



**MOUNT PROSPECT SCHOOL DISTRICT 57
BOARD OF EDUCATION
Administration Building – 701 W. Gregory Street, Mount Prospect, IL 60056**

**AGENDA -- REGULAR BUSINESS MEETING
February 2, 2017 7:00 PM
Location: Fairview School 300 North Fairview Avenue**

Call to Order and Roll Call

Board President Report

Staff Reports

1. Review Master Facility Plan (Goal 3a)
 - Summer 2017 Construction Plans
2. Lincoln School Schedule 2017 – 2018
3. Superintendent's Report
 - Strategic Planning Process Update (Environmental Scan – Part II)
 - Preview 2016-2017 Staffing Plan (Goal 6a)
 - Curriculum Review Cycle Update (Goal 2a)

Community Comments

New Business

1. Approve Lease for Westbrook Mobile Classrooms

Board Discussion

- Board Self-reflection Feedback
- Planning for Spring Community Forum

Closed Session

- Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.

Board Action may or may not take place following Closed Session

Adjournment

Mount Prospect School District 57
Office of the Assistant Superintendent for Finance and Operations

TO: Dr. Elaine Aumiller, Superintendent

FROM: Adam Parisi, Assistant Superintendent for Finance and Operations

DATE: February 2, 2017

RE: Master Facility Plan Review
 Policy 4:150 Facility Management and Building Programs

EXECUTIVE SUMMARY:

As part of the district's strategic planning process, the Board of Education reviews a Master Facility Plan (MFP) developed by the administration and the district's architect, Green Associates, Inc. The plan is intended to be a comprehensive, interactive planning process in an effort to systematically address long-term facility needs of the district. Dollars are allocated to satisfy all Priority A items from the 10 Year Safety Survey.

BACKGROUND AND RATIONALE:

The following is a tentative summer 2017 cost schedule for district facilities:

Location	Proposed Projects	Estimate
Lincoln	Rebuild ramp and retaining walls	\$175,000
	Replace exterior doors music wing (5 double/4 single)	\$52,000
	Life Safety A Items (excluding basement lounge corrections)	\$41,844
	Replace pump room ductwork	\$6,000
	Repaint 740 corridor lockers, 2 coats, number plates	\$70,000
	Replace maintenance building shop lighting	\$10,000
Westbrook	Replace exterior boiler door, panels, & frame	\$20,000
	Modular Classrooms work required – low voltage devices, steps/decks/ramps/canopy, foundation, plumbing, electrical, fire alarm, security, site work, performance bond, permits/engineering, sewer/water	\$153,824
	Life Safety A Items	\$10,824
	Replace janitor sink in receiving room with a floor sink	\$5,000
Fairview	Life Safety A Items	\$15,565
	Replace exterior doors/frames due to rusting – doors 13 and 19	\$17,000
	Replace sections of the sprinkler line	\$140,000
Lions Park	Life Safety A Items	\$5,605
	Replace exterior doors/frames due to rusting – doors 8 and 9	\$17,000
	Replace multipurpose room janitor closet door	\$7,500
Total		<u>\$747,162</u>

Required bid specifications for the summer 2017 work will be developed by Green Associates and will be made available to contractors within the next month. The Board of Education will be asked to approve these bids at the March 16 meeting. Final work schedule and projects may be adjusted based on bids received and final budget. Design and construction management fees of approximately \$97,000 will be included in the overall MFP budget. Due to timing, the costs for these capital improvements may be expended across two fiscal years.

RECOMMENDED BOARD ACTION:

That the Board of Education discuss the Master Facility Plan.

Mount Prospect School District 57

February 2, 2017

Master Facility Plan for Summer 2017

Carole Donovan Pugh, AIA, LEED AP
Green Associates, Inc.




Adam Parisi
Assistant Superintendent for Finance and Operations
Mount Prospect School District 57



Summer 2017 Capital Projects

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	Total	\$747,162
	Design and Construction Management Fee	\$97,000



Lincoln Proposed Schedule

Addition of Math Minutes



Board Request

The Board has requested an increase in daily math minutes.

In an effort to accomplish this, we started by accessing the previous two board meeting proposals. Mr. Kaiz presented a 2012 and a 2014 proposal for a schedule change to accommodate additional math minutes. He had coordinated committees who met, researched, organized, and vetted out different schedule options.

It was important to start with all their work as we revisit this in 2016. By creating scheduling scenarios, we were able to determine the least impactful schedule option with the current constraints.

Least Impactful?

Scheduling at the middle school is a complex task. Many facets are intertwined and making one change usually creates a domino effect of changes.

- 7 hour day
- Instructional minutes
- Bell schedule and passing periods
- Facility constraints (gyms, lunch room, classrooms)
- Middle School philosophy - Common time, teams (large and small), team time, advisory/SEL
- Class numbers and averages... averages never show the whole picture
- Special Education considerations... e.g. scheduling, minutes, grouping of students, class availability, etc.
- Equitability
- Certifications, current teacher assignment, current staffing numbers, and class sizes

Draft of Schedule

- 38 minute Foreign Language, Broad Experience, Physical Education, Lunch, Science, SS, and extra period
- 76 minute Math and LA period (80 minutes including 4 minute passing period)
- Classes are blocked, with no split blocks
- SS and Science have the ability to block or stay traditional
- An additional 10th period needed to be added
- Currently, Advisory has not been added to the schedule. The addition of Advisory will reduce the minutes of every class.

Proposed Schedule

		Grade A	Grade B	Grade C
1	7:45-8:27	core	core	encore
2	8:31-9:09			encore
3	9:13-9:51	core	encore	core
4	9:55-10:33		encore	
5	10:37-11:15	lunch	core	encore
6	11:19-11:57	encore		lunch
7	12:01-12:39	core	lunch	core
8	12:43-1:21		encore	
9	1:25-2:03	encore	core	core
10	2:07-2:45	encore		

Sample Student Schedules

	Grade A
7:45-9:09	Math
9:13-10:33	LA
10:37-11:15	lunch
11:19-11:57	French
12:01-1:21	SS/Science
1:25-2:03	PE
2:07-2:45	BE

	Grade B
7:45-9:09	SS/Science
9:13-9:51	PE
9:55-10:33	Spanish
10:37-11:57	LA
12:01-12:39	lunch
12:43-1:21	BE
1:25-2:45	Math

	Grade C
7:45-8:27	Strats
8:31-9:09	BE
9:13-10:33	LA
10:37-11:15	PE
11:19-11:57	lunch
12:01-1:21	SS/Science
1:25-2:45	Math

Sample Teacher Schedule:

This year:

7:45-8:34	Math
8:38-9:19	Math
9:23-10:04	Team plan
10:08-10:49	Math
10:53-11:34	Math
11:38-12:19	Ind. prep
12:23-1:04	Lunch
1:08-1:49	Math
1:53-2:34	Math
2:38-2:45	Advisory

Next year:

7:45-8:27	Ind. Prep
8:31-9:09	Team plan
9:13-10:33	Math block
10:37-11:15	10th period
11:19-11:57	Lunch
12:01-1:21	Math block
1:25-2:45	Math block

Benefits and Opportunities of the Schedule

- Additional math minutes. Increase from 41 minutes to 76/80 minutes.
- Opportunities to block SS and Science classes (and flexibility to not block).
- Advisory can be placed in different places in the day (not currently included in the sample schedules)
- No split blocks. Blocks also have the ability to rotate.
- 10th period. Embedded professional development time? Resource? Intervention? “Selective” classes? Academic supports? We have ideas, but yet to decide how we want to earmark this.
- No additional rooms would need to be utilized.

