



ANNUAL REPORT

2024-2025

Charting Progress:

A Comprehensive Report on Our
Strategic Plan Achievements



ANNUAL REPORT 2024–2025

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MESSAGE FROM OUR BOARD PRESIDENT

The following annual report provides an opportunity for us to share the accomplishments of the 2024-25 school year and highlight the exciting progress ahead for Indian Prairie School District 204. As the fourth largest district in the state, we take great pride in the trust our community places in us to provide a safe, supportive, and high-quality educational experience for all students.

This past year was particularly significant as our community overwhelmingly supported the Safer, Stronger 204 referendum, approving \$420 million in funding for infrastructure improvements, safety and security upgrades, and enhanced learning environments. This investment represents a powerful vote of confidence in our schools and our shared vision for the future.

Our work continues to be guided by the district's Strategic Plan, which focuses on student development, staff investment, community engagement, and optimizing resources and operations. Through this plan, we remain committed to actions that allow each student to reach their greatest potential. The annual report provides a summary of key achievements from across our district, reflecting the hard work of our staff, the partnership of our families, and the dedication of our students.

Indian Prairie continues to be recognized among the top districts in the state and nation—an accomplishment that speaks to the collective commitment of our community. As we celebrate these successes, we also look ahead with a focus on continuous improvement and ensuring every student feels a strong sense of belonging and opportunity.

On behalf of the Board of Education, thank you for your continued trust and support. We invite you to explore the Indian Prairie 2024-25 Annual Report and join us in celebrating the progress we've made—and the bright future ahead.

Sincerely,



Laurie Donahue
Board President



MESSAGE FROM OUR SUPERINTENDENT

As we begin the fourth year of our Strategic Plan, Inspire, Innovate, and Empower the Future, it is important to take a moment to reflect on the progress we have made and the work that lies ahead. This annual report provides an overview of our accomplishments during the 2024-25 school year, highlighting goals we have achieved, initiatives that are in progress, and areas we are preparing to address in the coming year.

Our Strategic Plan serves as a roadmap for ensuring that every decision we make is aligned with our mission to support all students in reaching their greatest potential.

The plan is built around four priority areas:

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

As with any multi-year plan, some initiatives have been fully implemented, while others are still underway. This is expected—and it reflects our ongoing commitment to thoughtful, sustainable progress. What matters most is that we stay focused on our path to completing this plan fully by the end of its five-year timeline.

This year, we have seen many successes that demonstrate the strength of our district. From continued improvements to our learning environments through the Safer, Stronger 204 referendum work, to the expansion of opportunities for students both inside and outside the classroom, we are building a foundation for the future. We are also proud to celebrate the accomplishments of our incredible staff, students, and families. Their achievements and contributions reflect the dedication and collaboration that make District 204 such a special community.

While we are proud of what has been accomplished, our work is far from over. We remain committed to improving, innovating, and preparing our students for success in an ever-changing world. Thank you for your partnership and ongoing support as we work together to inspire, innovate, and empower the future of every student we serve.

Sincerely,



Adrian B. Talley, Ed.D.
Superintendent, Indian Prairie School District 204

CURRENT DISTRICT PROFILE



OUR SCHOOLS



BY SCHOOL LEVEL

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



ACT ACHIEVEMENT

IPSD Average.....	22.4
State Average.....	18.1

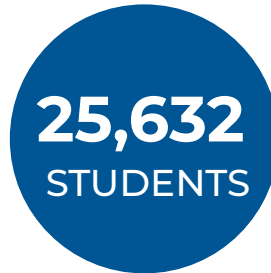


OUR EMPLOYEES

Total Number of Employees.....	3,276
Licensed Staff.....	2,121
Teachers with Advanced Degrees.....	83%

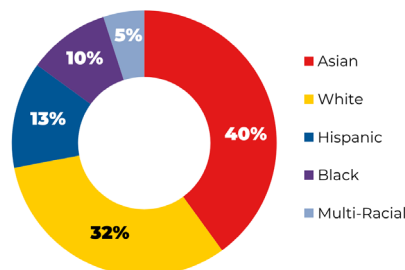


OUR STUDENTS



RACIAL/ETHNIC DIVERSITY

Low Income.....	18%
Individualized Education Plan.....	11%
English learners.....	16%
Homeless.....	1%



Asian.....	40%
White.....	32%
Hispanic.....	13%
Black.....	10%
Multi-Racial.....	5%



OUR BUDGET



FUNDING COMPARISON

Per-Pupil Expenditure.....	\$16,808
State Average.....	\$20,012



BUILDING OPERATIONS

Total Building Space...	4 Million Sq Ft
Total Property.....	655 Acres



TRANSPORTATION

Total Number of Buses.....	260
Total Number of Routes.....	1,130
Miles Traveled Annually...	3.5 Million



FOOD SERVICE

Meals Served Annually.....	3 Million
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2024 - 2025 POINTS OF PRIDE

NATIONAL ACHIEVEMENTS



Six District 204 high school seniors were awarded College-Sponsored National Merit Scholarships, and six were awarded Corporate-Sponsored National Merit Scholarships.



Indian Prairie School District received a 2025 Golden Achievement Award from the National School Public Relations Association for the referendum campaign: Safer, Stronger 204.



District 204 students and teachers were recognized in the 2025 National SAM Labs Design Challenge for their creativity and innovation.



Neuqua Valley senior, Valeria Ramirez, placed 2nd in Illinois in the Microsoft 365 Apps Excel exam during the Fall Qualifier of the 2025 Microsoft Office Specialist U.S. National Championship.



Metea Valley graduate, Ollie Shuminas, won first place in opinion writing in the National Federation of Press Women's High School Media Contest.



The National Association of Music Merchants Foundation named District 204 as one of the 2025 Best Communities for Music Education.



Mishka Pattanayak, a fifth grader at White Eagle Elementary; Varsan Raja, a sophomore at Metea Valley; and Anisha Campbell, a sixth grader at Crone Middle School, were honored in the National PTA Reflections Program.



