

62 COMMUNITY CONSOLIDATED SCHOOL DISTRICT



ANNUAL REPORT

2023

A MESSAGE FROM SUPERINTENDENT OF SCHOOLS DR. MICHAEL AMADEI



It's my pleasure to present our 2023 Community Consolidated School District 62 annual report. We are a diverse, vibrant, learning community that continues to grow and evolve. District 62 serves more than 4,500 students who reside primarily in Des Plaines and portions of Rosemont. We maintain 12 schools, including our eight elementary schools, two middle schools, one year-round community school, and an early learning center.

I'm excited to be part of the strategic plan process that began in October 2023 with the support and involvement of students, staff, parents, and stakeholders. It's a critical process that concluded this spring with the Board of Education's adoption of the new strategic plan. A successful strategic plan serves as a guide to help us achieve the district's mission, aligned with the statements of our vision and values. This plan creates shared goals for all district stakeholders and establishes a means of tracking our progress as we work to ensure an inclusive, accessible, high-quality education for all District 62 students.

I'm proud of our learning community as well as our business and community partnerships that do so much to support the students and staff of District 62. I'm excited about our future and where the district is headed, and I am grateful to our Board of Education and our staff who dedicate their lives to our students.

I invite you to review this 2023 annual report. It includes a wealth of information about our district, including student achievement, our financial outlook, and the work we are doing to achieve the goals outlined in our strategic plan.

Thank you for continuing to support your Community Consolidated School District 62.

A handwritten signature in black ink that reads "Michael Amadei". The signature is fluid and cursive, with a large, stylized "M" and "A".

Michael Amadei, Ed.D.
Superintendent of Schools



District 62 Board of Education



From left to right: Vice President Elizabeth Massa, Beth Morley, Jeanette Weller, President Ronald Burton, Tina Garrett, Stephanie Duckmann and Gene Haring.

FAST FACTS ABOUT DISTRICT 62

Data as of March 1, 2024

GRADES PRE-K THROUGH 8

8	K-5 elementary schools
2	6-8 middle schools
1	K-8 year-round community school
1	Pre-K early learning center

ENROLLMENT BY RACE/ ETHNICITY

STUDENT COUNT*

STUDENT ETHNICITY %*

AMERICAN INDIAN OR
ALASKA NATIVE

8

0.2%

ASIAN

830

17.8%

BLACK OR AFRICAN
AMERICAN

194

4.2%

HISPANIC OR LATINO

1,761

37.7%

NATIVE HAWAIIAN OR
OTHER PACIFIC ISLANDER

15

0.3%

TWO OR MORE RACES

153

3.3%

WHITE

1,704

36.5%

60+ languages spoken

850+ employees

494+ teachers

4,660+ students

5.3% Newcomers
(Students new to the United States)

46.5% Low income students

40.2% English learner students

16.8% Special education students

Staff Education

72% with Master's Degree or higher

91% Teacher retention

32% Staff that live in district

\$117+ million budget
18 consecutive years of financial recognition
by Illinois State Board of Education
Maintained a Bond Rating of AA+ with
Standard & Poor's since 2009

SCHOOLS

ALGONQUIN MIDDLE SCHOOL

Principal: Dr. Donald Jones
Assistant Principal: Patty Tzortzis
767 East Algonquin Road
Des Plaines, IL 60016
(847) 824-1205

CHIPPEWA MIDDLE SCHOOL

Principal: Juliana Vissering
Assistant Principal: Lorence Reid
123 North 8th Avenue
Des Plaines, IL 60016
(847) 824-1503

CENTRAL ELEMENTARY SCHOOL

Principal: Erica Cupuro
1526 East Thacker Street
Des Plaines, IL 60016
(847) 824-1575

CUMBERLAND ELEMENTARY SCHOOL

Principal: Marc Infante
Assistant Principal: Costantina Mazzone
700 East Golf Road
Des Plaines, IL 60016
(847) 824-1451

FOREST ELEMENTARY SCHOOL

Principal: Amy Cengel
Assistant Principal: Traci Reiner
1375 South 5th Avenue
Des Plaines, IL 60018
(847) 824-1380

IROQUOIS COMMUNITY SCHOOL

Principal: Kelly Krueger
Assistant Principal: John Rey
1836 East Touhy Avenue
Des Plaines, IL 60018
(847) 824-1308

NORTH ELEMENTARY SCHOOL

Principal: Carolyn Allar
Assistant Principal: Ashley Patterson
1789 Rand Road
Des Plaines, IL 60016
(847) 824-1399

