00
10E100 1500 3191 00 000000	IP0116 Camiglia, Torrence	01/17/2014	1312049	WRESTLING; WAUBONSIE VALLEY; 1/17/14	65.00
10E100 1500 6410 00 000000	IP0116 Campos, Frank	01/17/2014	1312050	WRESTLING; JV TOURNAMENT; 1/18/14	150.00
10E100 1500 3191 00 000000	IP0116 Carroll, Bernie	01/17/2014	1312051	BOYS BASKETBALL; EAST AURORA; 1/16/14	60.00
10E051 2120 6450 00 000000	IP0116 CASE	01/17/2014	1312052	CONFERENCE REGISTRATION; COUNSELING	80.00
10E002 1130 3350 00 000000	IP0116 Cortez/reimbursement, Helen	01/17/2014	1312053	DEC 2013 MILEAGE; HMBD TUTORS	9.04
10E002 1130 3350 00 000000	IP0116 Grenchik, Jennifer	01/17/2014	1312054	DEC 2013 MILEAGE; HMBD TUTORS	4.52
10E002 1130 3350 00 000000	IP0116 Grenchik, Jennifer	01/17/2014	1312054	NOV 2013 MILEAGE; HMBD TUTORS	6.78
10E100 1500 6410 00 000000	IP0116 Henson, Russ	01/17/2014	1312055	WRESTLING; JV TOURNAMENT; 1/18/14	150.00
10E100 1500 3191 00 000000	IP0116 JAKACKI, WESLEY	01/17/2014	1312056	BOYS BASKETBALL; EAST AURORA; 1/16/14	89.00
10E100 1500 3191 00 000000	IP0116 Lindstrom, Stephen	01/17/2014	1312057	BOYS BASKETBALL; EAST AURORA; 1/16/14	50.00
10E002 1130 3350 00 000000	IP0116 Melvin, Marianne	01/17/2014	1312058	DEC 2013 MILEAGE; HMBD TUTORS	10.74
10E100 1500 6410 00 000000	IP0116 Ratliff, Reggie	01/17/2014	1312059	WRESTLING; JV TOURNAMENT; 1/18/14	150.00
10E002 1130 3350 00 000000	IP0116 RAU, WARD	01/17/2014	1312060	DEC 2013 MILEAGE; HMBD TUTORS	15.19

ACCOUNT	BATCH	CHECK	CHECK	INVOICE	
NUMBER	NUMBER VENDOR	DATE	NUMBER	DESCRIPTION	AMOUNT
10E100 1500 6410 00 000000	IP0116 Smith, Ryan	01/17/2014	1312061	WRESTLING; JV TOURNAMENT; 1/18/14	150.00
10E100 1500 3191 00 000000	IP0116 Spadavecchio, Vito	01/17/2014	1312062	BOYS BASKETBALL; EAST AURORA; 1/16/14	60.00
10E080 2510 6249 00 000000	IP0116 State Bank Of Illinois	01/17/2014	1312063	2014 ANNUAL SAFE DEPOSIT BOX RENTAL	80.00
10E100 1500 3191 00 000000	IP0116 Taylor, Ken	01/17/2014	1312064	WRESTLING; WAUBONSIE VALLEY; 1/17/14	54.00
10E002 1130 3350 00 000000	IP0116 Vondrak/reimbursement, Kirsten	01/17/2014	1312065	DEC 2013 MILEAGE; HMBD TUTORS	30.51
10E002 1130 3350 00 000000	IP0116 Vondrak/reimbursement, Kirsten	01/17/2014	1312065	NOV 2013 MILEAGE; HMBD TUTORS	4.52
10E906 2210 3320 00 906000	IP0116 Western DuPage Chamber of Comm	01/17/2014	1312066	PROFESSIONAL WORKSHOP; 1 STAFF	25.00
10E100 1500 3191 00 000000	IP0116 Wrona, Bob	01/17/2014	1312067	BOYS BASKETBALL; EAST AURORA; 1/16/14	50.00
10E100 1500 3191 00 000000	IP0116 Young, David	01/17/2014	1312068	BOYS BASKETBALL; EAST AURORA; 1/16/14	89.00
10E100 1500 6430 00 000000	IP0123 Bartlett High School	01/23/2014	1312069	BOYS SWIMMING INVITE	50.00
10E100 1500 3191 00 000000	IP0123 Boardman, Troy	01/23/2014	1312070	BARTLETT; BOYS BASKETBALL; 1/21/14	60.00
10E100 1500 3191 00 000000	IP0123 Buoniconti, Ron	01/23/2014	1312071	BARTLETT; BOYS BASKETBALL; 1/21/14	89.00
10E022 1220 4050 00 000000	IP0123 Cash	01/23/2014	1312072	READY INCENTIVE FIELD TRIP; GRANT	150.00
10E100 1500 1504 00 000000	IP0123 Cheehy, Tom	01/23/2014	1312073	BOYS BASKETBALL; STREAMWOOD; SCOREBOARD	40.00
10E100 1500 3191 00 000000	IP0123 Clark, Jeff	01/23/2014	1312074	GIRLS BASKETBALL; SE; 1/20/14	50.00
10E100 1500 3191 00 000000	IP0123 Clark, Jeff	01/23/2014	1312074	BOYS BASKETBALL; BARTLETT; 1/21/14	60.00
10E100 1500 3191 00 000000	IP0123 Cyrus/official, Frank	01/23/2014	1312075	GIRLS BASKETBALL; EA; 1/17/14	50.00
10E100 1500 3191 00 000000	IP0123 Denton/official, Albert	01/23/2014	1312076	GIRLS BASKETBALL; EA; 1/17/14	50.00
10E100 1500 3191 00 000000	IP0123 Dryer, Tim	01/23/2014	1312077	GIRLS BASKETBALL; EA; 1/17/14	60.00
10E100 1500 3191 00 000000	IP0123 Fisher/official, Daniel	01/23/2014	1312078	BOYS BASKETBALL; BARTLETT; 1/21/14	60.00
10E100 1500 3191 00 000000	IP0123 Gehl, Mark	01/23/2014	1312079	GIRLS BASKETBALL; EA; 1/17/14	89.00
10E100 1500 3191 00 000000	IP0123 Hall/official, Dan	01/23/2014	1312080	GIRLS BASKETBALL; EA; 1/17/14	89.00
10E100 1500 3191 00 000000	IP0123 Hanrahan, Michael	01/23/2014	1312081	GIRLS BASKETBALL; BARTLETT; 1/18/14	50.00
10E100 1500 1504 00 000000	IP0123 Hummer, Randy	01/23/2014	1312082	BOYS SWIMMING; SO ELGIN; TIMER	40.00

ACCOUNT	BATCH	CHECK	CHECK	INVOICE	
NUMBER	NUMBER VENDOR	DATE	NUMBER	DESCRIPTION	AMOUNT
10E100 1500 1504 00 000000	IP0123 Hummer, Randy	01/23/2014	1312082	BOYS SWIMMING; ST CHARLES EAST; TIMER	40.00
10E100 1500 3191 00 000000	IP0123 James, Tim	01/23/2014	1312083	GIRLS BASKETBALL; SE; 1/20/14	50.00
10E100 1500 3191 00 000000	IP0123 Kirstein, Mark	01/23/2014	1312084	GIRLS BASKETBALL; EA; 1/17/14	60.00
10E100 1500 3191 00 000000	IP0123 Landeros/official, Chuck	01/23/2014	1312085	GIRLS BASKETBALL; BARTLETT; 1/18/14	60.00
10E100 1500 3191 00 000000	IP0123 Mercardo, Richard	01/23/2014	1312086	GIRLS BASKETBALL; BARTLETT; 1/18/14	89.00
10E100 1500 3191 00 000000	IP0123 Moe, David	01/23/2014	1312087	BOYS BASKETBALL; NEUQUA VALLEY; 1/20/14	89.00
10E100 1500 3191 00 000000	IP0123 Montgomery, Lawrence	01/23/2014	1312088	GIRLS BASKETBALL; BARTLETT; 1/18/14	60.00
10E100 1500 3191 00 000000	IP0123 Parsons, Rich	01/23/2014	1312089	BOYS BASKETBALL; EA; 1/16/14	60.00
10E100 1500 3191 00 000000	IP0123 Pryde, Craig	01/23/2014	1312090	GIRLS BASKETBALL; BARTLETT; 1/18/14	89.00
10E100 1500 6410 00 000000	IP0123 Recchia, William	01/23/2014	1312091	DEKALB TOURNAMENT EXPENSES; REPLACEMENT FOR CHECK #1619497	199.99
10E074 1000 3000 00 000000	IP0123 Rhine, Sam	01/23/2014	1312092	CONFERENCE FEE FOR STUDENTS; EDUCATION FOUNDATION	380.00
10E100 1500 3191 00 000000	IP0123 Schwarz, Matt	01/23/2014	1312093	BOYS BASKETBALL; BARTLETT; 1/21/14	50.00
10E100 1500 3191 00 000000	IP0123 Scudero, Tim	01/23/2014	1312094	GIRLS BASKETBALL; BARTLETT; 1/18/14	50.00
10E100 1500 3191 00 000000	IP0123 Shade, Marvin	01/23/2014	1312095	GIRLS BASKETBALL; EA; 1/17/14	60.00
10E100 1500 6420 00 000000	IP0123 Springhill Suites By Marriott	01/23/2014	1312096	IHSA STATE CHESS COMPETITION LODGING; ATHLETICS	976.64
10E100 1500 3191 00 000000	IP0123 Stebbins, Mike	01/23/2014	1312097	BOYS BASKETBALL; BARTLETT; 1/21/14	50.00
10E100 1500 1504 00 000000	IP0123 Stone, Brian	01/23/2014	1312098	BOYS BASKETBALL; STREAMWOOD; FOUL BOARD	40.00
10E100 1500 3191 00 000000	IP0123 Talkington, Kevin	01/23/2014	1312099	BOYS BASKETBALL; NEUQUA VALLEY; 1/20/14	89.00
10E100 1500 3191 00 000000	IP0123 Turnbull/official, Leonard	01/23/2014	1312100	GIRLS BASKETBALL; BARTLETT; 1/18/14	60.00
10E100 1500 1504 00 000000	IP0123 Weier, Alexander	01/23/2014	1312101	BOYS BASKETBALL; STREAMWOOD; ANNOUNCER	40.00
10E100 1500 3191 00 000000	IP0123 Wrona, Bob	01/23/2014	1312102	BOYS BASKETBALL; BARTLETT; 1/21/14	89.00

ACCOUNT	BATCH	CHECK	CHECK	INVOICE	
NUMBER	NUMBER VENDOR	DATE	NUMBER	DESCRIPTION	AMOUNT
10E906 2210 3120 00 906000	IP0131 CABEA	01/31/2014	1312103	Registration for CABEA Spring Workshop for Business Teachers Nancy Blume and Donna Durbin.	30.00
10E104 1505 1502 00 000000	IP0131 Filip, Lara	01/31/2014	1312104	SPEECH JUDGING; GLENBARD WEST	75.00
10E104 1505 4050 00 000000	IP0131 Glenbard West High School	01/31/2014	1312105	SPEECH TOURNAMENT ENTRY FEE	150.00
10E104 1505 1502 00 000000	IP0131 Golaszewski, Michael	01/31/2014	1312106	SPEECH JUDGING; GLENBARD WEST	75.00
10E104 1505 1502 00 000000	IP0131 Golaszewski, Michael	01/31/2014	1312106	SPEECH JUDGING; WHEATON-WARRENVILLE SOUTH	75.00
10E104 1505 1502 00 000000	IP0131 Heinze, John	01/31/2014	1312107	SPEECH JUDGING; GLENBARD WEST	75.00
10E104 1505 1502 00 000000	IP0131 HUPP, WILLIAM	01/31/2014	1312108	SPEECH JUDGING; WHEATON-WARRENVILLE SOUTH	75.00
10E104 1505 1502 00 000000	IP0131 JOHNSON, KEEGAN	01/31/2014	1312109	SPEECH JUDGING; SOUTH ELGIN	75.00
10E100 1500 3191 00 000000	IP0131 Kutinac, Greg	01/31/2014	1312110	BOYS SWIMMING; METEA VALLEY; 1/23/14	90.00
10E100 1500 3191 00 000000	IP0131 Mueller, Richard	01/31/2014	1312111	BOYS SWIMMING; BENET; 1/30/14	90.00
10E014 2220 4050 00 000000	IP0131 Neilon, Joseph	01/31/2014	1312112	BATTERIES; TECHNOLOGY	74.47
10E100 1500 3191 00 000000	IP0131 Norton/official, Dennis	01/31/2014	1312113	BOYS SWIMMING; BENET; 1/30/14	90.00
10E104 1505 1502 00 000000	IP0131 Schultz, Amy	01/31/2014	1312114	SPEECH JUDGING; WHEATON-WARRENVILLE SOUTH	75.00
10E104 1505 1502 00 000000	IP0131 Sipla, Peter	01/31/2014	1312115	SPEECH JUDGING; GLENBARD WEST	75.00
10E104 1505 1502 00 000000	IP0131 Snell, Victoria	01/31/2014	1312116	SPEECH JUDGING; SOUTH ELGIN	75.00
10E100 1500 3191 00 000000	IP0131 Surch, Doug	01/31/2014	1312117	BOYS SWIMMING; METEA VALLEY; 1/23/14	90.00
10E104 1505 1502 00 000000	IP0131 Tubridy, Elena	01/31/2014	1312118	SPEECH JUDGING; SOUTH ELGIN	75.00
10E104 1505 1502 00 000000	IP0131 Tubridy, Elena	01/31/2014	1312118	SPEECH JUDGING; UEC TOURNAMENT; NEUQUA VALLEY	90.00
10E070 2410 3410 00 000000	IP0131 WEST CHICAGO POST OFFICE	01/31/2014	1312119	SEMESTER 1 GRADE MAILERS	977.55
10E051 2120 6450 00 000000	IP0131 Wheaton North High School	01/31/2014	1312120	COUNTY-WIDE INSTITUTE REGISTRATION	35.00
10E100 1500 6410 00 000000	IP0131 Wheaton Warrenville South High	01/31/2014	1312121	SPEECH; REGIONAL ENTRY FEE	140.00
Totals for checks					14,636.95

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	ED FUND	1,675.00	0.00	12,961.95	14,636.95
***	Fund Summary Totals ***	1,675.00	0.00	12,961.95	14,636.95

***** End of report *****

COMMUNITY HIGH SCHOOL

DISTRICT 94

West Chicago, Illinois

TREASURER'S REPORT

FOR MONTH ENDING JANUARY 2014

FUND	CASH BALANCE	RECEIPTS	DISBURSEMENTS	CASH BALANCE	INVESTMENTS
	Thru December 31, 2013	January 31, 2014	January 31, 2014	Thru January 31, 2014	AT COST Thru 1/31/2014
EDUCATIONAL	\$ 1,719,819.03	\$ 1,957,726.36	\$ 1,915,470.61	\$ 1,762,074.78	\$ 10,698,227.08
OPERATIONS & MAINTENANCE	\$ (650,455.16)	\$ 62,454.17	\$ 240,420.76	\$ (828,421.75)	\$ 2,422,503.63
DEBT SERVICES	\$ 591,867.25	\$ 21,943.20	\$ 21,943.20	\$ 591,867.25	\$ 1,267,634.22
TRANSPORTATION	\$ (177,120.57)	\$ 32,246.11	\$ 102,472.92	\$ (247,347.38)	\$ 1,354,223.79
I.M.R.F.	\$ (446,343.11)	\$ 25,217.52	\$ 39,566.69	\$ (460,692.28)	\$ 607,850.44
SOCIAL SECURITY/MEDICARE	\$ (462,765.01)	\$ 4,584.92	\$ 39,315.01	\$ (497,495.10)	\$ 611,178.19
CAP IMPROVEMENTS HILAKE	\$ (1,306,113.83)	\$ -	\$ 10,635.83	\$ (1,316,749.66)	\$ 7,666,172.76
WORKING CASH	\$ 1,161,300.35	\$ -	\$ -	\$ 1,161,300.35	\$ 908,782.38
TORT	\$ (145,250.47)	\$ 12,722.11	\$ 1,964.94	\$ (134,493.30)	\$ 202,658.71
TOTAL	\$ 284,938.48	\$ 2,116,894.39	\$ 2,371,789.96	\$ 30,042.91	\$25,739,231.20
Monthly Invest. Int., Adj. & Fees/YTD Interest thru 1/31/2014 <i>(included in revenue and investment totals)</i>	\$ 120,466.32	2,610.89	28.66		\$ 123,048.55
PLUS INVESTMENTS				\$25,739,231.20	
TOTAL YEAR-TO-DATE CASH AND INVESTMENTS AS OF JANUARY 31, 2014				\$ 25,769,274.11	

Kevin Kotche, Treasurer

Date

**COMMUNITY HIGH SCHOOL DISTRICT 94
STATEMENT OF POSITION
FINANCIAL REPORT
FOR PERIOD ENDING JANUARY 31, 2014**

Percent of Fiscal Year Complete: 58.33%

	IMPREST, PETTY CASH & SCHLSHP	CASH BALANCES	INVESTMENT BALANCES	ACCOUNTS RECEIVABLE	OTHER ASSETS	TOTAL ASSETS
ASSETS						
EDUCATIONAL	17,437	1,762,075	10,698,227			12,477,738
OPERATIONS & MAINTENANCE		(828,422)	2,422,504			1,594,082
DEBT SERVICES		591,867	1,267,634			1,859,502
TRANSPORTATION		(247,347)	1,354,224			1,106,876
MUNICIPAL RETIREMENT		(460,692)	607,850			147,158
SOCIAL SECURITY/MEDICARE		(497,495)	611,178			113,683
CI - HIGHLAKE		(1,316,750)	7,666,173	4,599		6,354,023
WORKING CASH		1,161,300	908,782			2,070,083
TORT		(134,493)	202,659			68,165
TOTAL	17,437	30,043	25,739,231	4,599	-	25,791,310

	TAX WARRENTS	ACCOUNTS PAYABLE	ENCUMBERED PAYABLES	OTHER LIABILITIES	FUND EQUITY	TOTAL LIABILITY AND FUND EQUITY
LIABILITIES AND FUND EQUITY						
EDUCATIONAL		(56,644)	309,655		12,224,727	12,477,738
OPERATIONS & MAINTENANCE		(7,654)	98,272		1,503,464	1,594,082
DEBT SERVICES					1,859,502	1,859,502
TRANSPORTATION			67,271		1,039,605	1,106,876
MUNICIPAL RETIREMENT					147,158	147,158
SOCIAL SECURITY/MEDICARE					113,683	113,683
CI - HIGHLAKE			36,104		6,317,919	6,354,023
WORKING CASH					2,070,083	2,070,083
TORT			4,844		63,321	68,165
TOTAL	-	(64,298)	516,146	-	25,339,460	25,791,310

	BUDGET 2013 - 2014	CURRENT REVENUES	Y.T.D. REVENUES	Y.T.D. OTHER	UNREALIZED BALANCE	PERCENT REALIZED
RECEIPTS						
EDUCATIONAL	22,329,895	444,292	11,713,608		10,616,287	52.46%
OPERATIONS & MAINTENANCE	3,059,614	63,343	1,635,567		1,424,047	53.46%
DEBT SERVICES	2,801,090	21,943	1,424,546		1,376,544	50.86%
TRANSPORTATION	1,249,788	32,259	758,667		491,121	60.70%
MUNICIPAL RETIREMENT	464,158	25,318	257,643		206,515	55.51%
SOCIAL SECURITY/MEDICARE	419,258	4,665	188,950		230,308	45.07%
CI - HIGHLAKE	428,000	190	54,532		373,468	12.74%
WORKING CASH	5,000	97	635		4,365	12.69%
TORT	313,008	12,722	163,262		149,745	52.16%
TOTAL	31,069,812	604,830	16,197,410	-	14,872,402	52.13%

	BUDGET 2013 - 2014	CURRENT EXPENDITURES	Y.T.D. EXPENDITURES	ENCUMBERED PAYABLES	UNENCUMBERED BALANCE	PERCENT ENCUMBERED
DISBURSEMENTS						
EDUCATIONAL	22,327,918	1,757,747	12,714,744	309,655	9,303,519	56.95%
OPERATIONS & MAINTENANCE	3,053,804	215,243	1,674,214	98,272	1,281,318	54.82%
DEBT SERVICES	2,791,075	-	2,524,765		266,310	90.46%
TRANSPORTATION	1,241,050	96,150	600,601	67,271	573,178	48.39%
MUNICIPAL RETIREMENT	461,250	36,986	265,493		195,758	57.56%
SOCIAL SECURITY/MEDICARE	417,620	36,799	251,379		166,241	60.19%
CI - HIGHLAKE	428,000	10,636	26,693	36,104	365,204	6.24%
WORKING CASH	5,000	-	-		5,000	0.00%
TORT	309,450	-	276,816	4,844	27,790	89.45%
TOTAL	31,035,168	2,153,561	18,334,705	516,146	12,184,318	59.08%

	JULY 1 EQUITY	YEAR-TO-DATE RECEIPTS	YEAR-TO-DATE EXPENDITURES	ENCUMBERED PAYABLES	CURRENT EQUITY
FUND BALANCE					
EDUCATIONAL	13,535,518	11,713,608	12,714,744	309,655	12,224,726
OPERATIONS & MAINTENANCE	1,640,383	1,635,567	1,674,214	98,272	1,503,464
DEBT SERVICES	2,959,721	1,424,546	2,524,765	-	1,859,502
TRANSPORTATION	948,810	758,667	600,601	67,271	1,039,605
MUNICIPAL RETIREMENT	155,007	257,643	265,493	-	147,158
SOCIAL SECURITY/MEDICARE	176,112	188,950	251,379	-	113,683
CI - HIGHLAKE	6,326,183	54,532	26,693	36,104	6,317,919
WORKING CASH	2,069,448	635	-	-	2,070,083
TORT	181,719	163,262	276,816	4,844	63,321
TOTAL	27,992,902	16,197,410	18,334,705	516,146	25,339,460

COMMUNITY HIGH SCHOOL DISTRICT 94
STATEMENT OF REVENUE AND EXPENDITURES
YTD ENDING JANUARY 31, 2014

PERCENT OF FISCAL YEAR COMPLETED: 58.33%

DISTRICT 94 REVENUE & EXPENDITURE RPT

JANUARY 2014

FUND

BEGINNING FUND BALANCE

REVENUE BUDGET

RECEIPTS

1. CORPORATE P. P. REPLACEMENT TAX
2. SUMMER PROGRAM FEES
3. EARNINGS ON TAXES/ INVESTMENTS
4. PUPIL & COMMUNITY SERVICES
5. FACILITY RENTALS
6. IMPACT FEES/P.U.D/LAND CASH DONATE
7. STATE AID
8. STATE/ CATEGORICAL AID /GRANTS FY14
9. ARRA AID/ARRA FEDERAL FUNDING
10. FEDERAL AID/GRANTS FY13 LATE PMTS
11. PROPERTY TAXES - ED. FUND-TORT
12. PROPERTY TAXES - SPEC'L ED/SOC SEC
13. PROPERTY TAXES - OTHER FUNDS
14. TRANSFER OF LOAN REPMT/ INTEREST
15. CURRENT YEAR LEVY-ADVANCED TAXES
16. FLOW-THRU/VENDOR REVENUE/MISC REV

TOTAL REVENUE REALIZED

PERCENT REVENUE REALIZED

EXPENDITURE BUDGET

DISBURSEMENTS

1. SALARIES
2. BENEFITS
3. EMPLOYER IMRF
4. EMPLOYER FICA
5. EMPLOYER MEDICARE
6. PURCHASED SERVICES/CONTRACTS REG
7. PURCHASED SERVICES/mini BUSES
8. PURCHASED SERVICES/SPECIAL ED
9. PURCHASED SERVICES/TCO
10. FUEL ADJ/EARLY DISMISSAL/FIELD TRIP
12. UNEMPLOYMENT INSURANCE
- 13.SCHOOL BOND FINANCIAL SERVICES
14. TREASURER BOND
15. WORKERS COMPENSATION
16. GENERAL LIABILITY INSURANCE
17. STUDENT ACCIDENT INSURANCE
18. UTILITIES
19. SUPPLIES & MATERIALS
20. TAX PAYMENTS
21. CAPITAL/NON-CAPITAL EQUIPMENT
22. CAPITAL CONTRACTS/ IMPROVEMENTS
- 23 CAPITAL LEASE EXPENSE
- 24 BOND INTEREST EXPENSE
25. DUES, FEES AND INVESTMENT COSTS
26. REDEMPTION OF PRINCIPAL
27. FLOW-THRU TO OTH DIST/TRANSFERS
- 28 TUITION & SPEC ED COST
- 29 RETIREMENT BENEFITS/OTHER

TOTAL EXPENDITURES DISBURSED

OUTSTANDING OBLIGATIONS/ENCUMBRANCES

PERCENT DISBURSED PLUS ENCUMBERED

EXCESS OF REVENUE/(EXPENDITURES)