Nineteen District 204 students were named 2025 U.S. Presidential Scholars.



Fifty District 204 students were named Semifinalists in the 70th annual National Merit Scholarship Program.



Neuqua Valley graduate, Trisha Prabhu, participated in the inaugural Young Futures Academy Innovators Cohort, a selective national program for young innovators.



Niche ranked District 204 No. 10 in Illinois and No. 29 nationally for Best School Districts in America.



Indian Prairie School District 204 received outstanding credit ratings from both Moody's Ratings (Aa1) and S&P Global Ratings (AAA) for its \$151.1 million General Obligation School Building Bonds, Series 2025.

2024 - 2025 POINTS OF PRIDE

ACADEMICS



Seniors from Neuqua Valley and Waubonsie Valley High Schools earned Illinois State Board of Education College and Career Pathway Endorsements.



Five District 204 students received gold medals at the DuPage County 2025 Afro-Academic, Cultural, Technological, and Scientific Olympics local competition.



The Waubonsie Valley Scholastic Bowl team won first place at the Illinois High School Association 2A State Championship.



The Metea Valley online newspaper, The Stampede, was named a Pacemaker Finalist by the National Scholastic Press Association.



Shruthi Ayyagari, a seventh grader at Granger Middle School, won the DuPage County Regional Spelling Bee and advanced to the National Spelling Bee in Washington, D.C.



Waubonsie Valley seniors, Akshara Arvind and Mannsha Assudani, were part of a winning team at the Illinois YMCA Youth and Government National Judicial Competition.



Waubonsie Valley Chess team won first place at the International Chess Festival in Romania.



Metea Valley junior, Ava Hensley, was chosen as a National Youth Delegate to the 2024 Washington Youth Summit on the Environment at George Mason University.

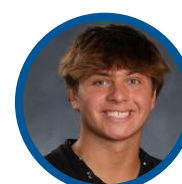
ATHLETICS



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



Metea Valley senior, Lucy Burk, an all-state soccer player, received the Most Valuable Player belt at the 22nd annual BodyArmor Series.



Waubonsie Valley senior, Tyler Bardak, competed in the 2024 Olympic time trials in the 400 Individual Medley while swimming for the Fox Valley Swim Team.

2024 - 2025 POINTS OF PRIDE

FINE ARTS



Sixty-eight District 204 High School student musicians were selected by the Illinois Music Education Association to perform at the All-State Music Festival in Peoria.



323 Indian Prairie student musicians participated in this year's Illinois Music Education Association District 9 festivals.

BUSINESS & FINANCE



Forty-four students from the Metea Valley Business Department earned their Microsoft User Specialist Certification in Microsoft Excel.



The Neuqua Valley High School Virtual Enterprise International program qualified for the National Business Plan Competition representing Neuqua Valley and the Midwest at the Youth Business Summit in New York.

COMMUNITY SERVICE



Metea Valley seniors Jeremiah Cicero, George Karellas, and Henry Freeman; Neuqua Valley senior Natalie Dawes; and Granger Middle School eighth grade student, Elakiya Manickam, achieved the rank of Eagle Scout, the highest advancement rank in scouting.



Students from Neuqua Valley and Waubonsie Valley High Schools participated in the Will County Clerk's Student Ambassador and Election Judge Program.

2024 - 2025 POINTS OF PRIDE

DISTRICT & STAFF



Metea Valley, Neuqua Valley, and Waubonsie Valley high schools were recognized as Project Lead the Way Distinguished Schools.



Neuqua Valley health teacher, Laura Walan, was named the Health Education Teacher of the Year from the Illinois Association for Health, Physical Education, Recreation and Dance.



District 204 Superintendent Dr. Adrian Talley was named the 2025 Administrator and Educator of the Year by the DuPage Regional Office of Education.



Neuqua Valley Business Education teacher, Beth Knuth, was named the Marketing Educator of the Year Award for Illinois DECA.



Neuqua Valley English teacher, Gillian Schneider, was named a 2025 Golden Apple Awards finalist for Excellence in Teaching.



Several District 204 educators and community members were recognized for their outstanding achievements in the 2025 Illinois State Board of Education Those Who Excel & Teacher of the Year Awards program.



Prairie Children Preschool earned the ExceleRate Illinois Gold Circle of Quality status.



Neuqua Valley High School English teacher, Gillian Schneider, was among the recipients of the University of Chicago's Outstanding Educator Award.



All three District 204 high schools were recognized by the College Board on the 2024 AP School Honor Roll.



U.S. News and World Report ranked Neuqua Valley No. 12 in Illinois and No. 340 nationally, Metea Valley No. 32 in Illinois and No. 774 nationally, and Waubonsie Valley No. 49 in Illinois and No. 1,229 nationally, for best high schools.

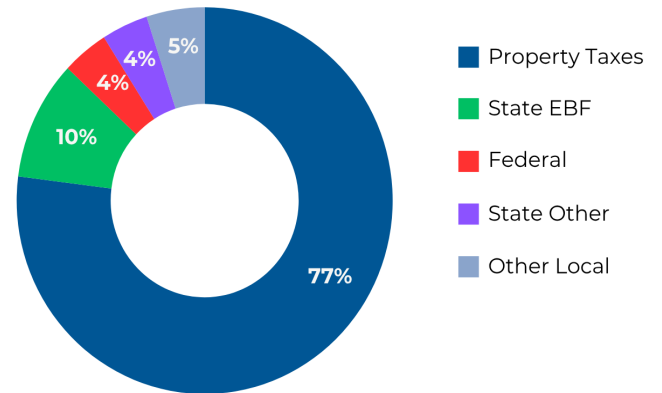
RESOURCE AND FINANCIAL MANAGEMENT 2024-2025 SCHOOL YEAR HIGHLIGHTS

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 2024-2025 school year, and for the eighth 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-three straight years.

Financial information, including annual reports, budgets, and required disclosures, are available at ipsd.org/Businessoffice.

