



Indian Prairie School District 204



**Strategic Plan: Inspire, Innovate,
and Empower the Future**



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Mission & Guiding Principles



MISSION:

Inspire all students to achieve their greatest potential.



GUIDING PRINCIPLES:

Students will be best prepared to achieve their greatest potential if equipped to:

- Engage in relevant and rigorous learning.
 - Live and work productively with others.
 - Embrace their role and responsibility within their community and world.
 - Value and respect self and others in a diverse society.
 - Become lifelong learners.
-



WE WILL BEST SERVE OUR STUDENTS IF OUR:

- Schools, families, and community are actively engaged in the district's mission.
- Staff is highly skilled and motivated.
- Culture is characterized by high expectations and excellence.
- Schools are safe and caring places where all are valued.

Letter from Dr. Talley



After several months of intensive work, I am very happy to announce that Indian Prairie School District is launching its first codified strategic plan, entitled **Inspire, Innovate, and Empower the Future**, which will be used as a guide for our school system over the next five years. This plan was

not the idea of one person. Rather, this plan reflects the collective effort of various stakeholders who took the time to engage throughout the process and share their thoughts and hopes for the school system. This plan reflects a collective vision expressing the hopes for our students, staff, and district. This plan lays a path forward by which the school district will support our students emotionally, socially, and academically so that they are prepared for their futures. Additionally, the plan ensures that the district supports its staff and engages with the community as partners who are instrumental in the school system's success. Finally, this plan has interwoven an understanding of equity by ensuring all students have access and barriers are eliminated.

The work in creating this strategic plan was a multi-step process that included gathering information from a diverse stakeholder group and building upon the work of our **Portrait of a Graduate**, which was completed a few years ago. We started the work by bringing together almost 150 stakeholders, including parents, students, staff members, and community members. It was important for us to have various opinions and thoughts shared as part of the discussions as we started the work.

This committee of stakeholders met four times starting in the second quarter of the 2021-2022 school year. Led by Battelle for Kids staff, each meeting had a different area of focus. In the first meeting, the committee members reviewed the Portrait of a Graduate competencies that were established a few years ago, as well as looked forward five years and shared their hopes and aspirations for the children. In the second meeting, the team did a SWOT (Strengths, Weaknesses, Opportunities, and Threat) analysis of the district. In the third meeting, the team focused on the priority areas for the strategic plan ensuring that their voices were heard in what was crafted. The stakeholders had provided a lot of information to the district in the first two meetings that allowed for the creation of draft priority areas. Finally, in the fourth meeting, draft objectives and goals were shared with some draft strategies. Here again, the committee provided feedback and asked clarifying questions. The process was collaborative and engaging throughout all four meetings, with all voices being heard and appreciated.

A small group of central office staff took the work that was completed by the larger group and built upon it by adding more details to the draft plan reviewed at the last meeting. Work focused on clarifying the objectives, adding more detail to the strategies, and developing how success would be measured. Additionally, feedback was gathered from some people who were part of the larger design team during the summer to help fine-tune the finished product.

Our final product is a forward-looking strategic plan. It enhances our ability to impact our students, staff, and larger community positively. The work generated in this plan will move us to reduce and eventually eliminate disparities among our students. This plan will strengthen our relationships with our community, with our students, and with each other. This plan will inspire us all for the future.

Sincerely,
Dr. Adrian B. Talley, Superintendent

Letter from the Board of Education



I am pleased to announce the completed strategic plan for the Indian Prairie School District. Some people may question the need for this given the success of our District. We have been strategic in our decisions, but wouldn't we benefit from an articulated plan for the future? A mission, district and board goals, and an equity statement are in place. The district's new strategic plan provides us with a defined five-year roadmap that will guide decisions. This plan will continue to ensure our district and students succeed while in our schools, as well as beyond their time in District 204.

Genesis for the strategic plan began when Dr. Talley interviewed for the district superintendent position in 2019. Dr. Talley believed the District would benefit from a plan. The board was in agreement. Early this year he was able to start the process to define our first documented strategic plan. With Mr. Doug Eccarius, Deputy Superintendent, assigned to lead efforts, the District engaged Battelle for Kids to begin a rigorous process to develop the plan. Battelle for Kids is a respected national, not for profit organization with expertise in advising school districts in strategic planning using recognized best practices. Battelle for Kids worked with the district previously to define our Portrait of a Graduate program.