ENDING FUND BALANCE

FUND

EDUCATION	O & M	DEBT SVC	TRANSP	IMRF	SSM	CI HIGHLAKE	WRK CASH	TORT	TOTAL ALL
\$13,535,518	\$1,640,383	\$2,959,721	\$ 948,810	\$ 155,007	\$176,112	\$6,326,183	\$2,069,448	\$ 181,719	\$27,992,902
\$22,329,895	\$3,059,614	\$2,801,090	\$ 1,249,788	\$ 464,158	\$419,258	\$ 428,000	\$ 5,000	\$ 313,008	\$31,069,812
\$ 280,103	\$ 106,590	\$ 316	\$ 86,404	\$ 74,614	\$ 10,031			\$ 35,846	593,904
28,295									28,295
10,825	2,624	1,423	102	170	106	1,435	635	34	17,353
599,548									599,548
	27,309								27,309
						53,098			53,098
941,573									941,573
587,507			262,256						849,763
-									-
524,782									524,782
8,589,775	1,499,044	1,422,808	409,845					127,382	12,048,853
110,507				182,860	178,813				472,180
									-
									-
									-
40,692			60						40,752
\$ 11,713,608	\$ 1,635,567	\$ 1,424,546	\$ 758,667	\$ 257,643	\$ 188,950	\$ 54,532	\$ 635	\$ 163,262	\$ 16,197,410
<i>52.46%</i>	<i>53.46%</i>	<i>50.86%</i>	<i>60.70%</i>	<i>55.51%</i>	<i>45.07%</i>	<i>0.00%</i>	<i>12.69%</i>	<i>52.16%</i>	<i>52.13%</i>
\$22,327,918	\$3,053,804	\$2,791,075	\$1,241,050	\$ 461,250	\$417,620	\$ 428,000	\$ 5,000	\$ 309,450	\$31,035,168
\$ 8,135,829	\$ 698,392								8,834,220.74
1,935,441	115,786								2,051,227
				265,493					265,493
					132,023				132,023
					119,356				119,356
1,141,484	269,904		179,755						1,591,142
									-
			353,688						353,688
			22,072						22,072
			45,087						45,087
								4,443	4,443
								6,650	6,650
									-
								137,823	137,823
								126,825	126,825
								1,075	1,075
	263,701								263,701
393,862	115,734								509,596
									-
234,063	210,696								444,759
						26,693			26,693
									-
		259,765							259,765
119,326	0.1	0	0						119,327
		2,265,000							2,265,000
									-
724,740									724,740
30,000									30,000
\$ 12,714,745	\$ 1,674,214	\$ 2,524,765	\$ 600,601	\$ 265,493	\$ 251,379	\$ 26,693	\$ -	\$ 276,816	\$ 18,334,705
\$ 309,655	\$ 98,272		\$ 67,271			\$ 36,104		\$ 4,844	\$ 516,146
<i>56.95%</i>	<i>58.04%</i>	<i>90.46%</i>	<i>53.82%</i>	<i>57.56%</i>	<i>60.19%</i>	<i>0.00%</i>	<i>0.00%</i>	<i>0.00%</i>	<i>60.74%</i>
\$ (1,001,137)	\$ (38,647)	\$ (1,100,219)	\$ 158,066	\$ (7,849)	(62,429)	\$ 27,839	\$ 635	\$ (113,554)	\$ (2,137,295)
\$12,224,726	\$1,503,464	\$1,859,502	\$1,039,605	\$ 147,158	\$113,683	\$6,317,919	\$2,070,083	\$ 63,321	\$25,339,460
EDUCATION	O & M	DEBT SVC	TRANSP	IMRF	SSM	CI HIGHLAKE	WRK CSH	TORT	TOTAL ALL

3 YEAR BUDGET/ACTUAL TOTAL
SUMMARY OF AMENDED CURRENT YEAR BUDGET

January 31, 2014

DEPARTMENT/SUMMARY	FUND	#	DEPT	11 ACTUAL	12 ACTUAL	13 BUDGET	13 ACTUAL	% CHANGE	14 BUDGET	% CHANGE	14 ACTUAL	YTD %
GENERAL H.S.	10	1	TTL	773,536	810,220	282,620	176,829	186.68%	248,700	40.64%	66,405	26.70%
HMBD TUTORS	10	2	TTL	38,785	56,131	47,100	32,974	19.18%	37,100	12.51%	22,585	60.88%
ART	10	3	TTL	209,508	222,921	240,660	242,711	-7.37%	248,377	2.33%	135,779	54.67%
SCIENCE	10	4	TTL	1,145,279	1,232,931	1,191,359	1,171,911	3.49%	1,222,131	4.29%	677,380	55.43%
DRIVER'S ED	10	5	TTL	117,616	116,583	119,306	120,537	-2.28%	108,021	-10.38%	68,918	63.80%
ENGLISH	10	6	TTL	1,548,311	1,396,370	1,400,277	1,420,396	-0.28%	1,433,144	0.90%	820,638	57.26%
FOREIGN LANG	10	7	TTL	545,707	556,377	562,792	586,667	-1.14%	656,327	11.87%	362,000	55.16%
HEALTH ED	10	8	TTL	476	505	500	1,557	1.09%	500	-67.89%	1,274	254.87%
MATHEMATICS	10	9	TTL	1,283,006	1,219,463	1,253,117	1,255,515	-2.69%	1,336,301	6.43%	741,381	55.48%
MUSIC	10	10	TTL	162,335	212,723	216,481	203,333	-1.74%	237,266	16.69%	151,656	63.92%
PHYSICAL DEV	10	11	TTL	1,132,258	1,209,159	1,144,808	1,177,891	5.62%	1,238,293	5.13%	672,854	54.34%
SOC STUDIES	10	13	TTL	1,351,103	1,261,511	1,293,404	1,328,298	-2.47%	1,292,882	-2.67%	762,990	59.01%
TECHNOLOGY	10	14	TTL	469,264	523,754	685,620	555,012	-23.61%	595,655	7.32%	307,952	51.70%
DEV LEARNING	10	22	TTL	2,880,832	2,788,804	2,788,766	2,968,587	0.00%	3,339,798	12.50%	1,754,895	52.54%
ADULT ED - LOCAL	10	28	TTL	7,731	6,860	8,425	7,275	-18.57%	7,640	5.02%	4,373	57.24%
SUMR ADLT ED	10	29	TTL	1,716	915	1,000	2,948	-8.52%	2,200	-25.37%	146	6.63%
BUSINESS ED	10	30	TTL	651,819	630,056	631,086	544,383	-0.16%	539,307	-0.93%	316,075	58.61%
FACS	10	32	TTL	240,299	230,158	225,457	229,520	2.09%	251,788	9.70%	139,075	55.23%
IND ARTS-TECH ED	10	34	TTL	138,842	128,265	131,849	133,269	-2.72%	138,810	4.16%	80,016	57.64%
B T I	10	35	TTL	719	574	250	774	129.55%	750	-3.09%	136	18.08%
PHOTOGRAPHY	10	36	TTL	14,431	13,685	16,000	11,540	-14.47%	12,350	7.02%	12,020	97.32%
SUMMER SCH/R	10	40	TTL	130,991	71,221	141,900	98,184	-49.81%	132,700	35.15%	71,020	53.52%
SUMMER SPORTS CAMPS	10	41	TTL	1,732	45,052	46,886	38,348	-3.91%	46,746	21.90%	36,333	77.72%
BILINGUAL	10	45	TTL	647,605	514,779	509,277	520,119	1.08%	516,988	-0.60%	330,312	63.89%
SOCIAL WORKE	10	50	TTL	291,821	291,294	308,925	309,255	-5.71%	325,849	5.37%	186,476	57.23%
GUIDANCE DEP	10	51	TTL	606,722	632,118	641,786	651,380	-1.51%	673,275	3.36%	387,532	57.56%
SCHOOL NURSE	10	52	TTL	126,813	158,264	162,384	154,638	-2.54%	175,603	13.56%	109,867	62.57%
PSYC SERVICE	10	53	TTL	68,109	56,636	128,054	131,783	-55.77%	161,777	22.76%	82,028	50.70%
AVID PROGRAM	10	54	TTL	-	34,311	73,130	76,104	-53.08%	66,304	-12.88%	51,266	77.32%
SPEECH PATH/AUDIO	10	55	TTL	-	49,680	56,125	56,163	-11.48%	57,688	2.72%	32,616	56.54%
COD DCC	10	59	TTL	1,091	5,106	4,000	-	27.66%	-	0.00%	-	0.00%
LEARNING RES	10	61	TTL	292,268	285,510	290,013	307,639	-1.55%	358,973	16.69%	200,143	55.75%
STAFF & CURR DEV	10	62	TTL	47,056	88,300	133,578	34,712	-33.90%	215,822	521.76%	126,408	58.57%
UTTERBACK DONATION	10	64	TTL	-	-	-	26,338	100.00%	74,000	180.96%	23,921	32.33%
ASST PRINCIPAL	10	69	TTL	-	393	741,889	965,906	-99.95%	1,038,735	7.54%	763,250	73.48%
PRINCIPAL	10	70	TTL	1,008,037	1,076,132	1,095,741	832,537	-1.79%	784,399	-5.78%	436,622	55.66%
SUPT OFFICE	10	71	TTL	355,197	287,289	291,883	302,678	-1.57%	339,553	12.18%	200,222	58.97%
DIR OF PRSNL	10	72	TTL	277,899	292,747	298,130	316,224	-1.81%	290,559	-8.12%	154,355	53.12%

3 YEAR BUDGET/ACTUAL TOTAL
SUMMARY OF AMENDED CURRENT YEAR BUDGET

January 31, 2014

DEPARTMENT/SUMMARY	FUND	#	DEPT	11 ACTUAL	12 ACTUAL	13 BUDGET	13 ACTUAL	% CHANGE	14 BUDGET	% CHANGE	14 ACTUAL	YTD %
COMM RELATIONS	10	73	TTL	-	-	-	-	0.00%	18,685	100.00%	9,624	51.51%
ED FOUNDATIO	10	74	TTL	8,628	8,392	5,000	10,025	67.85%	25,000	149.37%	380	0.00%
BOARD OF ED	10	75	TTL	90,403	123,504	120,900	122,853	2.15%	146,200	19.00%	81,935	56.04%
DIR OF BUSIN	10	80	TTL	127,482	132,640	133,945	140,678	-0.97%	151,729	7.86%	78,057	51.44%
CAFETERIA	10	82	TTL	576,177	34,858	59,000	14,452	-40.92%	55,500	284.02%	16,621	29.95%
EMP BENEFITS	10	83	TTL	(208,079)	465,900	232,500	120,423	100.39%	129,600	7.62%	18,119	13.98%
FISCAL SVCS	10	85	TTL	219,383	236,976	246,219	255,369	-3.75%	260,305	1.93%	152,512	58.59%
DATA PROCESS	10	90	TTL	291,622	310,305	327,161	317,165	-5.15%	345,493	8.93%	183,826	53.21%
PMT OTH DIST	10	97	TTL	1,378,472	1,089,809	1,293,300	912,609	-15.73%	655,725	-28.15%	773,031	117.89%
ATH/INTERSCH	10	100	TTL	718,891	727,497	788,129	779,851	-7.69%	802,882	2.95%	444,767	55.40%
AQUATICS	10	102	TTL	11,637	5,175	2,500	460	107.01%	-	-100.00%	-	0.00%
INTERSCHOLAS	10	104	TTL	191,172	182,094	246,860	204,664	-26.24%	217,130	6.09%	127,425	58.69%
ARRA TITLE 1	10	851	TTL	8,497	-	-	-	-	-	-	-	0.00%
ARRA IDEA B	10	857	TTL	278,475	41,711	-	-	-	-	-	-	0.00%
ARRA-JOBS ED	10	880	TTL	115,487	1,736	-	-	-	-	-	-	0.00%
ADULT ED	10	902	TTL	99,563	93,306	93,400	75,858	-0.10%	75,000	-1.13%	34,608	46.14%
CTEIG	10	903	TTL	43,652	47,300	48,250	49,084	-1.97%	50,000	1.87%	43,148	86.30%
BILING TBE	10	904	TTL	110,815	95,722	91,250	91,742	4.90%	95,581	4.18%	32,921	34.44%
A E & L	10	905	TTL	54,482	48,030	48,000	37,001	0.06%	37,001	0.00%	15,360	41.51%
C PERKINS	10	906	TTL	35,086	35,170	35,600	33,535	-1.21%	31,497	-6.08%	9,391	29.82%
TITLE 1-LOW	10	908	TTL	181,335	220,139	165,000	299,809	33.42%	308,846	3.01%	81,184	26.29%
S.S.E. IMPRV	10	914	TTL	2,695	-	-	-	-	-	-	-	0.00%
ISLG GRANT	10	925	TTL	-	1,598	2,900	1,721	-44.90%	2,900	68.50%	1,611	55.55%
MEDICAID DIRECT DVC	10	929	TTL	173,834	154,317	150,000	149,578	2.88%	150,000	0.28%	82,121	54.75%
94-142 FLOW	10	930	TTL	329,079	410,130	391,700	371,531	4.71%	375,294	1.01%	185,037	49.30%
ADM OUTREACH	10	931	TTL	42,476	23,499	50,000	14,792	-53.00%	52,000	251.54%	15,015	28.87%
TEACHER QUALITY	10	932	TTL	58,061	49,440	55,000	44,633	-10.11%	41,896	-6.13%	771	1.84%
TECH PREP	10	939	TTL	1,000	-	1,000	-	-100.00%	-	0.00%	-	0.00%
FED ADULT ED	10	944	TTL	94,893	90,341	90,850	72,792	-0.56%	72,792	0.00%	30,453	41.84%
LEARN SERVE	10	945	TTL	15,806	13,581	22,259	6,914	-38.98%	-	-100.00%	42	0.00%
EL/CIVICS	10	946	TTL	9,000	8,730	8,700	-	0.34%	-	0.00%	-	0.00%
LIPLEPS	10	950	TTL	37,013	30,026	18,150	26,607	65.43%	20,550	-22.76%	5,867	28.55%
O&M FUND	20	0	TTL	2,673,723	2,736,938	3,105,719	2,769,832	-11.87%	3,053,804	10.25%	1,674,214	54.82%
DEBT SVC FND	30	0	TTL	3,064,325	3,108,905	3,055,240	3,047,357	1.76%	2,791,075	-8.41%	2,524,765	90.46%
TRANSPORTATION	40	0	TTL	1,145,231	991,109	1,117,250	1,090,700	-11.29%	1,117,250	2.43%	567,508	50.80%
SCIENCE	40	4	TTL	-	-	-	128	0.00%	-	-100.00%	-	0.00%

3 YEAR BUDGET/ACTUAL TOTAL
SUMMARY OF AMENDED CURRENT YEAR BUDGET

January 31, 2014

DEPARTMENT/SUMMARY	FUND	#	DEPT	11 ACTUAL	12 ACTUAL	13 BUDGET	13 ACTUAL	% CHANGE	14 BUDGET	% CHANGE	14 ACTUAL	YTD %
ENGLISH	40	6	TTL	402	(205)	-	(36)	-205.00%	-	-100.00%	-	0.00%
FOREIGN EXCH	40	7	TTL	190	110	-	935	110.00%	800	-14.41%	121	15.15%
MUSIC	40	10	TTL	1,011	113	-	844	113.00%	-	-100.00%	-	0.00%
PHYSICAL DEV	40	11	TTL	-	-	-	-	0.00%	-	0.00%	30	0.00%
SOCIAL STUDIES	40	13	TTL	(97)	(134)	-	91	-134.00%	-	-100.00%	358	0.00%
SPECIAL ED	40	22	TTL	-	-	-	45,797	0.00%	22,500	-50.87%	-	0.00%
BUSINESS ED	40	30	TTL	-	-	-	-	0.00%	-	0.00%	-	0.00%
FACS	40	32	TTL	-	-	-	-	0.00%	-	0.00%	-	0.00%
PHOTOGRAPHY	40	36	TTL	-	(758)	-	758	-758.00%	-	-100.00%	-	0.00%
ATH/INTERSCH	40	100	TTL	71,887	92,259	98,000	94,015	-5.86%	98,000	4.24%	30,450	31.07%
PEP BUS	40	104	TTL	-	5,314	2,500	2,137	112.55%	2,500	17.00%	2,133	85.33%
IMRF	50	0	TTL	737,453	393,088	503,291	439,464	-21.90%	461,250	4.96%	265,493	57.56%
SOC SEC & MEDCARE	51	0	TTL	-	419,481	420,161	426,116	-0.16%	417,620	-1.99%	251,379	60.19%
C&I HIGHLAKE	61	0	TTL	-	-	-	-	-	-	-	-	0.00%
CAP OUT ATHL	61	100	TTL	7,479	-	-	-	-	-	-	-	0.00%
HILAKE INTEREST	62	0	TTL	5,319	5,900	-	-	5900.00%	-	0.00%	-	0.00%
TECH DEPT	62	14	TTL	-	-	-	-	0.00%	-	0.00%	-	0.00%
CAPITAL PROJECTS	65	0	TTL	68,876	419,383	57,000	306,288	635.76%	428,000	39.74%	26,693	6.24%
W/C	70	0	TTL	-	-	8,000	-	-100.00%	5,000	5000.00%	-	0.00%
TORT FUND	80	0	TTL	248,866	281,878	302,450	274,764	-6.80%	309,450	12.62%	276,816	89.45%
TOTALS				\$ 29,690,617	\$ 29,642,109	\$ 30,561,763	\$ 29,647,269	-9.06%	\$ 31,035,168	3.10%	\$ 18,334,705	59.08%

**COMMUNITY HIGH SCHOOL
DISTRICT 94**
REVENUE AND EXPENDITURE REPORT
LOCAL, STATE, AND FEDERAL GRANTS
Ending January 31, 2014

Percentage of Fiscal Year
58.33%

NAME	SOURCE	CODE	DEPT	AMENDED BUDGET	PRIOR YEAR REVENUE	FY 14 REVENUE	EXPENDITURES	ENCUMBERED	BALANCE	% UNREALIZED REVENUE
Adult Ed Summer School & Computer La	Local	132300	29	\$ 2,200	\$ -	\$ 760	\$ 146	\$ -	\$ 614	65%
Education Foundation/Leadership Mini G	Local	199990	74/918	\$ 25,000	\$ 13,937	\$ -	\$ 380	\$ -	\$ (380)	100%
Adult Ed Citizenship	Local	199998	28	\$ 7,500	\$ 5,185	\$ -	\$ 4,373	\$ -	\$ (4,373)	100%
C.T.E.I.G. Vocational Programs	State	322000	903	\$ 50,000	\$ -	\$ 43,148	\$ 43,148	\$ 143	\$ (143)	14%
Bilingual T.B.E./T.P.I.	State	330500	924/904	\$ 95,581	\$ 36,663	\$ 1,040	\$ 32,921	\$ -	\$ (31,881)	99%
Adult Ed State Basic 3-1	State	340000	902	\$ 75,000	\$ 6,322	\$ 25,508	\$ 34,608	\$ 2,413	\$ (11,513)	66%
Adult Ed Performance	State	340100	905	\$ 37,001	\$ 3,083	\$ 8,662	\$ 15,360	\$ -	\$ (6,699)	77%
State Library Grant	State	380000	925	\$ 1,400	\$ -	\$ -	\$ 1,611	\$ 3	\$ (1,614)	100%
Title 1 Low Income NCLB	Federal	430000	908	\$ 185,000	\$ 175,655	\$ -	\$ 81,184	\$ -	\$ (81,184)	100%
I.D.E.A. Flow Thru Sub-Grant **	Federal	462000	930	\$ 375,294	\$ 85,371	\$ 65,159	\$ 185,037	\$ 2,179	\$ (122,057)	83%
Title IIC Carl Perkins - Voc Ed	Federal	474500	906	\$ 31,497	\$ -	\$ 4,971	\$ 9,391	\$ 2,237	\$ (6,657)	84%
Tech Prep Perkins Mini Grant	Federal	477000	939	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0%
Adult Ed Federal Basic	Federal	480000	944	\$ 72,792	\$ -	\$ 34,289	\$ 30,453	\$ -	\$ 3,836	53%
Learn & Serve Grant	Federal	491000	945	\$ -	\$ -	\$ -	\$ 42	\$ -	\$ (42)	0%
Adult Ed EI Civics	Federal	480500	946	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0%
Medicaid Direct Service Costs **	Federal	490000	929	\$ 150,000	\$ 50,966	\$ 69,910	\$ 82,121	\$ -	\$ (12,211)	53%
Medicaid Administrative Outreach **	Federal	490000	931	\$ 52,000	\$ -	\$ 13,888	\$ 15,015	\$ -	\$ (1,127)	73%
Title III LIPLEPS	Federal	490900	950	\$ 20,550	\$ 10,692	\$ 1,991	\$ 5,867	\$ 7,568	\$ (11,444)	90%
Title II A Teacher Quality NCLB	Federal	493200	932	\$ 41,896	\$ 10,646	\$ -	\$ 771	\$ -	\$ (771)	100%
TOTAL				\$ 1,222,711	\$ 398,519	\$ 269,325	\$ 542,428	\$ 14,543	\$ (287,646)	78.0%

** Special Ed Grants

COMMUNITY HIGH SCHOOL

DISTRICT 94

LOCAL, STATE, FEDERAL GRANTS

Ending January 31, 2014

Percent of Fiscal Year

58.33%

JANUARY 2014

GRANT REVENUE

NAME	SOURCE	CODE	DEPT	DIST. BUDGET	AMENDED*	PRYR LATE REVENUE	FY14 REVENUE	\$ UNREALIZED	% UNREALIZED	% REALIZED
Adult Ed Summer School & Comput	Local	132300	29	\$ 2,200	\$ 2,200		\$ 760	\$ 1,440	65%	35%
Education Foundation/Leadership M	Local	199990	74/918	\$ 25,000	\$ 25,000	\$ 13,937	\$ -	\$ 25,000	0%	0%
Adult Ed Citizenship	Local	199998	28	\$ 7,500	\$ 7,500	\$ 5,185	\$ -	\$ 7,500	100%	0%
C.T.E.I.G. Vocational Programs	State	322000	903	\$ 50,000	\$ 50,000	\$ -	\$ 43,148	\$ 6,852	14%	86%
Bilingual T.B.E./T.P.I.	State	330500	924/904	\$ 95,581	\$ 95,581	\$ 36,663	\$ 1,040	\$ 94,541	99%	1%
Adult Ed State Basic 3-1	State	340000	902	\$ 75,000	\$ 75,000	\$ 6,322	\$ 25,508	\$ 49,492	66%	34%
Adult Ed Performance	State	340100	905	\$ 37,001	\$ 37,001	\$ 3,083	\$ 8,662	\$ 28,339	77%	23%
State Library Grant	State	380000	925	\$ 1,400	\$ 1,400	\$ -	\$ -	\$ 1,400	100%	0%
Title 1 Low Income NCLB	Federal	430000	908	\$ 185,000	\$ 185,000	\$ 175,655	\$ -	\$ 185,000	100%	0%
I.D.E.A. Flow Thru Sub-Grant **	Federal	462000	930	\$ 375,294	\$ 375,294	\$ 85,371	\$ 65,159	\$ 310,135	83%	17%
Title IIC Carl Perkins - Voc Ed	Federal	474500	906	\$ 31,497	\$ 31,497	\$ -	\$ 4,971	\$ 26,526	84%	16%
Tech Prep Mini Perkins Grant	Federal	477000	939	\$ -	\$ -	\$ -	\$ -	\$ -	0%	0%
Adult Ed Federal Basic	Federal	480000	944	\$ 72,792	\$ 72,792	\$ -	\$ 34,289	\$ 38,503	53%	47%
Learn and Serve Grant	Federal	491000	945	\$ -	\$ -	\$ -	\$ -	\$ -	0%	0%
Adult Ed El Civics	Federal	480500	946	\$ -	\$ -	\$ -	\$ -	\$ -	0%	0%
Medicaid Direct Service Costs **	Federal	490000	929	\$ 150,000	\$ 150,000	\$ 50,966	\$ 69,910	\$ 80,090	53%	47%
Medicaid Administrative Outreach **	Federal	490000	931	\$ 52,000	\$ 52,000	\$ -	\$ 13,888	\$ 38,112	73%	27%
Title III LIPLEPS	Federal	490900	950	\$ 20,550	\$ 20,550	\$ 10,692	\$ 1,991	\$ 18,559	90%	10%
Title II A Teacher Quality NCLB	Federal	493200	932	\$ 41,896	\$ 41,896	\$ 10,646	\$ -	\$ 41,896	100%	0%
TOTAL				\$ 1,222,711	\$ 1,222,711	\$ 398,519	\$ 269,325	\$ 953,386	78.0%	22.0%

* Amended Revenue activity may occur throughout FY13/14 impacting expenditure activity

GRANT EXPENDITURES

NAME	SOURCE	CODE	DEPT	DIST. BUDGET	AMENDED BUDG	EXPENDITURE	ENCUMBERED	BUDGET BALANCE	% UNENCUMBERED	% ENCUMBERED
Adult Ed Summer School & Comput	Local	132300	29	\$ 2,200	\$ 2,200	146	\$ -	\$ 2,054	0%	0%
Education Foundation/Leadership M	Local	199990	74/918	\$ 25,000	\$ 25,000	380	\$ -	\$ 24,620	0%	0%
Adult Ed Citizenship	Local	199998	28	\$ 7,500	\$ 7,500	4,373	\$ -	\$ 3,127	42%	58%
C.T.E.I.G. Vocational Programs	State	322000	903	\$ 50,000	\$ 50,000	43,148	\$ 143	\$ 6,709	13%	87%
Bilingual T.B.E./T.P.I.	State	330500	924/904	\$ 95,581	\$ 95,581	32,921	\$ -	\$ 62,660	66%	34%
Adult Ed State Basic 3-1	State	340000	902	\$ 75,000	\$ 75,000	34,608	\$ 2,413	\$ 37,979	51%	49%
Adult Ed Performance	State	340100	905	\$ 37,001	\$ 37,001	15,360	\$ -	\$ 21,641	58%	42%
State Library Grant	State	380000	925	\$ 1,400	\$ 1,400	1,611	\$ 3	\$ (214)	-15%	115%
Title 1 Low Income NCLB	Federal	430000	908	\$ 185,000	\$ 185,000	81,184	\$ -	\$ 103,816	56%	44%
I.D.E.A. Flow Thru Sub-Grant **	Federal	462000	930	\$ 375,294	\$ 375,294	185,037	\$ 2,179	\$ 188,078	50%	50%
Title IIC Carl Perkins - Voc Ed	Federal	474500	906	\$ 31,497	\$ 31,497	9,391	\$ 2,237	\$ 19,869	63%	37%
Tech Prep Mini Perkins Grant	Federal	477000	939	\$ -	\$ -	-	\$ -	\$ -	0%	0%
Adult Ed Federal Basic	Federal	480000	944	\$ 72,792	\$ 72,792	30,453	\$ -	\$ 42,339	58%	42%
Learn and Serve Grant	Federal	491000	945	\$ -	\$ -	42	\$ -	\$ (42)	0%	0%
Adult Ed El Civics	Federal	480500	946	\$ -	\$ -	-	\$ -	\$ -	0%	0%
Medicaid Direct Service Costs **	Federal	490000	929	\$ 150,000	\$ 150,000	82,121	\$ -	\$ 67,879	45%	55%
Medicaid Administrative Outreach **	Federal	490000	931	\$ 52,000	\$ 52,000	15,015	\$ -	\$ 36,985	71%	29%
Title III LIPLEPS	Federal	490900	950	\$ 20,550	\$ 20,550	5,867	\$ 7,568	\$ 7,115	35%	65%
Title II A Teacher Quality NCLB	Federal	493200	932	\$ 41,896	\$ 41,896	771	\$ -	\$ 41,125	98%	2%
TOTAL				\$ 1,222,711	\$ 1,222,711	\$ 542,428	\$ 14,543	\$ 665,740	54%	46%

** Special Ed Grants

**COMMUNITY HIGH SCHOOL
DISTRICT 94
PETTY CASH FUND
January 31, 2014**

This listing represents payments from the High School Cash Fund for January 31, 2014. Reimbursement for the following paid from this fund is hereby requested from the Board of Education of Community High School District 94, West Chicago, Illinois at its regular meeting on February 18, 2014.

