

# ANNUAL REPORT

## 2023-2024

Charting Progress: A  
Comprehensive Report on Our  
Strategic Plan Achievements



# ANNUAL REPORT 2023–2024

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## MESSAGE FROM OUR BOARD PRESIDENT

The following annual report provides an opportunity for us to share the accomplishments of the 2023-24 school year. As the fourth largest district in the state, we have tremendous responsibilities. Our efforts are guided by our Strategic Plan and focus on actions that allow each student to achieve their greatest potential. We understand the importance of communicating our results and achievements. Throughout the year, the district regularly provides information on accomplishments. In a district our size, this can be overwhelming. The annual report consolidates key results into a summary of achievements.

Indian Prairie continues to be a highly ranked district attracting families and businesses to the area. Our accomplishments are a result of the dedicated efforts by staff, engaged families, and motivated students. Teachers actively seek new methods to support students while inspiring them to acquire knowledge and skills. We are honored by the prestigious awards and recognition received by our staff and students for their achievements this year.

We have much to be proud of, but also know there are opportunities for additional focus and development. The district is committed to continuous improvement and to providing superior support enabling our students to thrive. We look forward to ongoing success and growth. Meanwhile, we invite you to explore the Indian Prairie 2023-24 Annual Report.

Sincerely,



Laurie Donahue  
Board President



## MESSAGE FROM OUR SUPERINTENDENT

As we start the third year of our Strategic Plan entitled “Inspire, Innovate, and Empower the Future”, it is important that we take a moment to review the results of our second year of our plan. This report is our second annual review of Indian Prairie’s strategic plan, and it provides an overview of what we have been able to accomplish, what we may have started, and what still needs to be started within our plan.

Our report provides us with an opportunity to communicate with our community what goals we have achieved. This report keeps us accountable to our community and ensures we are moving forward with what was originally communicated when our plan was launched two years ago.

As a reminder our priority areas are as follows:

- Focus on Student Development
- Invest in Staff
- Engage with the Community
- Optimize Resources and Operations

Since this is a five-year plan, there are some goals we have met and some that are still in the process. That is to be expected. What is important is that we continue to be focused on a path of completing this plan at the end of the five years.

We have accomplished a lot this year, and IPSD has achieved a lot in the way of accolades this year. We are proud to have the Illinois Middle School Principal of the Year and the Illinois Teacher of the Year. I believe our staff are some of the best in the state and those two awards reflect that belief. I also know that our students and our parent community are the best. Though we have accomplished a lot, we are not done. We must continue to work hard to ensure that our students have the best as we prepare them for their futures.

Thank you for your continued support.

Sincerely,



Adrian B. Talley, Ed.D.  
Superintendent



# CURRENT DISTRICT PROFILE

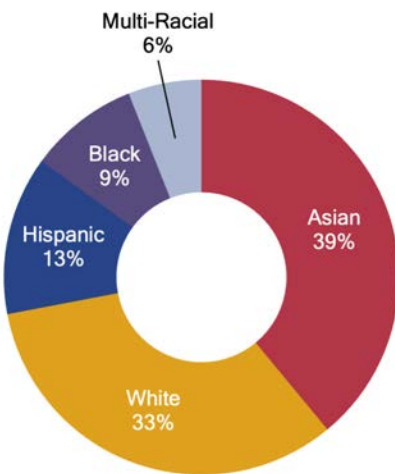


## OUR STUDENTS

25,781 STUDENTS

21% Low Income  
11% Individualized Education Plan (IEP)  
15% English Learners (EL)  
1% Homeless

### RACIAL/ETHNIC DIVERSITY



## SAT ACHIEVEMENT

Average SAT Score: 1,118  
State Average: 950



## FOOD SERVICE

Meals Served Annually: 3 Million



## OUR SCHOOLS

34 SCHOOLS

1 Preschool  
21 Elementary Schools  
7 Middle Schools  
3 High Schools  
1 Alternative High School  
1 STEPS



## OUR BUDGET

\$423 MILLION

Per-Pupil Expenditure: \$15,524  
State Average: \$17,776



## BUILDING OPERATIONS

Total Square Feet of Building Space: 4 Million  
Total Property: 655 Acres



## OUR EMPLOYEES

Total Number of Employees: 3,292  
Licensed Staff: 2,137



## TRANSPORTATION

Total Number of Buses: 260  
Total Number of Routes: 1,100  
Miles Traveled Annually: 3.5 Million



# 2023 - 2024 POINTS OF PRIDE

## NATIONAL ACHIEVEMENTS

Niche ranked District 204 No. 11 in Illinois and No. 41 nationally for Best School Districts in America

U.S. News and World Report ranked Neuqua Valley No. 15 in Illinois and No. 396 nationally, Metea Valley No. 28 in Illinois and No. 702 nationally, and Waubonsie Valley No. 37 in Illinois and No. 874 nationally, for best high schools

Thirteen District 204 students, Sri Lakshmi Battula, Emily Chiou, Nayana Gaonkar, Mohammad Fazalul Haque, Randolph Ha, Samuel Kovar, Jai Menon, Himesh Nasaka, Riona O'Grady, Kevin Paul, Shivam Purohit, Maya Sanny, and Kaushik Vemulapalli, named 2024 National Merit Scholars by the National Merit Scholarship Corporation

District 204 named 2024 Best Communities for Music Education by the National Association of Music Merchants Foundation

Fourteen District 204 students, Sara Bansal, Anisha Campbell, Yeonwoo Choi, Vaishnavi Damera, Sanya Kapoor, Alicia Mathew, Aruna Nagabhushan, Addison O'Neill, Mishka Pattanayak, Idhant Ranjan, Nitara Rustogi, Aarya Sobti, Nithin Srinivasan, and Ishaanvi Vemula, advanced to Nationals in the National PTA Reflections Art Program

Fourty-four District 204 students named Semifinalists in the 69th annual National Merit Scholarship Program

Three Metea Valley students, Nidhi Sagaram, Samil Sharma, and Biraj Vyas, placed first in the 9th Grade National eCybermission Competition in Washington D.C

District 204 earned a 2024 Golden Achievement Award from the National School Public Relations Association for the Second Annual Mental Health Symposium

Distict 204 received the Certificate of Excellence in Financial Reporting from the Association of School Business Officials International

Waubonsie Valley senior, Sai Peddainti, named U.S. Presidential Scholar

Young Elementary received the 2024 Student Council School of Excellence Award by the American Student Council Association



## ACADEMICS

Three District 204 students, Claire Hagerman, Kendall Mathew, and Audrey Smith, honored by the Indian Prairie Classified Association with scholarships



Thirty-nine District 204 seniors, included in a group of over one hundred high school students, participated in the Grow Your Own Teachers Program dedicating themselves to becoming the next generation of educators

Neuqua Valley senior, April Zhang, placed first at the 2024 American Legion Department of Illinois Constitution Oratorical contest in Springfield, Illinois



Ninety-three District 204 students named Business Professionals of America National Qualifiers

Metea Valley senior, Siri Nayakanti, achieved top honors in the Informative Speaking category at the Illinois High School Association State Final



Neuqua Valley speech team won the state championship title with three students as individual state champions - Anurag Ghosh (Special Occasion Speaking), Avaneesh Thiyagarajan (Prose Category), and April Zhang (Extemporaneous and Oratory Group)