Gathering broad input was a key aspect of creating a plan that includes our district's viewpoints. We are grateful to the community members, parents, students, and staff who volunteered to be part of the strategic planning process. Participants represented diverse perspectives and segments of our district. They shared important insights to assist in creating this plan that will help guide our future.

Key priority areas in the plan include:

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

Our new plan will drive decision making, define goals, and initiate efforts to continue allowing our students to thrive and prepare for future success. We commit to evaluating the results to ensure expectations are met.

Thanks to all for the continued involvement in building this new strategic plan and for your support of the district. We look forward to continued opportunities to advance our district and inspire our staff, students, and community.

Laurie Donahue
Board President
Indian Prairie School District

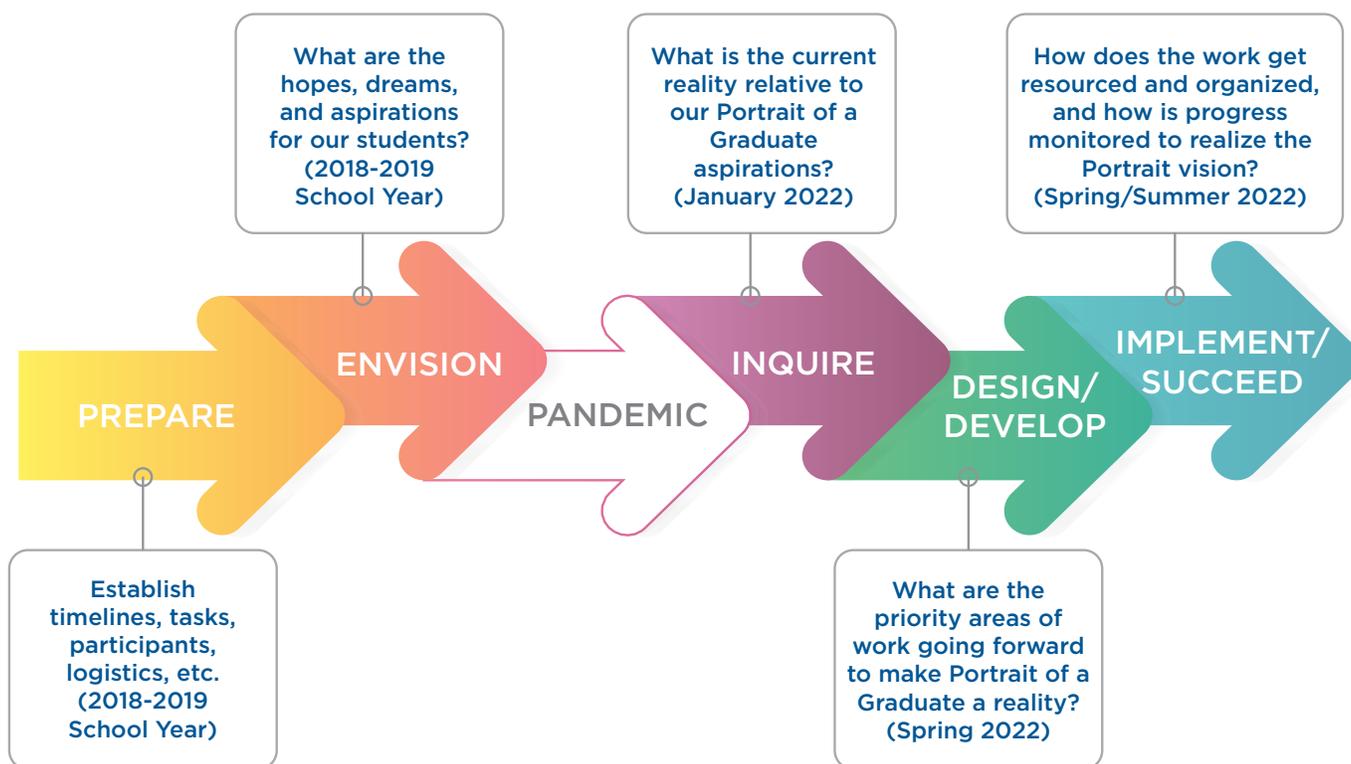
Portrait of a Graduate



Overview

Indian Prairie School District 204 (IPSD 204), along with community members and district leadership, developed our Portrait of a Graduate, which serves as the vision for our strategic plan. This process involves numerous internal and stakeholder participation - parents, community members, students, and educators.