<u>DATE PAID</u>	<u>PAID TO</u>	<u>FOR</u>	<u>AMOUNT</u>
Jan 09, 2014	Baltazar Padilla	Postage	\$ 17.38

\$ 17.38

Director of Business Services

February 12, 2014
Date

LOC	LOC	January 2013-14 Beginning Balance	January 2013-14 Debits	January 2013-14 Credits	January 2013-14 Monthly Activity	Ending Balance
99	STUDENT ACTIVITY					
505	CHESS	2,884.33CR				2,884.33CR
506	SPED RECYC/SHRD	1,500.30CR				1,500.30CR
507	BEST BUDDIES	5,249.75CR	225.15		225.15	5,024.60CR
508	CRTE ENT	820.21CR				820.21CR
511	ART COLLECTION	370.03CR				370.03CR
513	INTL CLUB	2,498.26CR				2,498.26CR
514	CHRONICLE	6,995.43CR	342.80	1,126.20	-783.40	7,778.83CR
515	CHEERLEADING	4,089.67CR	663.00		663.00	3,426.67CR
516	DANCE PROD	3,820.65CR	1,984.68	1,423.64	561.04	3,259.61CR
517	SPEECH	1,423.22CR				1,423.22CR
518	FBLA	5,410.03CR	503.00		503.00	4,907.03CR
520	GERMAN CLUB	1,404.30CR				1,404.30CR
521	FICA-SKILLS	2,833.03CR	904.10	37.29	866.81	1,966.22CR
524	HORTICULTURE	1,551.58CR				1,551.58CR
526	PEP CLUB	1,070.35CR				1,070.35CR
527	POMS	1,220.58CR				1,220.58CR
528	SNOWBALL	2,391.98CR	325.00	6,514.10	-6,189.10	8,581.08CR
529	SADD	1,662.78CR				1,662.78CR
530	EXCHANGE	10,085.11CR	500.00	2,000.00	-1,500.00	11,585.11CR
531	SPANISH CLUB	3,365.91CR				3,365.91CR
533	STUDENT COUNCIL	48,104.94CR	855.61	278.65	576.96	47,527.98CR
534	SUNDY	1,651.40CR				1,651.40CR
535	THESPIANS	8,409.52CR	1,552.16		1,552.16	6,857.36CR
536	VOCATIONAL SIGN	1,483.04CR		140.00	-140.00	1,623.04CR
537	YEARBOOK	10,104.72CR				10,104.72CR
538	BAND-JAZZ	1,923.37CR	159.00		159.00	1,764.37CR
539	CHORAL-CHOIR	4,953.35CR	24,161.00	19,766.51	4,394.49	558.86CR
540	ORCHESTRA	6,956.13CR	16,852.40	12,552.53	4,299.87	2,656.26CR
541	KEY CLUB	5,084.13CR				5,084.13CR
542	ANL	17,713.73CR				17,713.73CR
543	WEGO CARES	939.97CR				939.97CR
544	SCHOLASTIC BOWL	379.44CR				379.44CR
545	PHOTOGRAPHY	44.50CR				44.50CR
547	NHS	930.80CR				930.80CR
548	GSA	793.98CR				793.98CR
549	CREATIVE WRITING	292.89CR		629.00	-629.00	921.89CR
551	TRANSITION CTR	2,867.47CR		419.00	-419.00	3,286.47CR
556	TRI M	450.00CR				450.00CR


LOC	LOC	January 2013-14 Beginning Balance	January 2013-14 Debits	January 2013-14 Credits	January 2013-14 Monthly Activity	Ending Balance
99	STUDENT ACTIVITY					
560	WEGO 2 AFR	373.66CR	889.88	1,257.96	-368.08	741.74CR
561	SLC9 2 AFRICA	2,824.09CR	390.32	140.94	249.38	2,574.71CR
562	PRESCHOOL	907.22CR	165.89		165.89	741.33CR
563	Teen Mom	119.87CR				119.87CR
564	HUMANITIES/SSS	5,450.00CR	750.00		750.00	4,700.00CR
570	ADAMS EXPRESS	28.78CR				28.78CR
572	SPORTSFEST	1,811.58CR				1,811.58CR
573	TARGET	1,595.09CR	607.54		607.54	987.55CR
574	AMEILA ALLMART	236.00CR				236.00CR
576	OUT/BD AT RISK	0.57CR				0.57CR
580	LOUIS RANSOM AR			417.00	-417.00	417.00CR
581	PR YR AD ED SS	4,114.53CR				4,114.53CR
582	STEP PROJECT	599.06CR				599.06CR
583	STEPPERS	295.85CR		95.00	-95.00	390.85CR
584	GREEN CLUB	299.68CR				299.68CR
585	FRENCH CLUB	407.54CR				407.54CR
587	LIFESMARTS	824.30CR				824.30CR
589	CONSUMER ED	242.84CR				242.84CR
591	TECHNOLOGY	5.50CR				5.50CR
592	HABITAT FOR HUM	25.92CR				25.92CR
600	ATHLETIC TRAINR	1,171.84CR				1,171.84CR
601	BADMINTON	669.36CR				669.36CR
602	BASEBALL	12,830.69CR		682.00	-682.00	13,512.69CR
603	BOY'S BB	3,398.39CR				3,398.39CR
604	BOY'S CROSS CTY	1,162.91CR	33.94		33.94	1,128.97CR
605	BOY'S SOCCER	217.74CR				217.74CR
606	BOY'S TENNIS	320.33CR				320.33CR
607	BOY'S TRACK	2,078.01CR				2,078.01CR
608	GIRL'S FDR BB	509.07CR				509.07CR
609	FOOTBALL	10,671.87CR	3,691.02		3,691.02	6,980.85CR
610	GIRL'S BASKETBL	3,865.14CR	2,940.77		2,940.77	924.37CR
611	GIRL'S CROSS CT	1,428.06CR				1,428.06CR
612	GIRL'S SOCCER	2,255.06CR		300.00	-300.00	2,255.06CR
613	GIRL'S TENNIS	1,217.20CR				1,217.20CR
614	GIRL'S TRACK	103.84CR		44.10	-44.10	103.84CR
615	GOLF	2,443.07CR				2,443.07CR
616	MUSIC	4,462.57CR				4,462.57CR
616	SOFTBALL	2,729.67CR				2,729.67CR

LOC	LOC	January 2013-14 Beginning Balance	January 2013-14 Debits	January 2013-14 Credits	January 2013-14 Monthly Activity	Ending Balance
99	STUDENT ACTIVITY					
618	BOYS SWIM TEAM	3,314.90CR		550.00	-550.00	3,864.90CR
619	VOLLEYBALL	12,118.59CR				12,118.59CR
621	WRESTLING	5,440.50CR	128.98		128.98	5,311.52CR
622	ATHLETIC DIR	66.85CR				66.85CR
623	GIRLS SWIM TEAM	3,155.22CR	4,615.00	1,504.00	3,111.00	44.22CR
---	*STUDENT ACTIVI	269,523.84CR	63,241.24	49,877.92	13,363.32	256,160.52CR
Grand Equity To		269,523.84CR	63,241.24	49,877.92	13,363.32	256,160.52CR

Number of Accounts: 81

***** End of report *****

Board Report - Student Activity - January 2014


2-7-14

 Moses Cheng Date

**COMMUNITY HIGH SCHOOL
DISTRICT 94**

**February 18, 2014
7:00 p.m.
Board of Education Meeting**

**SECTION B -
Regular Meeting Attachments**

Cheryl Glunt

Subject: FW: FOIA Request - Rho Group
Attachments: FOIA Request Letter Instructions - Cost Analysis - 2013.docx; Research on Academic Costs - Final (2-12-14).xls; Additional FOIA Information Request.docx

From: Brent Johnston [<mailto:highschooldisciplinesurvey@gmail.com>]
Sent: Wednesday, February 12, 2014 9:59 PM
To: highschooldisciplinesurvey@gmail.com
Subject: FOIA Request - Rho Group

Dear FOIA Request Administrator:

My name is Brent Johnston and I am a resident of the State of Illinois requesting financial information from your school district under the provisions of the Freedom of Information Act as described in the attached documents. I am making this request as a personal taxpayer in the State of Illinois and not as any business or profit-seeking entity. The chief purpose of this FOIA request will be to allow me to compare the various financial expenditures between core curricular disciplines and other mandated courses required by the state. I will also analyze differences in student fees between schools that vary in student population.

The collection and interpretation of this data will take some time for me to analyze, but I do intend to provide participating schools access to these results when they become available. For your staff's convenience and to ensure a standardized collection of the data, I have attached an Excel spreadsheet to this email along with instructions as to how to fill it out. I have already piloted these attachments with 3 schools who successfully recorded the data with very little time spent by school district staff.

Please make sure that your staff reads the instruction document first before proceeding to the other attachments. Thank you in advance for helping me collect this financial information from your school. I also appreciate your staff using the attached Excel spreadsheet as this will allow me to expedite the collection and analysis of the data and return that information back to you in a timely fashion.

Respectfully Submitted,

Brent Johnston
Resident
State of Illinois
Cell: 630-514-9500
Email: highschooldisciplinesurvey@gmail.com

Re: Illinois Freedom of Information Act Request

Dear FOIA Response Administrator:

This is a request for information under the Illinois Freedom of Information Act, 5 ILCS 140. I request that a copy of all public budgetary expenditures be provided to me for each separate high school in your district as outlined on the attached Excel Spreadsheet. In order to help simplify this FOIA request for your staff, an Excel Spreadsheet has been arranged in such a way whereby you or another staff member can simply fill in the empty fields that contain any and all information regarding the criteria that was or is being used to calculate the total financial cost of offering various educational disciplines to your district students. Additionally, in submitting these expenditure amounts, please use only the most recent completed academic year beginning with the fall semester of 2012, and ending with the spring semester of 2013. Please also send electronic copies of the school district budgets from FY12 - FY14 as part of this FOIA request. I request that a copy of the school district's ISBE required report card also be sent electronically.

Lastly, I would respectfully request that only the actual Excel Spreadsheet attached to this FOIA request be downloaded and the empty fields be properly calculated, filled in, and then sent back to me using the same form that was sent to your school. Please do not add to these expenditure fields or delete any from your response as I am trying to standardize these results between school districts for comparison. **Do not include** any administrative personnel (principals, superintendents, etc.), counselors, or other support staff salaries or benefits in your computations unless these individuals specifically teach students in that same department. Only Department Heads' salaries and benefits that are contracted under a certified teachers' contract and not solely under an administrator's contract shall be included on this request. Notice that there are (6) tabs at the bottom of the EXCEL spreadsheet that need to be filled in. Please leave blank any listing that does not apply to your school. This form is also formatted in such a way that the mathematics will self-compute.

I understand that the Act permits a public body to charge a reasonable copying fee not to exceed the actual cost of reproduction and not including the costs of any search or review of the records (5 ILCS 140/6). Since I am requesting only electronic copies of these records that require little or no expense at all, I further request a waiver of all fees associated with any duplication or mailing that your district might incur. If this is not possible, please contact me by email or phone as listed below.

Disclosure of the requested information to me is in the public interest because it is likely to contribute significantly to the public understanding of how the cost per student is calculated by a school district for a particular course that is required for graduation or that is mandated by law. Attached to this FOIA request is a list of criteria of which the empty expenditure fields must be filled in. If your district includes more than one high school, please separate each school accordingly so that each school is represented individually.

The purpose of this FOIA request will demonstrate how public tax money is expended between a various educational disciplines at a public high school by displaying the results not only by individual departments, but also as a cost to student ratio as well.

I look forward to hearing from you in writing within seven working days, as required by the Act. 5 ILCS 140(3). I am making this request as a private citizen and resident of the State of Illinois, and not as a commercial or profit-seeking business. Copies of this study will be available upon request to all participating school districts. Please email me your response to the address listed below.

Respectfully Submitted,

Brent Johnston
State of Illinois Resident
Phone: 630-514-9500
highschooldisciplinesurvey@gmail.com

Department Costs Analysis

2/14/2014

Academic Year 2012-2013 (Including Summer School 2013)

HIGH SCHOOL NAME:			
CONFERENCE NAME:			
SCHOOL ENROLLMENT ON (11-01-12)			
SOPHOMORE ENROLLMENT ON (11-01-12)			
INSTRUCTIONAL BUDGET FOR ACADEMIC YEAR (2012-13)			
ENGLISH	SALARIES	BENEFITS	TOTALS
CERTIFIED TEACHERS IN DEPARTMENT			\$0.00
SUPPORT STAFF / SECRETARIES			\$0.00
DEPARTMENT LEADERS / FACILITATORS			\$0.00
SUMMER SCHOOL TEACHERS - 2013			\$0.00
DEPARTMENTAL TRAVEL / CLINICS			\$0.00
DEPARTMENTAL EQUIPMENT			\$0.00
DEPARTMENTAL SUPPLIES & MATERIALS			\$0.00
CONSUMABLES (not listed in supplies)			\$0.00
DISTRICT SUPPLIED TEXTBOOKS (3 year average budget)			\$0.00
FIELD TRIP TRANSPORTATION / COSTS			\$0.00
SUB TOTAL DEPARTMENTAL COSTS (include only line items 8-20 above)			\$0.00
TOTAL DEPT. STATE REIMBURSEMENT (Exclude Special Educ.)			
TOTAL DEPARTMENTAL STUDENT FEES			
TOTAL DEPARTMENTAL COSTS MINUS STUDENT FEES AND STATE REIMBURSEMENT (NET TOTAL)			\$0.00
TOTAL # OF STUDENTS TAUGHT IN DEPARTMENT (2012-13)			0
TOTAL DEPARTMENTAL COST PER STUDENT (Divide total departmental costs by total # of departmental students)			#DIV/0!
MEDIAN INSTRUCTOR DEPARTMENTAL SALARY + BENEFITS			
MEAN INSTRUCTOR DEPARTMENTAL SALARY + BENEFITS			
INDICATE THE DEPARTMENTAL BUDGET AS A PERCENTAGE OF FUND 10 (EDUCATIONAL FUND)			3

Additional FOIA Information Request

1. List and briefly describe all student fees required by the school from the highest student fee to the lowest student fee (include all academic, athletic, and extracurricular fees in the same list.
2. List the official total average cost to educate a student in the 2012-13 academic year that was listed in the school's report card as required by ISBE.
3. Give the median certified teacher salary including benefits for the 2012-13 academic year for the entire school.
4. Give the mean certified teacher salary including benefits for the 2012-13 academic year for the entire school.
5. What was the total "instructional budget" of the school for the 2012-13 academic year?
6. What was the total "operational budget" of the school for the 2012-13 academic year?
7. What was the total "overall budget" of the school for the 2012-13 academic year?

February 3, 2013

Chris Koch, State Superintendent
Illinois State Board of Education
100 N. 1st Street
Springfield, IL 62777

Dear Dr. Koch:

On Friday, January 31, thirty high school districts from DuPage, Cook, Kane, and Lake Counties met to engage in discussion regarding Spring 2015 PARCC testing. This meeting was prompted by recent ISBE and ACT announcements regarding the following:

1. Designated PARCC testing windows
2. Elimination of the ACT as part of the State assessment model
3. ACT's shift to the new Aspire assessment

These issues were processed as a large group and were framed strictly through the lens of high school districts. Critical points of concern are summarized below and are unanimously shared by all 30 high school superintendents in attendance. These points were shared with Mary O'Brien, ISBE Director of Assessment, who joined the meeting via conference call.

Challenges/Problems/Dilemmas in Addressing Spring 2015 Testing

1. Problem of Conflicting Priorities

While we are impressed by the quality of the next generation test items showcased in the released PARCC prototype questions, ACT and Advanced Placement exams, along with end of semester course exams, are perceived as significantly more important than the PARCC exams in the eyes of students, families, and colleges.

The EPAS assessment system that includes the stair-stepped EXPLORE and PLAN exam and culminates in the ACT has a longstanding reputation among parents, students, and colleges as an important tool in the college preparation and admissions process. Many high school districts have adopted the EPAS growth model and use it as a key indicator of success and performance measurement. The ACT and integration of College Readiness standards are the backbone of many school improvement plans. Colleges and universities continue to use ACT as a key metric in the admissions process.

2. Hours and Days Devoted to Testing Reduces Critical Instruction Time

The Performance Based Assessment (PBA) and End Of Year (EOY) PARCC tests combined will require 9.5 hours of test time per student between March and June. This burden comes during the same window of time as AP Exams and spring ACT, resulting in a veritable season of test taking at the expense of instruction.

There are significant logistical testing schedule dilemmas caused by cross-grade student sections. In addition, there are scheduling implications for districts who have an early start of the school year in August. Despite the availability of a possible waiver to move up the testing window, it would result in additional conflicts with AP testing. The logistics and scheduling issues are causing districts to discuss the elimination of final exams. See Attachment A.

PERA presents additional complexities to the testing schedule. With the evaluation timelines and student growth measures legislated by PERA, all pre/post assessments need to be administered within the 1st semester so that data can be compiled and analyzed for evaluation and retention decisions by the end of February. Doing so essentially means that significant testing will be occurring 1st and 2nd quarters to fulfill teacher evaluations. See Attachment B which provides a global view of testing for high schools September - June.

3. Technical Capacity/Preparedness for PARCC

There is confusion around the online platform provider. The readiness timeline is unclear for administration on some devices and browsers.

4. PARCC Relevance: Student Ownership and Motivation

Because there are no practical incentives for the majority of students to give their best effort on PARCC, students will not have the intrinsic motivation necessary for attention, effort and achievement. With the current integration of the ACT into PSAE testing on Day One, there is some level of student buy in into the State assessment model. This is now eliminated based on dropping the ACT as a part of PARCC. It is unrealistic to have local school boards establish reward or punitive measures to instill motivation on PARCC. PSAE was supposed to become recognized as a valid and reliable metric by colleges to establish relevance among students, but this did not happen. There is extreme doubt that PARCC will become adopted as a metric for college placement and admission, and student motivation on the PARCC assessment will remain low.

5. PARCC vs. ACT Aspire

Given the relevance of ACT to high schools and an ongoing commitment by colleges to continue using it as a metric for admission and placement, high schools will need to consider maintaining the administration of the ACT in addition to PARCC. This will further contribute to testing overload. Given the strong level of support for ACT among high schools, an analysis of PARCC vs. ACT Aspire was completed. See Attachment C.

Several community colleges still seem unaware of PARCC and the promise of this assessment as a proficiency metric for students to avoid remedial undergraduate coursework. Additional concerns surround the realistic likelihood of the State providing the necessary funding level to support PARCC along with the timing of the approval. The elimination of the WorkKeys presented additional consternation among superintendents which will be shared by industry leaders, particularly in the area of manufacturing. It was unanimous among all high school districts to continue advocating for inclusion of the ACT for State assessment and accountability purposes.

Request for ISBE Consideration

Based on the above stated concerns, high school superintendents are requesting ISBE consider going forward with an RFP aligned to the following:

1. Delay PARCC implementation and accountability; reassess and slow down the train to ensure effective implementation.
2. Eliminate PARCC testing at grade 11 and administer ACT and WorkKeys in its place.
3. Bring legislators, industry leaders and post-secondary leaders to the table for discussion to ensure a well-developed assessment model that is relevant and meets everyone's needs.

We are available to meet with you to further process this information. Thank you for your consideration.

Respectfully,

Adlai Stevenson H.S. Dist. 125
Barrington Community Unit School Dist. 220
CHSD 117
Community H.S. Dist. 128
Community H.S. Dist. 94
Community High School Dist. 99
Wheaton Warrenville CUSD 200
Community Unit School Dist. 201
DuPage High School Dist. 88
Elmhurst H.S. Dist. 205
Evanston Twp. H.S. Dist. 202
Fenton District 100
Glenbard Dist. 87
Glenbrook H.S. Dist. 225
Hinsdale Twp. H.S. Dist. 86
Indian Prairie School Dist. 204
J.S. Morton High School 201
Lake Forest H.S. Dist. 115

Lake Park Community H.S. Dist. 108
LEND
Leyden Community H.S. Dist. 212
Lincoln-Way High School 210
Lisle H.S. Dist. 202
Lyons Twp. H.S. Dist. 204
Maine Twp. H.S. Dist. 207
Naperville School Dist. 203
New Trier Twp. H.S. Dist. 203
Niles Twp. H.S. Dist. 219
Oak Park/River Forest H.S. Dist. 200
Proviso Twp. H.S. Dist. 209
Round Lake 116
St. Charles Dist. 303
Township H.S. Dist. 211
Township H.S. Dist. 214
Township H.S. Dist. 113

ASSESSMENT CALENDAR: PARCC – Advanced Placement – Final Exams

PARCC Assessment

1. Assessments will all be online, web-based
2. All Freshmen, Sophomores, and Juniors will be required to participate
3. Two assessments to be administered
 - a. Performance Based – 75% of the way through the school year (3rd quarter)
 - b. End of Year – 90% of the way through the school year
4. 9 testing sessions total
5. 20 day testing window for each assessment

	Mon	Tues	Wed	Thurs	Fri
March					21. End of 3 rd Qtr (75%) PBA Assessment
	24	25	26	27	28
April	March 31 Spring Break	1 Spring Break	2 Spring Break	3 Spring Break	4 Spring Break
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		
May				1	2
	5 AP Exams	6 AP Exams	7 AP Exams	8 AP Exams	9 AP Exams
	12. 90% through sch yr End of Year Assessment	13 AP Exams	14 AP Exams	15 AP Exams	16 AP Exams
	19	20	21	22	23
	26 No School	27	28	29	30
June	2 Final Exams	3 Final Exams	4 Final Exams	5 LAST DAY FACULTY	

Concerns:

1. The timelines outlined in PARCC essentially eliminates the entire 4th quarter for instruction.
 - a. All freshman, sophomore and junior students are tested. A great majority of our classes are mixed meaning they contain sophomores, juniors, and/or seniors. Therefore, a significant number of students could be absent from any given class for a period of 40 days which is approximately 87% of the quarter thereby significantly hampering what can be taught. Additionally, there will be no opportunity for other classes to use computer labs for instruction since they will be occupied with testing.
 - b. Given the new PARCC testing timelines and taking into account all the other events that occur, the Spring schedule will be completely disrupted for teaching and learning. Spring Break, potential continuation of ACT administration, AP exams, and PARCC assessments occupy approximately 80+% of the available school days.
 - c. Second semester final exams would have to be eliminated due to the overlap of the testing window for the End of the Year assessment which extends beyond the end of the school year.
2. The administration of PARCC and the ACT at the junior level has significant time implications.

Testing Snapshot: PARCC and ACT – Time Implications

April/May 2015 Testing for Juniors	
Assessment	Hours
PARCC (Literacy and Math)	15 hours 35 minutes
ACT Plus (English, Reading, Math, Writing, Science)	3 hours 30 minutes
WorkKeys Reading, Math, Locating Information)	2 hours 15 minutes
Total Testing Time	21 hours 20 minutes*

*Does NOT Include Advanced Placement Testing

PERA AND PARCC: TEACHER EVALUATION AND ASSESSMENT TIMELINES

PERA requirements:

1. Inclusion of student growth measures in the teacher evaluation process.
 - a. 2 measures: 1 (one) Type I or Type II and 1 (one) Type III measure
 - b. Need to show student growth therefore pre/post assessments need to be administered.
 - c. The process of evaluation orientation, pre-conferencing, reflection, and discussion will be much more time intensive.
2. The Honorable Dismissal list is generated in March in order to fulfill dismissal timelines outlined in the school code. Therefore all evaluations need to be completed by the end of February/first week of March.

Concern:

PERA requirements for teacher evaluation and student growth significantly contribute to additional testing during 1st and 2nd quarters. PERA and PARCC result in year round assessment.