Metea Valley senior, Jada Lewis, and Waubonsie Valley senior, Tyler Threat, received a 2024 Henry Cowherd Scholarship from the Aurora African American Heritage Advisory Board

Hill Middle School Student, Jai Viswanathan, captured first place at the 2024 Indian Prairie School District Spelling Bee

Scullen Middle School student, Samarth Agrawal, won the Patriot's Pen Scholarship from VFW Post 3873



## FINE ARTS

356 District 204 high school music students inducted into the Tri-M National Music Honor Society

Metea Valley student, Samhitha Kamatala, performed at Carnegie Hall in New York City

Several District 204 high school media production students earned top honors at the Midwest Media Education Association's 31st Annual High School Video Festival



60 District 204 high school student musicians selected by The Illinois Music Education Association to perform at the All-State Music Festival

## COMPUTERS & TECHNOLOGY

Fry Elementary students, Yuvan Dalal, Advik Dhand, Ronit Khanna, and Vihaan Vilivela, won first place at the 2024 SAM Labs Design Showcase

## BUSINESS & FINANCE

Advik Dhand, student at Fry Elementary, placed tenth nationally in the Securities Industry and Financial Markets Association Foundation's Fall 2023 National InvestWrite® Competition

## COMMUNITY SERVICE

Eight District 204 students, Niels De Brouckere, Austin Gianino, Micah Ginsberg, Bryce Jordan, Sam Lohman, Patrick Reynolds, Owen Simkins, and Jack Stevens, achieved the rank of Eagle Scout

Five District 204 high school students, Risha Bansal, Kendall Klimek, Aakash Kolli, Saloni Parikh, and Sheel Parikh, received Youth Service Awards from the City of Naperville and KidsMatter

Metea Valley senior, Sophie Lin, and Neuqua Valley senior, Aryanna Mong, received scholarships from the Naperville Newcomers and Neighbors Club

Five District 204 seniors, Ainsley Atwater, Akshay Baid, Zack Heneghan, Bryce Jordan, and Grace Stubit, received Youth Scholarship Awards from the Rotary Club of Naperville

STEPS student and a Waubonsie Valley High School alumnus, Markeesha Carwell, was honored with the Accessible Community Task Force Student Recognition Award

Four District 204 Parent Teacher Associations received grant awards from the National Parent Teacher Association to carry out programs in their schools and communities

Four District 204 seniors, Rikhita Baddula, Subbu Muthiah, Adithi Sasikumar, and Parth Thakkar, received Key Club Scholarship Awards from the Kiwanis Club of Naperville

Brookdale Elementary students, Aria Janes and Jencarlos Recendiz, honored by the DuPage Region of the Illinois Principal Association

Brookdale Elementary student, Rajat Thakur, and Steck Elementary student, Kerim Usseinov, won first place in their grade category for the 16th Annual Metra Safety Poster and Essay Contest





## ATHLETICS

Warriors Hockey Club, which consists of players from Waubonsie and Metea Valley High Schools, captured their fourth consecutive state title for the combined Blackhawk Cup

Metea Valley JV Dance Team won the Illinois Drill Team Association State Championship in the JV1 Hip Hop Division

Metea Valley Mustangs won two Sectional Championships in Badminton and Boys Tennis

Metea Valley Mustangs won two Regional Championships in Girls Golf and Girls Volleyball

Neuqua Valley Wildcats won ten DVC Championships, two Regional Team Championships, six Sectional Team Championships, and one Super-Sectional Team Championship

Neuqua Valley Wildcats Badminton team finished third in the State

Neuqua Valley Wildcats Boys Lacrosse placed fourth in the State

Neuqua Valley student, Alex Parkinson, was named a state champion in the 500 Free Boys Swim & Dive

Neuqua Valley student, Zawadi Brown, was named a state champion in the 200m Girls Track & Field

Neuqua Valley students, Luna Han and Kanyanat Vajworarat, were named state champions in Badminton Doubles

Waubonsie Valley Warriors won four DVC Championships, three Regional Championships, two Sectional Championships, and one Super-Sectional Championship

Waubonsie Valley Warriors Girls Basketball finished fourth in State after securing the Conference, Regional, Sectional, and Super-sectional Championships

Waubonsie Valley Warriors Boys Swim and Dive team won third place in the State



DISTRICT & STAFF

Georgetown Elementary teacher, Dr. Rachael Mahmood, named the 2024 Illinois Teacher of the Year by the Illinois State Board of Education



Granger Middle School Principal, Allan Davenport, named the Illinois Middle School Principal of the Year by Horace Mann and the Illinois Principals Association



Neuqua Valley teachers, Chris Cebrzynski and Laura Dabezic, received the University of Chicago’s Outstanding Educator Award



Georgetown Elementary bilingual teacher, Laura Gonzalez, appointed by Governor J.B. Pritzker to the Illinois State Board of Education

Waubonsie Valley guidance counselor, Matt Walker, selected as the 2023 Illinois School Counselor Association’s Rising Star award winner



Metea Valley social studies teacher, Susan Fuhrer, selected as one of sixty teachers nationwide to participate in the prestigious Supreme Court Summer Institute at Georgetown University



District 204 Director of Student Services, Dr. Kimberly Miller, appointed by Governor J.B. Pritzker to the State of Illinois Education of Children with Disabilities Advisory Council

Granger Middle School guidance counselor, Anna Themanson, Granger Middle School principal, Allan Davenport, and the Waubonsie Valley Counseling Department honored with a 2024 Illinois School Counselor Association Impact Award

Crone Middle School redesignated as an Illinois Horizon School to Watch

Waubonsie Valley business teacher, Chris Skrzypchak, named the Illinois Business Professionals of America Outstanding Advisor of the Year

DISTRICT & STAFF

Granger Middle School bilingual teacher, Matt Walsh, received the Illinois State Board of Education’s 2024 Award of Special Recognition



Waubonsie Valley fine arts department chair and band teacher, Mark Duker, named the Illinois PTA Outstanding Teacher of the Year

Young Elementary School principal, Erin Rodriguez, named the Elementary School Principal of the Year from the DuPage Region of the Illinois Principals Association



Neuqua Valley business education teacher, Jennifer Yavorski, named the Career and Technical Education Instructor of the Year by the DuPage Area Occupational Education System and the College of DuPage

Nancy Young Elementary Student Services Coordinatoor, Dr. Robert Bell, and Nancy Young Elementary received a \$10,000 grant from Cheez-It in recognition of Dr. Bell and the “Doc Football” program he created at Young Elementary



Metea Valley physical education program received the Physical Education Blue Ribbon Award from the Illinois Association for Health, Physical Education, Recreation and Dance

# RESOURCE AND FINANCIAL MANAGEMENT

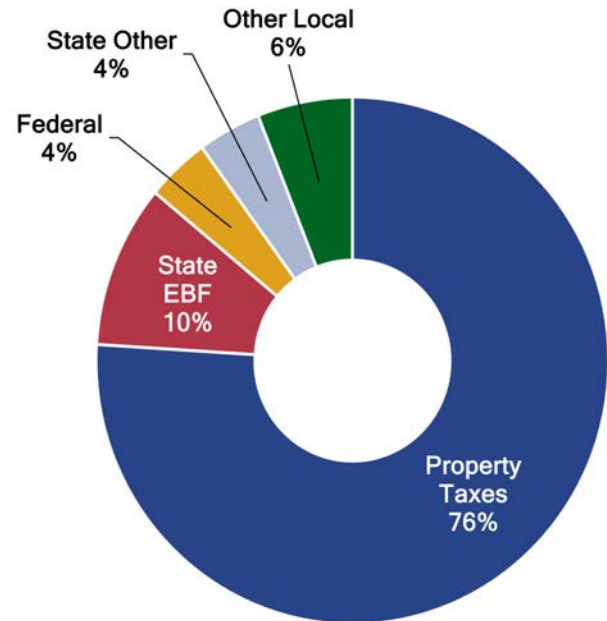
## 2023-2024 SCHOOL YEAR HIGHLIGHTS

The Board of Education and administration are committed to the efficient and transparent allocation of financial resources. The District maintained a balanced budget for the 2023-2024 school year, and for the seventh straight year will receive the State Board of Education's "Recognition" Status, the highest status awarded for a District's financial position. The Association of School Business Officials has awarded the District's Annual Comprehensive Financial Report its "Certificate of Excellence in Financial Reporting" for twenty-two straight years.

