

Community Consolidated School District 93



**Learning-Centered
Education**



CCSD93

Working together, nurturing the potential

Vision Statement

Community Consolidated School District 93 strives to maximize the academic, social, and emotional potential of each student by utilizing world-class educational practices, in partnership with parents, staff, and community.



**Continuous
Improvement**



Valuing Faculty and Staff



**Quality Design of
Educational Programs**



Results Orientation

Application for

**Lincoln Foundation for Performance Excellence
Gold Award for Achievement of Excellence
May 2007**

Community Consolidated School District 93
230 Covington Drive
Bloomington, IL 60108

Application for
Lincoln Foundation for Performance Excellence
Gold Award for Achievement of Excellence
May 2007



Intent to Apply, Site Listing and Description



2007 LINCOLN AWARDS APPLICATION PACKAGE PART 1 – INTENT TO APPLY DOCUMENTS

APPLICATION PACKAGE

STEP 1.1 - INTENT TO APPLY INSTRUCTIONS AND FORMS

GENERAL INSTRUCTIONS

Before an Application for The Lincoln Awards can be considered, an “Intent to Apply” package must be received by May 1, 2007. The forms may be downloaded from The Foundation’s website (www.lincolnaward.org) or may be duplicated and submitted as single-sided pages.

INTENT TO APPLY CHECKLIST:

The following items need to be included in your “Intent to Apply” packet:

- ✓ Completed Intent to Apply Form (below)
- ✓ Site Listing and Description Form
- ✓ Applicant Profile (five pages maximum)

INTENT TO APPLY FORM

<p>Item 1. - Applicant – Provide the official name and mailing address of the organization applying for the Award. The Site Listing and Description Form (page 12) must also be completed.</p>	<p>1. Applicant Organization Name <u>Community Consolidated SchoolDistrict 93</u> Address <u>230 Covington Drive</u> <u>Bloomington, IL 60108</u> Federal Employer Identification No. (FEIN) <u>36-6004530</u></p>
<p>Item 2. - Official Inquiry Point – Give the name, address, and telephone number of the official with authority to provide additional information or to arrange a site visit. If this official contact point changes during the course of the application process, please inform the Award Office. Please provide a contact number for this designee during the months of JULY – OCTOBER.</p>	<p>1. Official Inquiry Point Name <u>Henry A. (Hank) Gmitro</u> Title <u>Superintendent of Schools</u> Mailing Address <u>230 Covington Drive, Bloomington, IL 60108</u> Overnight Mailing Address <u>(same as above)</u> Telephone No. <u>630.539.3000</u> Fax No. <u>630.539.3459</u> E-mail Address: <u>hgmitro@ccsd93.com</u></p>
<p>Item 3 - Participation Level - Check the award level selected by the organization. The three awards are described on pages 3- 5</p>	<p>3. Participation Level Selected (check one): Recognition Awards:</p> <p><input type="checkbox"/> The Lincoln Bronze Award for Commitment to Excellence <input type="checkbox"/> The Lincoln Silver Award for Progress Towards Excellence <input checked="" type="checkbox"/> The Lincoln Gold Award for Achievement of Excellence</p>
<p>Item 4 – Criteria Information – Indicate which criteria you will be using to complete the application.</p>	<p>4. Check the Criteria booklet you are using (check one):</p> <p><input type="checkbox"/> Business <input checked="" type="checkbox"/> Education <input type="checkbox"/> Health Care</p>
<p>Item 5. - Award Category – Select the appropriate award category based on the Applicant’s size and the sector in which it operates.</p>	<p>5. a. Award Category (check one):</p> <p><input type="checkbox"/> Industry <input checked="" type="checkbox"/> Service <input type="checkbox"/> Health Care</p>