SCHOOL YEAR ASSESMENTCALENDAR SNAPSHOT

September	Pre-assessment administered for teacher evaluations (PERA)
December - January	Post-assessment administered for teacher evaluations (PERA)
February (end)	Evaluations completed and recommendations made
March	Honorable Dismissal List is generated PARCC Performance Based Assessment (75% of school year) begins at the end of 3 rd quarter – approximately the 3 rd week in March. (All Freshman, Sophomore, and Juniors participate.)
April	PARCC testing continues for another 2 ½ weeks to fulfill testing window – extended timed tests may take longer
May	AP exams first 2 weeks in May PARCC End of Year Assessment (90% of school year) begins in the 2 nd week of May and continues into June to fulfill testing window. (All Freshman, Sophomore, and Juniors participate.)
June	PARCC End of Year Assessment completed in the 1 st week of June

PARCC and ACT Aspire

Trait	PARCC	ACT Aspire
Grades 3 – 11	Yes	Yes
Aligned to Common Core	Yes	Yes
Multiple online item types	Yes	Yes
11 th grade score accepted by colleges as part of admission	No PARCC webinar on September 6 stated that students should view PARCC, including at grade 11, as "practice."	Yes
11 th grade score generates National Career Readiness Certificate	No	Yes Administration of WorkKeys, if it includes Reading Day 3, enables students to qualify for an NCRC.
Correlation Study to Other Test Scores for Validity and Reliability	No This question was asked at the training on January 8 in Warrenville. Staff stated that PARCC scores will not be merged with other scores for study in order to develop longitudinal cut scores.	Yes Per ACT website, scale scores are linked to the College & Career Benchmark scores used for Explore, PLAN, and ACT. At December 6 training, staff indicated that studies linking the systems had been conducted. Also: white paper <i>Catching Up to College & Career Readiness</i> for grades 4-8.
Online Platform Finalized for 2014 – 2015 to enable planning at the district level	No Pearson holds contract for pilot only. RFP was released 9/10/13 and revised 10/9/13. Per PARCC website, decision will be made in February 2014.	Yes Per the Pearson website, they are the online platform provider and partner with ACT on Aspire.
Items Piloted	No Starting in March 2014	Yes Per ACT conference on December 6, items have already been piloted by over 600,000 students.
Manual work for setup minimal	No We were initially told that using browser caching was optional. At the January 8 training, we were told that browser caching, requiring substantial manual configuration, is now "strongly recommended."	Yes We were told at the ACT conference on December 6 that browser caching is not needed if our system passes the online check, which is already available.
Data Reporting System	No Same RFP as online delivery platform.	Yes Examples available online.
Devices and Browsers Clearly Defined	No As of training on January 8, there were still some questions about browsers and devices.	Yes The ACT Aspire website lists which devices and browsers can be used.
Student Log-in ID Clearly Defined	No As of January 8 training, we were told that it student ID / log in had not yet been determined.	Yes ACT has a unique student ID system in place.
Fall Pretest Available Fall 2014	No Not until Fall 2015	Yes
Science Tests	No	Yes

HIGH SCHOOL SUPERINTENDENTS FORUM

School District	First Name	Last Name	Email	Direct phone	Cell #
Adlai Stevenson H.S. Dist. 125	Eric	Twadell	etwadell@d125.org		
Barrington Community Unit School Dist. 220	Tom	Leonard	tleonard@barrington220.org		
Community High School Dist. 99	Mark	McDonald	mmcdonald@csd99.org	795-7101	460-6777
DuPage High School Dist. 88	Scott	Helton	Shelton@dupage88.net	530-3990	254-5183
Lisle H.S. Dist. 202	Keith	Filipiak	kfilipiak@lisle202.org	493-8001	205-2405
Evanston Twp. H.S. Dist. 202	Eric	Witherspoon	witherspoone@eths.k12.il.us		
Glenbard Dist. 87	David	Larson	David_larson@glenbard.org	942-7698	331-201-3042
Glenbrook H.S. Dist. 225	Mike	Riggle	mriggle@glenbrook225.org		
Township High School Dist. 113	George	Fornero	gfornero@dist113.org	224-765-1000	
Hinsdale Twp. H.S. Dist. 86	Bruce	Law	blaw@hinsdale86.org	655-6110	450-6847
Lake Forest H.S. Dist. 115	Michael	Simeck	msimeck@lfschools.net	847-604-7401	
Lake Park Community H.S. Dist. 108	Lynne	Panega	Lpanega@lphs.org	295-5440	800-8081
Leyden Community H.S. Dist. 212	Nick	Polyak	npolyak@leyden212.org	847-451-3020	847-561-0280
Lyons Twp. H.S. Dist. 204	Timothy	Kilrea	tkilrea@lths.net		
Indian Prairie School Dist. 204	Kathryn	Birkett	Kathryn_birkett@ippsd.org	375-3011	878-2588

HIGH SCHOOL SUPERINTENDENTS FORUM

Maine Twp. H.S. Dist. 207	Ken	Wallace	kwallace@maine207.org		
New Trier Twp. H.S. Dist. 203	Linda	Yonke	yonkel@newtrier.k12.il.us		
Niles Twp. H.S. Dist. 219	Anne	Rolof	Annrol@d219.org	847-626-3955	
Oak Park/River Forest H.S. Dist. 200	Steven	Isoye	sisoye@oprfrhs.org	708-434-3211	708-990-7934
Proviso Twp. H.S. Dist. 209	Nettie	Collins-Hart		338-5912	
Township H.S. Dist. 211	Nancy	Robb	nrobb@d211.org	847-755-6622	224-456-5991
Township H.S. Dist. 214	David	Schuler	David.schuler@d214.org	847-718-7601	
Community H.S. Dist. 128	Prentiss	Lea	Prentiss.lea@d128.org	847-247-4500	
Fenton District 100	Kathie	Pierce	pierce@fenton100.org	860-6257	606-2908
Community Unit School Dist. #200	Brian	Harris	bharris@cusd200.org	682-2014	639-9874
Community Unit School District #201	Kevin	Carey	kcarey@cusd201.org	468-8006	664-2551
Naperville School District 203	Dan	Bridges	dbridges@naperville203.org	420-6310	201-7090
Elmhurst H.S. Dist. 205	David	Pruneau	dpruneau@elmhurst205.org	617-2305	517-861-1532
J. S. Morton High School 201	Mike	Kuzniewski	mkuzniewski@jasmorton.org	708-780-2110	708-373-5853
Lincoln-Way High School 210	Scott	Tingley	stingley@lw210.org	815-462-2130	815-693-1367
LEND	Peg	Agnos	pegagnos@comcast.net	630-632-2954	

**COMMUNITY HIGH SCHOOL
DISTRICT 94**

February 4, 2014

MEMORANDUM

TO: Dr. Domeracki

FROM: M. Cheng

RE: **STUDENT ATTENDANCE - JANUARY, 2014**

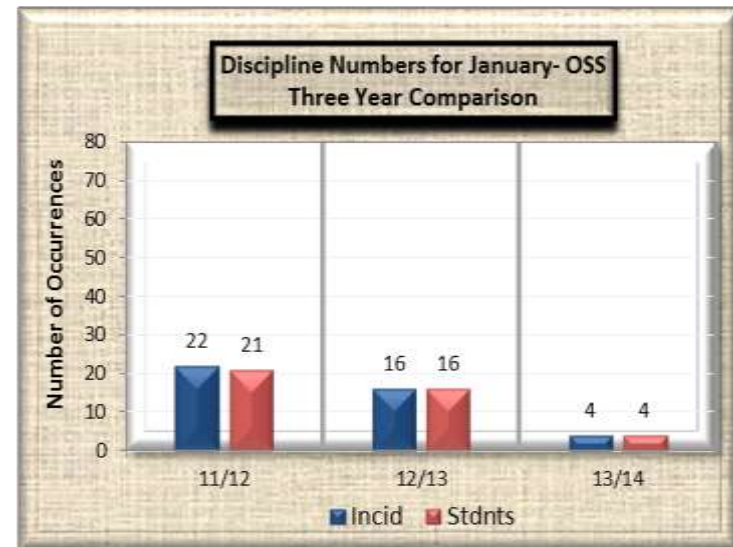
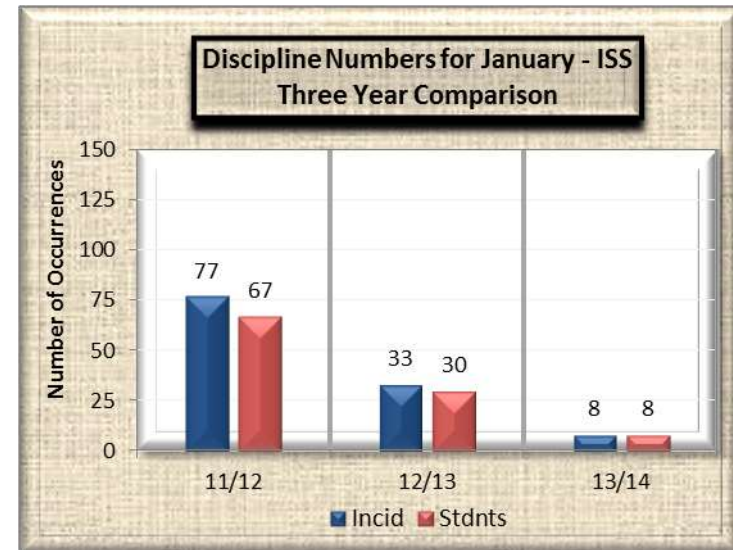
<u>JANUARY</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Average Daily Enrollment	2071.83	2124.83	2154.68	2093.00	2077.76	1977.43
Average Daily Attendance	1947.42	1983.86	2032.79	1974.50	1913.24	1904.86
Percent Attendance	93.99	93.37	94.34	94.34	92.08	96.33
Students Added						12
Students Dropped						20

<u>Percent Attendance for Previous Months:</u>		
October, 2013	-	95.03
November, 2013	-	92.37
December, 2013	-	92.88

MC/lk

Discipline Report for January 2014

Discipline Numbers for January						
REASON FOR SUSPENSION	11/12 OCC	12/13 OCC	13/14 OCC	11/12 STD	12/13 STD	13/14 STD
IN SCHOOL SUSPENSION						
DISOBEDIENCE/DISRESPECT-ISS	1	1	3	1	1	3
DISOBEDIENCE/TARDY-ISS	61	1	0	53	1	0
DISOBEDIENCE/TRUANCY-ISS	13	29	2	12	26	2
ELECTRONIC DEVICE - ISS	1	0	0	1	0	0
SATURDAY SCHOOL-ISS	1	2	0	0	2	0
OTHER	0	0	3	0	0	3
YTD TOTAL ISS SUSPENSIONS	77	33	8	67	30	8
OUT OF SCHOOL SUSPENSION						
DISOBEDIENCE/DISRESPECT-OSS	4	2	0	4	2	0
DISOBEDIENCE/TARDY-OSS	0	1	0	0	1	0
DISOBEDIENCE/TRUANCY-OSS	2	0	0	2	0	0
ELECTRONIC DEVICE - OSS	0	0	0	0	0	0
FIGHTING-OSS	5	2	0	5	2	0
GANG REPRESENTATION/WEAPONS-OSS	0	0	0	0	0	0
ILLEGAL ACT/U.I. ALCOHOL-OSS	1	0	0	1	0	0
ILLEGAL ACT/U.I. MARIJUANA-OSS	1	4	2	1	4	2
SATURDAY SCHOOL-OSS	9	2	0	8	2	0
THEFT-OSS	0	5	2	0	5	2
OTHER	0	0	0	0	0	0
YTD TOTAL OSS SUSPENSIONS	22	16	4	21	16	4



Community High School
District 94
West Chicago, Illinois

To: Members of the Board of Education

From: Ruben Campos, Rich Nagel

Subject: Semi-Annual Review of Closed Session Minutes

Date: February 18, 2014

We recommend that the Board of Education retain the confidentiality of the following Closed Session minutes of the Board of Education. Tapes can be destroyed for those meeting minutes prior to June 1, 2012 that have approved written Minutes.

Disposition of Closed Session Minutes by Date(s)/Time(s) of Board Meeting(s) and Selection(s):

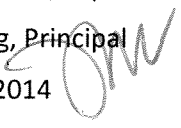
Date	Time	Selection	Disposition
August 6, 2013	7:40 - 7:52 p.m.		Release All
August 20, 2013	7:47 - 7:54 p.m.		Release All
September 17, 2013	8:17 - 8:53 p.m.		Release All
October 15, 2013	8:32 - 9:40 p.m.		Release All
October 24, 2013	6:05 - 7:45 p.m.		Release All
November 19, 2013	8:03 - 8:44 p.m.		Release All

2013-14 School Calendar

July, 2013							August, 2013							September, 2013							October, 2013										
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa				
	1	2	3	X	5	6	0				1	2	3	0										1	2	3	D	5	4		
7	8	9	10	11	12	13	0	4	5	6	7	8	9	10	0	1	X	3	4	5	6	7	4	6	7	8	9	10	11	12	5
14	15	16	17	18	19	20	0	11	12	13	14	15	16	17	0	8	L	10	11	12	13	14	5	13	X	15	16	17	18	19	4
21	22	23	24	25	26	27	0	18	19	20	21	22	23	24	1	15	16	17	18	19	20	21	5	20	21	22	23	24	25	26	5
28	29	30	31				0	25	26	27	28	29	30	31	5	22	23	24	25	26	H	28	5	27	28	29	30	31			4
Student Days 0							Student Days 6							Student Days 20							Student Days 22										
Teacher Days 0							Teacher Days 8							Teacher Days 20							Teacher Days 22										
November, 2013							December, 2013							January, 2014							February, 2014										
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa				
					H	2	1						0						X	--	--	4	0					1	0		
3	4	5	6	7	#	9	4	1	2	3	4	5	6	7	5	5	E	E	8	9	10	11	3	2	3	4	5	6	7	8	5
10	L	12	13	14	15	16	5	8	L	10	11	12	13	14	5	12	13	14	15	16	17	18	4	9	L	11	12	13	14	15	5
17	18	19	20	21	22	23	5	15	16	17	18	19	H	21	5	19	X	21	22	23	24	25	4	16	X	18	19	20	H	22	4
24	25	26	--	X	--	30	0	22	--	--	X	--	--	28	0	26	E	E	29	30	31		3	23	24	25	26	27	28		4
Student Days 15							Student Days 15							Student Days 14							Student Days 18										
Teacher Days 18							Teacher Days 15							Teacher Days 15							Teacher Days 19										
March, 2014							April, 2014							May, 2014							June, 2014										
Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa				
						1	0		--	--	--	--	5	0						1	2	3	2								0
2	3	4	5	6	7	8	5	6	7	8	9	10	11	12	5	4	5	6	7	8	9	10	5	1	2	3	4	5	6	7	5
9	L	11	12	13	14	15	5	13	L	15	16	17	--	19	4	11	L	13	14	15	16	17	5	8	9	10	E))	12	13	14	2
16	17	18	19	20	H	22	5	20	21	22	D	D	H	26	5	18	19	20	21	22	23	24	5	15	16	17	18	19	20	21	0
23	24	25	26	27	#	29	4	27	28	29	30			3	25	X	27	28	29	30	31	4	22	23	24	25	26	27	28		0
30	--						0																	29	30						
Student Days 19							Student Days 17							Student Days 21							Student Days 7										
Teacher Days 20							Teacher Days 17							Teacher Days 21							Teacher Days 8										

Community High School District 94
West Chicago, Illinois
Office of the Principal

Memorandum

To: Doug Domeracki, Superintendent
From: Moses Cheng, Principal 
Date: January 23, 2014
Re: Textbook and Software adoption for 2014-2015
Cc: Gordon Cole, Dir. of Business

Please find below a list of new textbooks being requested from Division Heads for the 2014-2015 school year. Copies of the rationales for each proposed textbook adoption have been attached to this memorandum. The textbooks being requested align to our curricular objectives and outcomes. They allow teachers to teach our students content information that is current and rigorous according to content and state standards. I am recommending to the Board of Education the adoption of these textbooks for the 2014-2015 school year. If you have any questions regarding this recommendation or the textbooks requested please do not hesitate to ask.

Division	Publisher	Textbook	Course	Unit price	# of books	Total
Math/Sci	Pearson	Essentials of Human Anatomy and Physiology, 11 th Edition	Human Anatomy and Physiology	\$120.97	140	\$16,935.80
Math/Sci	Pearson	Physics: Principles with Applications, AP Edition	AP Physics 1 AP Physics 2	\$152.97	100	\$15,297.00
Physical Dev	Glencoe	Glencoe Health	Freshman Health	\$79.77	300	\$23,931.00
World Languages	Pearson Prentice Hall	Realidades Level 2	Spanish 2	\$78.97	35	\$2,763.95
World Languages	Pearson Prentice Hall	Triangulo Aprobado	AP Spanish Lang. and Spanish for Native Speakers 2	\$39.06	60	\$2,343.60
Total						\$61,271.35

RATIONALE FOR NEW TEXTBOOK(S)

If you are proposing a new textbook for Board of Education approval, please answer the questions below as completely as possible.

1. A. Title Essentials of Human Anatomy & Physiology, 11th Edition, Plus MasteringA&P with eText -- Access Card Package

B. Author Elaine N. Marieb

C. Copyright Date 1/06/2014

D. Publisher Pearson

E. ISBN 9780133481662

F. Price \$120.97

G. On line capability? Mastering Anatomy and Physiology Resource, e-text (6 yr license)

H. Number of books needed 140

2. What course(s) will this textbook be used for?

Human Anatomy and Physiology- Dual Credit with COD

3. Will this textbook replace an older textbook? X YES NO
(If the answer is 'YES' then answer the following question:)

A. What textbook will this new one replace?

1. Title Essentials of Human Anatomy & Physiology, 8th Edition

2. Author Marieb

3. Copyright Date 2010

4. Publisher Pearson

4. List/explain rationale for new textbook proposal.

This will allow us to keep current with the dual credit course at COD. More importantly, the online resources that the publisher provides are no longer available for our current older text. The text itself is a great fit for a high school Anatomy and Physiology course and is used by many nationwide.

5. List/explain specific characteristics of this book and/or program (i.e., readability level, charts workbook, number of word problems) which led to the selection of this textbook.

Now in its **Eleventh Edition**, the best-selling *Essentials of Human Anatomy and Physiology* continues to set the standard for one-semester A&P texts. With her hallmark clear and friendly writing style and meaningful analogies, Elaine Marieb emphasizes the relevance of anatomy & physiology to students' lives and future careers. Now fully integrated with MasteringA&P®, the book continues to offer just the right balance of anatomy, physiology, and clinical coverage to make the content complete, but not overwhelming. New clinical photos in the Homeostatic Imbalance feature help students visualize diseases and disorders, and new integrated Concept Links help students make connections across topics and body systems. A new, more modern design makes the book more accessible than ever, and new specific references to MasteringA&P direct students to study tools and resources that reinforce their understanding of chapter concepts.

Written specifically for the one-semester course, this text presents a superior teaching and learning experience for you and your students. The program allows you to:

- **Personalize learning with MasteringA&P:** MasteringA&P provides students with engaging experiences that coach them through tough topics in A&P, with tools that help them visualize, practice, and understand A&P. Instructors can easily assign a wide range of question and activity types for automatic grading. New for the Eleventh Edition, learning outcomes and Homeostatic Imbalance features are now numbered for easy assignment in MasteringA&P.
- **Bring A&P concepts to life and provide real-world context:** A dramatic art and photo program features 3-D anatomy illustrations, process figures with descriptive step text, realistic bone art, illustrated tables, and new clinical photographs in the Homeostatic Imbalance feature.
- **Help students study and retain information:** Effective pedagogy, including new Concept Links, Did You Get It? concept check questions, figure questions, and end-of-chapter review questions help students study and retain the information they need.

6. List the topics covered in this textbook which are integral parts of our current curriculum.

The current text meets the course outline for College of DuPage that we submit annually.

RATIONALE FOR NEW TEXTBOOK(S)

If you are proposing a new textbook for Board of Education approval, please answer the questions below as completely as possible.

1. A. Title: Physics: Principles with Applications AP Edition Plus MasteringPhysics with eText (NASTA), 7/E
B. Author Douglas C. Giancoli
C. Copyright Date 06/18/2013
D. Publisher Pearson
E. ISBN 9780133447682
F. Price \$152.97 (For 2 Courses)
G. On line capability? Mastering Physics online resource, e-text (6 yrs)
H. Number of books needed 100
2. What course(s) will this textbook be used for?
Advanced Placement Physics 1, Advanced Placement Physics 2
3. Will this textbook replace an older textbook? YES X NO
(If the answer is 'YES' then answer the following question:)
A. What textbook will this new one replace?
 1. Title _____
 2. Author _____
 3. Copyright Date _____
 4. Publisher _____
4. List/explain rationale for new textbook proposal.

Both courses will be new next year. The proposed text is an algebra based physics text designed to cover the topics for both AP courses. We did not buy a new textbook for Honors Physics (new this year as we knew that the Honors Physics class would be replaced by AP Physics 1 which would need a text.) This text allows a great deal of online support for both student and staff member.

5. List/explain specific characteristics of this book and/or program (i.e., readability level, charts workbook, number of word problems) which led to the selection of this textbook.

Engaging applications and elegant writing show the relevance of physics.

- **Concrete applications, observations, and experiences** that students can relate to demonstrate how useful physics is in everyday life as well as in professions such as biology, medicine, and architecture.
- **Physics Applied margin notes** highlight the varied and frequent applications in the text. The **writing style is concise and elegant**, using an economy of words to describe physics accurately and precisely.

Proven pedagogy guides students through common misconceptions to teach important problem solving skills.

- **NEW! Chapter-Opening Questions**, at the start of each chapter, help identify preconceived notions that students might have before they read the chapter.
- **NEW! MisConceptual Questions** are multiple-choice questions, at the end of each chapter, that address common student misconceptions.
- **NEW! Search and Learn Problems** at the end of each chapter encourage students to reread part of the text.
- **Worked Examples** include consistent problem solving strategies with Approach, Solution, and Note steps.
- **Problem Solving Strategies** throughout the book outline step-by-step approaches to get students to think about the problem at hand and develop consistent problem-solving skills.
- **Conceptual Examples** feature brief Socratic questions intended to stimulate students to respond before they read the Response given.
- **Estimate Examples** develop skills for making order-of-magnitude estimates.
- **Problem Solving margin notes** offer problem solving hints where needed most.

Powerful technology

MasteringPhysics from Pearson is a powerful, yet simple, online homework, tutorial, and assessment system designed to improve student learning and results. Student's benefit from specific wrong-answer feedback, hints, and a huge variety of educationally effective content while unrivaled gradebook diagnostics allow instructors to pinpoint the weaknesses and misconceptions of their class.

6. List the topics covered in this textbook which are integral parts of our current curriculum.

The program is fully correlated to the new College Board's AP® Physics 1 and AP® Physics 2 Curriculum Framework.

- | | |
|---|---|
| 1. Introduction, Measurement, Estimating | 18. Electric Currents |
| 2. Describing Motion: Kinematics in One Dimension | 19. DC Circuits |
| 3. Kinematics in Two Dimensions; Vectors | 20. Magnetism |
| 4. Dynamics: Newton's Laws of Motion | 21. Electromagnetic Induction and Faraday's Law |
| 5. Circular Motion; Gravitation | 22. Electromagnetic Waves |
| 6. Work and Energy | 23. Light: Geometric Optics |
| 7. Linear Momentum | 24. The Wave Nature of Light |
| 8. Rotational Motion | 25. Optical Instruments |
| 9. Static Equilibrium; Elasticity and Fracture | 26. The Special Theory of Relativity |
| 10. Fluids | 27. Early Quantum Theory and Models of the Atom |
| 11. Oscillations and Waves | 28. Quantum Mechanics of Atoms |
| 12. Sound | 29. Molecules and Solids |
| 13. Temperature and Kinetic Theory | 30. Nuclear Physics and Radioactivity |
| 14. Heat | 31. Nuclear Energy; Effects and Uses of Radiation |
| 15. The Laws of Thermodynamics | 32. Elementary Particles |
| 16. Electric Charge and Electric Field | 33. Astrophysics and Cosmology |
| 17. Electric Potential | |

RATIONALE FOR NEW TEXTBOOK(S)

If you are proposing a new textbook for Board of Education approval, please answer the questions below as completely as possible.

1. A. Title Glencoe Health
- B. Author Mary H. Bronson
- C. Copyright Date 2011
- D. Publisher Glencoe/McGraw-Hill
- E. ISBN 978-0-07-891328-0
- F. Price 79.77
- G. On line capability? Yes
- H. Number of books needed 300

2. What course(s) will this textbook be used for?

Freshman Health

3. Will this textbook replace an older textbook? X YES NO
 (If the answer is 'YES' then answer the following question:)

 A. What textbook will this new one replace?

1. Title Glencoe Health
2. Author Mary H. Bronson, Don Merki
3. Copyright Date 2007
4. Publisher Glencoe/McGraw-Hill

4. List/explain rationale for new textbook proposal.

 Our current health book is outdated and in disrepair. It is necessary to have enough textbooks for two classes as well as additional texts for students who need one to take home because they do not have computer access.

5. List/explain specific characteristics of this book and/or program (i.e., readability level, charts workbook, number of word problems) which led to the selection of this textbook.

 This book is an updated edition of the same book we have used for the past seven years.

6. List the topics covered in this textbook which are integral parts of our current curriculum.

 Mental health, body systems, nutrition, family life, tobacco, alcohol and drugs.

RATIONALE FOR NEW TEXTBOOK(S)

If you are proposing a new textbook for Board of Education approval, please answer the questions below as completely as possible.

1. A. Title **Realidades Level 2 SUCCESS NET PLUS.com 6 Year digital license**
 B. Author **Boyles, Met, Sayers and Wargin**
 C. Copyright Date **2014**
 D. Publisher **Pearson Prentice Hall**
 E. ISBN **978 013 319 9666**
 F. Price **\$78.97**
 G. On line capability? **6 year - Digital edition access is included**
 H. Number of books needed **Class set of 35 textbooks (\$2985.07) TE Resources are included.**

2. What course(s) will this textbook be used for? **Spanish 2**

3. Will this textbook replace an older textbook? **XXX YES** **_____ NO**
(If the answer is 'YES' then answer the following question:)

- A. What textbook will this new one replace?

1. Title _____ **Spanish 2 - Realidades 2** _____
2. Author _____ **Same** _____
3. Copyright Date _____ **2006** _____
4. Publisher _____ **same** _____

4. List/explain rationale for new textbook proposal.

Updated new level 2 edition has increased online capabilities; obsolescence: we can no longer feasibly rebind or charge for poor condition. Our Spanish 2 curriculum integrates many resources and at this time we feel able to support Spanish language learning with only a class set. However, as CHS transitions to 1:1 we will look to using the digital access for all students enrolled. Some future possibilities are as follows:

Level 2 - eText with 1-year realidades.com price: \$19.97 isbn10: 0133220028 isbn13: 9780133220025
Level 2 - Pearson Standalone eText 1-year license price: \$11.97 isbn10: 0133231526 isbn13: 9780133231526
Level 2 - Pearson Standalone eText 6-year license price: \$55.47 isbn10: 0133231593 isbn13: 9780133231595

5. List/explain specific characteristics of this book and/or program (i.e., readability level, charts workbook,

Realidades is a standards-based Spanish program that seamlessly integrates communication, grammar, and culture. This balanced approach is built upon the principles of backward design with assessment aligned with instruction. The many tools for differentiated instruction support success for all learners. The new Teacher and Student Digital Center, realidades.com, offers the newest and most powerful online learning system available in any middle school and high school Spanish program.