The District's largest revenue source is property taxes paid by district residents and local businesses, which represents 77% 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% 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.

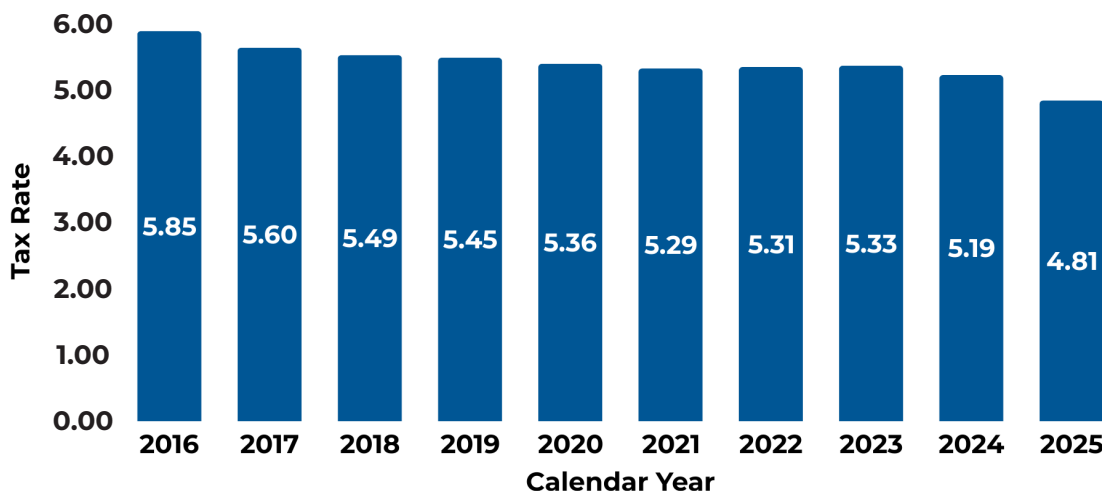
WHERE OUR MONEY COMES FROM



Property Taxes.....	77%
State EBF.....	10%
Federal.....	4%
State Other.....	4%
Other Local.....	5%

Despite these revenue challenges, the District has been able to reduce the annual tax rate by 17.8% over the past ten years.

PROPERTY TAX RATE BY CALENDAR YEAR (2016-2025)



RESOURCE AND FINANCIAL MANAGEMENT

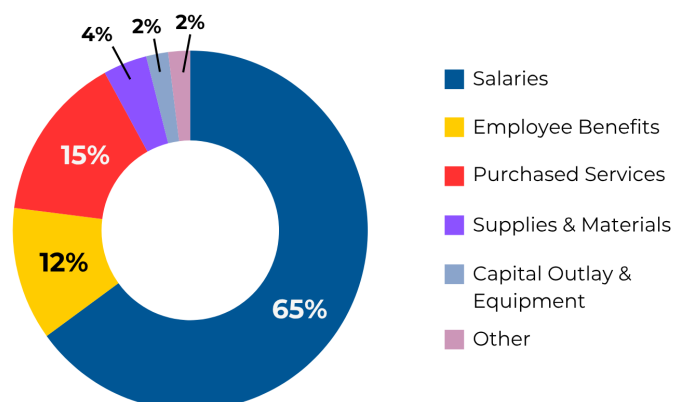
In developing the annual operating budget, the District prioritizes spending that has a direct impact on student growth and achievement.

77% of expenditures are for salary and benefits, with most of these staff working directly with our students. 15% of expenditures are for contractual services related to food service, transportation, and custodial services, with the remaining 8% 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.

On August 5, 2024, the IPSD 204 Board of Education officially adopted the referendum resolution, placing a \$420 million bond referendum on the November 5, 2024 ballot. The “Safer, Stronger 204” referendum was proposed to address the highest priority items identified in IPSD 204’s Master Facility Plan, which the Board adopted in December, 2023. The referendum resolution was a “no tax rate increase” option and could only be used for facility needs. IPSD 204 was pleasantly surprised by the overwhelming community support, with over 73% of voters approving the \$420 million bond referendum. Construction and renovation work began in the spring of 2025, and the district continues to update the community on the progress of the work at ipsd.org/saferstronger204.

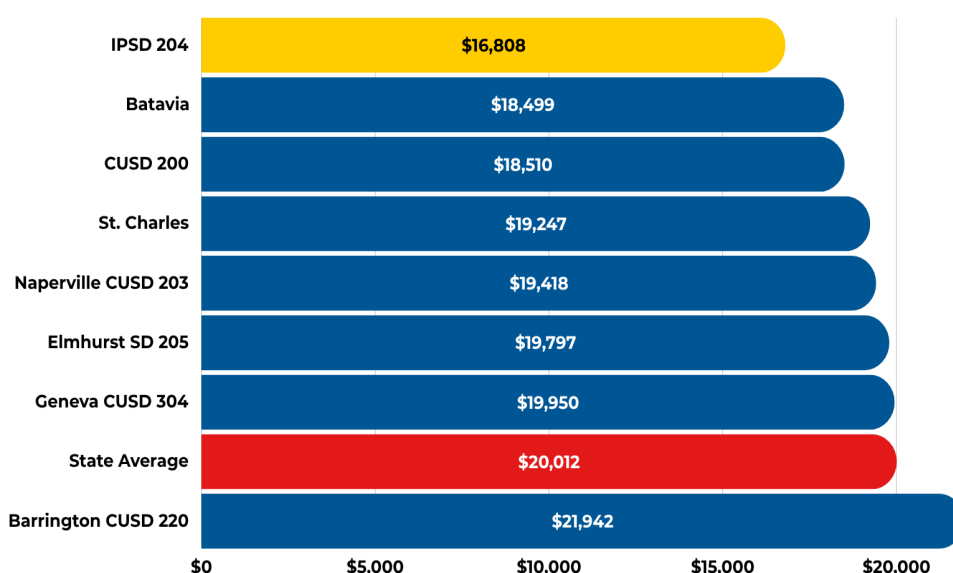
At June 30, 2025, IPSD 204 had \$51.9 million in outstanding general obligation bonds. This included the first \$14.2 million dollars of borrowing associated with the successful November, 2024 referendum. IPSD 204 plans to issue the remaining referendum bonds over the next several years to finance the projects outlined in the master facility plan. The bond will be repaid with a tax rate of 37 cents, consistent with the commitment made during the referendum.