IPSD 204, upon completion of the Portrait of a Graduate, placed work on pause as they pivoted to address the needs of students during the global pandemic caused by COVID-19. As the district began to recover from those events, it moved into the strategic planning phase. IPSD 204 conducted a current state analysis to acquire a balanced portrayal of our present reality and identified priorities that will help our Portrait come to life. From these priorities, we established goals and strategies through an iterative vetting process, constantly using stakeholder feedback to guide their development.



“District 204’s commitment to enabling the students’ voices to shine within this core document greatly enhanced the strategic plan; by incorporating our experiences and interacting with teachers and faculty, we were able to ensure a new generation with added opportunities that will allow them to create beneficial change for society while prospering as leaders.” - Dhruv Syngol, Student

What is Indian Prairie’s Portrait of a Graduate Initiative?

The development of a Portrait of a Graduate is a process of gathering ideas, insights, and inspiration from all stakeholders with a vested interest in our graduates’ success in work and life. This means that, as a community, we must look into the future and try to envision how success will look. What skills and knowledge will a current and future graduate need to access 21st century jobs, allowing them choices of future employment and financial security? We, as a community, needed to answer three important questions:

1. What are the hopes and dreams that our community has for our young people?
2. What are the academic skills and habits of mind our children need for success?
3. What are the implications for the learning experiences we provide in our schools?

The goal of developing this Portrait is to identify and align, within our curriculum, the ideal learning experiences needed for our students to prosper in a 21st century global economy. This Portrait would help the district define how we prepare students for the challenges ahead.

What is the goal and vision for the Portrait of a Graduate project, and how did we arrive at them?

The district leadership team recognized the need for the entire district to come together and “pull in the same direction” as part of one team from PreK to graduation. This led to initial reviews of Battelle for Kids, a national not-for-profit organization with the mission of realizing the power and promise of 21st century learning for every student. Using the Battelle for Kids blueprint, the district launched its Portrait of a Graduate design process.

The journey began prior to the pandemic with Board of Education members sharing their hopes and dreams for our young people and their thoughts about the academic skills, mindsets, and achievements expected when a student graduates from IPSD 204. The district Design Team held regular meetings to gather input on the competencies they felt were critical to the success of any Indian Prairie graduate. These meetings included City Council members, district parents, students, staff, community members, city and district partners, faith-based organizations, business leaders, and institutes of higher learning.





Indian Prairie School District 204 - Competencies for 21st Century Learning

- FLEXIBILITY & ADAPTABILITY
- CITIZENSHIP
- COMMUNICATION
- CREATIVITY & INNOVATION
- CRITICAL THINKING & PROBLEM SOLVING
- RESILIENCE

To ensure these competencies for every student, the Indian Prairie School District 204 commits to:



FOCUS
ON STUDENT
DEVELOPMENT



INVEST
IN STAFF



ENGAGE
WITH THE
COMMUNITY



OPTIMIZE
RESOURCES AND
OPERATIONS



Priorities, Objectives, Strategies, and Evidence of Success

01
Priority

Focus on Student Development

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.

02
Priority

Invest in Staff

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.

03
Priority

Engage with the Community

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.

04
Priority

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.



“By engaging so many stakeholders, Indian Prairie’s strategic planning process was not only effective but also inclusive, allowing voices across the district to add valuable input into how students are served, establishing a great model for other districts locally and beyond.” - Geneace Williams, J.D., Ph.D., Diversity Equity and Inclusion Manager, City of Naperville



01
Priority

Focus on Student Development

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.

- **Strategy 1** – Write and implement the district’s Equity Plan aligned with district priorities.
- **Strategy 2** – Examine students’ experiences, interests, and passions to ensure their needs are being met.
- **Strategy 3** – Reinforce and augment the system’s inclusive practices for students of diverse needs.
- **Strategy 4** – Implement a comprehensive Multi-Tiered Systems of Support (MTSS) program across the district.
- **Strategy 5** – Continue to build a positive school culture that incorporates an understanding of the whole child.