Financial information, including annual reports, budgets, and required disclosures, are available at [ipsd.org/Businessoffice](https://ipsd.org/Businessoffice).

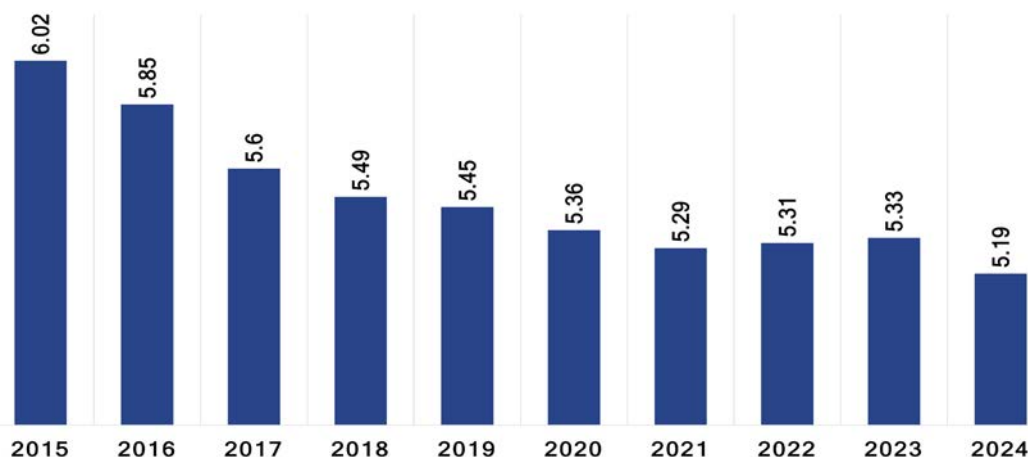
The District's largest revenue source is property taxes paid by district residents and local businesses, which represents 76% of all revenue. This percentage has been consistent for much of the District's history. Under the State of Illinois Evidence Based Funding (EBF) formula, the District is a "Tier 2" District, with an 85% (FY24) funding level. Although this means the State recognizes the District is underfunded when compared with the needs of the District, State funding represented only 14% of the District revenues.

WHERE OUR MONEY COMES FROM



Despite these revenue challenges, the District has been able to reduce the annual tax rate by 13.8% over the past ten years.

PROPERTY TAX RATE (2015-2024)



## RESOURCE AND FINANCIAL MANAGEMENT

In developing the annual operating budget, the District prioritizes spending that has a direct impact on student growth and achievement.

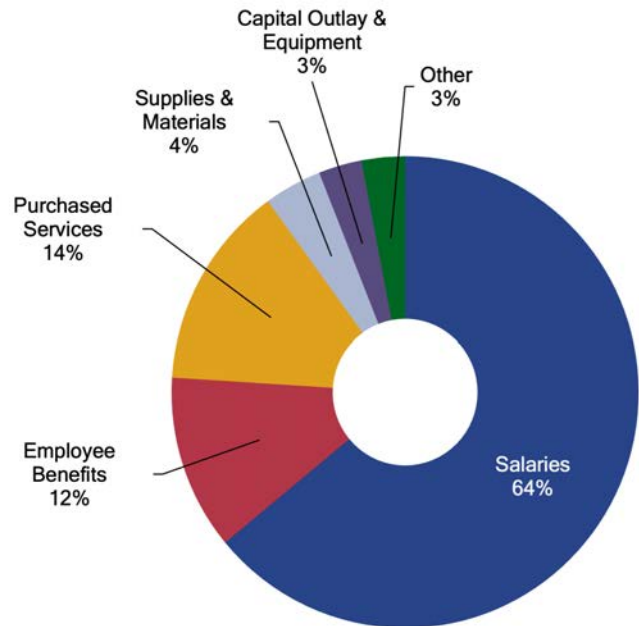
76% of expenditures are for salary and benefits, with most of these staff working directly with our students. 14% of expenditures are for contractual services related to food service, transportation, and custodial services, with the remaining 10% covering supplies and materials, technology needs, capital outlay, and other expenses. The District consistently spends below the state average on a per pupil basis and has the lowest spending per pupil among our eight comparable Districts.

As of June 30, 2024, the District had \$60.4 million in outstanding general obligation bonds. These bonds financed the construction of District facilities throughout the 1990's and 2000's, with the last vote-approved bond issued in 2007. The principal and interest payments are made with property tax revenue. The bonds will be paid off in full on December 30, 2026.

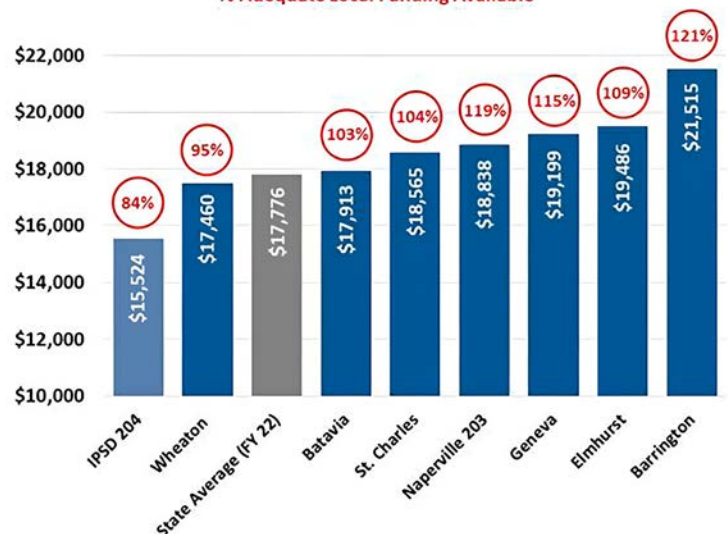
The district adopted a master facility plan in December 2023 which identified districtwide facility needs. A referendum question was placed on the ballot in November 2024 to fund a portion of this plan, if approved by voters. Because other bonds are maturing in 2026, an approved referendum would replace the previous tax levy, and not result in a tax rate increase.

During the 2023-24 school year, the District addressed deferred maintenance needs and began to implement the Master Facility Plan.