Challenges of the Schedule

- Doubling math minutes means the math classes will have to change.
- This would mean special ed classes, co-taughts, and direct instruction math classes would also be 80 minutes.
- Current RTI classes (reading, math, and organization support) would not be taught by our intervention teachers. This would need to be absorbed by the 10th period class.
- Reduction of classes by 3 minutes per day, every day. About 14 days worth of class.
- Schedule currently doesn't have advisory time. With the addition, a minimum of one day a week classes will be 35 minutes (70 minutes) in length.

Challenges Continued...

- Classrooms would need to be shared. 6th graders may take a math class in the 8th grade wing, teachers on carts, prepping lesson challenges, etc.
- Special Ed department would not have a guaranteed common plan time.
- 10th period is necessary for class sizes during non-core times. Some of the projections start at 34 student averages.
- The addition of four FTE math teachers would not reduce class size.

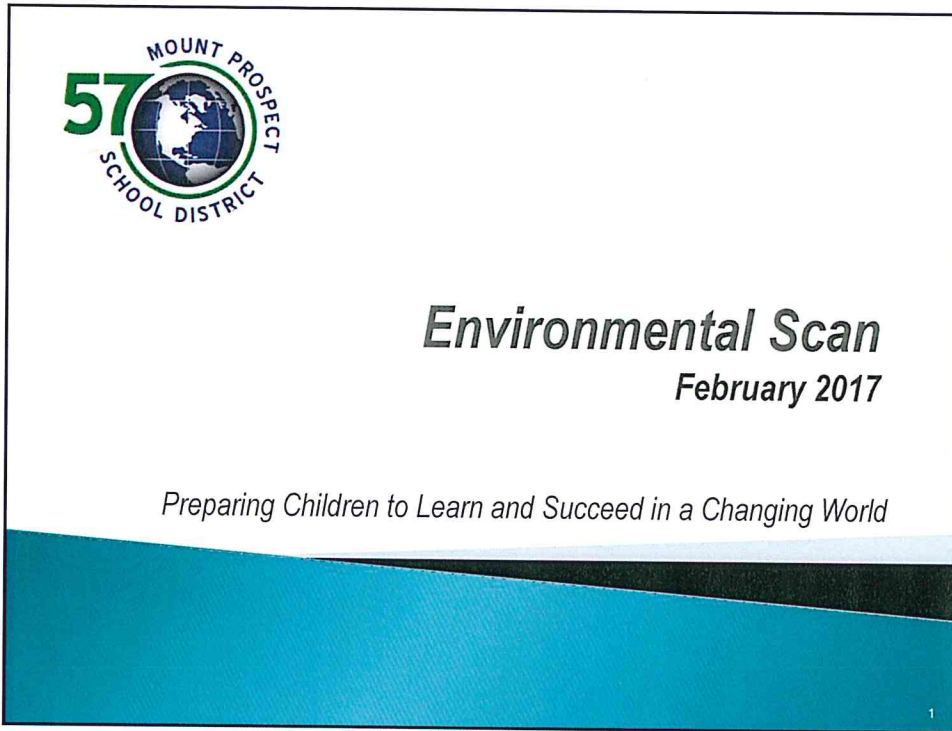
Problem Solving Some of the Challenges

In order for us to work through some of those challenges, here is what is needed:

- Professional development time for teachers impacted by the minutes changing: Math, Special Ed, SS/Science teachers
- Determination of how support RTI classes will run: If teams are picking this up, PD will be needed.
- 10th period determination: How will this class look? What rotation will it go on? How will it be equitable? What logistical questions are there?

Next Steps...

- Assessing professional development needs and starting them ASAP. This will be done through our Curriculum Leaders.
- Detailing 10th period, including intervention time. Working with staff to determine student needs, teacher needs, and logistical needs. This will start at the Team Leader level, then open up to staff.
- Determining when Advisory would be in the schedule, and adjusting it accordingly. This will also be done at the Team Leader level.



Mission Statement

Preparing children to learn and succeed in a changing world.

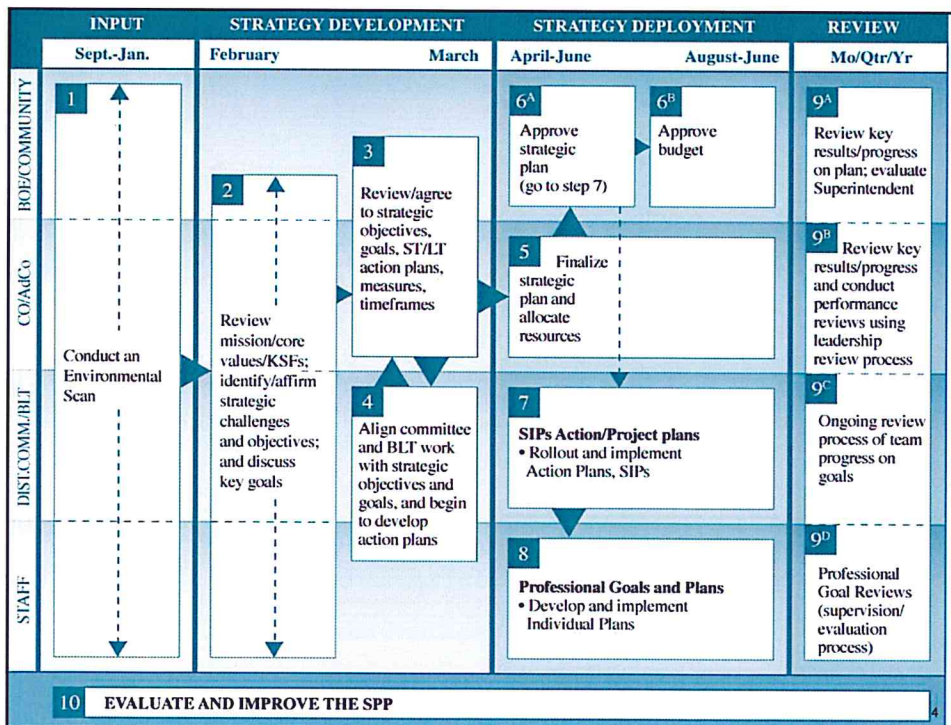
Vision Statement

As a critical community asset whose performance affects all area residents, Mount Prospect District 57 will continually build on its tradition of excellent performance, fiscal stewardship, and community engagement to provide an exceptional education experience for all young learners.