ORCHARD PLACE ELEMENTARY SCHOOL

Principal: Jennifer Suárez Bautista
2727 Maple Street
Des Plaines, IL 60018
(847) 824-1255

PLAINFIELD ELEMENTARY SCHOOL

Principal: Dr. Lisa Carlos
1850 Plainfield Drive
Des Plaines, IL 60018
(847) 824-1301

SOUTH ELEMENTARY SCHOOL

Principal: Kristin Jares
1535 Everett Avenue
Des Plaines, IL 60018
(847) 824-1566

TERRACE ELEMENTARY SCHOOL

Principal: Dr. Bradley Stein
735 South Westgate Road
Des Plaines, IL 60016
(847) 824-1501

Early Learning Center: Pre-K

JANE L. WESTERHOLD EARLY LEARNING CENTER

Director: Margarite Beniaris
Assistant Principal: Xrisovalantou “Valia” Garbis
1375 South 5th Avenue
Des Plaines, IL 60018
(847) 824-1065

Strategic Plan 2023–2024

In the fall of 2023, District 62 began the process of developing a new multi-year strategic plan with support from students, staff, parents and stakeholders.

The process was designed to empower stakeholders to collaborate and create a shared vision and goals for the future of the district and strategies to achieve them.

The Strategic Plan Team included 50 individuals who worked with Catalyst for Educational Change (CEC). The Strategic Plan Team played a critical role as they helped shape the future of our school district over the next three to five years.

A successful strategic plan will serve as a guide to help achieve the district's mission, vision and values. It will also build a shared vision for all district stakeholders, and establish a means of tracking progress to ensure a high-quality education for all District 62 students.

While the process of creating a new strategic plan began in the fall of 2023, the district continues to focus on its five goal areas from its previous strategic plan: June 2018 to June 2023. Included in this annual report are the action plans created this fall to support the five goal areas.



ACTION PLANS

GOAL 1 STUDENT GROWTH AND ACHIEVEMENT

FULL DAY KINDERGARTEN (FDK)

INVESTIGATING GETTING READY

DEVELOPING PLAN

IMPLEMENTING DO-STUDY-ACT

FINANCE, FACILITIES, RESOURCES

Interior

- Assessing classroom and interior square footage needs at each building, including occupancy limits

Exterior

- Complete site analysis including acreage, square footage, flood plain, sanitation and utilities

Construction

- Study potential to add on to each building
- Study potential to develop either a single FDK center, or 2 FDK centers (North/South)

Reorganization

- Feasibility study of relocating Forest Administration Center (upstairs at Forest) to repurpose space for 3rd, 4th & 5th grade classrooms

Financial Plan

- Ensuring funds are available when necessary

Review

- Current building plans, conduct site visits, meet 1:1 with elementary principals
- Current site and building plans and overall campus

Work with architect to develop

- Potential construction project details
- Potential center/s-based construction plan

Work with financial adviser and township treasurer to make sure funding is available

District architect

- Has completed assessment
- Has completed analysis
- Continues to develop the middle school site feasibility



FULL DAY KINDERGARTEN (FDK) CONTINUATION**INVESTIGATING
GETTING READY****DEVELOPING
PLAN****IMPLEMENTING
DO-STUDY-ACT****INSTRUCTIONAL SERVICES****Engage in site visits to neighboring districts that already implement FDK**

- To learn about professional development
- To learn about classroom design, learning materials and resources
- To understand their daily classroom scheduling

Develop backwards map

- Professional learning in anticipation of FDK implementation
- Teaching and learning materials and resource needs in anticipation of FDK implementation

Create classroom daily schedule for instructional minutes allocated to each subject area

**HUMAN RESOURCES****Investigate**

- Staffing needs
- Internal staffing licensure to consider current staffing solutions within our own employee group

Human resource needs in anticipation of FDK implementation

COMMUNICATIONS

Research and develop next steps with communications

Investigate surveys for stakeholder input regarding FDK



MULTI TIERED SYSTEMS OF SUPPORT (MTSS)

INVESTIGATING GETTING READY

Review the current Multi-Tiered Systems of Support (MTSS) model

DEVELOPING PLAN

Build a common, shared understanding and language of Multi-Tiered Systems of Support (MTSS) as one comprehensive system that supports both academics and Social Emotional Learning (SEL)

- Clarify relationship between SEL and academics
- Define and outline Tier 1, 2 and 3 practices in District 62
- Reinforce and emphasize the importance and continual use of:

Research-based and evidence-based methodologies

Data-based decision making

Assessment linked to intervention

Progress monitoring

Systematic team problem-solving

Design professional learning plan on the above

Develop a Professional Learning Community (PLC) teacher team meeting problem-solving process that guides and ensures timely Tiers 1-3 extra support for students who need it. The problem-solving process will reflect research-based and evidence-based practices that connect to Tiers 1-3 extra support action for both academics and SEL.