### OPERATING EXPENDITURES



### Operating Expense Per Pupil (2023) % Adequate Local Funding Available





# STRATEGIC PLAN: INSPIRE, INNOVATE, AND EMPOWER THE FUTURE

In early 2022, District 204 embarked on a strategic planning journey, aimed at charting a course that would bring to life the vision in our [Portrait of a Graduate](#). The resulting five-year [strategic plan](#) outlines the following key priority areas:

- 1. Focus on Student Development**
- 2. Invest in Staff**
- 3. Engage with the Community**
- 4. Optimize Resources and Operations**

With the successful completion of the second year of our five-year plan, we are pleased to share our progress on these priorities and objectives.



PORTRAIT OF  
A GRADUATE



## PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT



Priority

IPSD 204 ensures learning environments have caring relationships, engaging lessons, and challenging curriculum and instruction. To monitor these efforts, the learning community is dedicated to looking at multiple measures of student empowerment and will be accountable to the community for these results.


**OBJECTIVE 1:** Provide all students equitable experiences by ensuring their needs are known and met to increase performance and reduce disparities in student outcomes.

**OBJECTIVE 2:** Provide all students with high-quality curriculum and instruction to meet or exceed standards and/or demonstrate greater than predicted growth on standardized assessments.

**OBJECTIVE 3:** Provide all students comprehensive programs and interventions to support their social and emotional growth.

### OBJECTIVE 1: EVIDENCE OF SUCCESS

 COMPLETED PREVIOUSLY
  COMPLETED 2023-2024
  IN PROGRESS
  NOT YET STARTED

 Completion of an [Equity Plan](#) that is presented to the Board of Education and community by the end of the 2022-2023 school year

 Implementation of the [Equity Plan](#) across the district beginning no later than the fall of 2023.

### OPERATIONALIZING THE EQUITY PLAN: A CLOSER LOOK AT IMPLEMENTATION

**School Improvement Plans (SIP) and Equity:** Buildings are driving their equity work by enhancing their SIP to include equity-focused strategies. This approach ensures that equity is embedded in the core of our school improvement efforts, aligning with our overarching equity goals.

**Equity-Focused Capacity Building:** Comprehensive Training for All: Building capacity around equity isn't confined to just our staff or students. We've rolled out programs targeting all stakeholders, ensuring that the principles of equity are understood and championed at every level, from our classrooms to our community.

**Continuous Professional Learning for Equity:** Supporting and Sustaining Initiatives: Our professional learning continues to be enhanced to sustain our equity initiatives. By integrating equity themes and topics into regular training sessions, we are ensuring that our staff remains equipped and motivated to ensure that all students achieve their greatest potential.

## PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT

**Culturally Responsive Instructional Framework:** This year, we introduced the Culturally Responsive Instructional (CRI) framework to guide teacher instruction, curriculum choices, and teaching methodologies. Professional learning sessions were conducted across the district to ensure a thorough understanding and implementation of CRI. The CRI framework aims to create inclusive classrooms that reflect and respect the diverse cultural backgrounds of our students, fostering a sense of belonging and improving academic outcomes.

**Equity Ambassador Program:** We have expanded the Equity Ambassador program to support all our buildings with ongoing equity work. These ambassadors are key leaders in promoting equity initiatives, providing guidance, and facilitating discussions on equity-related topics within their respective schools.

**Restorative Practices Reset:** Over 200 administrators and teacher leaders underwent training in restorative practices, followed by an additional two-day training session for 15 certified trainers. These trainers will continue to lead restorative practices in their buildings, fostering a culture of empathy, understanding, and positive relationship-building.

**Parent Engagement and Support:** We continue to support existing equity-focused parent groups while encouraging the formation of new groups to ensure that the voices of all families are represented. This initiative aims to create a more inclusive environment where all parents feel valued and involved in the equity journey.

**Student Leadership in Equity:** Student leaders have actively participated in student equity conferences and are increasingly leading equity work in their buildings. This initiative empowers students to take charge of promoting equity, fostering leadership skills, and creating a more inclusive school culture.

**Expanded Professional Learning:** We have expanded professional learning opportunities around research-based best practices rooted in equity. These sessions provide our staff with the tools and knowledge to implement effective, equitable teaching practices in their classrooms.

Through these comprehensive measures, we are steadfast in our commitment to creating an equitable educational environment where every student can achieve their greatest potential.



## PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT

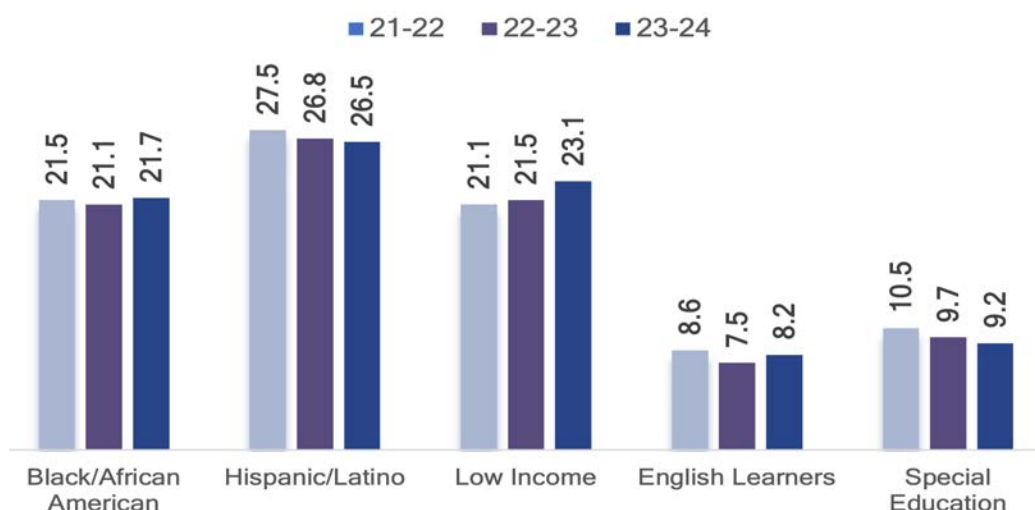
### » Introduction of student group representatives presenting student equity reports to the board.

We have successfully introduced student representatives who regularly provide feedback on a range of topics, not limited to equity but through an equity-focused lens. Their insights influence school policies, curricular mandates, and broader district initiatives, ensuring student voices are central to board decisions. This approach has created an avenue for students to address equity and other important topics, exceeding initial expectations.

### » Increased percentage of students within each underrepresented group in advanced classes at all levels.

This Illinois State Board of Education report card measure shows the percent of each student group enrolled in any type of advanced placement. This includes accelerated math and Project Arrow at the elementary and middle school levels. At the high school level it includes honors, AP, and dual credit courses.

STUDENTS ENROLLED IN ADVANCED PLACEMENT



### » Implementation of a systemic and robust Multi-Tiered Systems of Support across all grade levels to address academic and social emotional needs.

The district leadership completed an Initiative Inventory to assess the district's capacity to implement a comprehensive Multi-Tiered System of Support (MTSS) across all grade levels. Based on the findings, the Integrated Multi-Tier System of Support (iMTSS) was selected as the guiding framework for this work. Principals conducted a Tiered Fidelity Inventory to evaluate the status of existing supports within their buildings and identify specific needs. Additionally, an iMTSS vision statement was developed to align efforts district-wide. As a result, there has been an increased understanding of iMTSS among both building and district-level administration, deepening knowledge of how iMTSS connects to and impacts every role within the district.