OPERATING EXPENDITURES



Salaries.....	65%
Employee Benefits.....	12%
Purchased Services.....	15%
Supplies & Materials.....	4%
Capital Outlay & Equipment.....	2%
Other.....	2%

2024 OPERATING EXPENSES PER PUPIL



Indian Prairie continues to deliver high-quality services at a cost per pupil well below the State average and our peer districts.

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 third 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 2024-2025
  COMPLETED PREVIOUSLY
  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.



PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT

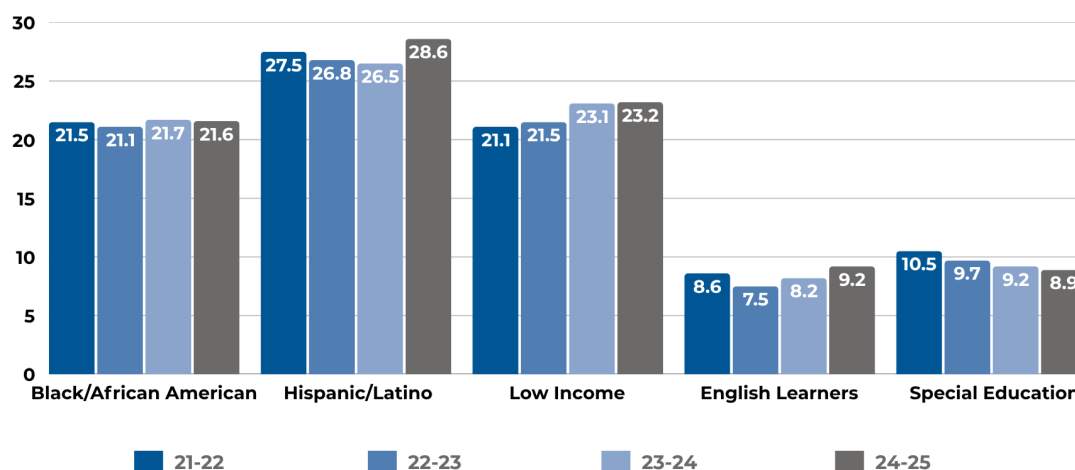
» Introduction of student group representatives presenting student equity reports to the board.

This year, our student representatives continued to play an integral role in sharing their perspectives with the Board of Education. Through an equity-focused lens, they provided valuable feedback on a variety of topics that impact their educational experience. This ongoing collaboration has strengthened the dialogue between students and district leadership, creating meaningful opportunities to address equity and other key issues.

» 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.

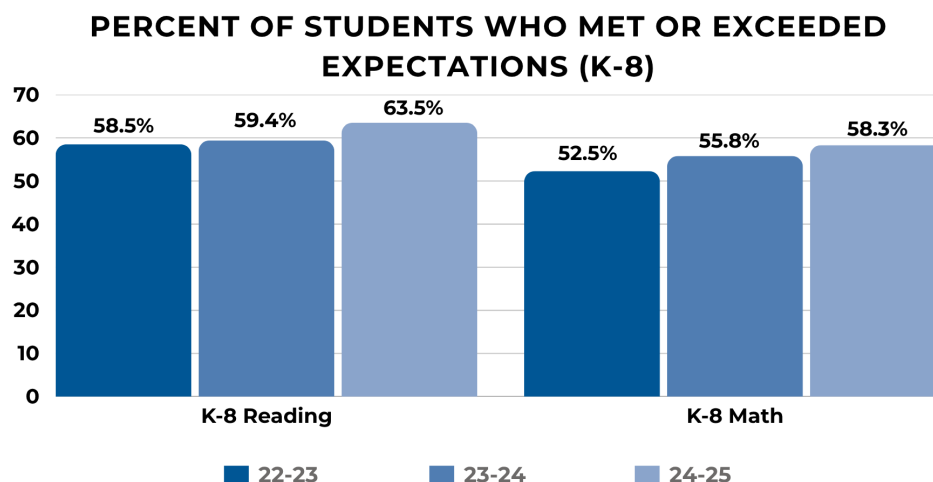
This year, early childhood, three elementary schools (Brookdale, Graham, and Peterson), and two middle schools (Scullen and Still) served as demonstration sites for our MTSS (Multi-Tiered System of Supports) work. These teams collaborated on professional development, planning, and implementation to strengthen MTSS practices districtwide.

A key outcome of this work was the creation of a Core Practices document, which aligns efforts across various initiatives to provide clear guidance and support for staff as they implement MTSS strategies. By focusing on Tier 1 universal systems, we are building greater consistency and rigor—both academic and social-emotional—across all schools.

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.

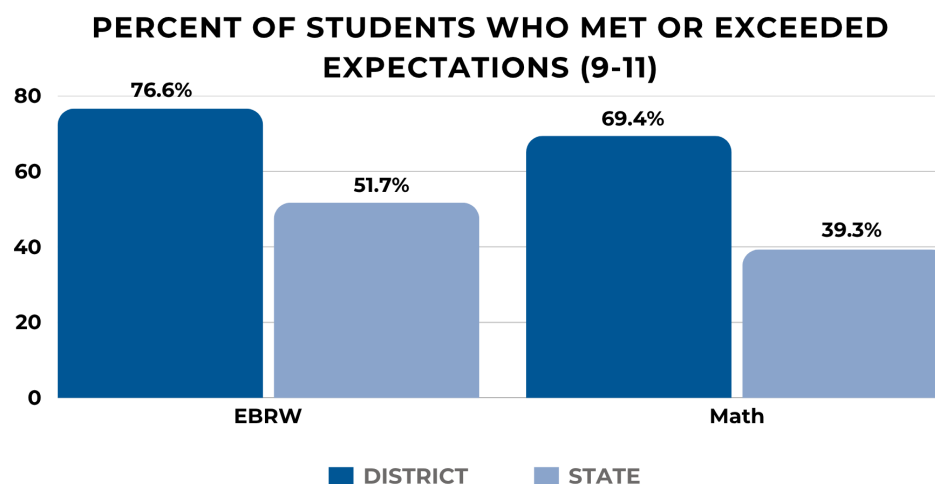


- More than 50% of students in grades 9 – 11 will meet or exceed the College Board annual growth norms for both Evidence-Based Reading and Writing (EBRW) and Math, as measured by the SAT suite of assessments.