EVIDENCE OF SUCCESS:

- 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.
- Introduction of student group representatives presenting student equity reports to the board.
- Increased percentage of students within each underrepresented group in advanced classes at all levels.
- Implementation of a systemic and robust Multi-Tiered Systems of Support across all grade levels to address academic and social emotional needs.



01
Priority

Focus on Student Development

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 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.

- **Strategy 1** – Develop a learning framework that explains how our learning principles and systems support our Portrait of a Graduate and content standards and integrates elements of our Multi-Tiered Systems of Support.
- **Strategy 2** – Review the current curriculum through the lens of student achievement, equity, and student engagement and adjust accordingly.
- **Strategy 3** – Review current instructional practices through the lens of student achievement, equity, and student engagement and adjust accordingly.
- **Strategy 4** – Expand summer learning opportunities and extracurricular offerings.

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.
- 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 and Math as measured by the SAT suite of assessments.
- Students, collectively and across demographic and special services groups, will meet and exceed standards at a higher rate than their peers across the state.
- Implementation of a systemic and robust Summer Learning Program across all grade levels to address academic needs.
- Complete and implement a Learning Framework that supports the Portrait of a Graduate competencies across all grade levels.



01
Priority

Focus on Student Development

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 3

Provide all students comprehensive programs and interventions to support their social and emotional growth.

- **Strategy 1** - Continue to provide comprehensive student behavior programs that support student learning and social emotional learning.
- **Strategy 2** - Examine current structures of support for students and their impact, and determine what additional resources are needed.
- **Strategy 3** - Continue and expand partnerships with local agencies, health care providers, and community organizations to support students socially and emotionally.
- **Strategy 4** - Examine Teen Mental Health First Aid and, if possible, implement it at the high school level by 2025.
- **Strategy 5** - Evaluate the current SEL program implementation to determine what, if any, programmatic changes are necessary.

EVIDENCE OF SUCCESS:

- Reduction of the disproportionality in suspension rates by school and student groups.
- More than 80% of students will respond 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.
- Students will have access to Teen Mental Health First Aid training.



“This plan looks into the future of a community and its workforce and designs a school district that will have students ready for whatever the future holds.” - Rob Maldonado, Teacher

02

Priority

Invest in Staff

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.

- **Strategy 1** – Provide professional learning on school and district institute days, as well as school improvement days, to support the ongoing work outlined in the strategic plan.
- **Strategy 2** – Work with staff to determine professional development learning opportunities that will be offered throughout the school year and during the summer.
- **Strategy 3** – Examine PLC practices and common planning time that will support professional development.

EVIDENCE OF SUCCESS:

- A portfolio of professional development opportunities is created and offered to staff.
- Three-year PD plan will be created.
- 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.





02
Priority

Invest in Staff

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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.

- **Strategy 1** – Leadership will continue its current practices of working collaboratively with association leadership (IPEA and IPCA) on a regular basis.
- **Strategy 2** – Leadership will expand opportunities to be in schools, engage with staff, and discuss best practices.

EVIDENCE OF SUCCESS:

- IPCA leadership and central office staff will meet regularly.
- 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.
- HR Generalists will be assigned to schools and will meet with staff on a regular basis.



“I appreciate that the strategic planning process brought together various IPSD 204 stakeholders and our multiple perspectives. During the collaborative sessions, each voice was valued and given space to be heard. Not only did I feel like my point of view was respected, but through these conversations, I expanded my thinking of what Indian Prairie could achieve in the future.” - Michelle Shiles, LMC Director, Graham Elementary



02
Priority

Invest in Staff

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 3

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

- **Strategy 1** – Evaluate current recruitment strategies and modify them as necessary.
- **Strategy 2** – Identify essential qualities and competencies for Portrait of a Teacher.

EVIDENCE OF SUCCESS:

- Portrait of a Teacher will be completed.
- 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.
- 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.



“Working together with students, educators, and community representatives, the district successfully executed a well-run and rigorous process to define priorities in areas of future needs for our students.” -

Simeon Schwarz, Parent



03
Priority

Engage with the Community

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.