Core Values...We believe

- ▶ Students are the focus of an educational process that is valued and shared by the home, school, local business, and community.
- ▶ All learners' strengths should be discovered, encouraged, and developed.
- ▶ All students are capable of learning and are responsible and accountable for their academic performance and for their own behavior.
- ▶ Our schools are dedicated to teaching students to be involved, active learners who work hard, solve problems critically and creatively, and communicate effectively.
- ▶ All students, parents, and staff members are treated with dignity and respect and are expected to treat others in the same manner.
- ▶ Participation in the decision making process by students, staff, parents, and community members is valuable.
- ▶ The District is a valuable asset owned by the community and must be fiscally responsible to the taxpayers in the community.

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Purpose of the Environmental Scan

- Identify trends and analyze factors (external and internal) on the horizon to aid the District in taking advantage of opportunities and planning for threats
- Provide valuable input for strategic planning and identify implications for the system
- Supports goal identification to help optimize our resources
- Anticipates the future training needs of our staff
- Increases return on investment to our taxpayers

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Six Key Success Factors

These are the factors that we measure to determine the District's success.

1. Outstanding Student Performance
2. Rigorous and Coherent Programs and Services
3. Safe, Caring, and Supportive Environment
4. Climate and Communications
5. High Performing Workforce
6. Healthy Financial Position

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Key Documents and Sources of Information for the Environmental Scan

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AT THE FEDERAL LEVEL

Two Key Issues

- ESSA - Implementing Regulations
- Secretary of Education - Leadership Agenda
 - Doesn't support Common Core State Standards - no control
 - Support Vouchers
 - Support and Expand Charter Schools
 - Support Homeschooling
 - Leave decision-making to the states particularly regarding implementation of federal laws

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AT THE FEDERAL LEVEL

What is unclear

- Knowledge of Special Education and IDEIA - implementation
- Understanding of concepts about Accountability
- Understanding of Higher Education, Student Loans, and For Profit Universities

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KSF #1
Outstanding Student Performance

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Factor #1 – Outstanding Student Performance
Findings: Factors, Trends, and Implications
Every Student Succeeds Act - ESSA

ESSA is the reauthorization of the Elementary and Secondary Education Act. The previous reauthorization was known as NCLB. The ISBE has published its second draft plan for meeting ESSA requirements.

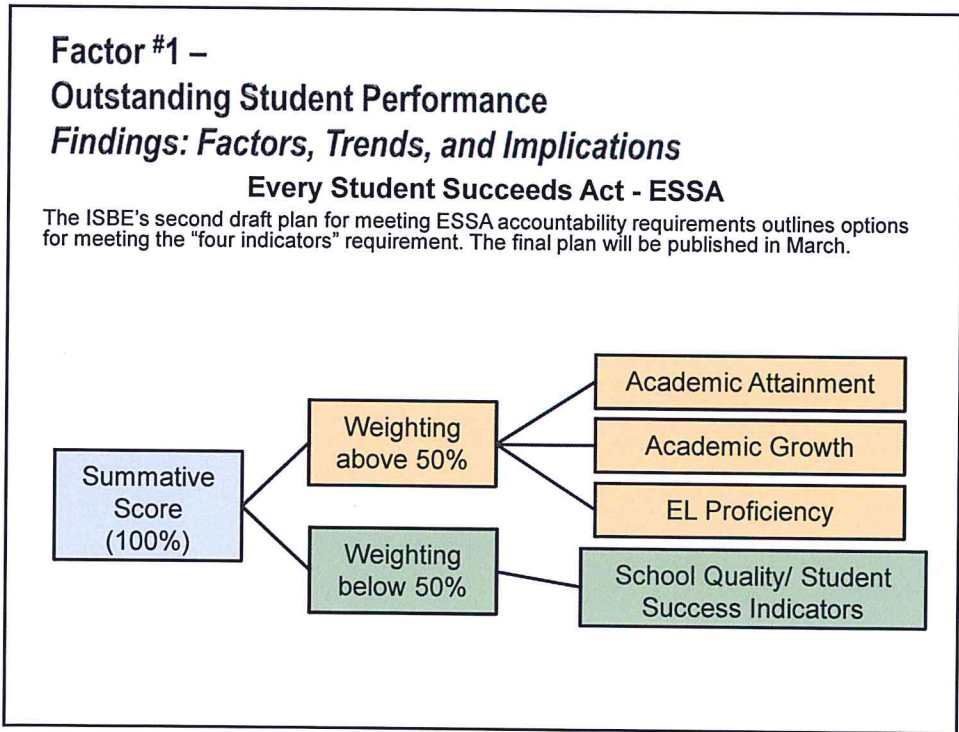
More flexibility: SEA leaders can...

- Design their own school ratings and decide how to determine the lowest performing schools
- Set long-term performance goals and interim targets
- Innovate with assessment options
- Decide how to evaluate teachers

Many requirements: SEA leaders must...

- Develop an accountability system that includes 4 or more indicators of student performance (see next slide)
- Continue annual testing
- Identify the lowest-performing schools
- Report results for more student subgroups
- Continue to have 95% state test participation

Graphic from Education First, Making the Most of Every Student Succeeds Act Presentation



KSF #2 Coherent and Rigorous Programs and Services

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Factor #2 – Coherent /Rigorous Programs/Services *Findings: Factors, Trends, and Implications*

Focusing on the Core Curricula

- It's important to maintain focus on the fundamentals:
 - a. Focus on the development and implementation of rigorous and coherent curricula
 - b. Utilizing research-based, aligned instructional resources to CCSS and our standards
 - c. Support comprehensive professional development
- We continue to recognize the importance of educating the whole child, especially addressing social/emotional learning.
- STEM curriculum continue to be pushed nationally

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**Factor #2 –
Coherent /Rigorous Programs/Services
*Findings: Factors, Trends, and Implications***

- **Curriculum Review 2017 – 18**
 - Writing evaluation/research (Phase I)
 - Fine Arts evaluation/research (Phase I)
 - Social studies pilot (Phase II)
 - Health Grade 8 pilot (Phase II)
 - Science Grade 8 implementation (Phase IV)
 - Technology Integration implementation (Phase IV)
- Monitor the implementation of additional math minutes at LN
- Full implementation of 1:1 Chromebooks at LN
- Additional 1.0 FTE technology coach for elementary schools (0.5 FTE of each school)

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***KSF #3
Safe, Caring, and Supportive
Learning Environment***

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**Factor #3 –
Safe, Caring, Learning Environment**

Findings: Factors, Trends, and Implications

- Closely monitor enrollment patterns to determine needs for additional mobile classrooms
- Replacement of LN intercom system Summer 2017
- WAN and Broadband contracts upgrade Summer 2017
- Establish procedures for newly legislated mandate for lead testing
- Replace sprinkler systems at FV and LP
- On-going safety threats to schools exist and challenges us to constantly evaluate our protocols, practices, training and improvement

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**KSF #4
Climate and Communications**

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**Factor #4 –
Climate and Communications**
Findings: Factors, Trends, and Implications

- Significant communication initiative to share the story of why it is necessary to pass an Ed Fund referendum in March 2018
- Satisfaction Survey scheduled for administration Winter 2018. May want to delay a year in light of referendum
- Board Community Engagement initiative will need to be reviewed by the Board.