This year's annual report introduces a significant change in how we measure student achievement in grades 9-11. Following a state-level transition in the required college and career readiness assessment, the state exam for our students has switched from the SAT to the ACT.

This means that while previous annual reports featured data used to track our goal of a specific percentage of students in grades 9-11 meeting or exceeding the SAT's College and Career Readiness Benchmarks, the data presented here reflects performance on the ACT. Consequently, direct comparisons to last year's SAT-based proficiency goal are no longer valid, as the ACT uses different scoring, benchmarks, and a different subject emphasis. We are now establishing new baseline data against the ACT's benchmarks to set future readiness objectives.

PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT



➤ 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 met and exceeded standards at a higher rate than their peers across the state at all levels and across all student groups.

➤ 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 2024-25 school year.

Indian Prairie combined four (4) grants totaling \$198,768 to offer SELF Summer Camp (STEM, Enrichment, Learning and Film) in June 2025. SELF served 305 K-5 students from Brookdale, Georgetown and Longwood Elementary for three (3) weeks at no-cost to families. This camp was the first time the district planned and facilitated a full-day elementary summer camp!

Students met Mondays-Thursdays at Hill Middle School and transportation was provided to 145 students including a special needs bus and McKinney-Vento vans to eliminate barriers to participation. Each day, students engaged in hands-on STEM modules from Camp Invention, explored Fine Arts and filmmaking with Aurora nonprofit F.R.4.M.E and worked with community mentors from African American Men of Unity on Social- Emotional- Learning lessons. On Fridays, the district coordinated Fun Family Field Trips to Brookfield Zoo, Museum of Science and Industry, and DuPage Children's Museum which were attended by 322 individuals. The culminating activity for SELF Summer Camp included two (2) screenings of the student-created short films on September 20, 2025, in partnership with the City of Aurora at the City of Lights Film Festival. These events were attended by 131 individuals.

Families received a follow-up survey to provide feedback on the camp in Fall 2025 and staff were provided a survey in July. According to an IPSD Certified Staff Member who taught at SELF, "I saw students learn SEL strategies to implement into their daily lives, STEM based learning concepts, cooperative learning, critical thinking and problem solving."

PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT

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

We are making significant progress on our Portrait of a Graduate (PoG) Learning Framework, through the implementation of our Integrated Multi-Tiered Systems of Support (i-MTSS). The i-MTSS framework is a comprehensive and equitable prevention framework designed to improve outcomes for all students by providing integrated academic and behavioral support. This approach is central to our vision statement that was created:

“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”

Over the past few years, our i-MTSS journey has included several key milestones:

Summer 2021: The D204 i-MTSS Handbook was developed.

Fall 2021: The handbook was implemented in pilot schools, and the i-MTSS Elementary Team began meeting.

Fall 2023: Implementation of the handbook was expanded to our Preschool and all elementary schools.

Winter–Spring 2024: The District Leadership Team (DLT) was formed initially with District Level administrators. Work began on aligning curriculum and other district-wide initiatives.

Fall 2024: Demonstration School Trainings were held, and the DLT was expanded to include Demonstration Schools and other building administrators.

Moving forward, we are focused on continuing our progress with scheduled i-MTSS meetings per building, ongoing DLT meetings, and providing district-level coaching support. Our work also includes various curriculum updates along with committee work for improving attendance and equitable grading practices.

A key component of this PoG framework is the establishment of Core Practices. These are defined as foundational, evidence-based practices that are implemented universally to ensure every student succeeds in all aspects of their learning. The Core Practices are intentionally planned spaces and routines that support learning across the district.

PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT

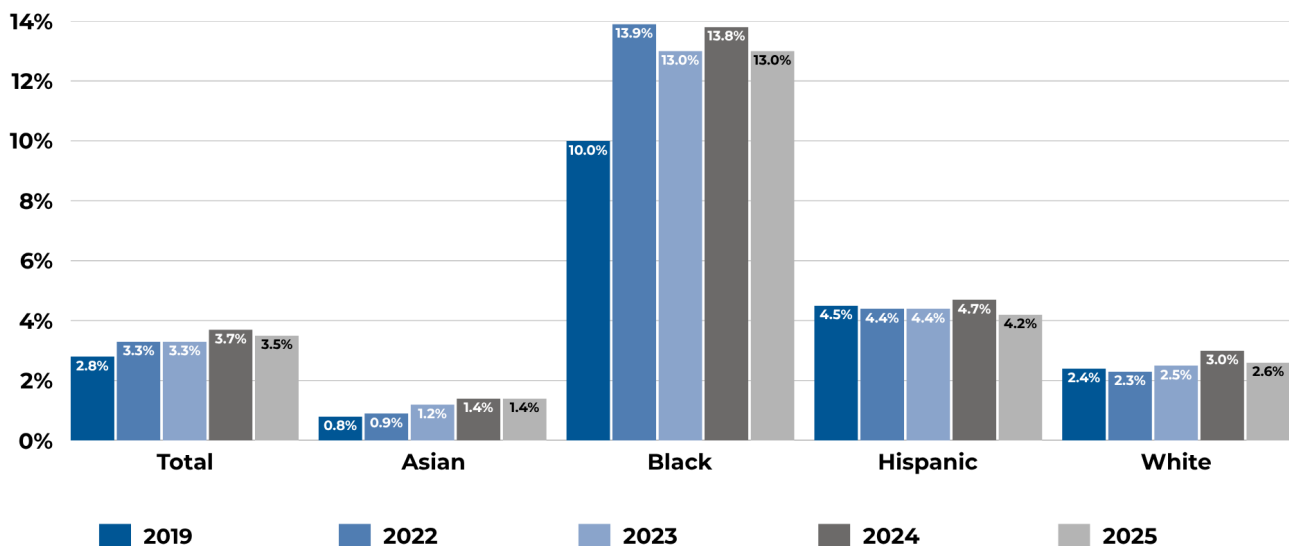
OBJECTIVE 3: EVIDENCE OF SUCCESS



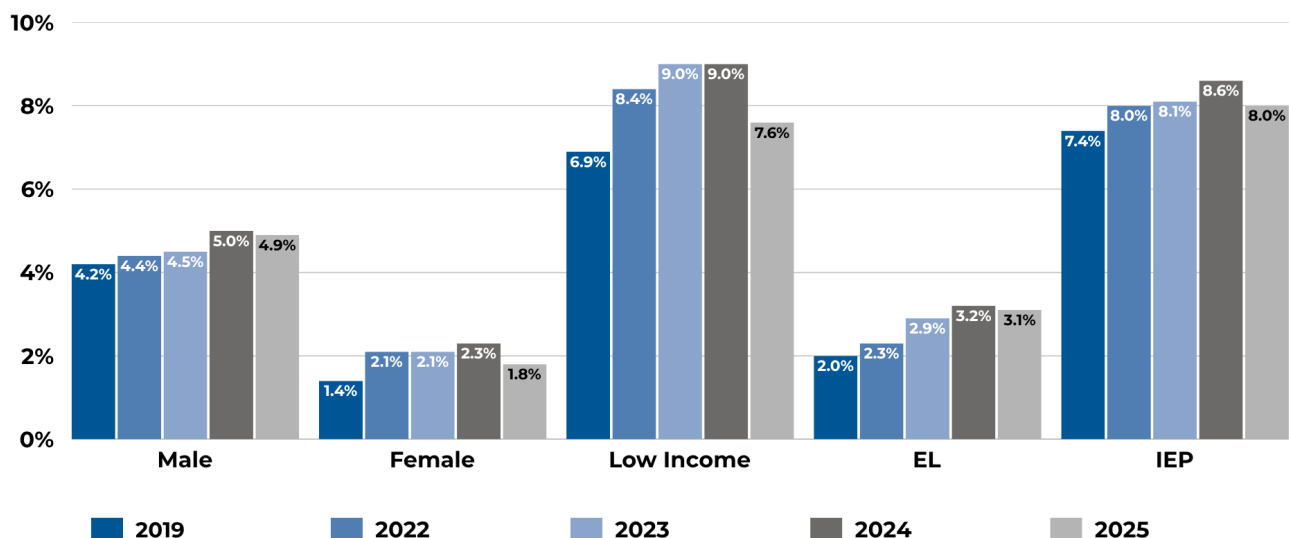
Reduction of the disproportionality in suspension rates by school and student groups.

Restorative practices continue to be a focus and preferred method for addressing disciplinary issues. In cases where exclusionary discipline in the form of In-School Suspension and/or Out-of-School Suspension were necessary, the district saw an overall decrease in the rates among certain groups from 22-23 to 24-25, while other groups remained steady. Notably, the suspension rate for African American students dropped by 0.8% and the rate for Hispanic students dropped by 0.5%.

PERCENT OF STUDENT GROUP RECEIVING ANY TYPE OF SUSPENSION



PERCENT OF STUDENT GROUP RECEIVING ANY TYPE OF SUSPENSION



PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT

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

In the 2024-25 school year, 79% of students responded favorably to questions related to the academic engagement measure in the 5Essentials survey compared to 77.5% in the 2023-24 school year.

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

In the 2024-25 school year, 84.4% of students responded favorably to questions related to the academic personalism measure in the 5Essentials survey which is a slight drop from the 2023-24 school year in which 85.8% of students responded favorably to the same questions.

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

District 204 continues to explore opportunities to implement Teen Mental Health First Aid training for students. The district has engaged in discussions with local providers and partner schools to evaluate program requirements and logistics. While the implementation has proven complex, progress is being made as we work to identify a sustainable and effective model that aligns with our schools' schedules and student needs. The district remains committed to expanding mental health supports and will continue pursuing this initiative in the coming year.



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



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

District 204 is committed to fostering the professional growth of our staff through a wide range of learning opportunities. Central to this effort is KickUp, a digital platform that provides easy access to high-quality training and resources. By sharing information through both print and digital communications, we ensure staff are well-informed, engaged, and equipped to excel in serving our students and community.



» Three-year PD plan will be created.

District 204 continued implementing its three-year professional development plan with a focused effort this year on supporting Core Curriculum in all content areas and improving instructional practices while embedding Culturally Responsive Instruction. Training was provided to all staff ensuring that every team member is equipped to support the diverse needs of our students.

PRIORITY 2 - INVEST IN 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.

We continue to create professional development opportunities in collaboration with staff, ensuring they are aligned with shared needs and priorities

OBJECTIVE 2: EVIDENCE OF SUCCESS

➤➤ IPCA leadership and central office staff will meet regularly.

The relationship between the district and the IPCA leadership team remains strong and collaborative. This year, our focus was on enhancing professional learning opportunities and highlighting skill development tailored to each role, ensuring staff are supported in building the knowledge and expertise needed to excel in their positions.



➤➤ 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 collaboration and proactive communication.



➤➤ 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.

The district continues to monitor staff sense of belonging using the 5Essentials survey, which provides validated indicators of staff connection and collaboration in place of the Panorama survey. Over the past four years, results have shown an upward trend of roughly five scale points, reflecting steady growth in how connected and supported staff feel across schools. As we enter the fourth year of the strategic plan, we will continue tracking this positive trajectory to ensure staff belonging remains a sustained strength districtwide.