- **Strategy 1** – Superintendent chats will occur throughout the year where the superintendent, with BOE members or other district leadership, meets with the community to discuss specific topics.
- **Strategy 2** – Parent University sessions will be held throughout the year on topics relevant to each level and specific to the needs of parents.
- **Strategy 3** – Videos will be utilized to spotlight schools, departments, boards, parent groups, etc.
- **Strategy 4** – The district will communicate an overview of the strategic plan and provide updates to the community.
- **Strategy 5** – Superintendent will engage with the community through various methods to include Rotary, Chamber of Commerce, Kiwanis, NCTV segments, etc.
- **Strategy 6** – The district will promote volunteer opportunities and solicit volunteers to meet the ongoing needs of various groups (i.e., Boosters, Fine Arts, LMC, PTA, IPPC, etc.)
- **Strategy 7** – Superintendent will work with a subset of the Strategic Plan Team to gather feedback about the plan’s implementation.

EVIDENCE OF SUCCESS:

- Multiple community discussions will be held and evaluated for success.
- Parent University sessions will be held based on what parents say they want to learn.
- Video spotlights completed for all the schools will be accessible on the district’s website.
- Baseline data related to volunteers in schools will be gathered, with future years seeing an increase in volunteering.

03
Priority

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OBJECTIVE 2

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

- **Strategy 1** - Continue to require all new teachers to take anti-bias training and expand current opportunities for all staff to take anti-bias training and culturally responsive teaching training.
- **Strategy 2** - Explore opportunities to increase communication services for parents/guardians in formats other than English.
- **Strategy 3** - Review community connections and strengthen relationships with culturally diverse community organizations.
- **Strategy 4** - Expand practices and opportunities focusing on inclusion, equity, opportunity, and excellence.
- **Strategy 5** - Continue collaborating and partnering with local organizations that champion diversity and inclusion.
- **Strategy 6** - Honor holidays and dates of cultural significance to all stakeholders.

EVIDENCE OF SUCCESS:

- Translation/interpretation services will be examined with plans to implement an effective program.
- Students feel comfortable sharing cultural needs based on student feedback.



03
Priority

Engage with the Community

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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.

- **Strategy 1** – Look for ways to expand learning opportunities for students by enhancing collaboration with businesses, local colleges, and the community to increase internships, dual credit, and partnerships for the school system.
- **Strategy 2** – Expand sponsorship revenue from local businesses to support District 204 programs.

EVIDENCE OF SUCCESS:

- Establish a baseline of various partnerships in the 2022-2023 school year and increase opportunities in future years.
- Establish a baseline of internships during the 2022-2023 school year and examine ways to increase for the future.
- Support PTA membership and activities across the district.



04

Priority

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.

- **Strategy 1** - A Citizen Finance Advisory Committee will be created and implemented by the end of the 2022-2023 school year.
- **Strategy 2** - A Facilities Assessment will be implemented within the 2022-2023 school year. The assessment will be comprehensive, including building envelope, instructional needs, energy management, and safety/security.

EVIDENCE OF SUCCESS:

- Conduct a facilities assessment and present it to the Board of Education.
- Establish a Financial Advisory Committee.
- Determine a process to offload unused facilities through a facilities assessment.





04

Priority

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 2

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

- **Strategy 1** – Examine data and financial systems currently in place to look for operational effectiveness and ways to improve efficiencies.
 - **Strategy 2** – Examine the current student fee structure.
-

EVIDENCE OF SUCCESS:

- The district will receive “recognition status” for the annual audit.
- The district will receive the ASBO “Certificate of Excellence” for financial reporting.
- The district will maintain its current Bond rating.
- The fee structure will be examined and published.
- A new business information system will be implemented as needed.



“The updated strategic plan will exemplify the true meaning of the Portrait of a Graduate alongside preparing the students of District 204 to be outstanding members of a community.” - Kaelyn McGhie, Student

04

Priority

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 3

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

- **Strategy 1** - Examine and determine how to reduce class size across all grade levels by 2027.
- **Strategy 2** - Communicate the annual budget in comparison to evidence-based funding.
- **Strategy 3** - Work with senior leadership to determine priorities for the district and cost savings that will support those priorities.