Design professional learning plan on the above

IMPLEMENTING DO-STUDY-ACT

Develop and convene a new MTSS team

- Set annual dates and rolling agenda
- Set scope of work
- Develop shared understanding of MTSS



GOAL 2 LEARNING ENVIRONMENT AND SUPPORTS

STUDENT EQUITY AND BELONGING

INVESTIGATING GETTING READY

Resource Allocation

- Balance average class sizes between buildings
- Balance which building district programs are housed in an equitable, accessible and inclusive way

Curricular Support

- Review resources to identify equity and belonging opportunities
- Incorporate articles and historically relevant figures into social studies curriculum that represent diverse people and cultures and groups
- Train and support middle school teachers to navigate texts with possible controversial content or language

DEVELOPING PLAN

Resource Allocation

- Balance average class sizes between buildings
- Explore inclusive and accessible learning and play spaces
- Adapt or change playgrounds to be accessible for all
- Evaluate equitable funding for middle schools
- Evaluate increased enrollment at North Elementary School

Learning

- Identify and secure opportunities for professional development around equity and belonging topics
- Identify equity and belonging topics to address with students
- Develop systems within each middle school building for students to self-monitor, peer-monitor and site-monitor equity and belonging issues
- Identify staff who will lead/coordinate equity and belonging work
- Develop plans to address inequities

IMPLEMENTING DO-STUDY-ACT

Professional Learning

- Leadership group engaged in professional learning about equity and belonging

Resource Allocation

- Ensure equitable funding for middle schools
- Address increased enrollment at North Elementary School



STUDENT VOICE AND ENGAGEMENT

INVESTIGATING GETTING READY

Explore leadership training opportunities to increase engagement and effectiveness of meetings with educators

DEVELOPING PLAN

Plan for annual new teacher training for Kagan cooperative learning structures to ensure sustainability of practices with teachers new to the district

IMPLEMENTING DO-STUDY-ACT

Ensure

- Support principals to lead their schools for effective implementation of Kagan cooperative learning structures
- Support teachers to participate in job-embedded, in-classroom coaching throughout the year (up to 6 times for each teacher)

Train all D62 teachers on Day 3 and Day 4 Kagan cooperative learning structures and prepare for Day 5 in August 2024

Collaborate with principals to increase the number of trained student engagement coaches at their schools

- Create and share teacher communication guide with principals
- Plan with Kagan to schedule trainings and implement training

Day 4 & 5 Cooperative Learning

Two-Day Coaching Workshop



GOAL 3 WORKING ENVIRONMENT AND SUPPORTS

JOB SATISFACTION

INVESTIGATING GETTING READY

Current data sources for satisfaction

- 5Essentials data (Certified Staff)
- Effective Leaders – 50%
- Collaborative Teachers – 48%
- Strategic planning surveys

Research other survey opportunities

DEVELOPING PLAN

Conduct regular Stay Interviews across all staffing groups to take pulse of staff satisfaction

Utilize Exit Interviews to examine reasons for leaving

IMPLEMENTING DO-STUDY-ACT

Establish a culture committee that routinely reviews survey data

Use that data to identify top areas of satisfaction and dissatisfaction; make adjustments and promote growth

Develop recognitions calendar

Implement extensive onboarding for leadership positions

With Joint Administration Association Committee (JAAC) implement recently developed onboarding guides for all support personnel



STAFFING RECRUITMENT AND RETENTION

INVESTIGATING GETTING READY

DEVELOPING PLAN

IMPLEMENTING DO-STUDY-ACT

STAFF RECRUITMENT

Assess historical hiring practices and analyze:

- Retention data, demographic data, annual need, enrollment
- Projections, retirements and current staffing
- Title 2 data from universities
- Full Day Kindergarten
- Investigate paid student teaching experience

Recruitment plan that addresses short term and long term practices and strategies to include:

- Increased presence at teacher/certified and non-certified recruitment events
- Hosting recruitment events in house for non-certified positions
- Pathway for clinical internships and field experiences (Social Worker and School Psychologist)
- Revamped pathway for student teachers in high needs vacancy areas
- Building a staff that is more reflective of the community
- Planning for retirements, including district leadership positions

Growing paraeducators through teacher certification programs

Partnerships with universities for clinical candidates and student teaching candidates that reflect district needs

Partner with Maine 207 for Career and Technical Education (CTE) students interested in teaching profession and create a loop to bring our D62 graduates back as student teachers

Provide preferential status to student teaching requests from D62 graduates

Utilize Title 2 data to create targeted recruitment efforts

Increase and maintain social media presence highlighting D62 positive news

Identify potential internal candidates for future leadership roles and help develop via Lead62 programming

Why 62 campaign

Use the Why 62 to highlight the district for prospective candidates – on website and through branding and marketing

Change timelines for recruitment and hiring

Make preliminary staffing recommendations earlier in order to lengthen time for recruitment if needed as well as identify and hire candidates earlier



STAFFING RECRUITMENT AND RETENTION CONTINUATION**INVESTIGATING
GETTING READY****DEVELOPING
PLAN****IMPLEMENTING
DO-STUDY-ACT****STAFF RETENTION**

91% retention rate for certified staff

Frequent support staff turnover and vacancies

Administrative staff turnover in recent years

Conduct regular Stay Interviews across all staffing groups to take pulse of staff satisfaction

Utilize Exit Interviews to examine reasons for leaving

Conduct regular Stay Interviews across all staffing groups to take pulse of staff satisfaction

Utilize Exit Interviews to examine reasons for leaving

Provide and communicate growth opportunities across all other employee groups:
Micro-credential or endorsements
- certified Certifications/
trainings - classified

GOAL 4 INVOLVED FAMILIES AND COMMUNITY**WEBSITE****INVESTIGATING
GETTING READY****DEVELOPING
PLAN****IMPLEMENTING
DO-STUDY-ACT**

**Website implementation:
July 1, 2023**

- Host four to six Superintendent podcasts a year
- Create two Superintendent videos a year
- Create a news story twice a month for each school
- Refine pages within the website throughout the year
- Make enhancements to internal pages
- Evaluate analytics
- Showcase a video at each Board of Education meeting as part of 62 Stories campaign
- Develop assessments to evaluate website



MIDDLE SCHOOLS AND MAINE TOWNSHIP PARTNERSHIP

INVESTIGATING GETTING READY

Middle School Experience Focus

- Investigate various opportunities to enhance the instrumental and vocal music experience for 6th-8th grade students
- Investigate various student interest driven Encore choices and opportunities (photography, digital media creator, etc.)

Community Partnership Focus

- Identify programs and services available through MaineStay that could be of benefit to the district and families

Connectivity Between Elementary & High School District:

- Explore the benefits of providing SchoolLinks usage: Collaborative for Academic, Social and Emotional Learning (CASEL) Standards for SEL modules, K-12 scheduling, & enrollment

DEVELOPING PLAN

Middle School Experience Focus

- Preparing to expand 6th grade Encore from four classes to six classes for students beginning in the 2024-2025 school year
- Planning for expansion of student interest Encore choice options for 7th and 8th grade students in subsequent years

Data Sharing Agreement:

- Finalize the Intergovernmental Agreement for Board approval

IMPLEMENTING DO-STUDY-ACT

Middle School Experience Focus

- Increased student access to Spanish class by removing assessment criteria and thus opening the class up to any student who would like to participate
- Implemented a Middle School Encore Committee comprised of teachers and administrators to reimagine the middle school Encore experience, student interest and opportunities
- Researched various middle school Encore programs to learn from surrounding districts

Community Partnership Focus

- District departments collaborate with “like” departments with D207
- Principals collaborate with D207 principals
- Member of Northwest Suburban Autism Consortium (NWSAC) in which we collaborate and share information and events with staff and families
- The district has compiled a directory of available services for families in need
- The district has a partnership with the Kenneth Young Center which provides clinical and non-clinical services to students and training to staff
- Partner with North Cook Intermediate Service Center to support and/or enhance the educational experience for our students, staff and families



GOAL 5 STEWARDSHIP OF RESOURCES

SPACE

INVESTIGATING GETTING READY

DEVELOPING PLAN

IMPLEMENTING DO-STUDY-ACT

FULL DAY KINDERGARTEN

Interior: Assessing classroom and interior square footage needs at each building including occupancy limits and current usage