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

During the 2024-25 school year, the Human Resources team embraced the *Believe* theme through “HR in the Building” visits. These visits allowed us to increase our presence in schools and provide targeted support at events such as classroom celebrations and all-school assemblies. In the 2025-26 school year, we are excited to continue these visits while promoting our new theme of *Belonging*.

PRIORITY 2 - INVEST IN STAFF

OBJECTIVE 3: EVIDENCE OF SUCCESS

» Portrait of an Educator will be completed.

Portrait of an Educator defines what effective teaching and leadership looks like in District 204. The framework informs how we assess candidates from the outset, and uses data-driven approaches to ensure that our hiring practices are equitable and reflect our vision. This comprehensive approach to recruitment and retention will lead to a workforce that allows students to see themselves represented in the adults around them.



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

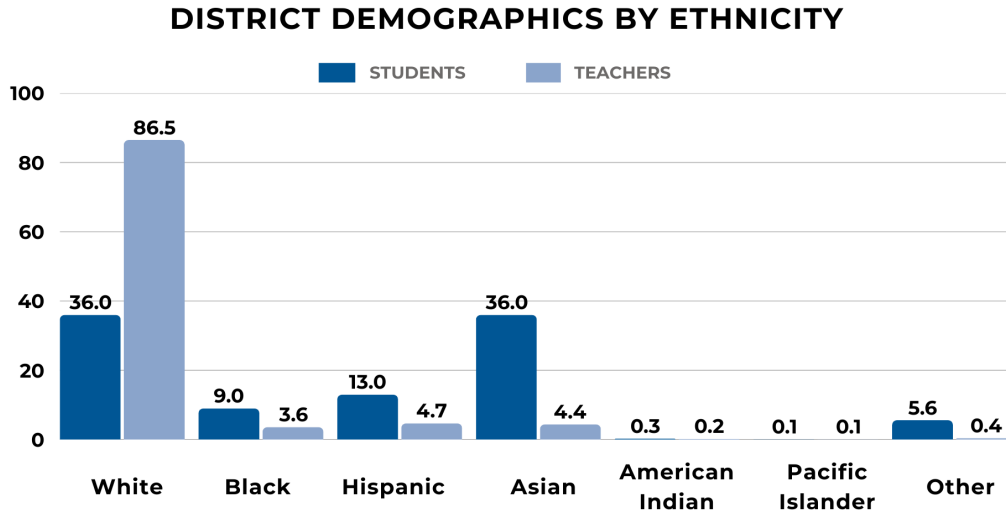
» Staff retention rates will continue to be monitored and communicated to the board.

Our retention rate continues to be strong at 94.7% overall, and 96.1% for licensed staff. We retained 98.4% 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 204 continues to evaluate our efforts toward diversifying and strengthening our employment pipeline with the Grow Your Own Teacher (GYOT) program and recruitment strategies. Thirty-five high school seniors (class of 2025) from the GYOT program committed to continuing in the field of education at the college/university level. The program had over 115 students participating at the high school level.

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 2024-2025
  COMPLETED PREVIOUSLY
  IN PROGRESS
  NOT YET STARTED

Multiple community discussions will be held and evaluated for success.

During the 2024-25 school year, the district continued hosting Coffee & Conversation sessions to foster open, informal dialogue with community members. These gatherings provided valuable feedback on district strengths and offered insights into areas for future growth.



During the fall of the 2024-25 school year, the district hosted more than 50 community informational sessions to share details about the Safer, Stronger 204 referendum.

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

In the 2024-25 school year, the district continued hosting Parent University sessions on a variety of topics including Understanding Social Anxiety, Helping My Child Get Organized, and Becoming an Elementary Parent.



PRIORITY 3 - ENGAGE WITH THE COMMUNITY

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

School Spotlight videos continue to be produced for District 204 schools with priority on those schools with a new principal. In the 2024-25 school year, Brooks Elementary was highlighted featuring their new principal, Carol Betzold.



Principal Carol Betzold shares Brooks 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.

From September 2024 to June 2025, District 204 schools welcomed 4,396 volunteers, who contributed a total of 38,798 hours in support of our schools. This reflects the strong foundation of community involvement in our district. This data will serve as the baseline for measuring growth in both the number of volunteers and the hours they dedicate.

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 2024-25 school year serving families in 29 different languages. These translation/interpretation services were utilized in 1,482 calls totalling 19,428 minutes.

District 204's website and newsletters offer translated messaging based on the recipient's chosen language.

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

This year, student and family feedback continues to affirm that progress. Students report feeling respected by their teachers and increasingly comfortable sharing their ideas, while families describe stronger trust in schools' efforts to support their children. These patterns reinforce that the culture we are building is not only sustaining but also deepening, creating environments where cultural needs can be voiced and addressed with care.

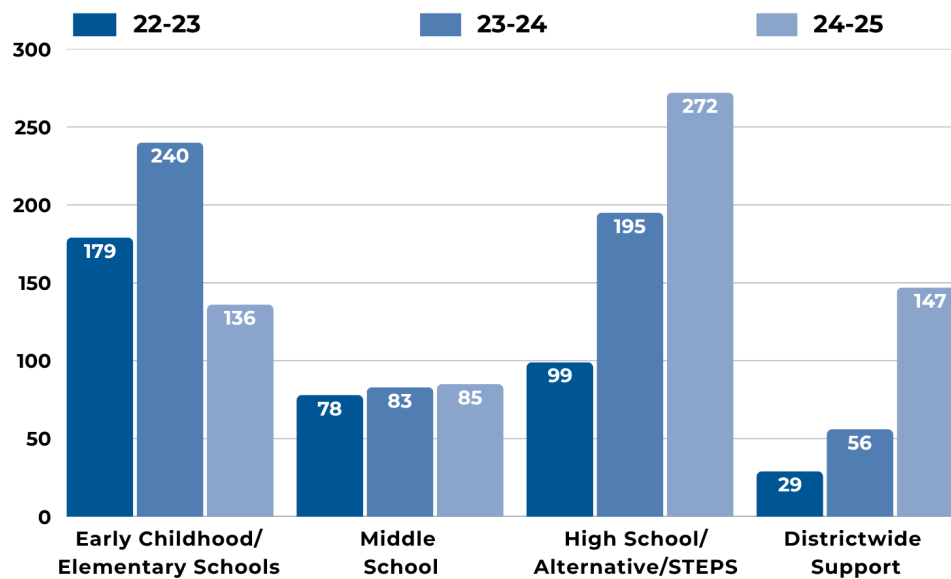
PRIORITY 3 - ENGAGE THE COMMUNITY

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 2024-2025 school year, community partnerships continued to expand 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.