6. List the topics covered in this textbook which are integral parts of our current curriculum.

Foundational Spanish Listening, Speaking, Reading, and Writing and digital connections related to the ACTFL and CC standards encompassing the scope and sequence to adequately prepare students to be successful in the Spanish 2-AP curriculum at CHS.

Community HSD 94 Community HSD 94

School Information:

Community High School

326 JOLIET ST

WEST CHICAGO, IL 60185

(630) 876-6200

Purchase Summary		
Description	Amount Free	Amount Charged
	\$177.94	\$2,763.95
Subtotal	\$177.94	\$2,763.95
8% Shipping & Handling		\$221.12
Total		\$2,985.07

* Prices effective through Sept. 30, 2014.

** Prices do not include applicable taxes.

**** Titles are subject to change without notice.

To Order:
Curriculum Customer Service
Email: k12cs@custhelp.com
Phone: 1-800-848-9500
Fax: 1-877-260-2530
Online at OASIS: <http://k12oasis.pearson.com>

Community HSD 94

	Description	ISBN	Price	Quantity		Total	
				Free	Charge	Free	Charge
	REALIDADES 2014 STUDENT EDITION WITH REALIDADES.COM 6-YEAR LICENSE LEVEL2	9780133199666	78.97	0	35	\$0.00	\$2,763.95
	REALIDADES 2014 TEACHER EDITION LEVEL 2	9780133199529	88.97	2	0	177.94	0.00
Subtotal						\$177.94	\$2,763.95
Purchase Subtotal						\$177.94	\$2,763.95
8% Shipping & Handling							\$221.12
Totals						\$177.94	\$2,985.07

Proposal Grand Total: \$2,985.07

Districts/schools registering to use OASIS for the first time receive a promo code for 3% freight. This code is good for every K12 order shipped via ground purchased through OASIS for the first 30 days after an account is activated.

To register for OASIS: <http://k12oasis.pearson.com>
For OASIS assistance: 1-800-850-9124

- * Prices effective through Sept. 30, 2014.
- ** Prices do not include applicable taxes.
- *** Titles are subject to change without notice.

Note: This is a cost proposal. It is not a formal contract.

Ordering Information:

Schools: Simply enclose your official purchase order, authorized signature, and title.

Teachers: We can bill your school if you provide an approved P.O.

Individuals: Please enclose check, money order, or credit card information.

Shipping Charges:

All orders are billed approximately 10% shipping & handling.

Orders under \$100 may be billed more.

International and overseas shipping and handling are slightly higher.

Special handling is additional on all orders.

All prices are in U.S. dollars, guaranteed until Sept. 30, 2014. Please call for current prices.

Districts/schools registering to use OASIS for the first time receive a promo code for 3% freight. This code is good for every K12 order shipped via ground purchased through OASIS for the first 30 days after an account is activated.

Ship To:	Bill To:
Please Print	
<div style="border: 1px solid black; height: 20px; margin-bottom: 2px;"></div>	
NAME	
<div style="border: 1px solid black; padding: 2px;">Community High School</div>	
E-MAIL ADDRESS	
<div style="border: 1px solid black; height: 20px; margin-bottom: 2px;"></div>	
INSTITUTION	
<div style="border: 1px solid black; padding: 2px;">326 JOLIET ST</div>	
ADDRESS	
<div style="border: 1px solid black; padding: 2px;">WEST CHICAGO</div>	
<div style="border: 1px solid black; padding: 2px;">IL, 60185</div>	
CITY STATE ZIP	
<div style="border: 1px solid black; padding: 2px;">(630) 876-6200</div>	
PHONE # BEST TIME TO CALL	
<div style="border: 1px solid black; height: 20px; margin-bottom: 2px;"></div>	
NAME	
<div style="border: 1px solid black; padding: 2px;">Community High School</div>	
E-MAIL ADDRESS	
<div style="border: 1px solid black; height: 20px; margin-bottom: 2px;"></div>	
INSTITUTION	
<div style="border: 1px solid black; padding: 2px;">326 Joliet St</div>	
ADDRESS	
<div style="border: 1px solid black; padding: 2px;">West Chicago</div>	
<div style="border: 1px solid black; padding: 2px;">IL, 60185</div>	
CITY STATE ZIP	
<div style="border: 1px solid black; padding: 2px;">(630) 876-6200</div>	
PHONE # BEST TIME TO CALL	
<div style="border: 1px solid black; height: 20px; margin-bottom: 2px;"></div>	
<div style="display: flex; justify-content: space-between;"><div><input type="checkbox"/> Pre-Paid Order <input type="checkbox"/> Check <input type="checkbox"/> Money Order Enclosed <div style="border: 1px solid black; height: 20px; margin-bottom: 2px;"></div><div style="border: 1px solid black; padding: 2px;">PURCHASE ORDER NO.</div><div style="border: 1px solid black; padding: 2px;">AUTHORIZED SIGNATURE</div></div><div><input type="checkbox"/> Credit Card Order: <input type="checkbox"/> VISA <input type="checkbox"/> MasterCard <input type="checkbox"/> American Express <input type="checkbox"/> Discover <div style="border: 1px solid black; height: 20px; margin-bottom: 2px;"></div><div style="border: 1px solid black; padding: 2px;">CARD NO. EXP. DATE</div><div style="border: 1px solid black; padding: 2px;">SIGNATURE</div></div></div>	

Pearson

Curriculum Customer Service

PO Box 2500

145 S. Mt. Zion Road

Lebanon, IN 46052

Email: k12cs@custhelp.com

Phone: 1-800-848-9500 or Fax 1-877-260-2530

Monday-Friday, 8am - 5pm EST; 8am - 6pm DST

Order OASIS: <http://k12oasis.pearson.com>

For additional information regarding product go to:
<http://www.pearsonschool.com>

PEARSON

ALWAYS LEARNING

RATIONALE FOR NEW TEXTBOOK(S)

If you are proposing a new textbook for Board of Education approval, please answer the questions below as completely as possible.

1. A. Title **Triangulo Aprobado**
B. Author **Barbara Gatski & John McMullan**
C. Copyright Date **2013 5th Edition**
D. Publisher **Wayside Publishing**
E. ISBN: **ISBN: 978-1-938026-41-6 Student Edition Softcover + 1 year Learning Site subscription**
F. Price **\$39.06 (\$2343.60)**
(+ TE Materials ISBN: 978-1-938026-43-0 \$30 + ISBN: 978-1-938026-45-4 \$60)
TOTAL PRICE MATERIALS + SH = \$2, 717.00
G. On line capability? YES ~~Student Edition -Softcover with 1 year Learning Site subscription~~
H. Number of books needed **60 textbooks + TE Resources**
2. What course(s) will this textbook be used for?
Spanish AP Spanish Language & Spanish for Native Speakers 2
3. Will this textbook replace an older textbook? YES NO
4. List/explain rationale for new textbook proposal.

Additional AP Spanish Language & Spanish Native Speaker 2 Resources preparing students for the updated AP Spanish Language Exam 2014-15. As CHS transitions to 1:1 we will look to using the digital access for all students enrolled.

5. List/explain specific characteristics of this book and/or program (i.e., readability level, charts workbook, Seven Chapters: The six global themes recommended by College Board plus a mid-year and final exams following the newest Advanced Placement Spanish Language Exam format.

Each Chapter: Each of the six or seven recommended thematic sub-contexts will be practiced through the main exam tasks such as Reading Comprehension, Reading and Listening combined Comprehension, Listening Comprehension, Interpersonal Writing and Speaking and Presentational Writing and Speaking.

Additional Help for the Student: A Learning Site, accessible for extra practice and insight.

Ancillary Materials: Teacher's Manual with scripts, suggestions and annotated answer keys, CD's for classroom practice.

On Line learning site: For Students

- Brand new (not from the Student Edition) auto-graded interpretive, interpersonal, and presentational activities with the exception of essay quizzes and discussion forum posts, which are graded manually
- Matching and flash cards vocabulary practice for each subtheme
- Pre- and post- tasks for each interpersonal activity
- New (not from the Student Edition) *Cápsulas Culturales* and *Preguntas Culturales* in the form of discussion forums and with suggested external resources for each subtheme
- Embedded audio resources from the Student Edition
- Full and editable glossary found in the Triángulo Aprobado Community Forum




6. List the topics covered in this textbook which are integral parts of our current curriculum.

Foundational Spanish Listening, Speaking, Reading, and Writing and digital connections related to the ACTFL and CC ELA standards encompassing the scope and sequence to adequately prepare students to be successful in the CHS Spanish - AP curriculums and Exams.

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	Item	Price	Quantity	Total	
	Triangulo, 5th Edition - Audio Program on DVD	\$59.46	<input type="text" value="1"/>	\$59.46	Remove (/cart/change?line=1&quantity=0)
	Triangulo, 5th Edition, Teachers Edition	\$28.76	<input type="text" value="1"/>	\$28.76	Remove (/cart/change?line=2&quantity=0)
	Triangulo, 5th Edition, Softcover (includes 1 Yr Learning Site)	\$39.06	<input type="text" value="60"/>	\$2,382.66	Remove (/cart/change?line=3&quantity=0)
Update quantities				\$2,470.88	

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$$\begin{array}{r} 247.00 \\ + 227.00 \\ \hline 474.00 \end{array}$$
 \$ 2717.⁰⁰

Barbara Gatski & John McMullan

PUBLICIDAD

LITERATURA

AUDIOS

VIDEOS

IMÁGENES

GRÁFICAS

5ª edición

Triángulo Aprobado

CAMBIOS ANUNCIADOS PARA 2014



FAMILIAS Y
COMUNIDADES



DESAFÍOS
MUNDIALES



VIDA
CONTEMPORÁNEA



BELLEZA



CIENCIA Y
TECNOLOGÍA



IDENTIDADES



CHSD 94 - Rising Star Continuous Improvement Plan

PDF Downloaded on 02/13/2014

Local Board Action Report

A. ASSURANCES

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving its school is founded on scientifically based research [NCLB, Section 1116(b)(4)(C)] as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the New Illinois Learning Standards Incorporating the Common Core and ensures alignment of curriculum, instruction, and assessment with the New Illinois Learning Standards Incorporating the Common Core.
4. The district will spend at least 10 percent of the funds made available under Title I, Part A, Subpart 2 of NCLB, for the purpose of providing high-quality professional development. (Title I districts only.)

B. SUPERINTENDENT'S CERTIFICATION

By submitting the plan on behalf of the district/school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By submitting this form of plan completion and local board approval, this plan shall be deemed to be executed by the superintendent on behalf of the district.

Superintendent Signature:

Date:

Board President Signature:

Date:

Single School District Data - Contact Information

District Information

District Name:	CHSD 94	District Address:	326 JOLIET ST
City/State/Zip:	WEST CHICAGO, IL, 60185 3142	RCDT Number:	190220940160000
Superintendent:	Dr. Douglas Domeracki	Superintendent Email*:	ddomeracki@d94.org
District Phone:	6308766210 Ext:	District Fax:	

School Information

Name:	COMMUNITY HIGH SCHOOL	Address:	326 JOLIET ST
City/State/Zip:	WEST CHICAGO, IL, 60185 3142	RCDTS Number:	190220940160001
Principal:	Dr Moses Cheng	Principal Email*:	mcheng@d94.org
Phone:	630876-6200 Ext:	Fax:	

Please enter your Rising Star leadership team members (Process Manager , Capacity Builder(s) , and Improvement Team Member) contact information.

Name	Rising Star Team Role	Phone	Email	Title/Position	Actions
Lalo Ponce	District Superintendent	630-930-9357	lponce@d94.org		Edit Delete
Douglas Domeracki	District Superintendent	630-876-6210	ddomeracki@d94.org		Edit Delete
Moses Cheng	Process Manager	6308766300	mcheng@d94.org	Principal	Edit Delete
Peter Martino	Improvement Team Member	6308766331	pmartino@d94.org		Edit Delete
Maura Bridges	Improvement Team Member	630-876-6307	mbridges@d94.org		Edit Delete
Mary Howard	Improvement Team Member	630-876-6363	mhoward@d94.org		Edit Delete
Tiffany Chavez	Improvement Team Member	630-876-6262	tchavez@d94.org		Edit Delete
Lisa Willuweit	Improvement Team Member	630-876-0000	lwilluweit@d94.org		Edit Delete
Allister Scott	Improvement Team Member	6308766255	ascott@d94.org		Edit Delete

2/13/2014 1:28:56 PM

Single School District Continuous Improvement Plan with RTTT3 SOW

Janelle Stefancic	Improvement Team Member	630-876-6380	jstefancic@d94.org	Edit Delete
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Please enter School Board member  contact information.

Name	Phone	Email	Actions
There are no members added.			

District Data – Local Assessments



Summary - What do the Local Assessment data tell you about student performance in your district?. If appropriate, the district will consider grade-level and subgroup performance.

CHS has made significant gains in the number of students in the "White" subgroup who are meeting/exceeding state standards in reading and math - **an approximately 6% gain overall**. Additionally, CHS has made AMAO standards for the past 5 years in a row. However, work still remains to increase the achievement levels of students in the "Hispanic" subgroup.



Analysis - What areas of strength are indicated? What areas of weakness, if any, are indicated by these data? What factors are likely to have contributed to these results? Consider both external and internal factors to the school that can be influenced or improved by the district.

The following are strengths of the district: staff development plan that includes curricular work that is tied to Common Core Standards, student centered instructional practices, reflection, and professional collaboration; curricular alignment in math and English that is more focused on rigor; a Bilingual program that supports English language learners; a student resource center that is centered on academic and social-emotional support; a special education program that provides a continuum of services for students.

An area of weakness continues to be the high number of Hispanic students who are not meeting state standards. Part of this issue can be attributed to the fact that approximately 67% of our Hispanic population (which is approximately 49% of the entire student population) have either received ELL services in the past or are currently receiving ELL services.

Reports - Assessment Report

CC02	The district develops and communicates its vision to ensure college and career readiness for all students to all stakeholders (e.g., school board, primary caregivers, teachers, staff, and community). (2320)		SC
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	

Current level of development or implementation:	CHS focuses on college and career readiness. Recently, the National Career Clusters framework, which is used by several community colleges such as COD, has been incorporated into our Counseling department's materials and communication. A Communications Committee has been established by the Board and Superintendent which will continue to make improvements in our communication strategies. Topics discussed at the Education-Programs Committee frequently address college and career readiness in curriculum and/or programs.
---	---

D7	<p>The district monitors to ensure the intended curriculum is implemented with fidelity. (2326)</p> <p>RT3 Expectations: The district establishes (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, ELA, and Science.</p> <p>Title I Expectations: Describe any other indicators that the district will use in addition to the academic indicators that the State uses to determine Adequate Yearly Progress (AYP), if any (see Section 1111).</p>	SC,SP,RT3,DTI
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	<p>The five-year renewal plan includes 7 half-day opportunities to review student progress toward curricular goals. Curriculum mapping provides support for this process. Evaluators utilize Danielson's professional development framework in order to monitor progress in this area. For the 2013-2014 school year, several positions were added at the building level to further support the curriculum revision and monitoring process. Those positions were an Assistant Principal for Teaching and Learning (which was cut approx. 5 years ago), and 2 literacy coaches. With these added positions the focus of School Improvement and Late Start Days on the reflective process using data (i.e. Mastery Manager) have much needed support for teachers and Divisions.</p>	

D9	<p>The district curriculum encompasses a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327)</p> <p>RT3 Expectations: For districts serving grades 9-12, the district establishes two or more Programs of Study promoting critical STEM application areas; for other districts, as applicable, the district establishes an individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study.</p> <p>Title I Expectations: (a) Describe the schoolwide and/or targeted assistance programs to be conducted in the district's schools; and where appropriate, (b) Educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs. (See Sections 1114 & 1115)</p>	SC,RT3,DTI
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	<p>Several initiatives have been taking place to increase rigor and prepare students for college and careers. Beginning with the 2012-2013 school year and continuing for the next several years, CHS will be working on curricular alignment to CCSS, establishing common assessments, identifying and incorporating Disciplinary Literacy strategies, reviewing data, and implementing CRISS strategies. In addition, interventions are being undertaken (e.g. AVID Program, Bridge 8.5 Program) to encourage student growth. For the 2013-2014 school year, the AVID program has expanded to now include freshman through junior students - essentially more than doubling the number of students being served compared to its inception year. Additionally, the SRC program has been modified with great success as instructional and student support have been increased as a result of staffing and program changes. Many current courses (e.g. Government) meet the standards of evidence as noted for this indicator. Advanced Placement courses are being added annually to increase rigor and meet student needs. Discussions about future initiatives such as 1:1 computing and PLTW/STEM continue as CHS looks to expand strategies to help students to become more successful in post secondary opportunities.</p>	

IA01	<p>The district includes municipal and civic leaders in district and school improvement planning and maintains regular communication with them. (1)</p> <p>RT3 Expectations: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment (ISLE) and the redesigned State Report Card to support and build partnerships with municipal and civic leaders.</p>		SC,RT3
Level of Development or Implementation for this Indicator.	Full Implementation		
Evidence that this indicator has been fully and effectively implemented:	<p>District 94 participates in a variety of community partnerships including the Alliance for a Healthy West Chicago, Western DuPage Chamber of Commerce, Career Partnership, West Chicago Council of Governments, Veterans of Foreign Wars, Rotary, Lions Club, Village of Carol Stream "Face of Carol Stream", monthly Coffee with the Mayor of West Chicago, etc. In addition, these leaders were involved in the Strategic Planning process to develop the Strategic Plan guiding the District. Lastly, frequent communication occurs between District 94 and Districts 25, 33, and 34 for the explicit purpose of partnering and supporting each districts initiatives for the benefit of students.</p>		

IA02	<p>The district includes community organizations in district and school improvement planning and maintains regular communication with them. (2)</p> <p>RT3 Expectations: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build partnerships with community organizations.</p> <p>Title I Expectations: Describe how the district will use funds under Title I to support preschool programs such as Early Reading First, Head Start, and Even Start.</p>		SC,RT3,DTI
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	4	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	

Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	CHS currently works with a number of community organizations in the implementation of programs for students. Their participation in the actual school improvement planning is more limited. As a single school high school district, our partnerships with our local feeder districts and community organizations help to create a more comprehensive network of support for academic achievement. Information gathered from the Alliance for a Healthy West Chicago, Western DuPage Chamber of Commerce, Career Partnership, West Chicago Council of Governments, Veterans of Foreign Wars, Rotary, Lions Club, and Joint Board Meetings all contribute to the knowledge involved in the school improvement process.	

IA03	The district includes parent organizations in district and school improvement planning and maintains regular communication with them. (3) RT3 Expectations: The district will use school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build parental engagement. Title I Expectations: Describe how the district implements effective parental involvement strategies. (See Section 1118 for specifics)		SC,RT3,DTI
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		The District hosts twice-annual Community Advisory programs, hosts various English- and Spanish-speaking parent groups on specific topics (annual testing/PSAE, college readiness, course selection, etc.), sends administrative representatives to Booster Club and Educational Foundation meetings, has a Title I Parental Compact and hosts an annual meeting, and partners with parents in the AVID program through regular informational meetings.	

IA06	<p>The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (6)</p> <p>RT3 Expectations: The district a) performs requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE; and b) implements a strategy to link student data across local systems to support the creation of integrated learner profiles.</p>		SC,SP,RT3
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	

Current level of development or implementation:	PowerSchool and Mastery Manager have been installed at the district/school level to facilitate the communication process between faculty, staff, and parents; establish "real time" access to student information; provide opportunities for reflection and intervention based upon up-to-date data; and to create a "one-stop-shop" for warehousing all relevant student information. Additionally, the district and school are in discussions about the process and timeline for going to a one-to-one computing environment in the very near future.
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IA07	The district sets district, school, and student subgroup achievement targets. (7) Title I Expectations: Describe student academic assessments, if any, that are in addition to state academic assessments used.		SS,ELL,SD,DTI
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Current improvement plans includes non-specific improvement goals for specifically identified subgroups (i.e. Hispanic). While specific goals have not been set, staff development targets reflect the need to address the differing needs of Hispanic students through the classroom use of SIOP and CRISS strategies that are paired with a curriculum that is aligned to the new rigorous Common Core State Standards. Efforts have been taken this year to also address the social emotional needs of students as a means towards increasing student efficacy in all subgroups. The school wide reading and promotion of the book "Mindset" is an example of this effort.	

IA08	The school board and superintendent present a unified vision for school improvement. (8)		SP
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		The superintendent and school board are in agreement with implementing various school improvement programs including the current 5-year plan for school renewal and the Academic Skills Resource Center, the Bridge 8.5 program, the AVID program, and other initiatives. The school board and superintendent engaged in a self-evaluation session last year to create a common vision for the school district's direction. In addition, strategic planning is being undertaken, and one of the focus areas is in student achievement/improvement. Many members of the school community were involved in the strategic planning process. For the 2013-2014 school year, the Superintendent has worked with the School Board to set up committee structures for the purpose of increasing opportunities for informative discussions. Additionally, the Superintendent has begun the conversation for moving towards a 1:1 computing environment.	

IA09	The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (9) Title I Expectations: Describe the actions of the district for its schools that do not make Adequate Yearly Progress (AYP). (See Section 1116)		SP,ELL,SD,DTI
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Central office staff locates and allocates resources to support school improvement efforts. The superintendent has championed efforts to increase rigor including the inclusion of additional Advanced Placement courses, support programs, and opportunities for all students to achieve. An example of this support is the addition of the Assistant Principal for Teaching and Learning, and Literacy Coach positions for the 2013-2014 school year. Additionally, the Superintendent meets weekly with the Principal and the Directors of Business and HR as a team. At these meetings, academic and school improvement issues are discussed.

IA10	<p>The district regularly reallocates resources to support school, staff, and instructional improvement. (10)</p> <p>RT3 Expectations: The district provides sufficient flexibility in the use of time and re-allocates professional development resources necessary for RTTT3 plan implementation.</p> <p>HQT Expectation: The district allocates/reallocates funds, especially those available under Title IIA, to assist in getting all teachers highly qualified.</p> <p>Title I Expectations: Describe how the district funds under Title I to support after school, before school, and summer school programs.</p>	CL,SP,HQT,RT3,DTI
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The District staff responsible for Title Grant funds reallocates dollars to support school-identified improvement efforts. The District supported instruction in the budget reductions (support staff and administrative staff positions were eliminated while instructional positions were not). Programs have been re-organized to meet student and school-improvement needs (Academic Skills Resource Center, for example). When the district received unexpected dollars two years ago, the dollars were used to fund needed teaching positions. In the Spring of 2013, the District supported and proposed the addition of the Assistant Principal for Teaching and Learning position, and two Literacy Coaches. The Board as well supported the potential curricular impact that these positions can bring to the school and approved them for the 2013-2014 school year.	

IA11	The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)		SS,ELL
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		Data is available to all staff members via the shared staff electronic directory. Teachers meet seven times per year to review specific student data to adjust instruction accordingly. Additionally, the acquisition of PowerSchool and Mastery Manager has facilitated more continuous and timely reflection on all relevant student data. For the 2013-2014, the school has also introduced STAR testing as another form of objective assessment to further the knowledge of student growth and achievement.	

IA12	The district intervenes early when a school is not making adequate progress. (12)	SP,SD
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	As a one school district, the communication between the school and the district is constant, open, seamless, and transparent. Therefore, intervention takes on the form of continuous communication and support relative to the needs, activities, and initiatives of the school.

IA13	The district works with the school to provide early and intensive intervention for students not making progress. (13) Title I Expectations: Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.	SP, RTI, ELL, DTI
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Student Intervention Teams meet weekly to discuss student needs - including those students at-risk of failure. The Academic Skills Center and Student Resource Center were created to provide student intervention; both are fully supported (both financially and philosophically) by the District. Individualized student data is provided to teachers seven times per year during student progress and curricular review days so that appropriate interventions may be considered. Students with specific reading difficulties are scheduled into specialized, research-based programs. Freshman courses in English have been restructured into a double block format to support students by placing them into a more rigorous but supportive environment.	

IA14	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14) RT3 Expectations: The district establishes systems to recruit and support strong instructional leadership at the school-level, and partners with teacher preparation programs to plan and implement pipeline strategies for High Poverty High Minority Schools. HQT Expectation: The district ensures that only highly qualified teachers are hired. Title I Expectations: Describe the steps the district has taken or will take to ensure that all teachers and paraprofessionals in the district are highly qualified. (See Section 1119)	ELL, SP, HQT, RT3, DTI
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The District provides a variety of staff development opportunities including New Teacher Orientation, New Teacher Workshops, and ongoing professional development. These professional development activities align with the five year renewal plan and include instructional strategies and the use of data to improve student achievement. In addition, whenever possible, the District seeks to employ staff members with English and Spanish skills to ensure students' optimal performance. The District and the Board has been supportive of creating a school calendar that meets the staff development needs of its teachers. Staff Development efforts for the 2013-2014 are focused on providing support and training schoolwide for CRISS, the alignment to CCSS, and integration of the two via course team reflection and Literacy Coach support.	