Review current building plans, conduct site visits, meet with principals and staff

Two modular classrooms at North School

Exterior: Complete site analysis including acreage, square footage, flood plain, sanitation, utilities, accessibility, inclusion, parking

Review current site and building plans and overall campus

Ongoing meetings with district architects to explore all possibilities

Construction: Study potential to add FDK on to and improve each building

Work with architect to develop potential construction project details

MIDDLE SCHOOL EXPERIENCE

Interior: Assessing classroom and interior square footage needs at each building including occupancy limits and current usage and accessibility

Investigate spaces to improve current and potential future programs

Exterior: Complete site analysis including acreage, square footage, flood plain, sanitation, utilities and accessibility

Review current site and building plans and overall campus

Construction: Study potential to add on to and improve each building

Work with architect to develop potential construction project details

Investigate spaces to improve current and potential future programs

Conduct site visits of other districts
Evaluate current spaces



SPACE CONTINUATION**INVESTIGATING
GETTING READY****DEVELOPING
PLAN****IMPLEMENTING
DO-STUDY-ACT****SPACE UTILIZATION**

North Elementary School capacity Central Elementary School capacity Forest Elementary School capacity	Conduct a review of current space usage. Review occupancy limits	Add modular classrooms
Evaluate under-utilized classrooms/spaces	Detailed investigation on how to be more efficient with space	
Unequitable class sizes	Make sure class size is more equitable throughout the district	
Possible requirement of Pre-K for all	Stay aware of any changes in state requirements. Assess ELC increase in capacity	



Student Achievement

Each year, students in all Illinois public schools participate in the state mandated Illinois Assessment of Readiness (IAR).

The IAR then reports the academic performance outcomes of students across the state and allows each district to compare outcomes for their students to outcomes for Illinois students as a whole.

The IAR assesses students in English Language Arts (ELA) and in Mathematics. We continue to strive for increasing the number of our students who are meeting and exceeding the challenging state grade level standards in all subject areas.

The results from Community Consolidated School District 62 show that our students have been steadily increasing in the percent who are meeting and exceeding proficiency.

Although our schools continue to outperform students in the state of Illinois on the IAR in English and Math, we know they are capable of so much more.

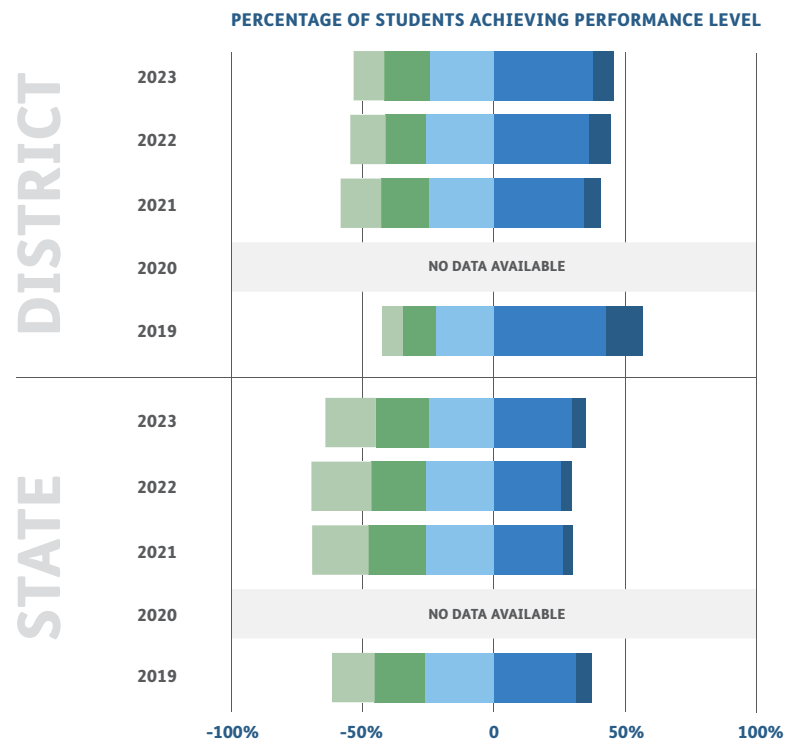
English Language Arts Illinois Assessment of Readiness (IAR) 2023

As indicated in the chart below, in English Language Arts, 46% of CCSD 62 students score in the meeting and/or exceeding proficiency range. This is up from 45% in 2022 and 41% in 2021.