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**KSF #5
High-performing Workforce**

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**Factor #5 –
High-performing Workforce**
Findings: Factors, Trends, and Implications

Education Reform, mandated by three Public Acts, are in the process of implementation:

- Evaluator training - **completed**
- Four tier evaluation rating - **completed**
- Sorting of staff into Groups 1, 2, 3, 4 for RIF notice - **completed**
- Student growth data in principal evaluation - **completed**
- Student growth data in teacher evaluation - **in process**
- Each teacher whose evaluation is due spring 2017 will have student data as a factor. It will take two years for full implementation.

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**Factor #5 –
High-performing Workforce**
Findings: Factors, Trends, and Implications

**Shortages in Substitute Teachers, Teachers,
Principals and Aides**

Recent Illinois Survey:

- 60% of IL school districts had trouble filling positions
- 75% report fewer qualified candidates than in previous years
- 16% reported canceling programs or classes

Shortage areas include: special education, reading, math, science, career & technical education teachers

Geographic Reality:

- Suburban Cook and Northeast IL had least difficulty
- Central and Northwest IL had the most difficulty

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**Factor #5 –
High-performing Workforce**
Findings: Factors, Trends, and Implications

**Shortages in Substitute Teachers, Teachers,
Principals and Aides**

District 57

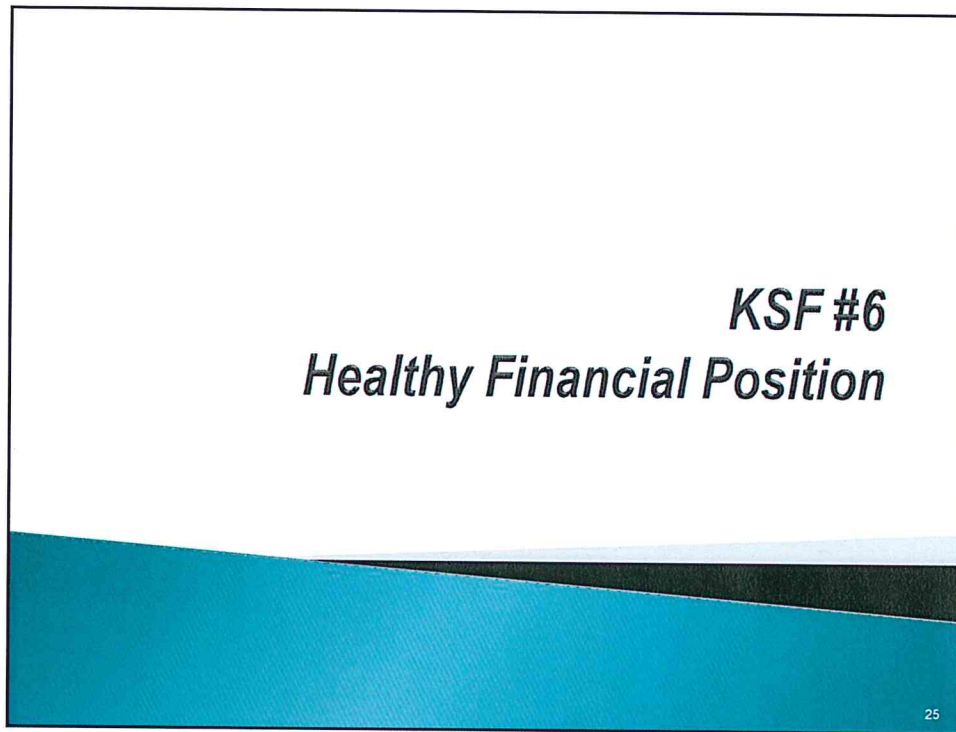
- We filled all open teaching positions prior to the beginning of school yet noted fewer applicants in general
- The sub shortage is evident and we have been understaffed on many days
 - We try not to conduct curriculum work on regular school days to the extent we have in the past.
 - We regularly have to reassign instructional assistants to teaching positions.

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**Factor #5 –
High-performing Workforce**
Findings: Factors, Trends, and Implications

- Currently negotiating CBA with the MPEA. The MPESPA CBA runs through June 2020.
- Monthly meetings with both association leadership teams are held to continue to build and maintain open dialogue.

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**Factor #6 –
Healthy Financial Position**

Findings: Factors, Trends, and Implications


AT THE FEDERAL LEVEL...

- CPI for 2016 is 2.1%. It will affect the FY19 budget year.
- The District continues to implement the various administrative provisions of ACA and continues to plan forward for any changes that may impact benefit program delivery. With the change in administration, we will closely monitor changes to the law and implement accordingly.

**Factor #6 –
Healthy Financial Position**
Findings: Factors, Trends, and Implications

AT THE STATE LEVEL...

- We continue to monitor the financial stability of the State of Illinois, including legislation on the following topics:
 - State budget
 - School funding reform - impact to GSA and MCATs
 - Pension obligations - cost shift to employers
 - Property tax freeze




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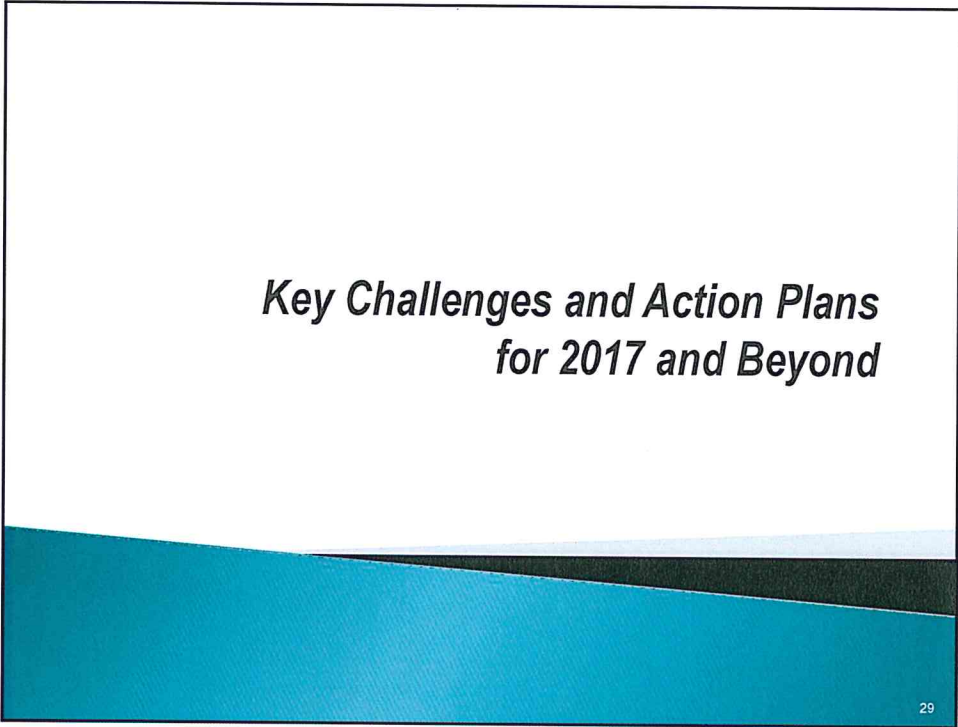
**Factor #6 –
Healthy Financial Position**
Findings: Factors, Trends, and Implications

AT THE LOCAL LEVEL...