IB01	The district operates with district-level and school-level improvement teams. (16) RT3 Expectations: The district establishes professional learning communities to support all aspects of the instructional improvement process.		SS,RT3
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		School level team meets weekly to review data and discuss implementation efforts and school improvement. District level administrative team meets bi-weekly to communicate needs, celebrations, and share ideas; as a one-school district, school- and district-level staff members sit on the district level team together.	
IB02	The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (17)		SS
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		Being a one school district, the District is in continual awareness with the initiatives of the school to increase student achievement. Communications regarding the progress of these initiatives between the district and building occur both formally and informally. The Superintendent holds Cabinet meetings every other week. Members of Cabinet are the Director of HR, Director of Business and Principal. The Superintendent also holds bi-weekly meetings with an expanded group consisting of Cabinet and other building level administrators (Assistant Principals and Building Directors).	
IB03	For each restructuring school, the district makes reference to guidance from What Works When regarding how to assess what the best restructuring options are given its unique district and school context. (1134)		SR
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		All members of the Building level administrative team have received a copy of "What Works When." Discussions regarding initiatives will reflect the best practices found in this document.	
IB04	For each restructuring school, the district ensures that the restructuring options chosen reflect the particular strengths and weaknesses of the restructuring school. (1135)		SR
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:		3	(Priority Score x Opportunity Score)
Priority Score:		3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:		1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Current level of development or implementation:	We looked at a variety of data when developing this plan such as report card data, graduation rates, subgroup achievement and attendance. We also reviewed the results of our data retreat in the areas of English and Math. We currently do not have a formal data warehouse that gives immediate feedback to teachers. We need to review our current student, staff and parent surveys to determine if they include information regarding the academic initiatives outlined in the restructuring plan. The challenge with fully implementing this indicator is in the allocation of dollars to complete these initiatives. As an update to this indicator, the purchase of PowerSchool and Mastery Manager has addressed the need of having a central place that warehouses all student data in a manner that is easily accessible for faculty and staff. Additionally, concentrated efforts have been placed on the importance of working collaboratively in course teams to facilitate curricular revision and instructional improvement.
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IB05	For each restructuring school, the district ensures that the restructuring plan reflects the resources available to ensure its success. (1136)		SR
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Finances are extremely challenging for our district currently and we have experienced cutbacks in all areas. We are able to provide some professional development opportunities through grant money. We are reallocating time as outlined in the restructuring plan to provide professional development opportunities that will allow for collaboration and increased instructional effectiveness. Within the last couple of years, the district and the Board has supported 2 significant requests from the building - those being the acquisition of PowerSchool and Mastery Manager, the add back of the Assistant Principal for Teaching and Learning, and the addition of 2 Literacy Coach positions. Additionally, resources are being investigated to support the implementation of a 1:1 learning environment.	

IB06	For each restructuring school, the district ensures that the restructuring plan includes both changes in governance and a detailed plan for school improvement. (1137)		SR
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	3	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	

Current level of development or implementation:	Our District has an effective planning team which includes the building level leaders that are most instrumental in the restructuring process. Our plan is focused on several areas which emphasize strategies for improving student achievement. Accomplishing the goals outlined in this plan on a long-term basis will necessitate a careful review of financial allocations. The addition of the Assistant Principal for Teaching and Learning and two Literacy Coach positions beginning with the 2013-2014 year have greatly benefitted the building level support for school improvement. Staff development plans continue the cultural expectations of working collaboratively in professional course teams and collaboration across departments.
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IB07	The district ensures that school improvement and restructuring plans include research-based, field-proven programs, practices, and models. (1138)	SR
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The plan contains several research-based initiatives such as: team structure to meet student needs; support services structure that relate directly to student needs; professional development plans that include collaboration as well as field-proven programs such as CRISS, SIOP, Differentiated Instruction and Understanding by Design. Plans have been modified to incorporate the shift towards aligning to the Common Core State Standards and the upcoming PARCC exams. To sustain these effort we need to continue providing the time necessary to accomplish professional development goals. We will also need to continually reflect on our progress and assess initiatives for effectiveness.	

IB08	The district ensures that school improvement and restructuring plans include a clear vision of what the school will look like when restructured or substantially improved. (1139)	SR
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The plan indicates specific student achievement goals and empowered leadership structure is described; fewer students needing credit recovery, improved GPAs and fewer academic referrals are also addressed as part of the clear vision. We have made presentations to the community regarding the vision described in our plan as well as a presentation to the School Board which is a community forum.	

IB09	The district ensures that an empowered change agent (typically the principal) is appointed to head each school that needs rapid improvement. (24)	SR
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The principal routinely communicates the school vision to the school, analyzes student data to provide direction for student needs, reports student progress to the School Board on a quarterly basis, collaboratively creates a school calendar which supports the school's vision, developed a comprehensive professional development program around six initiatives based on staff and student needs, and involves staff teams often to discuss student progress and obtain input.	

IB10	The district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning. (25)		SR
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		The principal has ongoing communication, reflection and evaluation of the restructuring plan. This vision is communicated to community groups. Even though the school has limited resources, the principal allocates funds to those programs and initiatives that will get the greatest results in improving student achievement. He enlists key influencers to support major changes through meetings with teacher leaders, weekly division head meetings and effective presentations to the faculty.	
IB11	The district ensures that school improvement plans in rapid improvement situations include "quick wins," early successes in improvement. (26)		SR
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		Acquisition of PowerSchool and Mastery Manager, the creation of common planning period times, and the establishment of the School Climate Team have created quick wins in solving some issues relative to accessibility of data, opportunities for collaboration, and creating a positive school climate.	
IB12	The district is prepared for setbacks, resistance, and obstacles on the path to rapid and substantial improvement. (27)		SR
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		By continuing to clearly communicate our vision, we counter resistance with a firm belief that we are moving in the right direction. The quick wins we have achieved in staff buy-in have facilitated this process. Additionally, the Board has created several subcommittees that allow for more frequent communication of school needs. These communication opportunities create a greater sense of preparedness in addressing upcoming challenges since those challenges can be anticipated and processed ahead of time.	
IC01	The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (28)		SP
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		As a one school district, the Superintendent is frequently and openly informed of the progress of students. Data reports are routinely created and shared as communication regarding student achievement occurs at multiple organizational levels.	
IC02	The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)		SP

Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	As a one-school district, the District Office is located in the school building (the principal's office is immediately next-door to the superintendent's office). The Superintendent meets every other week with his Cabinet. Cabinet members include the Director of Human Resources, Director of Business, and the Principal. Additionally, the Superintendent meets twice a month with an expanded group of administrators consisting of Cabinet members and the assistant principals and building directors.

IC05	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (32) RT3 Expectations: The district establishes a cohesive curriculum, aligned to State standards, that addresses and incorporates the following: (a) critical student transition points as applicable (PreK to elementary, middle to high school, and high school to postsecondary), including the use of alignment teams across these transition points; (b) writing throughout the curriculum; (c) CCSS in Math and ELA across the curriculum, including the concept of text complexity for ELA and application for Math; and (d) the CCSS Science framework (when adopted).	SC,SS,RT3
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	As mentioned in indicator IB02, curriculum maps are being utilized in each course discipline to document work, provide a point of reflection, and establish clarity of student achievement goals. Curriculum maps contain indicators of alignment to CCSS, student learning objectives, key assessment pieces, and critical disciplinary literacy strategies.	

IC06	The district provides the technology, training, and support to facilitate the school's data management needs. (1149)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	PowerSchool and Mastery Manager have been installed and integrated into the operations of the school. Discussions are being held now to ready the students, staff, and school for a one-to-one computing environment in the very near future. The Superintendent has created a Digital Learning Committee and from that committee, a Digital Learning Professional Development Ad Hoc Committee has been established to identify key professional development needs for faculty/staff.	

IC07	Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement plan and its evolving needs. (34) Title I Expectations: Describe how the district will coordinate programs under Title I and Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including district level staff. (See Sections 1118 & 1119(h))	SP,ELL,DTI
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Level of Development or Implementation for this Indicator.	Full Implementation
Evidence that this indicator has been fully and effectively implemented:	In consultation with school administrators, the District sets the school calendar which includes numerous late-start and early-dismissal days for school improvement and professional development. Planned use of the time is determined by the school. Even though this indicator is fully-implemented, we continually seek resources to provide continuing professional development which sustains and supports the goals of the Five-Year Renewal Plan. For the 2013-2014 school year, we were able to create common planning period times to facilitate greater collaboration as indicated in our staff development plan.

IC08	Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (35) HQT Expectation: Staff development is used to support getting all teachers highly qualified.	SP,HQT
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The Staff Development committee consists of members from both faculty and support staff. Input from the support staff contribute to the offerings available during staff development days.	

ID01	A team structure for schools is officially incorporated into district policy. (36)		SS
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		The school improvement plan has a team format. It includes a variety of school- and district-level members (one-school district). Teams include the Superintendent's Leadership Team, Principal's Advisory Council, course teams, freshman house teams, Student Intervention Teams (SIT), Evaluation Committee, a variety of school-community councils, etc. These team structures are fully utilized and supported within the current staff development structure.	

ID10	The school’s Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1154) Title I Expectations: Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools will identify the eligible children most in need of services. (See Sections 1115)	SP,SD,DTI
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The installation of PowerSchool and Mastery Manager has made data more accessible by administration, faculty, and staff. Conversations regarding student improvement now resort to the use of information found in PowerSchool and Mastery Manager.	

Create Plan – District Vision and Direction

CC02	The district will develop and communicate its vision to ensure college and career readiness for all students to all stakeholders (e.g., school board, primary caregivers, teachers, staff, and community). (2320)										SC
Level of Development			Partial Development/Implementation								
1	Assigned to			Moses Cheng							
2	How it will look when fully implemented in the District:			All stakeholders are involved in the process of developing and communicating the district's vision around college and career readiness. The vision aligns with the District 94 Strategic Plan. The developmental counseling curriculum provides support to students in the course selection process allows for assessment of student needs/strengths and creates dialogue with students, families, and feeder districts to enhance opportunities for students. In addition, collaboration between the District and the local community college will create additional dual-enrollment and dual-credit opportunities for students. A clear understanding of college and career readiness will exist among stakeholders. This initiative will be clearly communicated and kept in the forefront of the District's work.							
3	Date by which the description above will be a reality:			05/31/2015							
4	Tasks										
1	Analyze current course offerings for college readiness and alignment with career pathways. Link current courses to career pathways.										
	Assigned to			Start Date			End Date	05/29/2015	Timeline		
	Budget & Funding Sources(\$)										
	District	Title I	Title II-D	Title III	State Funds		Grant Funds		Other Funds		Total
	0	0	0	0	0		0		0		0
2	Create and expand opportunities for articulation with the Chamber of Commerce and local business to link the school with workplace expectations. Explore the use of the Career Readiness Certificate in our community.										
	Assigned to	Marc Wolfe		Start Date			End Date	05/31/2013	Timeline		
	Budget & Funding Sources(\$)										
	District	Title I	Title II-D	Title III	State Funds		Grant Funds		Other Funds		Total
	0	0	0	0	0		0		0		0
	The guidance department parent presentations will be updated to include information on college and career readiness as well as the importance of appropriate levels of rigor.										

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Single School District Continuous Improvement Plan with RTTT3 SOW

3	Assigned to	Maura Bridges	Start Date		End Date	05/31/2013	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
	Investigate whether students are being encouraged to take the most appropriately rigorous courses available to them.							
4	Assigned to	Maura Bridges	Start Date		End Date	05/31/2013	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0

Create Plan – District and School Improvement Processes

IA02	<p>The district will build partnerships with community organizations in district and school improvement planning and will maintain regular communication with them. (2)</p> <p>RT3 Expectations: The district will use school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build partnerships with community organizations.</p> <p>Title I Expectations: Describe how the district will use funds under Title I to support preschool programs such as Early Reading First, Head Start, and Even Start.</p>		SC,RT3,DTI
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	<p>Activities through the 2015 calendar year addressing the RTTT3 Expectations.</p> <p>Year 1 - Through June 30, 2012 [District Scope of Work Activities]</p> <p>Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]</p> <p>Year 3 - July 1, 2013 through December 22, 2015 [District Scope of Work Activities]</p>		
5	<p>Tasks</p> <p>There are no tasks created for this Objective</p>		

IA03	<p>The district will build partnerships with parent organizations in district and school improvement planning and will maintain regular communication with them. (3)</p> <p>RT3 Expectations: The district will use school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build parental engagement.</p> <p>Title I Expectations: Describe how the district implements effective parental involvement strategies. (See Section 1118 for specifics)</p>	SC,RT3,DTI
Level of Development	Partial Development/Implementation	
1	Assigned to	
2	How it will look when fully implemented in the District:	
3	Date by which the description above will be a reality:	
4	<p>Activities through the 2015 calendar year addressing the RTTT3 Expectations.</p> <p>Year 1 - Through June 30, 2012 [District Scope of Work Activities]</p> <p>Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]</p> <p>Year 3 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]</p> <p>Year 4 - July 1, 2014 through December 22, 2015 [District Scope of Work Activities]</p>	
5	<p>Tasks</p> <p>There are no tasks created for this Objective</p>	

IA07	In collaboration with its schools, the district will set district and school achievement targets for all students and for AYP subgroups. (7) Title I Expectations: Describe student academic assessments, if any, that are in addition to state academic assessments used.										SS,ELL,SD,DTI	
Level of Development			Partial Development/Implementation									
1	Assigned to			Moses Cheng								
2	How it will look when fully implemented in the District:			Continual incremental growth of 5% increases in students meeting/exceeding in PSAE measures will occur each year.								
3	Date by which the description above will be a reality:			04/30/2015								
4	Tasks											
	1	Provide training for proctors to instruct students correctly on PSAE preliminary reporting regarding core courses.										
		Assigned to	Maura Bridges		Start Date				End Date	04/20/2011	Timeline	
		Budget & Funding Sources(\$)										
		District	Title I	Title II-D	Title III	State Funds		Grant Funds		Other Funds	Total	
		0	0	0	0	0		0		0	0	
	2	Create a double block of Math for identified at risk students to support their ability to score higher on the ACT than at risk students tested in 2010.										
		Assigned to	John Rhodes		Start Date				End Date	06/15/2012	Timeline	
		Budget & Funding Sources(\$)										
		District	Title I	Title II-D	Title III	State Funds		Grant Funds		Other Funds	Total	
		0	0	0	0	0		0		0	0	
	3	Identify CHSD #94 courses that align to the ACT list of core courses.										
		Assigned to	Principal Advisory Council		Start Date				End Date	06/01/2011	Timeline	
		Budget & Funding Sources(\$)										
		District	Title I	Title II-D	Title III	State Funds		Grant Funds		Other Funds	Total	
		0	0	0	0	0		0		0	0	

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Single School District Continuous Improvement Plan with RTTT3 SOW

IB04	For each restructuring school, the district will ensure that the restructuring options chosen reflect the particular strengths and weaknesses of the restructuring school. (1135)		SR
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Tasks		
	There are no tasks created for this Objective		

IB05	For each restructuring school, the district will ensure that the restructuring plan reflects the resources available to ensure its success. (1136)		SR
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Tasks		
	There are no tasks created for this Objective		

IB06	For each restructuring school, the district will ensure that the restructuring plan includes both changes in governance and a detailed plan for school improvement. (1137)		SR
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		

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Single School District Continuous Improvement Plan with RTTT3 SOW

3	Date by which the description above will be a reality:	
4	Tasks	
	There are no tasks created for this Objective	

Create Plan – District Allocation of Resources for School Improvement

IA06	The district will provide schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (6) RT3 Expectations: The district a) will perform requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE; and b) will implement a strategy to link student data across local systems to support the creation of integrated learner profiles.		SC,SP,RT3
Level of Development		Partial Development/Implementation	
1	Assigned to		
2	How it will look when fully implemented in the District:		
3	Date by which the description above will be a reality:		
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.		
	Year 1 - Through June 30, 2012 [District Scope of Work Activities]		
	Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]		
	Year 3 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]		
5	Tasks		
	There are no tasks created for this Objective		

Create Plan – District Support for School Improvement and Student Achievement

D9	<p>The district curriculum will encompass a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327)</p> <p>RT3 Expectations: For districts serving grades 9-12, the district will establish two or more Programs of Study promoting critical STEM application areas; for other districts, as applicable, the district establishes an individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study.</p> <p>Title I Expectations: (a) Describe the schoolwide and/or targeted assistance programs to be conducted in the district's schools; and where appropriate, (b) Educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs. (See Sections 1114 & 1115)</p>	SC,RT3,DTI
Level of Development	Partial Development/Implementation	
1	Assigned to	Moses Cheng
2	How it will look when fully implemented in the District:	Our courses will be vertically and horizontally aligned. The Common Core standards will be fully integrated into the curriculum.
3	Date by which the description above will be a reality:	05/21/2014
4	<p>Activities through the 2015 calendar year addressing the RTTT3 Expectations.</p> <p>Year 1 - Through June 30, 2012 [District Scope of Work Activities]</p> <p>Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]</p> <p>Year 3 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]</p> <p>Year 4 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]</p>	

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Single School District Continuous Improvement Plan with RTTT3 SOW

5	Tasks								
	1	Communication between Divisions will occur to ensure a mutual understanding of Common Core standards.							
		Assigned to	All Division Heads	Start Date		End Date	05/29/2015	Timeline	
		Budget & Funding Sources(\$)							
		District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0	0	0	0	0	0	0	0
	2	Development of common formative and summative assessments linked to the Common Core standards will be undertaken.							
		Assigned to	All Division Heads	Start Date		End Date	05/29/2015	Timeline	
		Budget & Funding Sources(\$)							
		District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0	0	0	0	0	0	0	0
	3	Continue to align all curricula to the Common Core Standards using curriculum maps, UbD-driven lessons, and a variety of strategies.							
		Assigned to	All Division Heads	Start Date		End Date	05/29/2015	Timeline	
		Budget & Funding Sources(\$)							
		District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0	0	0	0	0	0	0	0
	4	A thorough review of the school's curriculum will be conducted to assess for vertical and horizontal alignment.							
		Assigned to		Start Date		End Date	05/29/2015	Timeline	
		Budget & Funding Sources(\$)							
		District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0	0	0	0	0	0	0	0
	5	Analyze data within and between Divisions with regard to student performance on Common Core assessments.							
		Assigned to	All Division Heads	Start Date		End Date	05/27/2016	Timeline	
		Budget & Funding Sources(\$)							
		District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0	0	0	0	0	0	0	0

IC05	The district will provide a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (32) RT3 Expectations: The district will establish a cohesive curriculum, aligned to State standards, that addresses and incorporates the following: (a) critical student transition points as applicable (PreK to elementary, middle to high school, and high school to postsecondary), including the use of alignment teams across these transition points; (b) writing throughout the curriculum; (c) CCSS in Math and ELA across the curriculum, including the concept of text complexity for ELA and application for Math; and (d) the CCSS Science framework (when adopted).								SC,SS,RT3	
Level of Development			Partial Development/Implementation							
1	Assigned to				Moses Cheng					
2	How it will look when fully implemented in the District:				Courses and programs will be aligned to CCSS - incorporating Disciplinary Literacy Strategies and links to careers in all areas especially in the Counseling Department.					
3	Date by which the description above will be a reality:				05/29/2015					
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.									
	Year 1 - Through June 30, 2012 [District Scope of Work Activities]									
	Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]									
	Year 3 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]									
5	Tasks									
	1	After curriculum is aligned to the Common Core Standards, create a curriculum guide including pacing and vertical and horizontal alignment.								
		Assigned to		Start Date		End Date	05/31/2015	Timeline		
		Budget & Funding Sources(\$)								
		District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
		0	0	0	0	0	0	0	0	

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Single School District Continuous Improvement Plan with RTTT3 SOW

2	Incorporate the use of national career clusters/pathways into the counseling department.							
	Assigned to		Start Date		End Date	05/29/2015	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0

Create Plan – Teacher and Leader Effectiveness and Supports

There are no objectives assessed under this section in Step 2 - Assess Indicators.

Create Plan – Budget Summary

Continuous Improvement Plan Budget Summary

Key Code	Indicator	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
CC02	The district develops and communicates its vision to ensure college and career readiness for all students to all stakeholders (e.g., school board, primary caregivers, teachers, staff, and community). (2320)	0	0	0	0	0	0	0	0
D9	<p>The district curriculum encompasses a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327)</p> <p>RT3 Expectations: For districts serving grades 9-12, the district establishes two or more Programs of Study promoting critical STEM application areas; for other districts, as applicable, the district establishes an individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study.</p> <p>Title I Expectations: (a)Describe the schoolwide and/or targeted assistance programs to be conducted in the district's schools; and where appropriate,</p> <p>(b) Educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs.</p> <p>(See Sections 1114 & 1115)</p>	0	0	0	0	0	0	0	0
IA07	<p>The district sets district, school, and student subgroup achievement targets. (7)</p> <p>Title I Expectations: Describe student academic assessments, if any, that are in addition to state academic assessments used.</p>	0	0	0	0	0	0	0	0

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Single School District Continuous Improvement Plan with RTTT3 SOW

IB02	The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (17)	0	0	0	0	0	0	0	0
IC01	The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (28)	0	0	0	0	0	0	0	0
IC05	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (32) RT3 Expectations: The district establishes a cohesive curriculum, aligned to State standards, that addresses and incorporates the following: (a) critical student transition points as applicable (PreK to elementary, middle to high school, and high school to postsecondary), including the use of alignment teams across these transition points; (b) writing throughout the curriculum; (c) CCSS in Math and ELA across the curriculum, including the concept of text complexity for ELA and application for Math; and (d) the CCSS Science framework (when adopted).	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0

Step 4 - Monitor Plan allows the team to monitor the progress of objective tasks. After the tasks are completed, the system prompts the team to judge whether the objective (indicator of effective practice) has been met. If met, the team must provide a status report describing evidence of completion levels. For objectives not fully implemented, the system prompts the team to develop additional targeted tasks that will hopefully lead to a fully met objective.

Objectives shown in Blue have tasks that are not complete.

Objectives shown in Green have all the tasks completed and the Objective has been met.

Objectives shown in Red indicate the team is undecided if an objective has been met and/or the team may need to plan for additional tasks to bring the objective to full implementation.

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
CC02	The district will develop and communicate its vision to ensure college and career readiness for all students to all stakeholders (e.g., school board, primary caregivers, teachers, staff, and community). (2320)	SC	Moses Cheng	4	2	50%	

Step 2 - Assessment Information

Level of Development	Partial Development/Implementation					
Index:	6	Priority Score:	3	Opportunity Score:	2	
Current level of development or implementation: CHS focuses on college and career readiness. Recently, the National Career Clusters framework, which is used by several community colleges such as COD, has been incorporated into our Counseling department's materials and communication. A Communications Committee has been established by the Board and Superintendent which will continue to make improvements in our communication strategies. Topics discussed at the Education-Programs Committee frequently address college and career readiness in curriculum and/or programs.						

Step 3 - Plan Information

Assigned To	Moses Cheng	Objective Target Date:	05/31/2015
How it will look when fully met: All stakeholders are involved in the process of developing and communicating the district's vision around college and career readiness. The vision aligns with the District 94 Strategic Plan. The developmental counseling curriculum provides support to students in the course selection process allows for assessment of student needs/strengths and creates dialogue with students, families, and feeder districts to enhance opportunities for students. In addition, collaboration between the District and the local community college will create additional dual-enrollment and dual-credit opportunities for students. A clear understanding of college and career readiness will exist among stakeholders. This initiative will be clearly communicated and kept in the forefront of the District's work.			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
Analyze current course offerings for college readiness and alignment with career pathways. Link current courses to career pathways.	Allister Scott	05/29/2015	
Comments: Adjustments were made to the Career Cruising curriculum to better align, timing-wise, with students' course selection.			
Create and expand opportunities for articulation with the Chamber of Commerce and local business to link the school with workplace expectations. Explore the use of the Career Readiness Certificate in our community.	Marc Wolfe	05/31/2013	
Comments: Students have taken the Career Readiness Certificate examination. Results are pending. The President of the Chamber of Commerce has spoken about the Career Readiness Certificate in			

Chamber meetings. The Sophomore English Team invited local businesses to come to CHS to observe student present at the Forum.

The guidance department parent presentations will be updated to include information on college and career readiness as well as the importance of appropriate levels of rigor.	Maura Bridges	05/31/2013	12/03/2012
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Comments: These updates were implemented this year.

Investigate whether students are being encouraged to take the most appropriately rigorous courses available to them.	Maura Bridges	05/31/2013	05/01/2013
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Comments: This was accomplished during the course selection process. As evidence, the number of students enrolled in honors and AP classes has increased for the upcoming 13/14 school year. In addition, fewer sections of Principles of Algebra and Geometry (a lower-level math course) are being offered. English and Communications, a basic-level English course, is not being offered. New AP course have been added: Economics AP, US History AP, Spanish Language AP. Honors enrollment has increased, as well.

Status of Objective

The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then prompted to complete this status report.

1. Please describe your experience in pursuing this Objective.

2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.

3. Please provide evidence that this Objective has been fully and effectively implemented.

All stakeholders are involved in the process of developing and communicating the district's vision around college and career readiness. The vision aligns with the District 94 Strategic Plan. The developmental counseling curriculum provides support to students in the course selection process allows for assessment of student needs/strengths and creates dialogue with students, families, and feeder districts to enhance opportunities for students. In addition, collaboration between the District and the local community college will create additional dual-enrollment and dual-credit opportunities for students. A clear understanding of college and career readiness will exist among stakeholders. This initiative will be clearly communicated and kept in the forefront of the District's work.

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
D9	<p>The district curriculum will encompass a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327)</p> <p>RT3 Expectations: For districts serving grades 9-12, the district will establish two or more Programs of Study promoting critical STEM application areas; for other districts, as applicable, the district establishes an individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study.</p> <p>Title I Expectations: (a)Describe the schoolwide and/or targeted assistance programs to be conducted in the district's schools; and where appropriate,</p> <p>(b) Educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs.</p> <p>(See Sections 1114 & 1115)</p>	SC,RT3,DTI	Moses Cheng	5	0	0%	

Step 2 - Assessment Information

Level of Development	Partial Development/Implementation				
Index:	3	Priority Score:	3	Opportunity Score:	1
<p>Current level of development or implementation: Several initiatives have been taking place to increase rigor and prepare students for college and careers. Beginning with the 2012-2013 school year and continuing for the next several years, CHS will be working on curricular alignment to CCSS, establishing common assessments, identifying and incorporating Disciplinary Literacy strategies, reviewing data, and implementing CRISS strategies. In addition, interventions are being undertaken (e.g. AVID Program, Bridge 8.5 Program) to encourage student growth. For the 2013-2014 school year, the AVID program has expanded to now include freshman through junior students - essentially more than doubling the number of students being served compared to its inception year. Additionally, the SRC program has been modified with great success as instructional and student support have been increased as a result of staffing and program changes. Many current courses (e.g. Government) meet the standards of evidence as noted for this indicator. Advanced Placement courses are being added annually to increase rigor and meet student needs. Discussions about future initiatives such as 1:1 computing and PLTW/STEM continue as CHS looks to expand strategies to help students to become more successful in post secondary opportunities.</p>					

Step 3 - Plan Information

Assigned To	Moses Cheng	Objective Target Date:	05/21/2014
How it will look when fully met: Our courses will be vertically and horizontally aligned. The Common Core standards will be fully integrated into the curriculum.			