Our Portrait of a Graduate Learning Framework commits to a multi-tiered, culturally responsive approach that ensures every student can excel academically, socially, emotionally, and behaviorally, fostering equity through data-driven decision-making.

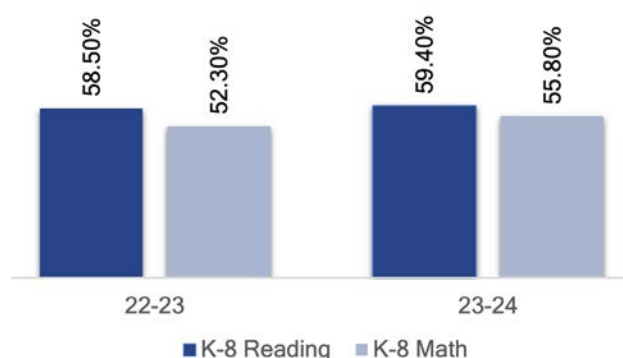


## PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT

### OBJECTIVE 2: EVIDENCE OF SUCCESS

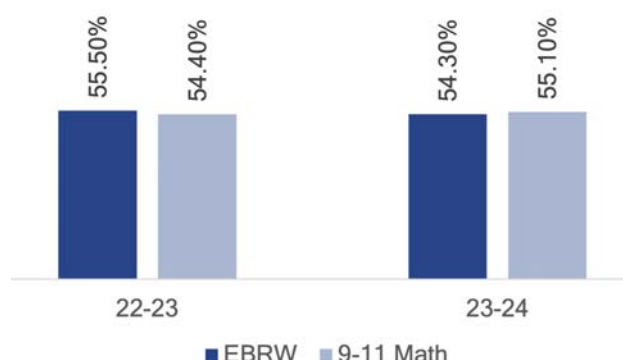
- More than 50% of students in grades K-8 will meet or exceed typical national growth in reading and math as measured by the iReady assessment from fall to spring.

PERCENT OF STUDENTS WHO MET OR EXCEEDED EXPECTATIONS (K-8)



- More than 50% of students in grades 9-11 will meet or exceed the College Board annual growth norms for both Evidence-Based Reading and Writing (EBRW) and Math, as measured by the SAT suite of assessments.

PERCENT OF STUDENTS WHO MET OR EXCEEDED EXPECTATIONS (9-11)



- Students, collectively and across demographic and special services groups, will meet and exceed standards at a higher rate than their peers across the state.

IPSD students, again this year, met and exceeded standards at a higher rate than their peers across the state at all levels and across all student groups.



## **PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT**

### **» Implementation of a systemic and robust Summer Learning Program across all grade levels to address academic needs.**

District 204 secured multiple grants to implement a comprehensive summer learning program addressing critical academic needs for the 2023-24 school year. Programs included Club Hub for K-5 students and Expressive Arts Zoom Camp, engaging 378 students. Hands-on resources, including Scholastic and Hand2Mind kits, were provided to all K-5 and preschool students, with additional resources for bilingual and McKinney-Vento students. Family engagement efforts featured weekly Zoom sessions and instructional videos. Academic Boost programs served 447 elementary and 153 middle school students, focusing on literacy, math, and STEM. High School Summer Bridge programs prepared 118 freshmen for success, while the credit recovery program helped students earn 181 credits. The 204 Online Summer Learning initiative offered courses like American Government and US History, with 2,421 total student enrollments.

### **» Complete and implement a Learning Framework that supports the Portrait of a Graduate competencies across all grade levels.**

Our Integrated Multi-Tiered System of Support (I-MTSS) framework is designed to enhance both academic and social-emotional outcomes for all students, including those with or at risk for disabilities. By using research-informed practices, data-driven decision-making, and integrated coaching and professional learning, we create a comprehensive and culturally responsive support system. This approach ensures that every student can excel academically, socially, emotionally, and behaviorally, promoting equity through data-driven strategies.

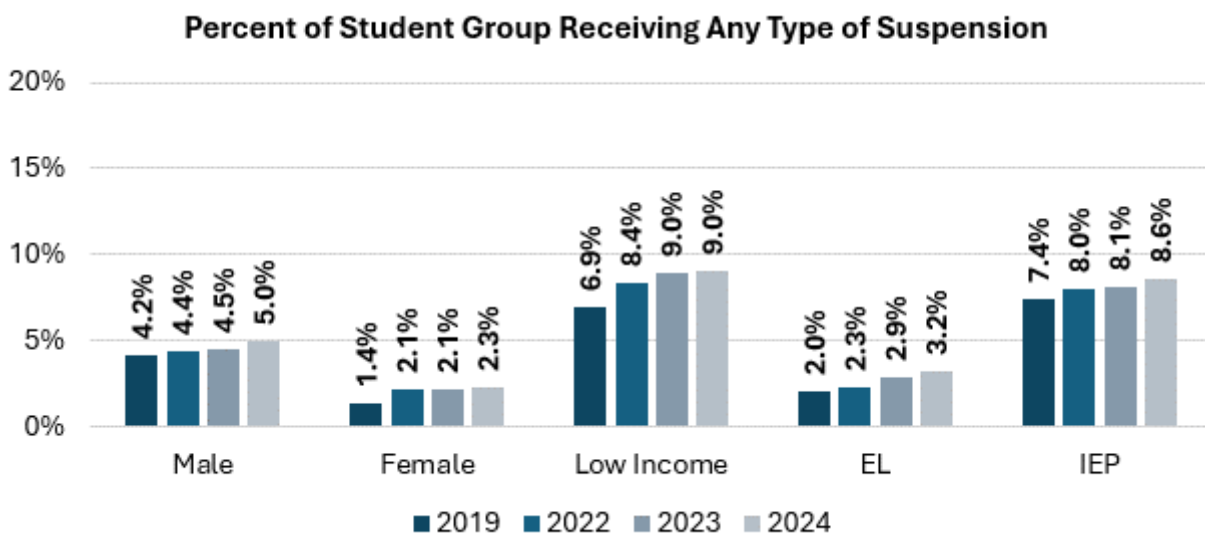
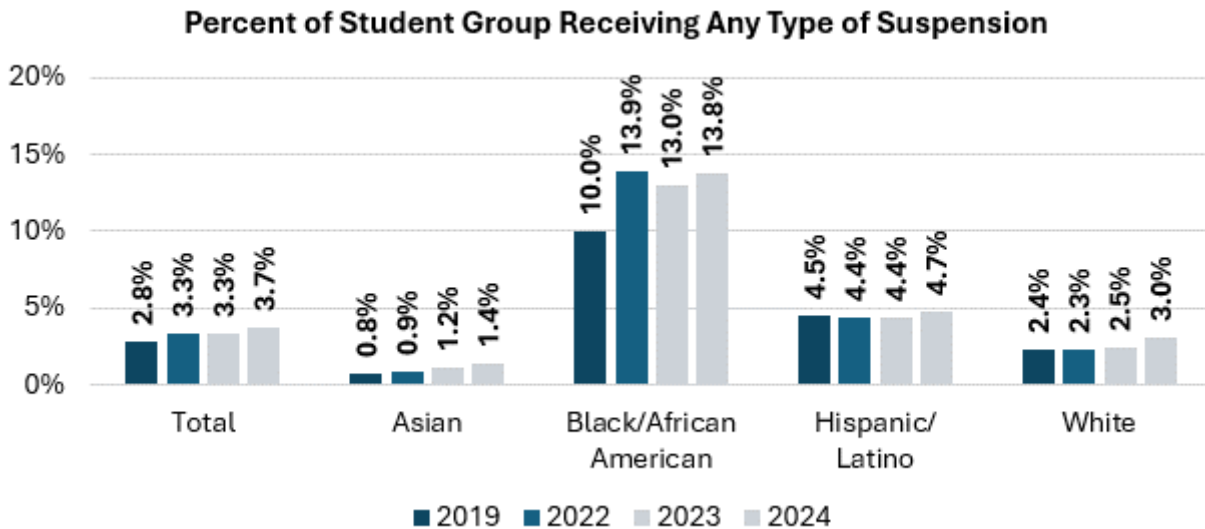
**Student Outcomes:** This framework has contributed to improved academic achievement, prosocial behavior, emotional regulation, and attendance rates. We've seen reductions in bullying behaviors, office discipline referrals, suspensions, restraint and seclusion, and racial inequities. Additionally, the program supports positive social and academic outcomes for students with disabilities.