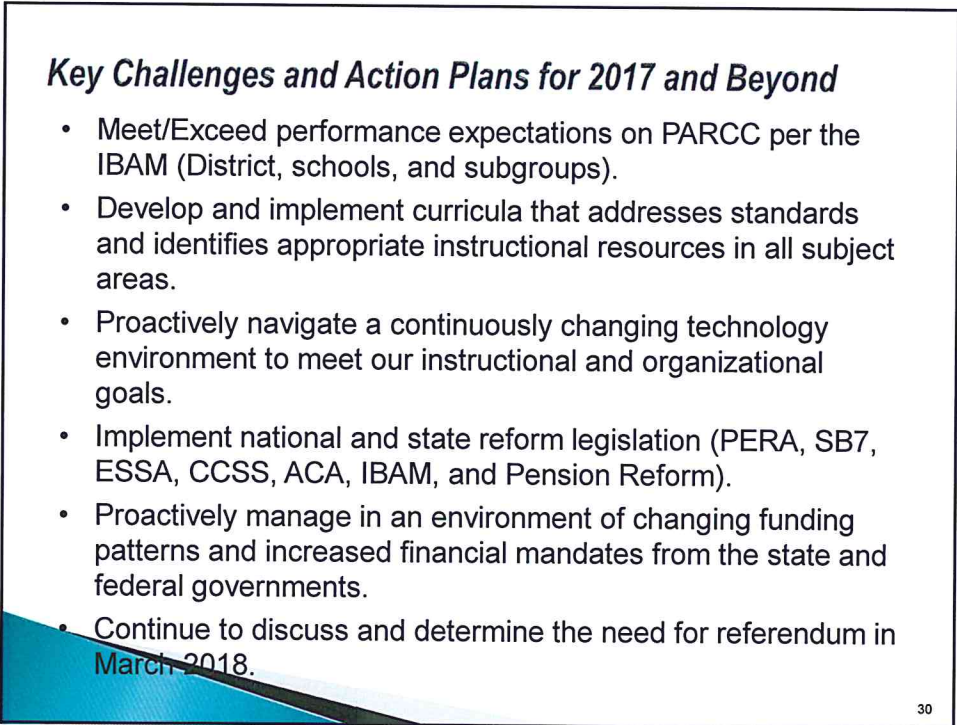
- Administration will continue to work with the Board of Education to determine if we go to referendum in March 2018. Plans will include staffing and programs for both a successful referendum and an unsuccessful referendum.
- Administration will investigate outsourcing before and after school childcare.



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***Key Challenges and Action Plans
for 2017 and Beyond***



Key Challenges and Action Plans for 2017 and Beyond

- Meet/Exceed performance expectations on PARCC per the IBAM (District, schools, and subgroups).
- Develop and implement curricula that addresses standards and identifies appropriate instructional resources in all subject areas.
- Proactively navigate a continuously changing technology environment to meet our instructional and organizational goals.
- Implement national and state reform legislation (PERA, SB7, ESSA, CCSS, ACA, IBAM, and Pension Reform).
- Proactively manage in an environment of changing funding patterns and increased financial mandates from the state and federal governments.
- Continue to discuss and determine the need for referendum in March 2018.

Next Steps

- Refine Short- and Long-Term Action Plans, and Internal Documents (Staffing Plan, MFP, Curriculum, Technology, and Communication Plans)
- We will present our final draft of the revised Strategic Plan to the Board of Education in May for their approval.
- The Administration will implement the revised Strategic Plan for FY18.

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Environmental Scan ***February 2017***

Preparing Children to Learn and succeed in a Changing World

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RESEARCH REPORTS and OTHER DOCUMENTS REVIEWED for the ENVIRONMENTAL SCAN 2017

LEGEND

Black: New External Documents 2016

Gray: External Documents 2014-2015

External Documents, Research, and Reports

Key Success Factor #1: Outstanding Student Performance

- Assessing the Effects of a School-Wide Data-Based Decision-Making Intervention on Student Achievement Growth in Primary Schools. M. Geel, et. al., *American Educational Research Journal*, April 2016, pp. 360-394.
- Testing and Assessment for the Good of Education: Contributions of AERA Presidents. L. Shepard, *Educational Researcher*, March 2016, pp. 112-121.
- NWEA 2015 MAP Norms for Student and School Achievement Status and Growth. NWEA November 2015.
- Reports Portfolio for Web-Based MAP. NWEA, 2015.
- 3 Reasons Savvy District Leaders Prioritize Formative Assessment. NWEA, Summer 2016.
- 4 Formative Assessment Practices that Make a Difference in Classrooms. NWEA, Summer 2016.
- Linking the PARCC Assessments to NWEA MAP Tests for Illinois. NWEA, March 2016.
- How to Make Formative Assessment a Habit: Beyond the Classroom Practices. NWEA, Summer 2016.
- The Potential (and Pitfalls) of Big Data. School Administrator, January 2016.
- Revisiting the Relationship Between International Assessment Outcomes and Educational Production: Evidence from a Longitudinal PISA-TIMSS Sample. *AER Journal*, August 2016, pp. 1054-1085.
- Every Student Succeeds Act Illinois State Plan. ISBE, 2016.
- PARCC Score Report Interpretation Guide. Spring 2016.
- Conditional Growth Index FAQ. NWEA, October 2012
- Make Assessment Matter: Students and Educators Want Tests that Support Learning. NWEA with Grunwald Associates, 2015.
- Student Proficiency vs. Student Growth. *Leadership Matters*, October 2015.
- Making Sense of Student Performance Data. Horn, Kane, Wilson, *American Educational Research Journal*, April 2015.
- Assessments with Integrity. NWEA, January 2015.
- New Student Growth Summary. NWEA, Summer 2015.
- Teacher Collaboration in Instructional Teams and Student Achievement. Ronfeldt, et. al., *American Educational Research Journal*, June 2015.
- Grade Assignments and the Teacher Pipeline. Blazar, D. *Educational Researcher*, May 2015.
- House Bill 2683 (PA 99-193) Illinois Balanced Accountability Measure (IBAM), July 2015.
- Equivalency of Paper Versus Tablet Computer Survey Data. Ravert, R., et. al., *Educational Researcher*, June/July 2015.

Key Success Factor #2: Rigorous and Coherent Programs and Services

- Thinking and Acting Systemically: Improving School Districts Under Pressure. A. J. Daly and K. S. Finnigan, eds. AERA, 2016.
- "The Common Core Explained." C. Gewertz, *EdWeek*, <http://www.edweek.org/ew/issues/common-core-state-standards/index>.
- And Then There Is This Thing Called the Curriculum: Organization, Imagination, and Mind. G. Ladson-Billings, *Educational Researcher*, March 2016, pp. 100-104.