Step 4 - Monitor Plan

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Single School District Continuous Improvement Plan with RTTT3 SOW

Tasks	Assigned To	Target Date	Completed Date
Communication between Divisions will occur to ensure a mutual understanding of Common Core standards.	All Division Heads	05/29/2015	
Comments:			
Development of common formative and summative assessments linked to the Common Core standards will be undertaken.	All Division Heads	05/29/2015	
Comments: The District is involved in the ROE Common Assessment Project in algebra I, algebra II, and geometry. This includes 8 days of training for our instructors.			
Continue to align all curricula to the Common Core Standards using curriculum maps, UbD-driven lessons, and a variety of strategies.	All Division Heads	05/29/2015	
Comments: In Math & Science, the Dana Center scope and sequence has been used in several curricula. The scope and sequence is being reviewed by the ROE math content specialist. In addition, the Division is using Common Core State Standards in Biology and Chemistry to develop literacy assessments. In Social Studies, a Common Core audit was accomplished. Projects and assessments are being aligned with the CCSS. In English, the team is working with Carol Jago, a literacy expert, to discuss text-dependent questioning, close-reading, and begin reviewing unit design. The basic-level course English and Communications has been eliminated for the 13/14 SY. An enrichment course has been added to support students in the regular curriculum. Special Education has been piloting an IEP-goal-writing program which is aligned to the CCSS. Two teachers have been identified to serve as trainers using a train-the-trainers model.			
A thorough review of the school's curriculum will be conducted to assess for vertical and horizontal alignment.	Allister Scott	05/29/2015	
Comments: Sequencing in Algebra and English has been done to determine appropriate alignment. In addition, alignment in Social Studies has been ongoing. All three levels of Science have been aligned to common essential questions. Plans are underway to create more vertical alignment with the partner district middle schools. Social Studies teachers are meeting with D33 teachers this coming summer. Summer reading presentations are going to be done at the middle schools.			
Analyze data within and between Divisions with regard to student performance on Common Core assessments.	All Division Heads	05/27/2016	
Comments: Mastery Manager has been purchased so that staff are proficient when Common Core assessments (PARCC) are available in 14/15. In Chemistry, the team piloted a Common Core-aligned assessment using Mastery Manager. All Divisions are in the process of developing and piloting Common Core-aligned assessments; data analysis will follow. STAR (aligned to CCSS) is being piloted in Reading and Math.			
Status of Objective			
The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then be prompted to complete this status report.			
1. Please describe your experience in pursuing this Objective.			
2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.			
3. Please provide evidence that this Objective has been fully and effectively implemented.			
Our courses will be vertically and horizontally aligned. The Common Core standards will be fully integrated into the curriculum.			

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IA07	In collaboration with its schools, the district will set district and school achievement targets for all students and for AYP subgroups. (7) Title I Expectations: Describe student academic assessments, if any, that are in addition to state academic assessments used.	SS,ELL,SD,DTI	Moses Cheng	3	3	100%	Undecided

Step 2 - Assessment Information

Level of Development	Partial Development/Implementation					
Index:	9	Priority Score:	3	Opportunity Score:	3	
Current level of development or implementation: Current improvement plans includes non-specific improvement goals for specifically identified subgroups (i.e. Hispanic). While specific goals have not been set, staff development targets reflect the need to address the differing needs of Hispanic students through the classroom use of SIOP and CRISS strategies that are paired with a curriculum that is aligned to the new rigorous Common Core State Standards. Efforts have been taken this year to also address the social emotional needs of students as a means towards increasing student efficacy in all subgroups. The school wide reading and promotion of the book "Mindset" is an example of this effort.						

Step 3 - Plan Information

Assigned To	Moses Cheng	Objective Target Date:	04/30/2015
How it will look when fully met: Continual incremental growth of 5% increases in students meeting/exceeding in PSAE measures will occur each year.			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
Provide training for proctors to instruct students correctly on PSAE preliminary reporting regarding core courses.	Maura Bridges	04/20/2011	04/01/2011
Comments: Proctors will need additional training time. Maura and Chris Covino will provide proctors with a paper copy of core courses as a reference.			
Create a double block of Math for identified at risk students to support their ability to score higher on the ACT than at risk students tested in 2010.	John Rhodes	06/15/2012	03/01/2011
Comments: Student grades will be monitored at semester.			
Identify CHSD #94 courses that align to the ACT list of core courses.	Principal Advisory Council	06/01/2011	05/30/2011
Comments: Provide training for proctors to instruct students correctly on PSAE preliminary reporting regarding core courses. Identify the percentage of students currently taking core courses.			

Identify the entry level skills required for core courses. Identify the enrollment numbers necessary to meet this objective.

Status of Objective

The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then prompted to complete this status report.

1. Please describe your experience in pursuing this Objective.

2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.

3. Please provide evidence that this Objective has been fully and effectively implemented.

An additional 10% of students will be enrolled in core courses as compared to the number of students enrolled in core courses currently. Students' overall ACT composite score will be 0.5 point higher than in 2010.

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Single School District Continuous Improvement Plan with RTTT3 SOW

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IB02	In collaboration with its schools, the district will examine improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (17)	SS	Moses Cheng	2	0	0%	

Step 2 - Assessment Information

Level of Development	Full Implementation					
Index:		Priority Score:		Opportunity Score:		
Current level of development or implementation:						

Step 3 - Plan Information

Assigned To	Moses Cheng	Objective Target Date:	01/01/2012
How it will look when fully met: xx			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
Create an action plan to identify and assess the current staff development topics.	Lalo Ponce	01/01/2012	
Comments: Dr. Cheng noted that programs are assessed annually and a determination is made as to whether they should continue. For example, Bridge 8.5 programming was evaluated by reviewing student achievement data; as a result, the program will be expanded for the upcoming school year.			
The District will review all improvement initiatives regularly and make recommendations for continuation or deletion of initiatives.	Moses Cheng	06/01/2012	
Comments: All initiatives have been reviewed and some have been recommended for implementation in the upcoming 2012/13 school year. Dr. Cheng noted such initiatives on the "IB02 Document" presented to the Rising Star team.			
Status of Objective			
The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then prompted to complete this status report.			
1. Please describe your experience in pursuing this Objective.			

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Single School District Continuous Improvement Plan with RTTT3 SOW

4/17/2012 The District made adjustments based upon data, and some initiatives were expanded based upon our findings.

2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.

4/17/2012 This review process occurs annually in the course of planning for the upcoming school year.

3. Please provide evidence that this Objective has been fully and effectively implemented.

xx

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Single School District Continuous Improvement Plan with RTTT3 SOW

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IB03	For each restructuring school, the district will make reference to guidance from What Works When regarding how to assess what the best restructuring options are given its unique district and school context. (1134)	SR	Allister Scott	0	0		

Step 2 - Assessment Information

Level of Development	Full Implementation					
Index:		Priority Score:		Opportunity Score:		
Current level of development or implementation:						

Step 3 - Plan Information

Assigned To	Allister Scott	Objective Target Date:	05/30/2014
How it will look when fully met:			
Decisions made for staff development initiatives and action items for improving student achievement will reference evidences and best practices from "What Works When"			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
There are no tasks created for this Objective.			
Status of Objective			
The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then prompted to complete this status report.			
1. Please describe your experience in pursuing this Objective.			
2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.			
3. Please provide evidence that this Objective has been fully and effectively implemented.			

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Single School District Continuous Improvement Plan with RTTT3 SOW

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IB11	The district will ensure that school improvement and restructuring plans include "quick wins," early successes in improvement. (26)	SR		0	0		Undecided

Step 2 - Assessment Information

Level of Development	Full Implementation					
Index:		Priority Score:		Opportunity Score:		
Current level of development or implementation:						

Step 3 - Plan Information

Assigned To		Objective Target Date:	05/31/2013
How it will look when fully met: Short-term accomplishments will be identified. Staff will be aware of successes associated with school improvement efforts. Accomplishments will be recognized and celebrated.			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
There are no tasks created for this Objective.			
Status of Objective			
The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then prompted to complete this status report.			
1. Please describe your experience in pursuing this Objective.			
2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.			
3. Please provide evidence that this Objective has been fully and effectively implemented.			

Short-term accomplishments will be identified. Staff will be aware of successes associated with school improvement efforts. Accomplishments will be recognized and celebrated.

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IC01	The school will report and document its progress monthly to the superintendent, and the superintendent will report the school's progress to the school board. (28)	SP	Moses Cheng	1	1	100%	Objective Met - 04/17/2012

Step 2 - Assessment Information

Level of Development	Full Implementation					
Index:		Priority Score:		Opportunity Score:		
Current level of development or implementation:						

Step 3 - Plan Information

Assigned To	Moses Cheng	Objective Target Date:	12/07/2010
How it will look when fully met: A data file will be maintained which will have the important data points directed toward school improvement. Trend data will be analyzed and in some cases, benchmarks will need to be established.			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
Determine important data points and establish a timeline for monitoring data points	Lalo Ponce	01/15/2011	09/01/2011
Comments: Work will be completed in the Superintendent's Staff meeting. In addition, data is shared with the School Board periodically.			
Status of Objective			
The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then prompted to complete this status report.			
1. Please describe your experience in pursuing this Objective.			
4/17/2012 Data is provided regularly to the Superintendent's Leadership Team and to the School Board.			
2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.			
4/17/2012 Many reports are provided on a regular basis and have become part of the "way we do business" here in District 94.			

3. Please provide evidence that this Objective has been fully and effectively implemented.

A data file will be maintained which will have the important data points directed toward school improvement. Trend data will be analyzed and in some cases, benchmarks will need to be established.

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Single School District Continuous Improvement Plan with RTTT3 SOW

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
IC05	The district will provide a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (32) RT3 Expectations: The district will establish a cohesive curriculum, aligned to State standards, that addresses and incorporates the following: (a) critical student transition points as applicable (PreK to elementary, middle to high school, and high school to postsecondary), including the use of alignment teams across these transition points; (b) writing throughout the curriculum; (c) CCSS in Math and ELA across the curriculum, including the concept of text complexity for ELA and application for Math; and (d) the CCSS Science framework (when adopted).	SC,SS,RT3	Moses Cheng	2	1	50%	

Step 2 - Assessment Information

Level of Development	Partial Development/Implementation				
Index:	9	Priority Score:	3	Opportunity Score:	3
Current level of development or implementation: As mentioned in indicator IB02, curriculum maps are being utilized in each course discipline to document work, provide a point of reflection, and establish clarity of student achievement goals. Curriculum maps contain indicators of alignment to CCSS, student learning objectives, key assessment pieces, and critical disciplinary literacy strategies.					

Step 3 - Plan Information

Assigned To	Moses Cheng	Objective Target Date:	05/29/2015
How it will look when fully met: Courses and programs will be aligned to CCSS - incorporating Disciplinary Literacy Strategies and links to careers in all areas especially in the Counseling Department.			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
After curriculum is aligned to the Common Core Standards, create a curriculum guide including pacing and vertical and horizontal alignment.	Allister Scott	05/31/2015	05/31/2015
Comments: To date, great movement has been made toward aligning curriculum to the Common Core State Standards. This is an ongoing process.			
Incorporate the use of national career clusters/pathways into the counseling department.	Maura Bridges	05/29/2015	
Comments:			

Status of Objective
The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then prompted to complete this status report.
1. Please describe your experience in pursuing this Objective.
10/25/2011 The Division Heads contributed to the development of a Curriculum Guide. Once completed, the Guide was posted on the school website to provide easy access to staff and community members.
2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.
10/25/2011 Annual updating of the Guide will be necessary to ensure accuracy.
3. Please provide evidence that this Objective has been fully and effectively implemented.
Curriculum guides will be made available on the school website to parents, staff and students. Curricula will be aligned to state standards, but mapping and revisions will be on-going.

Key Code	Objectives	Indicator Type	Assigned to	Target Date	Tasks	%Tasks Completed	Objective Status
ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1154) Title I Expectations: Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools will identify the eligible children most in need of services. (See Sections 1115)	SP,SD,DTI	Moses Cheng	0	0		

Step 2 - Assessment Information

Level of Development	Full Implementation					
Index:		Priority Score:		Opportunity Score:		
Current level of development or implementation:						

Step 3 - Plan Information

Assigned To	Moses Cheng	Objective Target Date:	12/07/2010
How it will look when fully met: The leadership team will meet every two weeks to review performance data.			

Step 4 - Monitor Plan

Tasks	Assigned To	Target Date	Completed Date
There are no tasks created for this Objective.			
Status of Objective			
The tasks assigned to this Objective have been completed. If the objective has been met, complete the status report below. If the objective is still not met, go back and add tasks in step 3 as needed. When those tasks are completed, you will then prompted to complete this status report.			
1. Please describe your experience in pursuing this Objective.			
2. What continued work will be necessary to sustain your efforts and continue to meet the Objective.			

3. Please provide evidence that this Objective has been fully and effectively implemented.

The leadership team will meet every two weeks to review performance data.



CHSD 94 - Rising Star Continuous Improvement Plan

PDF Downloaded on 02/13/2014

District Title I Local Board Action

Directions: Print and provide to your local board for approval **this form AND the below, number 1 and 2;**

1. the **District Level Comprehensive Plan Report**(report found in the Reports link on the Planning Tools and Resources tile)
2. the completed **Title I District Wide Plan Indicators form** (which allows planners to address those Parts, E, F, I, L, N, O not covered by the existing Rising Star indicators)

Once the local school board reviews to approve the above mentioned **District Comprehensive Plan Report and** the completed **Title I District Wide Plan Indicators form**, go to your Rising Star district dashboard, Compliance and Submission tile, and click on the Continuous Improvement Plan Submissions. On the following screen, look at column two under Required Forms, click on the **District Title I Plan Local Board Action** form. Have both the superintendent and board president agree to the assurances by typing in their full names and choosing a submit date from the pop up calendar next to their name. **This will then be reported to ISBE.** (You may print down the PDF version of the **District Title I Plan Local Board Action** and then file the signed paper copy of this form with your records. This form version **does not need to be sent to ISBE.**)

Section II. Board Approval and Certification and Assurances

Include the signature of the district superintendent to certify that the local education agency assures the Illinois State Board of Education that the district will:

- A. inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
- B. provide technical assistance and support to schoolwide programs.
- C. work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
- D. fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
- E. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
- F. take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
- G. in the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
- H. work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119.
- I. comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.
- J. inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999.
- K. coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

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Single School District Continuous Improvement Plan with RTTT3 SOW

- L. ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- M. use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the end of the 2001-2002 school year.
- N. ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand; and
- O. assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).

B. SUPERINTENDENT'S CERTIFICATION

By submitting the plan on behalf of the district/school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the Title I improvement plan has been duly approved by the local school board. By submitting this form of plan completion and local board approval, this plan shall be deemed to be executed by the superintendent on behalf of the district.

Superintendent Signature*:	Date:
Board President Signature*:	Date:

Single School District Title I Plan Indicators

D7	The district monitors to ensure the intended curriculum is implemented with fidelity. (2326) RT3 Expectations: The district establishes (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, ELA, and Science. Title I Expectations: Describe any other indicators that the district will use in addition to the academic indicators that the State uses to determine Adequate Yearly Progress (AYP), if any (see Section 1111).	SC,SP,RT3,DTI	Status
			Full Implementation 02/07/2014

Assessment	
Level of Development	Initial: Full Implementation

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Single School District Continuous Improvement Plan with RTTT3 SOW

Evidence that this indicator has been fully and effectively implemented:	The five-year renewal plan includes 7 half-day opportunities to review student progress toward curricular goals. Curriculum mapping provides support for this process. Evaluators utilize Danielson's professional development framework in order to monitor progress in this area. For the 2013-2014 school year, several positions were added at the building level to further support the curriculum revision and monitoring process. Those positions were an Assistant Principal for Teaching and Learning (which was cut approx. 5 years ago), and 2 literacy coaches. With these added positions the focus of School Improvement and Late Start Days on the reflective process using data (i.e. Mastery Manager) have much needed support for teachers and Divisions.
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D9	<p>The district curriculum will encompass a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327)</p> <p>RT3 Expectations: For districts serving grades 9-12, the district will establish two or more Programs of Study promoting critical STEM application areas; for other districts, as applicable, the district establishes an individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study.</p> <p>Title I Expectations: (a)Describe the schoolwide and/or targeted assistance programs to be conducted in the district's schools; and where appropriate,</p> <p>(b) Educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs.</p> <p>(See Sections 1114 & 1115)</p>	SC,RT3,DTI	Status
			<p>In Plan</p> <p>0 of 5 (0%) tasks completed</p>

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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Single School District Continuous Improvement Plan with RTTT3 SOW

Current level of development or implementation:	Several initiatives have been taking place to increase rigor and prepare students for college and careers. Beginning with the 2012-2013 school year and continuing for the next several years, CHS will be working on curricular alignment to CCSS, establishing common assessments, identifying and incorporating Disciplinary Literacy strategies, reviewing data, and implementing CRIS strategies. In addition, interventions are being undertaken (e.g. AVID Program, Bridge 8.5 Program) to encourage student growth. For the 2013-2014 school year, the AVID program has expanded to now include freshman through junior students - essentially more than doubling the number of students being served compared to its inception year. Additionally, the SRC program has been modified with great success as instructional and student support have been increased as a result of staffing and program changes. Many current courses (e.g. Government) meet the standards of evidence as noted for this indicator. Advanced Placement courses are being added annually to increase rigor and meet student needs. Discussions about future initiatives such as 1:1 computing and PLTW/STEM continue as CHS looks to expand strategies to help students to become more successful in post secondary opportunities.
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Plan

1	Assigned To	Moses Cheng
2	How it will look when fully met:	Our courses will be vertically and horizontally aligned. The Common Core standards will be fully integrated into the curriculum.
3	Target Date:	05/21/2014
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.	
	Year 1 - Through June 30, 2012 [District Scope of Work Activities]	
	Year 2 - Through June 30, 2012 [District Scope of Work Activities]	
	Year 3 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]	
	Year 4 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]	
	Year 5 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]	
	Year 6 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]	
	Year 7 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]	
	Year 8 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]	

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Single School District Continuous Improvement Plan with RTTT3 SOW

RTTT3 Funds											
Year 1 Through June 30, 2012		Year 2 July 1, 2012 - June 30, 2013		Year 3 July 1, 2013 - June 30, 2014		Year 4 July 1, 2014 to December 22, 2015		Total			
								0			
5	Tasks										
	Communication between Divisions will occur to ensure a mutual understanding of Common Core standards.										
	Assigned to	All Division Heads		Start Date			End Date	05/29/2015	Timeline		
	Budget & Funding Sources(\$)										
	District	Title I	Title II-D	Title III	State Funds		Grant Funds		Other Funds		Total
	0	0	0	0	0		0		0		0
	Comments										
	Task Completed										
	Development of common formative and summative assessments linked to the Common Core standards will be undertaken.										
	Assigned to	All Division Heads		Start Date			End Date	05/29/2015	Timeline		
	Budget & Funding Sources(\$)										
	District	Title I	Title II-D	Title III	State Funds		Grant Funds		Other Funds		Total
	0	0	0	0	0		0		0		0
	Comments			The District is involved in the ROE Common Assessment Project in algebra I, algebra II, and geometry. This includes 8 days of training for our instructors.							
	Task Completed										
	Continue to align all curricula to the Common Core Standards using curriculum maps, UbD-driven lessons, and a variety of strategies.										
	Assigned to	All Division Heads		Start Date			End Date	05/29/2015	Timeline		
	Budget & Funding Sources(\$)										

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Single School District Continuous Improvement Plan with RTTT3 SOW

3	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
	Comments			In Math & Science, the Dana Center scope and sequence has been used in several curricula. The scope and sequence is being reviewed by the ROE math content specialist. In addition, the Division is using Common Core State Standards in Biology and Chemistry to develop literacy assessments. In Social Studies, a Common Core audit was accomplished. Projects and assessments are being aligned with the CCSS. In English, the team is working with Carol Jago, a literacy expert, to discuss text-dependent questioning, close-reading, and begin reviewing unit design. The basic-level course English and Communications has been eliminated for the 13/14 SY. An enrichment course has been added to support students in the regular curriculum. Special Education has been piloting an IEP-goal-writing program which is aligned to the CCSS. Two teachers have been identified to serve as trainers using a train-the-trainers model.				
	Task Completed							

4	A thorough review of the school's curriculum will be conducted to assess for vertical and horizontal alignment.								
	Assigned to	Allister Scott		Start Date		End Date	05/29/2015	Timeline	
	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	
	Comments			Sequencing in Algebra and English has been done to determine appropriate alignment. In addition, alignment in Social Studies has been ongoing. All three levels of Science have been aligned to common essential questions. Plans are underway to create more vertical alignment with the partner district middle schools. Social Studies teachers are meeting with D33 teachers this coming summer. Summer reading presentations are going to be done at the middle schools.					
	Task Completed								

5	Analyze data within and between Divisions with regard to student performance on Common Core assessments.								
	Assigned to	All Division Heads		Start Date		End Date	05/27/2016	Timeline	
	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	

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	Comments	Mastery Manager has been purchased so that staff are proficient when Common Core assessments (PARCC) are available in 14/15. In Chemistry, the team piloted a Common Core-aligned assessment using Mastery Manager. All Divisions are in the process of developing and piloting Common Core-aligned assessments; data analysis will follow. STAR (aligned to CCSS) is being piloted in Reading and Math.
	Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

IA02	<p>The district will build partnerships with community organizations in district and school improvement planning and will maintain regular communication with them. (2)</p> <p>RT3 Expectations: The district will use school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build partnerships with community organizations.</p> <p>Title I Expectations: Describe how the district will use funds under Title I to support preschool programs such as Early Reading First, Head Start, and Even Start.</p>	SC,RT3,DTI	Status
			In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

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Single School District Continuous Improvement Plan with RTTT3 SOW

Current level of development or implementation:	CHS currently works with a number of community organizations in the implementation of programs for students. Their participation in the actual school improvement planning is more limited. As a single school high school district, our partnerships with our local feeder districts and community organizations help to create a more comprehensive network of support for academic achievement. Information gathered from the Alliance for a Healthy West Chicago, Western DuPage Chamber of Commerce, Career Partnership, West Chicago Council of Governments, Veterans of Foreign Wars, Rotary, Lions Club, and Joint Board Meetings all contribute to the knowledge involved in the school improvement process.
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Plan

Assigned To	Not yet Assigned
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IA03	The district will build partnerships with parent organizations in district and school improvement planning and will maintain regular communication with them. (3) RT3 Expectations: The district will use school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build parental engagement. Title I Expectations: Describe how the district implements effective parental involvement strategies. (See Section 1118 for specifics)	SC,RT3,DTI	Status
			In Plan Objective not assigned

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The District hosts twice-annual Community Advisory programs, hosts various English- and Spanish-speaking parent groups on specific topics (annual testing/PSAE, college readiness, course selection, etc.), sends administrative representatives to Booster Club and Educational Foundation meetings, has a Title I Parental Compact and hosts an annual meeting, and partners with parents in the AVID program through regular informational meetings.	

Plan

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Single School District Continuous Improvement Plan with RTTT3 SOW

Assigned To	Not yet Assigned
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IA07	In collaboration with its schools, the district will set district and school achievement targets for all students and for AYP subgroups. (7) Title I Expectations: Describe student academic assessments, if any, that are in addition to state academic assessments used.	SS,ELL,SD,DTI	Status
			Undecided 3 of 3 (100%) tasks completed

Assessment

Level of Development	Initial: Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Current improvement plans includes non-specific improvement goals for specifically identified subgroups (i.e. Hispanic). While specific goals have not been set, staff development targets reflect the need to address the differing needs of Hispanic students through the classroom use of SIOP and CRIS strategies that are paired with a curriculum that is aligned to the new rigorous Common Core State Standards. Efforts have been taken this year to also address the social emotional needs of students as a means towards increasing student efficacy in all subgroups. The school wide reading and promotion of the book "Mindset" is an example of this effort.	

Plan

1	Assigned To	Moses Cheng
2	How it will look when fully met:	Continual incremental growth of 5% increases in students meeting/exceeding in PSAE measures will occur each year.
3	Target Date:	04/30/2015
4	Tasks	
	Provide training for proctors to instruct students correctly on PSAE preliminary reporting regarding core courses.	

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Single School District Continuous Improvement Plan with RTTT3 SOW

1	Assigned to	Maura Bridges	Start Date		End Date	04/20/2011	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0
	Comments		Proctors will need additional training time. Maura and Chris Covino will provide proctors with a paper copy of core courses as a reference.					
	Task Completed		04/01/2011					

2	Create a double block of Math for identified at risk students to support their ability to score higher on the ACT than at risk students tested in 2010.							
	Assigned to	John Rhodes	Start Date		End Date	06/15/2012	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0
	Comments		Student grades will be monitored at semester.					
Task Completed		03/01/2011						

3	Identify CHSD #94 courses that align to the ACT list of core courses.							
	Assigned to	Principal Advisory Council	Start Date		End Date	06/01/2011	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0
	Comments		Provide training for proctors to instruct students correctly on PSAE preliminary reporting regarding core courses. Identify the percentage of students currently taking core courses. Identify the entry level skills required for core courses. Identify the enrollment numbers necessary to meet this objective.					
Task Completed		05/30/2011						

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Single School District Continuous Improvement Plan with RTTT3 SOW

Implement

Percent Tasks Completed	100%
Objective Status	Undecided

IA09	The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (9) Title I Expectations: Describe the actions of the district for its schools that do not make Adequate Yearly Progress (AYP). (See Section 1116)	SP,ELL,SD,DTI	Status
			Full Implementation 02/10/2014

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Central office staff locates and allocates resources to support school improvement efforts. The superintendent has championed efforts to increase rigor including the inclusion of additional Advanced Placement courses, support programs, and opportunities for all students to achieve. An example of this support is the addition of the Assistant Principal for Teaching and Learning, and Literacy Coach positions for the 2013-2014 school year. Additionally, the Superintendent meets weekly with the Principal and the Directors of Business and HR as a team. At these meetings, academic and school improvement issues are discussed.