**Teacher Outcomes:** Educators benefit from increased teacher efficacy and well-being, enhanced teacher-student relationships, and better student engagement. The school environment has shown improvements in culture, organizational health, climate, and safety, contributing to greater instructional time.

## PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT

### » Reduction of the disproportionality in suspension rates by school and student groups.

All student groups saw an increase in the percent of students receiving either an In School Suspension (ISS) or Out of School Suspension (OSS).



**PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT**

**OBJECTIVE 3: EVIDENCE OF SUCCESS**

- » **More than 80% of students will respond favorably to questions related to the academic engagement measure in the 5Essentials survey.**

In the 2023-24 school year, 77.5% of students responded favorably to questions related to the academic engagement measure in the 5Essentials survey.

- » **More than 90% of students will respond favorably to questions related to the academic personalism measure in the 5Essentials survey.**

In the 2023-24 school year, 85.8% of students responded favorably to questions related to the academic personalism measure in the 5Essentials survey.

- » **Students will have access to Teen Mental Health First Aid Training.**

Teen Mental Health First Aid training has not yet been implemented for students.



## PRIORITY 2 - INVEST IN STAFF



Priority

IPSD 204 acknowledges that a culture of positive well-being is critical for all staff to deliver on student outcomes. Therefore, IPSD 204 is committed to fostering strong connections to value staff and ensuring equity and elevation of voice.

### OBJECTIVE 1:

Create professional development opportunities for staff that build their capacity as educators, address issues related to equity, and provide support.

### OBJECTIVE 2:

Establish formal and informal methods in which the district leadership will engage with staff continually to ensure a collaborative and productive working environment.

### OBJECTIVE 3:

Focus on the hiring and retention of staff as well as establish practices that support staff well-being.

### OBJECTIVE 1: EVIDENCE OF SUCCESS



COMPLETED  
PREVIOUSLY



COMPLETED 2023-2024



IN PROGRESS



NOT YET STARTED

#### A portfolio of professional development (PD) opportunities is created and offered to staff.

In our commitment to enhancing our staff's capabilities, District 204 has launched a comprehensive portfolio of professional development opportunities. Central to this initiative is our digital platform that houses the IPSD Academy, making it seamlessly accessible to all staff. This academy, among several other enriching learning avenues, ensures our staff remains at the forefront of educational excellence.



To further support our staff, we have created a robust staff website that works in harmony with our professional learning platform. This website keeps all staff informed about opportunities for professional growth, training sessions, and workshops. By integrating this resource with our existing professional learning infrastructure, we ensure that staff members can easily access and take advantage of the numerous development opportunities available to them.

To ensure maximum engagement and awareness, we disseminate information about these opportunities through a blend of print and digital means, ensuring every staff member is well-informed and can leverage these resources to their fullest potential.

## PRIORITY 2 - INVEST IN STAFF

### » Three-year PD plan will be created.

We continue to implement our three-year PD plan. This year we were intentional about providing SEL and trauma informed practice training to all staff, which included both licensed and support staff.

### » More opportunities for common planning will be examined and, where possible, established at the elementary level.

### » PD opportunities will be created in concert with staff based on joint needs.

The content and structure of our PD opportunities are crafted in concert with our staff. By leveraging survey data and other pertinent metrics, our approach is both reactive, addressing immediate needs, and proactive, anticipating future requirements.

This dual strategy ensures our staff is always equipped with the right tools and knowledge to help our students achieve their fullest potential. The overarching design is a testament to our commitment to continuous improvement and excellence across the district.

## OBJECTIVE 2: EVIDENCE OF SUCCESS

### » IPCA leadership and central office staff will meet regularly.

The relationship between the district and the IPCA leadership team continues to be strong. Our focus this year was collaboration on proactive and intentional professional learning opportunities for this group of staff members.



### » There will be an increase in the percentage of staff and teachers who have a sense of belonging as measured by a staff survey, currently Panorama.

### » IPEA leadership and central office staff will meet regularly.

The relationship between the district and IPEA leadership continues to be strong. Our focus this year was on communication and collaboration.



### » HR Generalists will be assigned to schools and will meet with staff on a regular basis.

The HR team promoted unity, community, and opportunity in our timesavers themed “HR in the Building” visits during the 2023-24 school year. We increased our exposure by 50% and provided timely support to staff at all grade levels. We look forward to our planned visits in 2024-25 promoting our theme “We Believe in You”.



## PRIORITY 2 - INVEST IN STAFF

### OBJECTIVE 3: EVIDENCE OF SUCCESS

#### » Portrait of an Educator will be completed.

We established a committee of stakeholders to develop the District's vision for a Portrait of an Educator. The goal of this work is twofold: 1) to identify the knowledge, skills, and habits of mind that educators need in order to implement 21st century learning experiences, 2) to transform our HR strategies regarding hiring and recruitment, professional learning, and educator support. The committee's work will take place during the 2024-25 school year.

#### » An analysis of why teachers are staying will be conducted and shared as part of the annual HR report to the BOE.

#### » Staff retention rates will continue to be monitored and communicated to the board.

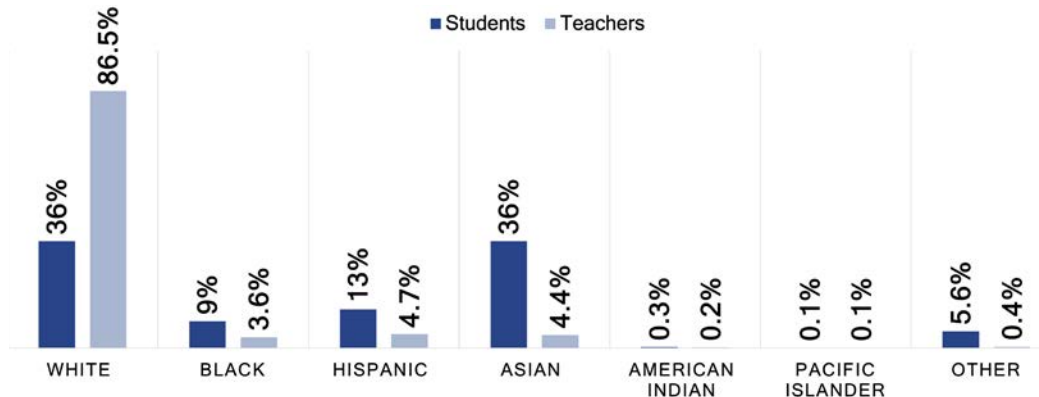
Our retention rate continues to be strong at 94.1% overall, and 95.1% for licensed staff. We retained 98.6% of our excellent rated teachers.