- The Promise of the Maker Movement for Education. L. Martin, *Journal of Pre-College Engineering Education Research*, 2015, Vol. 5, pp. 30 -38.
- 100 Years of Curriculum History, Theory, and Research. A. Schoenfeld, *Educational Researcher*, March 2016, pp. 105 -111.
- The 71 Characteristics of Digital Curriculum (Special Report). The Learning Counsel, Winter 2016.
- Science Achievement Gaps Begin Very Early, Persist, and Are Largely Explained by Modifiable Factors. P. Morgan, et. al., *Educational Researcher*, January/February 2016, pp. 18 -35.
- Visible Learning for Literacy: Implementing the Practices that Work Best to Accelerate Student Learning. D. Fisher, N. Frey, and J. Hattie, Corwin, 2016.
- Doing Educational Science in the Real World. C. Snow, *Educational Researcher*, December 2015, pp. 460-466.
- Synthesis of IES-Funded Research on Mathematics: 2002 – 2013. Institute of Education Sciences USDOE, July 2016
- Understanding Science Achievement Gaps by Race/Ethnicity and Gender in Kindergarten and First Grade. F. Curran and A. Kellogg, *Educational Researcher*, June/July 2016, pp. 273-282.
- Mathematics Content Coverage and Student Learning in Kindergarten. M. Engel, et. al., *Educational Researcher*, June/July 2016, 293 – 300.
- Alignment and Accountability in Policy Design and Implementation: The Common Core State Standards and Implementation. C. Coburn, et. al., *Educational Researcher*, May 2016, pp. 243-251.
- “Full-day kindergarten programs keep growing in suburbs,” *Daily Herald* August 23, 2016.
- “District 25 considers full-day kindergarten.” *Chicago Tribune*, April 18, 2016.
- Coming to Know More through and From Writing. V. Prain and B. Hand, *Educational Researcher*, October 2016, pp430 -434.
- Impact of a Large-Scale Science Intervention Focused on English Language Learners. L. Llosa, et. al., *AER Journal*, April 2016, pp. 395-424.
- The Reading Imperative: Stimulate their appetite for nonfiction books. *Scholastic Administrator*, Spring 2016.
- “Is Common Core’s Effect on Achievement Fading?” L. Heitin, *Ed Week*, March 24, 2016 (online).
- Google’s Chromebooks Make Up Half of US Classroom Devices. CNBC.com/2015/12/03.
- Assessing the Cognitive Demands of a Century of Reading Curricula: An Analysis of Reading Text and Comprehension Tasks from 1910-2000. Stevens, et. al., *American Educational Research Journal*, June 2015.
- Cultivating Gifted Students: Expanding How We View Giftedness in Schools. *School Administrator*, September 2015.
- Most Likely to Succeed: Preparing Our Kids for the Innovation Era. Wagner, T. and Dintersmith, T., Scribner 2015.
- What Works in Gifted Education: Documenting the Effects of an Integrated Curricular/Instructional Model for Gifted Students. Callahan, C., et. al., *American Educational Research Journal*, February 2015.
- Gifted and Maladjusted? Implicit Attitudes and Automatic Associations Related to Gifted Children. Preckel, F., et. al., *American Educational Research Journal*, December 2015.
- How Well Aligned Are Textbooks to the Common Core Standards in Mathematics? Polikoff, M., *American Educational Research Journal*, December 2015.
- Embedded Formative Assessment and Classroom Process Quality: How Do They Interact in Promoting Science Understanding? Decristan, J., et. al., *American Educational Research Journal*, December 2015.
- A Research-Based Case for Recess. Jarrett, O., www.usplaycoalition.clemson.edu, November 2013.
- \$5,000 Tuition Possible for Full Day Kindergarten in D35. Pioneer Press, June 2, 2015.
- 2015 ISBE IDEA State Performance Plan Indicator 8 Item Analysis.
- Core Connection: ASCD’s Common Core State Standards Update. September 24, 2015.

- Mathematical Knowledge for Teaching in the Context of the Responsive Classroom Approach. Ottmar, E., et. al., *American Educational Research Journal*, August 2015.
- Accelerating Access to the Curriculum. *School Administrator*, November 2015.

Key Success Factor #3: Safe, Caring, and Supportive Learning Environment

- Full- Versus Part-Day Kindergarten for Children with Disabilities: Effects on Academic and Social-Emotional Outcomes. *AER Journal*, June 2016, pp. 708-744.
- Emotions, Learning, and the Brain: Exploring the Educational Implications of Affective Neuroscience. M. H. Immordino-Yang, W.W. Norton, 2016.
- Early School Adjustment and Educational Attainment. *AER Journal*, August 2016, pp. 1198-1228.
- Are We Helping All the children That We Are Supposed to Be Helping? P. Morgan and G. Farkas, *Educational Researcher* April 2016, p. 226-227.
- Student-Centered Design: A Different School of Thought. *School Planning & Management*, June 2016.
- Do Top Dogs Rule in Middle School? Evidence on Bullying, Safety, and Belonging. A. Schwartz, L. Stiefel, and M. Rothbart, *AER Journal*, October 2016, PP. 1450-1484.
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- House Bill 165 Student Prayer, July 2015.
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Key Success Factor #4: Climate and Communications

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- In Defense of Liberal Education. Zakaria, F., WW Norton, 2015.
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Key Success Factor #5: Highly Qualified Staff

- Handbook of Research on Teaching. D. Gitomer and C. Bell, eds., Fifth Edition, AERA, 2016.
- Has John Hattie really found the holy grail of research on teacher: An extended review of Visible Learning. E. Terhart, *Journal of Curriculum Studies* Review Essay, 2011, Vol. 43, pp. 425-438.
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Key Success Factor #6: Healthy Financial Position

- Who Bears the Costs of District Funding Cuts? Reducing Inequality in the Distribution of Teacher Layoffs. D. Knight and K. Strunk, *Educational Researcher*, October 2016, pp. 395-406.
- Strategies for Cost Containment: Advice About Purchasing, Procurement, Strategic Sourcing. *School Planning & Management*, March 2016.
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- “Elk Grove District 59 gets rid of instructional fees.” *Daily Herald*, January 28, 2016.
- Does Delaying the Cadillac Tax Spell the Beginning of its Demise? <http://talkingpointsmemo.com>, December 17, 2015.
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MISCELLANEOUS EXTERNAL DOCUMENTS (ONGOING)

- Education News Service and School Business Association daily and weekly e-briefings from AASA/IASA, ASBO/IASBO, NASB/IASB, ED RED.
- Briefings from our Legal Firms.
- State and Federal Legislation on School Funding.
- Illinois State Board of Education Memorandums and Mandates.