EVIDENCE OF SUCCESS:

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



Acknowledgments

Thank you! We are grateful to the students, teachers, administrators, Board of Education members, parents, and business and community leaders who collaborated with us to develop our Strategic Plan.

IPSD Strategic Planning Contributors

Kyla Akins	Brian Giovanini	Olivia Mayszak	Bata Senapati
PJ Alper	Natasha Grover	Vickie McClung	Christina Sepiol
Sarah Anderson	Addison Guskey	Kristin McDonald	Linda Shackelford
Ron Andrews	Mayank Gupta	Kaelyn McGhie	John Sergeant
Jason Arres	Saba Haider	Nina Menis	Jenny Shah
Carrie Baffes	LaTanya Harris	Kim Miller	Vipuj Shah
Avni Bajla	Allison Harvey	Leslie Mitchell	Sachin Sharma
Lisa Barry	Brad Hillman	Nicole Moore	Gina Sharp
Kristine Black	Laurie Hillman	Ritesh Mukherji	Michelle Shiles
Ayanna Brown	Ofelia Hinojosa	Melissa Murphy	Matt Shipley
Liliana Burciaga	Arlene Hospenthal	Christy Nelson	Pat Shetty
Brian Caputo	Nicole Howard	Laura Nysten	Robin Shultz
Stephanie Cartwright	Supna Jain	Adam Page	Laura Shum
Sarah Charles	Loren Jones	Joan Peterson	Daljinder Singh
Pradheepa Chinnaraj	Alona Jones	Brian Palm	Matt Skindzier
Gino Colasanti	Moniko Jordan	Amy Philippon	Maryann Sprinkle-Walker
Matt Clark	Bansri Joshi	Lori Poore	Lori Skurka
Danielle Culberson	Saily Joshi	Katie Popp	Karen Sullivan
Kevin Cox	Shreya Joshi	Lynn Pries	Dhruv Syngol
Mustafa Dafalla	Elizabeth Kaleta	Mike Purcell	Dhruv Syngol
Ginger Del Valle	David Kalina	Michael Raczak	Tyler Talaga
Susan Demming	Justin Karubas	Durdana Rahman	Becky Thorn
Janet Derrick	Laura Kendall	Jagan Rangan	Abrahm Tiburcio
Sarina Diaz	Zimmermann	Trudie Ranson	Adrianne Toomey
Sarah Dobes	Annette Kenney	Jennifer Reyes	Meredith Trayser
Laurie Donahue	Rahman Khan	Daizyah Reyna	Dhaivat Upadhyay
Delaney Donnany	Donna Kouri	Cléo Ribeiro	Kunal Vora
Seth Dowling	Hailey Krey	Mark Rising	Hui Wang
Karen Duncan	Alissa Krusoe	Kaylin Risvold	Gretchen Weber
Doug Eccarius	Danielle Kuglin Seago	John Robinson	Shelley West
Jordan Enas	Shobha Kumarapuram	Laura Rodrigues Brancati	Kim White
Steven Edwards	Alli Landstrom	De Olive	Brian Wiesbrook
Raquel Farmer-Hinton	Louis Lee	Laura Rosenblum	Daniel Williams
Keith Filipiak	Jose Leon	Sharon Ruff	Dr. Robert Woolwine
Johanna Flores	Aaron Lewis	Grant Sahr	Geneace Williams
Allison Fosdick	Kibbee Lewis	Scott Salela	Brian Wojciechowski
Tarah Fowler	Patrick Limaco	Poornima Sarkar	Jacalyn Wunderlich
Mierra Freeman	Jessica Linder Gallo	Keeley Schmid	Rusong Xu
Helena Garcia	Angela Logan-Connolly	Robin Schmidt	Chong Yi
Sharon Garcia	Michelle Loughran	Kevin Schnable	Natalie Young
Nadia Garrett	Rod Mack	Amy Schultz	Karen Zatz
Joby George	Rob Maldonado	Ellie Schultz	Chi Zhou
Philip Giannattasio	Ryan Mansmith	Robin Shultz	Xiaohua Zhuang
Arnav Godambe	Radley Martey	Simeon Schwarz	

Indian Prairie School District 204 - Board of Education

Laurie Donahue, President
Mark Rising, Vice President
Susan Demming, Secretary
Allison Fosdick
Natasha Grover
Supna Jain
Justin Karubas



Glossary

5Essentials Survey - an evidence-based system designed to drive improvement in schools nationwide which reliably measures changes in a school organization and provides individualized, actionable reports for each school. The 5Essentials system is based on more than 20 years of research by the University of Chicago Consortium on School Research on five components found to be critical for school success. The survey is required by the Illinois State Board of Education and is administered annually.