#### » Staff well-being practices will be in place at both the school and district levels.

#### » Employee Assistance coverage will be expanded.

#### » Staff demographics will continue to move to mirror student demographics.

DISTRICT DEMOGRAPHICS BY ETHNICITY



District 204 continues to make strides toward diversifying and strengthening our employment pipeline with the Grow Your Own Teacher (GYOT) program and recruitment strategies. 39 high school seniors (class of 2024) from the GYOT program committed to continuing in the field of education at the college/university level. The program has grown to 120 students at the high school level and 240 at the middle school level.

Additionally, our percentage of staff of color as part of our new hire class rose to 18.3%, a 4.9% increase over the previous year. The total percentage of staff that are educators of color increased from 12.2% to 13.5%.

## PRIORITY 3 - ENGAGE WITH THE COMMUNITY



Priority

IPSD 204 is committed to being a strong school district. Dynamic stakeholder engagement goes hand-in-hand with strong districts. Therefore, IPSD 204 is committed to communicating, engaging, and connecting with the learning community.

### OBJECTIVE 1:

Provide various opportunities throughout the year to directly engage parents and other community stakeholders to build a dialogue about the school system.

### OBJECTIVE 2:

Continue a commitment to the goal of inclusion and diversity and champion the diversity of all stakeholders found within the district.

### OBJECTIVE 3:

Harness the skills, resources, and opportunities found within the community by working with community members, businesses, and organizations to strengthen the school system.

## OBJECTIVE 1: EVIDENCE OF SUCCESS

 COMPLETED PREVIOUSLY
  COMPLETED 2023-2024
  IN PROGRESS
  NOT YET STARTED

 **Multiple community discussions will be held and evaluated for success.**

During the 2023-24 school year, the district continued 'Coffee & Conversation' sessions as a platform for informal dialogues with members of the community. These gatherings provided an opportunity to obtain feedback on what the district is doing well and to gather insight on future district improvements.



In order to maintain an intimate setting, invitations were exclusively extended to parents and guardians of students in each of the district's four quadrants. Four events were held in the 2023-24 academic year at Gregory and Scullen Middle Schools and Young and Builta Elementary Schools.

### PRIORITY 3 - ENGAGE WITH THE COMMUNITY

#### » **Parent University sessions will be held based on what parents say they want to learn.**

Parent University Sessions were held throughout the 2023-24 school year on a variety of topics including School Safety and Security, Top 10 Keys to Elementary School Success, What is SEL?, Social Media Awareness and Internet Safety, Navigating Peer Relationships, and Becoming an Elementary Parent. Sessions were offered in person, virtually, and as a prerecorded video.



#### » **Video spotlights completed for all the schools will be accessible on the district's website.**

School spotlight videos were produced for each school that welcomed a new principal in the 2023-24 school year. Those schools include Metea Valley High School, Georgetown Elementary School, Owen Elementary School, May Watts Elementary School, White Eagle Elementary School, and Graham Elementary School.



Principal Rachel Witkowski shares Graham Elementary's history in the School Spotlight series

#### » **Baseline data related to volunteers in schools will be gathered, with future years seeing an increase in volunteering.**

In the 2023-24 school year, our schools welcomed over 2,000 volunteers who contributed nearly 30,000 volunteer engagements. Volunteers supported a wide range of activities, including boosters, band, spiritwear, book fairs, movie nights, and run clubs. There are many opportunities to volunteer at both the school and district levels.

For the 2024-25 school year, the district has launched a new volunteer program that requires all volunteers to complete a form for a check against the sex offender database, enhancing security and helping to ensure the safety of our schools, students, and staff. Our updated volunteer tracking system provides comprehensive reporting capabilities, enabling us to monitor volunteer hours by individual and school, track hours and volunteer numbers for specific events or activities, and manage the approval process for volunteer applications.

## PRIORITY 3 - ENGAGE THE COMMUNITY

### OBJECTIVE 2: EVIDENCE OF SUCCESS

#### » Translation/interpretation services will be examined with plans to implement an effective program.

Language Line services were offered in the 2023-24 school year serving families in 27 different languages. These translation/interpretation services were utilized on 1,182 calls totaling 18,914 minutes.

#### » Students feel comfortable sharing cultural needs based on student feedback.

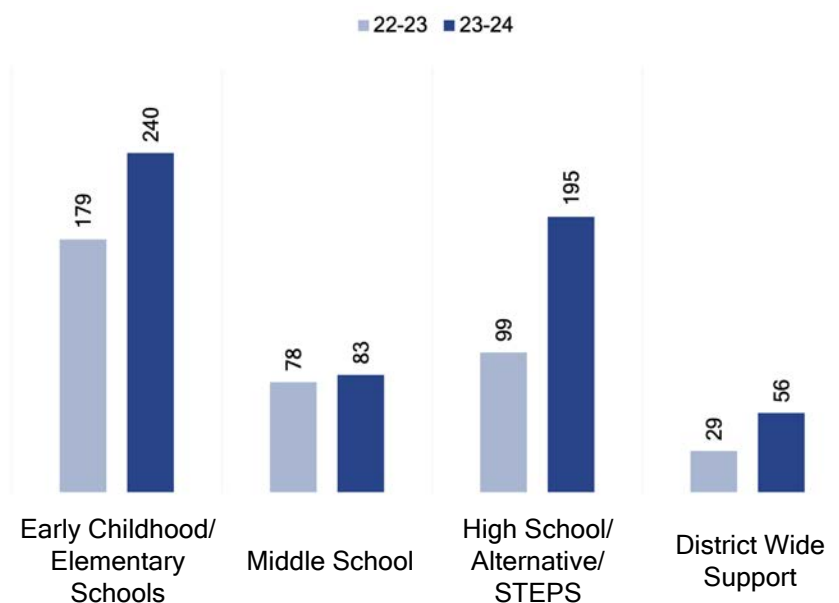
Significant strides have been made in fostering an environment where students feel comfortable sharing their cultural needs. Over the past five years, key measures in our 5Essentials survey data remain strong, reflecting the district's long-term commitment to inclusivity. As part of our continuous improvement, we are also implementing ongoing training focused on building a restorative culture and expanding the use of the culturally responsive instructional framework. These efforts are directly aligned with student feedback and are designed to ensure that all students feel valued and supported in expressing their cultural identities. While the work is ongoing, these initiatives will help strengthen the foundation we have already laid.

### OBJECTIVE 3: EVIDENCE OF SUCCESS

#### » Establish a baseline of various partnerships in the 2023-2024 school year and increase opportunities in future years.

Throughout the 2023-24 school year, community partnerships expanded significantly at both the school and district levels, enriching programming and creating more learning opportunities for our students.

#### NUMBER OF COMMUNITY PARTNERS



### **PRIORITY 3 - ENGAGE THE COMMUNITY**

#### **Establish a baseline of internships during the 2022-2023 school year and examine ways to increase for the future.**

During the 2023-2024 school year, students enrolled in 63 summer internships.