Twenty-two students entered an Internship experience in SchoolLinks as part of our High School Internship course in 24-25 totaling 2,185 hours. Career Technical Education had nine approved Dual Credit courses and are submitting approval to College of DuPage for six additional courses. Indian Prairie has three ISBE approved endorsements: Mass Media Communications Pathway, Education Pathway, and Information Technology Pathway. Twenty students earned the ISBE endorsement in 24-25. IPSD will be submitting two additional endorsements in 25-26.

Students earned 234 industry recognized credentials in 24-25. Examples include Adobe, Microsoft, CPR, and others. Forty-one students completed team-based challenges which required interaction with an industry professional (providing feedback, or acting as a mentor).

Support PTA membership and activities across the district.

District 204 continues to demonstrate a strong commitment to supporting PTAs by encouraging membership and fostering community engagement. This year's efforts include a personalized letter from the Superintendent, highlighting the importance of PTA involvement, and promoting membership opportunities at Parent University sessions and other district events. The district also partners with the Indian Prairie Parents' Council (IPPC) on key initiatives such as the annual coat drive, Families Helping Families program, and snack drives, reflecting a shared dedication to meeting the needs of our community. Regular meetings with IPPC leadership and PTA presidents provide valuable opportunities for dialogue and collaboration. In addition, the district highlights PTAs through its website and direct outreach to families, reinforcing the essential role PTAs play in supporting our schools.

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 2024-2025
  COMPLETED PREVIOUSLY
  IN PROGRESS
  NOT YET STARTED

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

Voters overwhelmingly approved the District's "Safer, Stronger 204" referendum in November 2024. This funding supports the most significant needs identified in the Master Facility Plan, with a focus on safety and other critical improvements.

During Summer 2025, the district completed several major projects, including secure vestibules at 11 elementary schools, playground replacements at four schools, full flooring replacements at six schools, and the start of renovations on the Waubonsie Valley High School auditorium.

The district will continue to provide regular updates on project progress at ipsd.org/saferstronger204

Establish a Financial Advisory Committee.

The District's Financial Advisory committee was established in July 2024 and will continue to meet approximately four times a year with the District's Chief School Business Official.

PRIORITY 4 - OPTIMIZE RESOURCES AND OPERATIONS

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

The Master Facility plan, and the “Safer, Stronger 204” referendum, enables the offloading of the Indian Plains and Wheatland facilities, as well as the termination of the STEPS lease, by December 31, 2027. The Indian Plains facility is currently being leased to an outside organization, with rental income being sufficient to cover the costs of operating that facility.

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 eighth consecutive year of this achievement.

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

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



» The district will maintain its current Bond rating.

The District has maintained its AA+ Bond rating with Moody's Investor Services and received a AAA bond rating from S&P Global ratings. The District is one of just 26 Illinois school districts to receive a AAA Bond rating from S&P. The District's high bond ratings reduce the cost associated with referendum bonds.



» The fee structure will be examined and published.

District administration is reviewing the current fee structure and will make adjustments as needed, with future increases aligned to the Consumer Price Index (CPI).

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

The District successfully implemented Skyward on July 1, 2024 as a business information system and has seen improved efficiency at a lower annual cost.

OBJECTIVE 3: EVIDENCE OF SUCCESS

» Review student/teacher ratios across all grade levels.

The district is actively reviewing student-to-teacher ratios at each grade level to ensure optimal learning environments. This analysis is ongoing.

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

The district is conducting a comparative analysis of class size averages with peer districts to inform future planning. This work is currently underway.

» Determine the district's plan for class size reductions

District leadership is evaluating strategies to address class size considerations and will develop a plan aligned with student needs and resource availability. This process is in progress.

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

The district is reviewing allocation models to confirm that funding and staffing are distributed equitably in proportion to student enrollment. This assessment is ongoing.

2025-26 SCHOOL LEADERSHIP

EARLY CHILDHOOD

Prairie Children Preschool
Sally Osborne, Principal

ELEMENTARY SCHOOLS

Brookdale Elementary School
Dr. 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
Robin Bruebach, Interim Co-principal
Kim Stephens, Interim Co-principal

Arlene Welch Elementary School
Sarah Nowak, Principal

White Eagle Elementary School
Tarah Fowler, Principal

Nancy Young Elementary School
Brian Zerfas, Principal

2025-26 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
Patrick Raleigh, Principal

Thayer J. Hill Middle School
Dr. Leslie Mitchell, 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)
Anne Dragosh, Principal

2025-26 DISTRICT LEADERSHIP

BOARD OF EDUCATION

Laurie Donahue
President

Allison Fosdick
Vice President

Catey Genc
Secretary

Susan Demming
Board Member

Natasha Grover
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

Rod Mack
Chief Technology Officer

Matt Shipley
Chief School Business Official

Brad Hillman
Assistant Superintendent, Middle Schools

Dr. Nicole Howard
Assistant Superintendent, High Schools

Dr. Christine Igoe
Assistant Superintendent, Student Services

Dr. Nader Najjar
Assistant Superintendent, Equity & Innovation

Laura Rosenblum
Assistant Superintendent, Elementary Schools

Lisa Barry
Executive Director, Communication Services



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2024 – 2025 ANNUAL REPORT

Charting Progress: A Comprehensive
Report on Our Strategic Plan
Achievements