Advanced Level Classes - classes which present concepts and material beyond what is required for a traditional class at a specific grade level (Project Arrow Classes, Advanced Math Classes, AP Courses, Dual Credit Courses, etc.).

Association of School Business Officials (ASBO) - an organization which provides its members and stakeholders with a comprehensive range of professional development activities, services and advocacy through equitable and inclusive networking and participation.

Bond Rating - a grade given to bonds that indicates their credit quality.

College Board Annual Growth Norms - a vertical scale utilized by the College Board that allows for inferences of student growth and progress toward being on track for college and career readiness from year to year prior to taking the SAT Suite of Assessments.

Common Planning - refers to a dedicated time during the school day in which two or more educators work collaboratively to plan instruction for students.

Curriculum - refers to what is taught in a course or subject.

Educational Equity - means that every student has access to the educational resources and rigor they need at the right moment in their education, and students' needs are not going unmet due to race, ethnicity, dominant language, disability, gender, sexual orientation, religion, family background, and/or family income.

Equity Plan - describes the key initiatives and strategies in the strategic plan that will be employed to improve equitable access to quality instruction and programs throughout the district and increase the sense of belonging among all students.

Facilities Assessment - provides an objective and consistent evaluation of every building and identifies overall facility needs across a district. It is designed to inform short- and long-term capital planning and serve as the basis for project development and prioritization of future capital projects.

Human Resources Generalist - performs functions to develop and administer various human resources programs including recruitment, hiring, retention, retirement, employee relations and safety.

Instructional Practice - refers to how information is delivered, received, and experienced by students.

Indian Prairie Classified Association (IPCA) - works with the district to ensure quality working conditions for its members. Membership consists of classified staff (i.e. secretaries, teacher assistants).

Indian Prairie Education Association (IPEA) - works with the district to ensure quality working conditions for teachers.

iReady Assessment - a standards aligned assessment administered to K-8 students three times each year to evaluate academic performance and growth in the areas of literacy and math.

Learning framework - a set of learning goals and guiding principles that provides direction to educators for making curricular and instructional decisions.

Mental Health First Aid - a national program to teach the skills to respond to the signs of mental illness and substance use.

Multi-Tiered System of Support (MTSS) - a framework that uses data to match the academic and social-emotional needs of students with resources and support that best fit those needs.

National Typical Growth - The average national score increase between two tests based on a student's grade and initial performance. This is typically measured from fall to spring within a school year or from one school year to the next.

Parent University - provide learning experiences to empower families to support their student's academic success, and to assist parents/guardians in furthering their own education and developing new skills.

Professional Development - The set of tools, resources, and training sessions for educators to improve their teaching quality and effectiveness.

Professional Learning Community (PLC) - a group of educators who meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students.

SAT Suite of Assessments - an integrated system of tests designed to predict a student's readiness for college and career. The suite includes the PSAT 8/9, PSAT 10, PSAT/NMSQT, and the SAT.

Social Emotional Learning (SEL) - the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Standardized Assessments - any form of test that (1) requires all test takers to answer the same questions, or a selection of questions from common bank of questions, in the same way, and that (2) is scored in a "standard" or consistent manner, which makes it possible to compare the relative performance of individual students or groups of students.

Student Behavioral Programs - aim to teach and reinforce positive behaviors, while minimizing undesired behaviors.

Well-Being Practices - actions or behaviors that support a person's mental and/or physical well-being. Such practices can include getting enough exercise, eating healthy, showing signs of gratitude, and mindfulness activities.



**District Office
780 Shoreline Dr.
Aurora, IL 60504**

Phone: 630.375.3000

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