#### **Support PTA membership and activities across the district.**

District 204 has shown a strong commitment to supporting PTAs by promoting membership and fostering community involvement. Efforts include a personalized letter from the Superintendent, promoting PTA membership at Parent University sessions, and participation in community events like the Mental Health Symposium's Community Resource Fair. The district collaborates with the Indian Prairie Parents' Council (IPPC) on various initiatives, such as the annual coat drive, Winter Wishes Program, and snack drives, demonstrating a commitment to District 204 community needs. Regular meetings with IPPC and PTA Presidents' meetings ensure meaningful dialogue and partnership. Additionally, the district promotes PTAs through its website and direct engagement with families, reinforcing the value of PTAs in the school community.



## PRIORITY 4 - OPTIMIZE RESOURCES AND OPERATIONS



IPSD 204 is committed to being an innovative, experiential, and inclusive environment to enhance educational outcomes for the entire learning community. This will occur through identifying opportunities to engage with stakeholder groups and determine essential facility and staffing needs while being transparent to taxpayers on resources and investments.

### OBJECTIVE 1:

Ensure that all facilities, equipment, and infrastructure are properly maintained and support the environment.

### OBJECTIVE 2:

Review fiscal practices yearly to ensure efficient use of funds, sound financial practices, and equitable distribution to support the district's goals.

### OBJECTIVE 3:

Ensure the equitable distribution of resources to support the district's goals.

## OBJECTIVE 1: EVIDENCE OF SUCCESS

 COMPLETED PREVIOUSLY
  COMPLETED 2023-2024
  IN PROGRESS
  NOT YET STARTED

### Conduct a facilities assessment and present it to the Board of Education.

The Board of Education adopted the District's 10-year Master Facility Plan in December, 2023. Throughout the spring, administration gathered feedback on a funding proposal to address the most significant needs identified in the plan.

### Establish a Financial Advisory Committee.

In the 2023-24 school year, the district established a Financial Advisory Committee which met beginning in July. In addition to the Financial Advisory Committee, the District established a Citizen's Task Force that met four times in FY24 to evaluate potential funding proposals tied to the Master Facility Plan and significant operating needs.

### Determine a process to offload unused facilities through a facilities assessment.

The Master Facility Plan enables the offloading of Indian Plains and Wheatland Facilities, as well as the termination of the STEPS lease, by December 31, 2027.

## **PRIORITY 4 - OPTIMIZE RESOURCES AND OPERATIONS**

### **OBJECTIVE 2: EVIDENCE OF SUCCESS**

- » The district will receive “recognition status” for the annual audit.

District 204 has once again attained “recognition status” for its annual audit, marking the seventh consecutive year of this achievement.

- » The district will receive the ASBO “Certificate of Excellence” for financial reporting.

For the 17th consecutive year, District 204 has been honored with the ASBO “Certificate of Excellence.”



- » The district will maintain its current Bond rating.

The district has upheld its Aa1 bond rating from Moody's Investor Services.



- » The fee structure will be examined and published.

- » A new business information system will be implemented as needed.

The District's new business information system, Skyward, went live on July 1, 2024. The District has seen improved efficiency and service levels with the new system.

### **OBJECTIVE 3: EVIDENCE OF SUCCESS**

- » Review student/teacher ratios across all grade levels.

The District is currently in the process of reviewing student/teacher ratios across all grade levels.

- » Benchmark IPSD 204 with other districts for class size averages.

The District is currently in the process of benchmarking IPSD 204 with other districts for class size averages.

- » Determine the district's plan for class size reductions

- » Funding and staffing are equitably allocated to each school based on the student population.

## 2024-25 SCHOOL LEADERSHIP

### EARLY CHILDHOOD

Prairie Children Preschool  
Sally Osborne, Principal

### ELEMENTARY SCHOOLS

Brookdale Elementary School  
Keeley Schmid, Principal

Gwendolyn Brooks Elementary School  
Carol Betzold, Principal

Wayne Builta Elementary School  
Adrienne Morgan, Principal

Robert E. Clow Elementary School  
Katie Bennett, Principal

Mary Lou Cowlshaw Elementary School  
Carlos Azcoitia, Principal

Fry Elementary School  
Laurel Hillman, Principal

Georgetown Elementary School  
Jill Keller, Principal

Peter M. Gombert Elementary School  
Dr. Jeremy Ricken, Principal

V. Blanche Graham Elementary School  
Rachel Witkowski, Principal

Oliver Julian Kendall Elementary School  
Breah Jerger, Principal

Longwood Elementary School  
Michael Zeman, Principal

McCarty Elementary School  
Sherry Fredericks, Principal

Owen Elementary School  
Heather Whisler, Principal

Patterson Elementary School  
Michelle Hebenstreit, Principal

Peterson Elementary School  
Allison Landstrom, Principal

Spring Brook Elementary School  
David Worst, Principal

Reba O. Steck Elementary School  
Dr. Elizabeth Pohlmann, Principal

May Watts Elementary School  
Kate Kempski, Principal

Arlene Welch Elementary School  
Sarah Nowak, Principal

White Eagle Elementary School  
Tarah Fowler, Principal

Nancy Young Elementary School  
Erin Rodriguez, Principal

## 2024-25 SCHOOL LEADERSHIP

### MIDDLE SCHOOLS

Clifford Crone Middle School  
Melissa Couch, Principal

Gregory Fischer Middle School  
Kevin Schnable, Principal

Francis Granger Middle School  
Allan Davenport, Principal

Gordon Gregory Middle School  
Leslie Mitchell, Principal

Thayer J. Hill Middle School  
Michele Frost, Interim Co-Principal  
Charles Bibbs, Interim Co-Principal

Thomas G. Scullen Middle School  
Scott Loughrige, Principal

Jeffrey C. Still Middle School  
Kimberly Cornish, Principal

### HIGH SCHOOLS

Metea Valley High School  
Daniel DeBruycker, Principal

Neuqua Valley High School  
Dr. Lance Fuhrer, Principal

Waubonsie Valley High School  
Jason Stipp, Principal

Gail McKinzie High School  
LaTanya Harris, Principal

### OTHER

STEPS (Supportive Training  
Experiences Post-Secondary)  
Kim Maloney, Principal

## 2024-25 DISTRICT LEADERSHIP

### BOARD OF EDUCATION

Laurie Donahue  
President

Susan Demming  
Vice President

Supna Jain  
Secretary

Allison Fosdick  
Board Member

Catey Genc  
Board Member

Justin Karubas  
Board Member

Mark Rising  
Board Member

### ADMINISTRATION

Dr. Adrian B. Talley  
Superintendent

Dr. Louis Lee  
Deputy Superintendent

Carey Beth Harry  
Chief Human Resources Officer

Brad Hillman  
Assistant Superintendent, Middle Schools

Dr. Nicole Howard  
Assistant Superintendent, High Schools

Rod Mack  
Chief Technology Officer

Dr. Nader Najjar  
Assistant Superintendent, Equity & Innovation

Laura Rosenblum  
Assistant Superintendent, Elementary Schools

Dr. Christina Sepiol  
Assistant Superintendent, Student Services

Matt Shipley  
Chief School Business Official

Lisa Barry  
Executive Director, Communication Services

Charles Sprandel  
Executive Director, Research & Assessment



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# 2023 – 2024 ANNUAL REPORT

Charting Progress: A Comprehensive  
Report on Our Strategic Plan Achievements