INTERNAL DOCUMENTS

- Board of Education Policy and Administrative Procedures Manual
- District 57 Strategic Plan
- Five-Year Curriculum Program Service and Implementation Plan
- PMA/Forecast5 Financial Projections/Forecast 5 Analytics
- Independent Audit Reports and Surveys (e.g., Energy, Special Education, Satisfaction, Security)
- Master Facility Plan
- Enrollment Projections
- Staffing Plan and Projections
- District Technology Strategic Plan
- Communication Plan
- Curriculum Program Plans (e.g., content areas, enrichment, EL, Broad Experience, etc.)
- Internal Student and School Performance Targets for PARCC, NWEA, and EXPLORE, and CBM’s
- District 57 RTI Action Plan
- School Improvement Plans
- Crisis Management Plans
- MPEA Contractual Bargaining Agreement with the Board of Education 2013-2017
- MPESPA Contractual Bargaining Agreement with the Board of Education 2015-2020



OFFICE OF THE SUPERINTENDENT

 701 West Gregory Street - Mount Prospect, Illinois 60056

P (847) 394-7300 | F (847) 394-7311 | www.d57.org

To: Board of Education

From: Elaine Aumiller

Date: February 2, 2017

Re: FY18 Staffing Plan

The FY18 staffing plan proposes a total of 295.22 FTE. The total FTE for FY17 is 284.18 FTE. The difference between this year and next year's proposal reflects an increase of 11.04 FTE. Many of these changes were explained in the comprehensive study document the Board received on January 19th. Following is a brief explanation and review of those proposed changes.

- +3.0 FTE Administrative Support/Student Services (FV/LP/WB) needed to address legal mandates of PERA and IDEA
- +0.5 FTE Psychologist (FV) represents a change in service delivery from one psychologist per school to .5 per school
- +0.5 FTE Psychologist (LN) represents a change in service delivery from one psychologist per school to .5 per school
- -0.5 FTE Psychologist (LP) represents a change in service delivery from one psychologist per school to .5 per school
- -0.5 FTE Psychologist (LP) represents a change in service delivery from one psychologist per school to .5 per school
- -1.0 FTE Special Ed Coordinator (FV) duties will be assumed by new administrative support
- +1.0 FTE Grade 4 Teacher (FV) needed to address enrollment increase
- +0.4 FTE Tech Integration Coach (WB) needed to provide adequate tech instructional support at the elementary schools
- +0.3 FTE Tech Integration Coach (FV) needed to provide adequate tech instructional support at the elementary schools
- +0.3 FTE Tech Integration Coach (LP) needed to provide adequate tech instructional support at the elementary schools
- +2.0 FTE Grade 1 Teachers (WB) needed to address enrollment increase
- +1.0 FTE Grade 2 Teacher (LP) needed to address enrollment increase
- +1.0 FTE Grade 4 Teacher (LP) needed to address enrollment increase
- +4.0 FTE Math Teachers (LN) reflected on strategic plan to increase math minutes at LN
- +0.2 FTE Art Teacher (WB) needed to address enrollment increase
- +0.2 FTE Music Teacher (WB) needed to address enrollment increase
- +0.5 FTE Math Support (WB) needed to address enrollment increase
- +.22 FTE Kids' Corner Floater (WB) needed to provide adequate supervision on days when Kids Corner staff are absent
- +.21 FTE Kids' Corner Floater (FV) needed to provide adequate supervision on days when Kids Corner staff are absent

- +.21 FTE Kids' Corner Floater (LP) needed to provide adequate supervision on days when Kids Corner staff are absent
- -0.5 FTE Grade K Teacher (WB) reduction based on typical KDG enrollment of 200
- -3.0 FTE Large Classroom Assistants (WB) reduction based on typical class sizes less than 26

Recommendation

No action is required at this time. Any Board changes requested to the above plan will be reflected in the FY18 Staffing Plan update presented at the February 16th Board meeting. At that meeting, the Board will be asked to approve the FY18 Staffing Plan. Upon approval of the plan, Administration will post the vacancies and begin the hiring process.

**MOUNT PROSPECT SCHOOL DISTRICT 57
2017-2018 PRELIMINARY STAFFING PLAN
As of February 2, 2017**

	Fairview	Lions Park	Westbrook	Lincoln	Administration	Totals
Administrators	2.00	2.00	2.00	2.00	5.00	13.00
Certified	38.98	35.87	35.39	58.00	0.00	168.24
ESP	19.95	17.95	30.30	23.20	12.88	104.28
Kids Corner ESP	3.49	3.49	2.72			9.70
ESP Total	23.44	21.44	33.02	23.20	12.88	113.98
TOTAL	64.42	59.31	70.41	83.20	17.88	295.22

TOTAL PRELIMINARY STAFFING PLAN FOR FY18 **295.22**

	2016-17 Official Staffing Plan (Final Budget) Approved 9/29/16	2017-18 Preliminary Staffing Plan For Approval 2/16/17	Difference From 2016-17 Official/Final Budget Approved 9/29/16 to Preliminary as of 1/18/17
Administrators	10.00	13.00	+3.00
Certified	158.84	168.24	+9.40
ESP	115.34	113.98	-1.36
Total	284.18	295.22	+11.04

Changes from Official Staffing Plan (Final Budget) 9/29/16 to Preliminary Staffing Plan 2/16/17

Increase	Administrator	+1.0 Administrative Spprt/Stdnt Svcs at WB
Increase	Administrator	+1.0 Administrative Spprt/Stdnt Svcs at FV
Increase	Administrator	+1.0 Administrative Spprt/Stdnt Svcs at LP
Decrease	Certified	-1.0 Special Ed Coordinator at FV
Decrease	Certified	-0.5 Psychologist at LP
Decrease	Certified	-0.5 Psychologist at WB
Increase	Certified	+0.5 Psychologist at FV
Increase	Certified	+0.5 Psychologist at LN
Increase	Certified	+1.0 Teacher Grade 4 at FV
Increase	Certified	+0.4 Tech Integration Coach at WB
Increase	Certified	+0.3 Tech Integration Coach at FV
Increase	Certified	+0.3 Tech Integration Coach at LP
Decrease	Certified	-0.5 Grade K Teacher at WB
Increase	Certified	+2.0 Grade 1 Teachers at WB

Increase	Certified	+1.0 Teacher Grade 2 at LP
Increase	Certified	+1.0 Teacher Grade 4 at LP
Increase	Certified	+4.0 Math Teachers at LN
Increase	Certified	+0.2 Art Teacher at WB
Increase	Certified	+0.2 Music Teacher at WB
Increase	Certified	+0.5 Math Support at WB
Decrease	ESP	-3.0 Large Classroom Assistants at WB
Increase	ESP	+0.22 Kids' Corner Floater at WB
Increase	ESP	+0.21 Kids' Corner Floater at FV
Increase	ESP	+0.21 Kids' Corner Floater at LP

Mount Prospect School District 57
Curriculum and Instruction

To: Dr. Elaine Aumiller

From: Susan Woodrow Ed.D., Assistant Superintendent for Curriculum and Instruction

Date: February 2, 2017

Re: Information-Curriculum Review Cycle Update (Goals 2a/b/c)

Executive Summary:

The updated Curriculum Planning Calendar reflects current issues identified in the Environmental Scan presented to the Board in January and in February. The curriculum review cycle is developed in order to ensure rigorous programs of instruction aligned with Illinois Learning Standards and in response to six (6) year materials renewals. Staff will bring a recommendation for Social Studies materials adoption in spring 2018 to the Board of Education, allowing staff to purchase Middle School Social Studies materials with FY18 budget funds. K-5 Social Studies materials will be purchased using FY19 funds. Splitting the cost over two (2) budget cycles with full implementation in school year 2018-2019 is supportive of budget planning for the District. By 2019-2020, Fine Arts Work Process Implementation, core curriculum will be updated and aligned with Illinois Learning Standards. School year 2020-2021, purchasing 6-year renewal licenses for mathematics K-8 and for reading K-5, on-line student and teacher materials subscriptions will be required.