IA10	The district regularly reallocates resources to support school, staff, and instructional improvement. (10) RT3 Expectations: The district provides sufficient flexibility in the use of time and re-allocates professional development resources necessary for RTTT3 plan implementation. HQT Expectation: The district allocates/reallocates funds, especially those available under Title IIA, to assist in getting all teachers highly qualified. Title I Expectations: Describe how the district funds under Title I to support after school, before school, and summer school programs.	CL,SP,HQT,RT3,DTI	Status
			Full Implementation 02/10/2014

Assessment

Level of Development	Initial: Full Implementation
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Single School District Continuous Improvement Plan with RTTT3 SOW

Evidence that this indicator has been fully and effectively implemented:	The District staff responsible for Title Grant funds reallocates dollars to support school-identified improvement efforts. The District supported instruction in the budget reductions (support staff and administrative staff positions were eliminated while instructional positions were not). Programs have been re-organized to meet student and school-improvement needs (Academic Skills Resource Center, for example). When the district received unexpected dollars two years ago, the dollars were used to fund needed teaching positions. In the Spring of 2013, the District supported and proposed the addition of the Assistant Principal for Teaching and Learning position, and two Literacy Coaches. The Board as well supported the potential curricular impact that these positions can bring to the school and approved them for the 2013-2014 school year.
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IA13	The district works with the school to provide early and intensive intervention for students not making progress. (13) Title I Expectations: Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.	SP,RTI,ELL,DTI	Status
			Full Implementation 02/10/2014

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Student Intervention Teams meet weekly to discuss student needs - including those students at-risk of failure. The Academic Skills Center and Student Resource Center were created to provide student intervention; both are fully supported (both financially and philosophically) by the District. Individualized student data is provided to teachers seven times per year during student progress and curricular review days so that appropriate interventions may be considered. Students with specific reading difficulties are scheduled into specialized, research-based programs. Freshman courses in English have been restructured into a double block format to support students by placing them into a more rigorous but supportive environment.

IA14	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14) RT3 Expectations: The district establishes systems to recruit and support strong instructional leadership at the school-level, and partners with teacher preparation programs to plan and implement pipeline strategies for High Poverty High Minority Schools. HQT Expectation: The district ensures that only highly qualified teachers are hired. Title I Expectations: Describe the steps the district has taken or will take to ensure that all teachers and paraprofessionals in the district are highly qualified. (See Section 1119)	ELL,SP,HQT,RT3,DTI	Status
			Full Implementation 02/10/2014

Assessment

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Single School District Continuous Improvement Plan with RTTT3 SOW

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The District provides a variety of staff development opportunities including New Teacher Orientation, New Teacher Workshops, and ongoing professional development. These professional development activities align with the five year renewal plan and include instructional strategies and the use of data to improve student achievement. In addition, whenever possible, the District seeks to employ staff members with English and Spanish skills to ensure students' optimal performance. The District and the Board has been supportive of creating a school calendar that meets the staff development needs of its teachers. Staff Development efforts for the 2013-2014 are focused on providing support and training schoolwide for CRISS, the alignment to CCSS, and integration of the two via course team reflection and Literacy Coach support.

IC07	Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement plan and its evolving needs. (34) Title I Expectations: Describe how the district will coordinate programs under Title I and Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including district level staff. (See Sections 1118 & 1119(h))	SP,ELL,DTI	Status
			Full Implementation 01/20/2014

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	In consultation with school administrators, the District sets the school calendar which includes numerous late-start and early-dismissal days for school improvement and professional development. Planned use of the time is determined by the school. Even though this indicator is fully-implemented, we continually seek resources to provide continuing professional development which sustains and supports the goals of the Five-Year Renewal Plan. For the 2013-2014 school year, we were able to create common planning period times to facilitate greater collaboration as indicated in our staff development plan.

ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1154) Title I Expectations: Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools will identify the eligible children most in need of services. (See Sections 1115)	SP,SD,DTI	Status
			Full Implementation 02/13/2014

Assessment

Level of Development	Initial: Full Implementation
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Single School District Continuous Improvement Plan with RTTT3 SOW

Evidence that this indicator has been fully and effectively implemented:	The installation of PowerSchool and Mastery Manager has made data more accessible by administration, faculty, and staff. Conversations regarding student improvement now resort to the use of information found in PowerSchool and Mastery Manager.
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Single School District Title I Indicator Supplemental Form

Part E

Criteria:Coordination with Other Education Services Describe how the district will coordinate and integrate services provided with other education services such as:

1. Even Start, Head Start, Reading First, Early Reading First and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and
2. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Guidance: If Item 1 is applicable, how does the district coordinate and integrate its services so that participants in the local preschool programs are transitioned into the local elementary school program?

1. Does the description provide a clear explanation as to how the listed educational programs are coordinated and integrated to meet the needs of individual students?
2. How does the district ensure that its educational programs are not duplicating services for students and/or fragmenting an individual student's instructional program?

District Response:

As a single school district with the high school as the only school, Item 1 above does not apply. However, the high school regularly participates in the community partnership called WeGo for Kids that involves West Chicago Elementary District 33 and various community agencies. Community High School also has an active and vibrant Bilingual program that supports the English language learner and the whole family. Courses such as Spanish for Native Speakers and parent meetings are evidences of this support.

ISBE Response

Part F

Criteria: Poverty Criteria Describe the poverty criteria that will be used to select school attendance areas. (See Section 1113)

Guidance: Does the plan identify the poverty criteria used by the district [i.e., a) most recent census data, b) the number of children eligible for free and reduced priced lunches, c) the number children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act or d) the number of children eligible to receive medical assistance under the Medicaid program, or a composite of such indicators]?

District Response:

The district uses the free and reduced lunch criteria as an indicator of poverty. For future years, the high school will be taking into account the free/reduced lunch numbers of its feeder districts as part of its overall identification in the Title I process. Lastly, support is given to families as they indicate hardship in their finances. If and when indication is given by the family that they need help (i.e. link cards or Medicaid) information about the free and reduced lunch program is provided.

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Single School District Continuous Improvement Plan with RTTT3 SOW

ISBE Response

Part I

Criteria: Services for Migratory Children Describe how the district will ensure that migratory children and formerly migratory children who are eligible to receive services are selected to receive such services on the same basis as other children who are selected to receive services under Title I.

Guidance: Does the plan include a description of the district's process or policies(s) that ensure migratory children and formerly migratory children who are eligible to receive Title I services are selected to receive the services on the same basis as other children? (Note: A summary of the district policy providing this assurance may be incorporated in the response.)

District Response:

The District does not qualify for funding from the Migrant Education Program therefore this criteria does not apply.

ISBE Response

Part L

Criteria: School Choice and Supplemental Services Describe how the district plans to implement, if necessary, public school choice and supplemental education services (SES). (See Section 1116)

Guidance: Does the district clearly define the actions it would take to implement school choice and supplemental education services (SES)? Note: Information on implementing school choice is available at <http://www.isbe.net/accountability/html/choice.htm> and information on implementing supplemental education services is available at <http://www.isbe.net/ses/default.htm>.

District Response:

Communication was sent to all qualified students regarding the opportunity for supplemental educational services. An SES fair was organized and parents invited to attend so that they could decide which provider would be the most beneficial for their students. Currently, 6 agencies are providing supplemental educational services to approximately 30 students.

ISBE Response

Part N

Criteria: Services for Homeless Children Describe the services the district provides to homeless children. [See Section 1113 (c)(3)(A)]

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Single School District Continuous Improvement Plan with RTTT3 SOW

Guidance: Does the district describe the services it provides to homeless children (i.e., expedited evaluations, instructional support, counseling, school supplies, referral to other programs and services, etc.)? Note: Information on providing services to homeless children can be found at <http://www.isbe.net/homeless/>.

District Response:

Students and families who have indicated that they are homeless are provided "wrap around" services. Those services include availability of social workers and counseling, access to community agencies (i.e. food pantry, shelters), support of and monitoring by the SIT team, and access to supplies and materials provided by the school.

ISBE Response

Part O

Criteria: Parent Involvement Strategies Describe how the district implements effective parental involvement strategies.[See Section 1118]

Guidance: Does the plan include the requirements to have a

(1) district parent involvement policy,

(2) a school parent involvement policy and

(3) a school/parent compact? Does the plan include the requirement to have an Annual Parent Meeting, annually review these policies and to involve parents in decision of the use of the parent involvement set aside funds for Parent Involvement Activities?

District Response:

The District holds regular meetings with parents throughout the year as part of its efforts to engage the community. Meetings range from informational (i.e. SES information) to supportive (i.e. providing gang awareness information, creating a resource fair) to celebration (i.e. Bilingual promotion ceremony). Information regarding meetings are shared in Spanish and, when necessary, meetings are conducted separately in Spanish.

ISBE Response

**COMMUNITY HIGH SCHOOL
DISTRICT 94**

**February 18, 2014
7:00 p.m.
Board of Education Meeting**

**SECTION C -
DRAFT MINUTES**

- | | |
|---|-------------------|
| 1. Regular Board of Education Meeting Minutes | January 21, 2014 |
| 2. Communications Committee Meeting Minutes | February 4, 2014 |
| 3. Education Committee Meeting Minutes | February 13, 2014 |

Board of Education
COMMUNITY HIGH SCHOOL DISTRICT 94
January 21, 2014 – 7:00 p.m.

Community High School
326 Joliet Street
West Chicago, Illinois

OPENING ACTIVITIES

1. Call to Order at 7:00 p.m.
 2. Dave Hempe led the Board and meeting attendees in the Pledge of Allegiance.
 3. Ruben Campos read the Mission Statement:
“Community High School strives to promote and provide growth experiences in Learning, Leadership and Living.”
 4. Roll Call – Present were: Mr. Saake, Mr. Campos, Ms. Doremus, Mr. Gunderson, Mr. Kotche, Mr. Nagel and Ms. Yackey.
 5. Additions to the Agenda: Historical Information re: Swimming Pool
Superintendent Evaluation in Closed Session
- MOTION:** Mr. Kotche
SECOND: Mr. Campos
VOTE: Unanimous Approval on Voice Vote 7 – 0

PUBLIC PARTICIPATION

Ms. Kendra Sullivan and Ms. Laura Paup shared their concern with the Board regarding the grading scale being used in the Math & Science Division.

Mr. Dave Hempe reported that a Special Olympics Basketball Tournament would be held at the school on Saturday, January 26th.

Mary Ellen Daneels distributed the December Wildcat P.R.I.D.E. Report which highlighted contributions the faculty and staff have made to CHS and the larger educational community.

REPORTS AND INFORMATION

1. Good News of the District:
The Board of Education recognized Coach Kim Wallner for her 400th win as a Basketball Coach.
2. Student Recognition:
The Board recognized December Student of the Month Priya Kurian.
3. IASB-IASA-IASBO Joint Annual Conference Reports:
Board members reported on sessions they attended at the Annual Conference held in Chicago in November, 2013.

4. Superintendent's Report:

- Student Report:

Kelsey Windisch shared her concern with the grading scale used in the Math & Science Division. She also told Board member that having finals before Winter Break would be beneficial for students. Ms. Windisch also stated that students were very excited about Prom being held at Brookfield Zoo this year.

- FOIA Request:

Dr. Domeracki reported there had been one FOIA request.

- Dr. Domeracki reported on the following items:

- He participated in a book study along with a large number of staff members.
- Mikva Challenge will conduct a Lieutenant Governor Debate which the high school will host on February 25th. The school is inviting all local candidates who are running in the March primary to a "Meet and Greet" with the community prior to the Debate.
- Dr. Domeracki said he would like to revisit the topic of electronic board packets.
- He stated that a teacher workshop addressing the 5Essentials Survey had been conducted with faculty during the Institute Day on January 17th.
- Dr. Domeracki said that Administration is considering the impact of PARCC testing on next school year's school calendar.

5. Director of Business Services Report:

Gordon Cole reported that DuPage National Bank had been closed and that Republic Bank had assumed their accounts. He stated that the school's Imprest and Student Activities accounts were secure.

6. Director of Human Resources Report:

David Blatchley reported that staff was continuing to prepare for the Regional Office of Education Compliance Visit in February. He stated that he would be attending an IASPA Conference January 23 & 24.

7. Principal's Report:

Dr. Cheng stated that the monthly student attendance and discipline were tracking nicely. He also reported on upcoming developments with Rising Star. Dr. Cheng told the Board that he would be attending a meeting with other school districts regarding shared concerns over the impact of the PARCC Assessments next year.

8. Historical Information Re: Swimming Pool:

Rich Nagel shared historical information regarding the pool.

9. Future Dates:

- a. Joint Boards Meeting – Benjamin Middle School – January 27, 2014
- b. Regular Monthly Board of Education Meeting – February 18, 2014

10. Open Comment:

Mr. Gunderson stated he would like to see an analysis of the grading scale used in the Math & Science Division.

CONSENT AGENDA (Roll Call)

Action items considered routine and/or which have been previously discussed by the Board will be enacted under one roll call motion unless removed for separate action upon Board request. They are enumerated under the heading "Recommended Action".

1. Items Removed from Consent Agenda for Separate Action:
None.

2. Consent Agenda Action for All Items Except those Listed in 1. Above.

RECOMMENDED MOTION: That the Board approve all items on the Consent Agenda which have not been specifically removed for separate action as shown on line 1. immediately above.

MOTION: Mr. Gunderson

SECOND: Mr. Kotche

VOTE: Unanimous Approval on Roll Call Vote 7 - 0

1. **Approval of Minutes — (Att. §C – pp. 1 - 8)**

Board of Education Meeting –

December 17, 2013

Closed Session Board of Education Meeting –

December 17, 2013

At Table

RECOMMENDED MOTION:

That the Board of Education approve the minutes of the meetings of December 17, 2013, as listed above.

2. **Filing of Minutes - (Att. §C - pp. 9 – 11)**

Facilities Committee Meeting -

December 9, 2013

Finance Committee Meeting -

December 9, 2013

Education Committee Meeting -

December 19, 2013

RECOMMENDED MOTION:

That the Board of Education approve for filing of the above minutes.

3. **Approval of Financials — (Att. §A – pp. 1 – 49)**

- a. Approve Current Expenditures

RECOMMENDED MOTION:

That the Board of Education approve the expenditures from December 12, 2013 to January 15, 2014.

- b. Imprest Fund Statement

- c. Treasurer's Report

- d. Statement of Position

- e. Financial Report

- f. Statement of Revenue/Expenditures YTD Ending December 31, 2013

- g. 3-Year Budget/Actual Report

- h. Grant Reports

- i. Cash Fund

- j. Activity Account Fund Balance

- k. Vendor Activity Report

- l. Outstanding State Revenue Payments

- m. Quarterly Financial Report (Oct, Jan, Apr, July ONLY)

4. **Amended 2013-2014 School Calendar – (Roll Call)**

RECOMMENDED MOTION: That the Board of Education approve the Amended 2013-2014 School Calendar as shown on (Att. §B – pp. 4 - 4), and made a part hereof, extending the school year by two (2) days because of the use of Emergency Days on January 6, and 7, 2014 due to inclement weather.

CONSENT AGENDA APPROVAL

ACTION ITEMS:

1. **Personnel Reports – (Roll Call)**

RECOMMENDED MOTION: That the Board of Education approve the Personnel and Supplemental Contract reports as presented in the packet and at table. (Att. §D – pp. 1 – 2).

MOTION: Mr. Gunderson

SECOND: Ms. Yackey

VOTE: Unanimous Approval on Roll Call Vote 7 - 0

2. **Ratification – Teacher Contract – (Roll Call)**

The Board of Education and the West Chicago High School Teacher's Association have reached a tentative agreement on a two year extension of the 2011-2014 Collective Bargaining Agreement. The Teacher's Association presented the package of tentative agreements to the Association membership on Thursday, January 16, 2014, and it was approved. The Board Bargaining Team is recommending the following motion be adopted.

RECOMMENDED MOTION: That the Board of Education approve the package of tentative agreements reached with the West Chicago High School Teacher's Association as shown on (Att. §B - pp. 5 - 23).

MOTION: Mr. Kotche

SECOND: Ms. Yackey

VOTE: Unanimous Approval on Roll Call Vote 7 - 0

3. **Professional Services agreement with PMA Financial Network – (Roll Call)**

This agreement is for the engagement of PMA Financial Network, Inc. for the consulting services for the Districts utilization of PMA's Financial Planning Program (FPP). The FPP is a 5 year projection model which enables the District to conduct a wide variety of "what-if" scenarios. The PMA model has been in existence for over 10 years and relies on public financial information as well as assumptions as stipulated by the District. The agreement is for a one year period. And has an annual cost of \$9,000. PMA is also one of the Districts investment Advisors.

RECOMMEND MOTION: That the Board of Education approve the PMA Financial Planning Program Consulting Agreement as shown on (Att. §B – pp. 24 – 33).

MOTION: Mr. Campos

SECOND: Mr. Kotche

VOTE: Unanimous Approval on Roll Call Vote 7 - 0

4. **March 2014 Board Meeting Date – (Roll Call)**

The March 18, 2014 Board of Education meeting and Election Day are scheduled for the same day, creating a conflict.

RECOMMENDED MOTION: That the Board of Education approve changing the date of the March, 2014 Board meeting from March 18 to March 25, 2014.

MOTION: Mr. Kotche

SECOND: Ms. Yackey

VOTE: Ayes: Campos, Gunderson, Kotche, Nagel, Saake, Yackey

Nays: Doremus

Abstain: None

Motion Carried: 6 - 1

OLD BUSINESS – None

EXECUTIVE SESSION (only if needed)

RECOMMENDED MOTION TO MOVE TO CLOSED SESSION:

That the Board of Education hold a Closed Session at 8:10 p.m. for the purpose of discussing collective negotiating matters.

MOTION: Mr. Gunderson

SECOND: Mr. Kotche

VOTE: Unanimous Approval on Roll Call Vote 7 – 0

ADJOURNMENT

RECOMMENDED MOTION: That the Board of Education meeting be adjourned at 8:29 p.m.

MOTION: Mr. Gunderson

SECOND: Mr. Kotche

VOTE: Unanimous Approval on Voice Vote 7 - 0

Gary R. Saake, President

ATTEST:

Ruben Campos, Secretary

Community High School District 94
326 Joliet Street
West Chicago, IL 60185

**Communication, Outreach and Engagement Committee Meeting
February 4, 2014**

6:00 p.m.
Small Administrative Conference Room

Minutes

In attendance: Dirk Gunderson, Kevin Kotche, Renee Yackey, Dr. Doug Domeracki, and Becky Koltz

1. New School Website

Committee members took a tour of the new website. A few minor changes were suggested. A discussion ensued regarding a launch date. Committee members agreed to launch the new website at the next board meeting on February 18, 2014 due to the large number of parents and community members that will be in attendance. With launch just two weeks away, division heads will be asked to at least complete their landing page by launch even if their entire section is not complete. Becky Koltz was asked to conduct a 5 minute overview of the website during the Board meeting on February 18.

2. Review of the Marketing/Communications Plan

The Marketing/Communications Plan was reviewed with committee members. The Board had received a copy of the Plan at the December Board meeting. Committee members reported they had not received any feedback from other Board members.

3. Strategic Plan

A short discussion was held on the need for a concise strategic plan that kept the District focused on 2 or 3 goals.

4. Adjournment

Meeting was adjourned at 7:15 p.m.

Community High School District 94
326 Joliet Street
West Chicago, IL 60185

Education/Programs Committee Meeting
February 13, 2014 - 7:30 a.m.

MINUTES

In attendance: Kathe Doremus, Renee Yackey, Doug Domeracki, Allister Scott, Moses Cheng

1. 1:1/pilot project – Candi Fikis, Patty Arnold
Mrs. Fikis and Mrs. Arnold shared their experiences of being in the technology pilot programs this year – Mrs. Fikis utilizing Chromebooks, and Mrs. Arnold teaching in a “technological classroom” equipped with iPads, SmartBoard, and Chromebooks. Feedback from students indicated that they liked using the technology. Students were more engaged, liked taking notes electronically especially since those notes could not get “lost,” and were able to access information (notes, lessons, and supplementary materials) whenever they wanted. Mrs. Fikis and Mrs. Arnold noted that the technology allowed them to differentiate more effectively, access more information for the class, and create more of a community of learners (i.e. using My Big Campus). Both Mrs. Fikis and Mrs. Arnold indicated that using technology has shifted what learning means in the classroom – making it individually more student centered. Mrs. Fikis and Mrs. Arnold indicated that in moving to 1:1 the biggest challenges would be providing appropriate professional development, time for the professional development to occur, and support to help teachers implement the technology into their classrooms.
2. Standards Based Grading
Mr. Scott provided a summary of the information presented at the Standards Based Grading meeting on February 3, 2014. Mrs. Yackey asked questions about the impact of Standards Based Grading on GPA and college admissions. It was communicated that colleges now take a “big picture” look during the college admission process. Many colleges now use the “common application” website, ask students to identify their percentage placement in their class (i.e. top 1%, top 5%) rather than class rank, and ask questions to identify the attributes of the whole student rather than just the academics. It was clarified that the grade distribution graph found in the PowerPoint presentation was a comparison of only the same courses before and after standards based grading implementation. Mrs. Doremus indicated that it is important for students to truly know what it means to learn rather than base their learning on accumulating points. It was agreed that the continual education and communication of the value of standards based grading and how it occurs in the classroom was needed for students currently in those classes. Mr. Albright already has plans to send out a letter to parents as a follow up to the meeting on Feb. 3rd.
3. Next meeting date
The next meeting date has been set for Thursday, March 6, 2014 7:30 a.m. The remaining agenda items of PLTW/STEM, Instructional Coaches, COD partnership, and performance arts will be discussed.

**COMMUNITY HIGH SCHOOL
DISTRICT 94**

**February 18, 2014
7:00 p.m.
Board of Education Meeting**

**SECTION D -
CONFIDENTIAL MEETING ATTACHMENTS**

Office of Human Resources - Personnel Report

02/18/2014 – Board of Education Meeting

A. Approve the following personnel recommendations:

Employment

NAME	Britta Renwick		
Action	Employment		
Classification	Non-Certified		
Initially Proposed	02/18/2014		
Role/ Area	Clerk/LRC		
Education	BA in Primary Education from Kantanoles Lehrerseinar, Switzerland		
Experience	3 years library clerk at Wegner School/District 33		
Certification Type	N/ A		
Part/Full-Time	Full-Time		
Salary/Schedule	\$12.88/hour		
Replaces	Nicole Handley (Sue Callahan)		
Effective	02/14/2014		

Leave of Absence

NAME	Beth Govertsen	Steve Govertsen	
Action	Leave of Absence	Leave of Absence Under FMLA	
Classification	Certified	Certified	
Initially Proposed	02/18/2015	02/18/2015	
Role/ Area	.8 Teacher/World Languages Division	Teacher/Humanities Division	
Education			
Experience			
Certification Type			
Part/Full-Time			
Salary/Schedule			
Replaces			
Effective	08/20/2014 – 01/19/2015 (1 st Semester)	01/20/2015 – 06/04/2015 (2 nd Semester)	

Office of Human Resources - Personnel Report

02/18/2014 – Board of Education Meeting

Acceptance of Resignation

NAME	Nicole Handley	Byron Delcid	
Action	Acceptance of Resignation	Acceptance of Resignation	
Classification	Non-Certified	Certified	
Initially Proposed	02/18/2014	02/18/2014	
Role/ Area	Clerk/LRC	Teacher/Physical Development	
Education			
Experience			
Certification Type			
Part/Full-Time			
Salary/Schedule			
Replaces			
Effective	1/23/2014	End of the 2013/2014 School Year	

B. Accept the letter of the intent to retire for Jesus Escobedo effective May 15, 2014.

C. Approve the following coaching positions for the 2013/2014 school year:

Name	<i>Christine Dabbert</i>	<i>Edward Gernand (Ted)</i>	<i>Garret Walker</i>
Sport & Gender	Boys Volleyball	Boys Baseball	Boys Baseball
Action	Employment	Employment	Employment
Status	New	New	New
Position:	Assistant Coach	Assistant Coach	Assistant Coach
Date Proposed	02/18/2014	02/18/2014	02/18/2014
Int/Ext Employee	External	External	Internal
Certification	IEIN #: 936074	IEIN #: 824502	IEIN #: 800456
HS Play Exp	4	4	4
College Play Exp	4	4	0
Coaching Exp - In	1	0	0
Coaching Exp - Out	0	0	0
# Yrs Coaching	1	0	0
Current Appendix B Step	2	1	1
Replaces	Tim Furco	Chris Lukas	Nick Dalo
Beginning of season	Week 36 - 3/10/2014	Week 35 - 3/3/2014	Week 35 - 3/3/2014
End of season	Week 48 - 6/7/2014	Week 49 - 6/14/2014	Week 49 - 6/14/2014

Office of Human Resources - Personnel Report

02/18/2014 – Board of Education Meeting

Name	<i>Britt Lindahl</i>	<i>Sean Gimpert</i>	
Sport & Gender	Girls Softball	Boys Baseball	
Action	Employment	Employment	
Status	New	New	
Position:	Assistant Coach	Assistant Coach	
Date Proposed	02/18/2014	02/18/2014	
Int/Ext Employee	Internal	Internal	
Certification	IEIN #: 940404	IEIN #: 931355	
HS Play Exp	3	4	
College Play Exp	0	0	
Coaching Exp - In	0	0	
Coaching Exp - Out	1	0	
# Yrs Coaching	0	0	
Current Appendix B Step	1	1 (shared stipend w/J. Warren)	
Replaces	Christine Dabbert	Eric Lasky	
Beginning of season	Week 35 – 3/3/2014	Week 35 – 3/3/2014	
End of season	Week 49 – 6/14/2014	Week 49 – 6/14/2014	