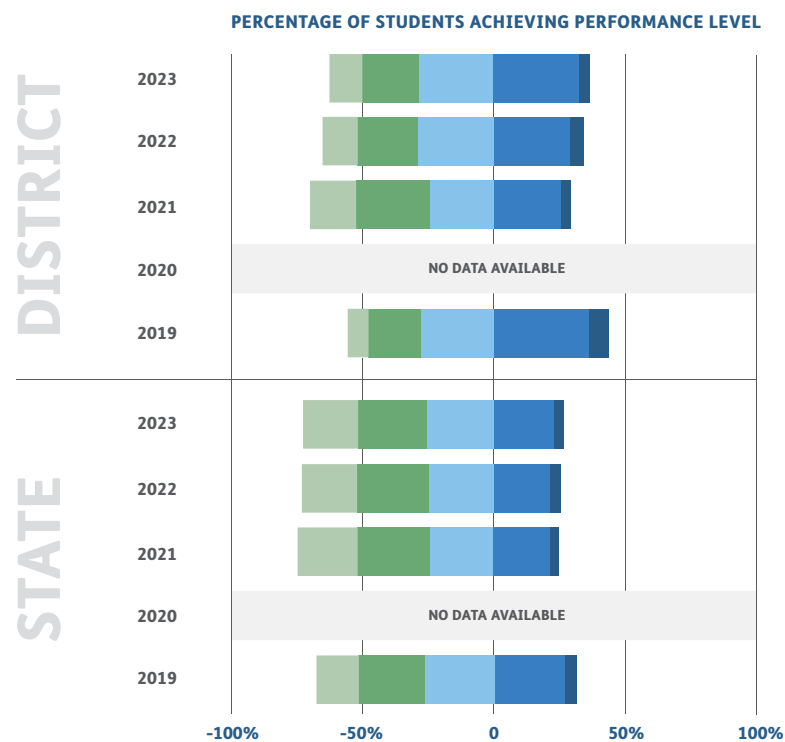
Math Illinois Assessment of Readiness (IAR) 2023

As shown in the chart below, in Math, 37% of CCSD 62 students scored in the meeting and/or exceeding proficiency range. This is up from 35% in 2022 and 30% in 2021. In response, the district commits to a relentless pursuit of improvement to reduce the achievement gap and thus increase student achievement.

ENGLISH LANGUAGE ARTS IAR



MATH IAR



Source: Illinois State Report Card 2023



District 62 Financial Scope

The District 62 Board of Education approves a budget each fall for the purpose of guiding staff on how dollars are spent to support instructional programs for students.

The process of creating the budget for the upcoming school year is one that begins in January. Through routine management of the district's resources the district has maintained a strong fund balance.

Financial Highlights:

- District 62 has maintained “financial recognition” status by the Illinois State Board of Education for the last 18 years. Financial recognition is the highest designation for a school district to receive.
- Since 2009, the district has maintained a bond rating of AA+ with Standard & Poor's, which is the second highest credit rating that an elementary school district can achieve.
- Supplemental funds come in the form of federal grant dollars that are used to support our students of financial need as well as our English Learners and Special Education students.
- The Board of Education abates over \$8 million on the Debt Service Levy annually by paying for the 2019 bond obligation through operating funds. It also abates the Recapture Tax Levy, which varies between \$800,000 to \$2.1 million annually.
- In December 2023, the Board of Education decided to intentionally under levy on its annual levy adoption, which will save taxpayers approximately \$3 million.
- After many years of prudent fiscal management, the district is going to use its fund balance to enhance education programs, including full day kindergarten.



FINANCIAL HIGHLIGHTS

FUND	REVENUES	EXPENSES
Educational	\$82,909,264.64	\$75,683,922.03
O&M	\$21,968,669.28	\$10,791,389.87
Debt Service	\$36,158.76	\$8,163,000.00
Transportation	\$5,486,111.72	\$4,050,734.38
IMRF	\$1,604,870.37	\$1,019,798.81
Social Security	\$1,592,881.07	\$1,542,670.51
Capital Projects	\$298.11	\$0.00
Working Cash	\$1,004,010.16	\$0.00
Tort	\$583,656.19	\$507,921.00
Life Safety	\$1,777.42	\$0.00
TOTAL	\$115,187,697.72	\$101,759,436.60

Unaudited actuals for fiscal year 2023, ended June 30, 2023

CONTACT INFORMATION

SUPERINTENDENT'S OFFICE

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