Background Information

- The Next Generation Science Standards, adopted by ISBE on February 19, 2014, implementation effective in the 2016-2017 school year required changes to curricula:
 - 2015-2016 Work Process Development/Pilot K-7
 - 2016-2017 Professional Development and Work Process Implementation K-7
 - 2017-2018 Professional Development and Work Process Implementation Grade 8
- Health curriculum review
 - 2015-2016 Evaluation and Research of materials, Work Process Development/Pilot grade 6
 - 2016-2017 Professional Development and Work Process Development/Pilot grade 7
 - 2017-2018 Professional Development and Work Process Development/Pilot grade 8
 - 2018-2019 full Work Process Implementation
- Technology Integration is a key component for the New Illinois Learning Standards Incorporating the Common Core and requires changes to curricula:
 - 2015-2016 Professional Development and Work Process Development/Pilot 1:1 grade 8 one team
 - 2016-2017 Professional Development and Work Process Development/Pilot 1:1 grade 8 all teams
 - 2017-2018 Professional Development and Work Process Implementation 1:1 grades-6-8
 - 2018-2019 Refinement
- Social Studies New Learning Standards Implementation 2017-2018 school year
 - 2016-2017 Evaluation/Research
 - 2017-2018 Work Process Development/Pilot
 - 2018-2019 Professional Development and Work Process Implementation
 - 2019-2020 Refinement
- Fine Arts Standards, adopted by ISBE June 2016, implementation 2018-2019 school year
 - 2017-2018 Evaluation/Research
 - 2018-2019 Work Process Development/Pilot
 - 2019-2020 Professional Development and Work Process Implementation
 - 2020-2021 Refinement

- Writing/Language Arts
2017-2018 Evaluation/Research
2018-2019 Work Process Development/Pilot
2019-2020 Professional Development and Work Process Implementation
2020-2021 Refinement
- Reading K-5
2020-2021 Renewal of 6-year student and teacher on-line material subscriptions
- Mathematics K-8
2020-2021 Renewal of 6-year student and teacher on-line material subscriptions
- Foreign Language and Tech Ed Grades 6-8
2020-2021 Evaluation/Research
2021-2022 Work Process Development/Pilot

Recommendation:

Information only, no action required.

Mount Prospect School District 57
Curriculum Planning Calendar*

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Reading**	5) Refinement	5) Refinement	5) Refinement	5) Refinement	5) Refinement K-5 renew 6-year student and teacher on-line material subscriptions	5) Refinement
Language Arts** Writing Spelling	5) Refinement	1) Writing Evaluation/Research	2) Writing WP Development/Pilot	3) Writing PD 4) Writing WP Implementation	5) Writing Refinement	5) Refinement
Mathematics**	5) Refinement	5) Refinement	5) Refinement	5) Refinement	5) Refinement Renew 6-year student and teacher on-line material subscriptions	5) Refinement
Science**	3) PD K-7 4) WP Implementation K-7	3) PD Grade 8 4) WP Implementation Grade 8 5) Refinement K-7	5) Refinement	5) Refinement	5) Refinement	5) Refinement
Social Studies**	1) Evaluation/Research	2) WP Development/Pilot	3) PD 4) WP Implementation	5) Refinement	5) Refinement	5) Refinement
Foreign Language (6-8)**	5) Refinement	5) Refinement	5) Refinement	5) Refinement	1) Evaluation/Research	2) WP Development/Pilot
Physical Education	3) PD 4) WP Implementation	5) Refinement	5) Refinement	5) Refinement	5) Refinement	5) Refinement
Health** (6-8)	2) WP Development/Pilot Grade 7 3) PD	2) WP Development/Pilot Grade 8 3) PD	4) WP Implementation	5) Refinement	5) Refinement	5) Refinement
Art**	5) Refinement	1) Evaluation/Research	2) WP Development/Pilot	3) PD 4) WP Implementation	5) Refinement	5) Refinement
Music**	5) Refinement	1) Evaluation/Research	2) WP Development/Pilot	3) PD 4) WP Implementation	5) Refinement	5) Refinement
Technology Integration (6-8)**	2) Continue WP Development/Pilot 1:1 3) PD	3) PD 4) WP Implementation	5) Refinement	5) Refinement	5) Refinement	5) Refinement
Tech Ed (6-8)**	5) Refinement	5) Refinement	5) Refinement	5) Refinement	1) Evaluation/Research	2) WP Development/Pilot
Gateway to Technology (6-8)**	5) Refinement	5) Refinement	5) Refinement	5) Refinement	5) Refinement	5) Refinement
Social Emotional Learning Standards	5) Refinement	5) Refinement	5) Refinement	5) Refinement	5) Refinement	5) Refinement

Phases: 1) Evaluation/Research 2) Work Process Development 3) Professional Development 4) Work Process Implementation 5) Refinement

*Professional development is ongoing in all content areas.

**While core content is the foundation of coherent and rigorous curriculum, we are also committed to developing students with the ability to think critically and creatively, apply knowledge, work collaboratively, and use technology and tools to access, evaluate, and communicate information, preparing them for a global society. Outstanding student performance requires guaranteed access to viable curriculum for all students.

Mount Prospect School District 57
Office of the Assistant Superintendent for Finance and Operations

TO: Dr. Elaine Aumiller, Superintendent

FROM: Adam Parisi, Assistant Superintendent for Finance and Operations

DATE: February 2, 2017

RE: Lease for Westbrook Mobile Classrooms
Policy 4:60 Purchases and Contracts
Policy 4:150 Facility Management and Building Programs

EXECUTIVE SUMMARY:

The district will be entering into an operating lease agreement with Innovative Modular Solutions (IMS) for the delivery and installation of two mobile classrooms. After further discussions with the Board of Education, this will be a three-year lease with the opportunity for an extension.

BACKGROUND AND RATIONALE:

The Board and Community has discussed over the last several months how to deal with the increased enrollment at Westbrook School. After researching numerous options, it has been decided to lease two mobile classrooms to provide additional space for staff and students.

This three-year operating lease agreement (Exhibit A) will begin July 1, 2017 and will expire June 30, 2020. The monthly payment for the operating lease will be \$1,480. The cost of delivery and installation of the unit will be \$26,936.

Based on legal opinion, the district is not required to bid this operating lease. The foundation and preparation work done on the grounds at Westbrook will be included in the Master Facility Plan.

RECOMMENDED BOARD ACTION:

That the Board of Education authorize the execution of a three-year operating lease agreement through June 30, 2020 with Innovative Modular Solutions (IMS) including the delivery and installation of two mobile classrooms.