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	<input checked="" type="checkbox"/> Education <input type="checkbox"/> Government
<p><i>If the Applicant is an educational institution, also indicate the category that best describes the institution.</i></p>	<p>b. For Educational Institutions only, Type of Applicant</p> <p> <input checked="" type="checkbox"/> K-12 School District <input type="checkbox"/> Elementary School <input type="checkbox"/> High School <input type="checkbox"/> Middle School/Jr. High <input type="checkbox"/> Private K-12 <input type="checkbox"/> University <input type="checkbox"/> Community College <input type="checkbox"/> Technical School <input type="checkbox"/> Pre-School <input type="checkbox"/> Independent College <input type="checkbox"/> College/School in a University </p>
<p>Item 6. - Highest Ranking Official – <i>Provide the name, title, mailing address, and telephone and fax numbers of the Applicant's highest ranking official.</i></p>	<p>6. Highest Ranking Official</p> <p>Name <u>Henry A. Gmitro, Ed.D.</u></p> <p>Title <u>Superintendent of Schools</u></p> <p>Address <u>230 Covington Drive, Bloomingdale, IL 60108</u></p> <p>Telephone No. <u>630.539.3000</u> Fax No. <u>630.539.3459</u></p>
<p>Item 7. - Size of Applicant – <i>Give the estimated number of employees (and students, if applicable) of the applying unit as of the date the application is submitted.</i></p> <p><i>Check the appropriate sales/taxes/budget range for the preceding fiscal year. (The Applicant is reminded that all information is confidential and a range is requested simply to provide an appropriate perspective for the examiners.)</i></p>	<p>7. Size of Applicant</p> <p>a. Total number of employees <u>662</u> No. of students <u>4288</u></p> <p>b. Revenues (e.g., sales, taxes and/or fees collected, budget) for the preceding fiscal year (check one)</p> <p> <input type="checkbox"/> 0 - \$1M <input checked="" type="checkbox"/> \$10M - \$100M <input type="checkbox"/> \$500M- \$1B <input type="checkbox"/> \$1M - \$10M <input type="checkbox"/> \$100M - \$500M <input type="checkbox"/> Over \$1B </p>
<p>Item 8. - Suppliers - <i>Summarize the number of suppliers of goods and services used by the Applicant. If the Applicant relies on external sales organizations, indicate the approximate number of each type.</i></p>	<p>8. Suppliers</p> <p>Total number of suppliers/partners <u>5</u></p> <p>Number of external sales organizations (if applicable):</p> <p>Dealers <u>0</u> Distributors <u>0</u></p> <p>Franchises <u>0</u> Other (Type/Number) <u>0</u></p>



2007 LINCOLN AWARDS APPLICATION PACKAGE PART 1 – INTENT TO APPLY DOCUMENTS

<p>Item 9. - Subsidiary Designation – If the applying organization is a component of a larger organization, information about the parent organization and its highest official must be supplied.</p>	<p>9. Subsidiary Designation (check one):</p> <p>Is Applicant a unit, division, or like component of the parent organization? <input checked="" type="checkbox"/> No (go to Item 10) <input type="checkbox"/> Yes (Continue)</p> <p>Parent Organization _____</p> <p>Address _____</p> <p>Highest Official of Parent Organization _____</p> <p>Title _____</p> <p>Telephone No. _____ Fax No. _____</p> <p>Number of Employees _____ Website address _____</p>
<p>Also provide the number of employees in the parent organization and the percentage of business transactions (e.g., sales, budget, and employees) or, for educational institutions, the number of students, as compared to the parent organization.</p>	<p>Percent of Business Transactions (or, for educational institutions, the number of students) as compared to Parent Organization Transactions (or the number of students)</p>
<p>Provide documentation detailing the parent's relationship to the subsidiary.</p>	<p>Describe the parent's relationship to the subsidiary. <i>Use separate sheets, if necessary.</i></p>
<p>Item 10. - Description of Applicant's Business – Describe the types of products and services provided by the Applicant, an organizational chart, and an Applicant Profile. Requirements for the Profile are described on pages 16 through 18.</p>	<p>10. Description of Applicant's Business (Use separate sheets, if necessary.)</p> <p>Community Consolidated School District 93 (CCSD93) is an elementary public school system serving portions of the communities of Carol Stream, Bloomingdale, and Hanover Park. The district serves approximately 4,300 students in preschool through eighth grade.</p> <p style="text-align: center;"><i>Please see attached.</i></p> <ul style="list-style-type: none"> • Organizational Chart • District Profile



2007 LINCOLN AWARDS APPLICATION PACKAGE PART 1 – INTENT TO APPLY DOCUMENTS

<p>Item 11. - Non-Refundable Fee – The Intent to Apply fee will be credited against the application fee. See the fee schedule on page 8.</p>	<p>11. Fee (see instructions) Enclosed is \$ <u>200</u> to cover the Intent to Apply Fee. Make check or money order payable to: <i>The Lincoln Foundation for Performance Excellence.</i> If submitting a Pledge application please include entire amount.</p>
<p>Item 12. - Release Statement – Please read this section carefully. A signed application indicates that the Applicant agrees to the stated terms and conditions.</p>	<p>12. Release Statement We understand that members of the Board of Examiners will review this application. If a Site Visit is required, we agree to host the Site Visit and to facilitate an open and unbiased evaluation. We understand that Site Visit expenses will be due before the site visit begins in accordance with the <i>Site Visit Expenses</i> section on page 9.</p>
<p>Item 13. - Authorizing Official – The signature of the Applicant's highest ranking management official or designee is required, and indicates the Applicant will comply with the terms and conditions stated in the document.</p>	<p>13. Signature of Authorizing Official Date <u>April 18, 2007</u> Name <u>Henry A. Gmitro</u> Title <u>Superintendent of Schools</u> Address <u>230 Covington Drive, Bloomingdale, IL 60108</u> Telephone No. <u>630.539.3000</u> Fax No. <u>630.539.3459</u> Signature _____ E-mail Address: <u>hgmitro@ccsd93.com</u></p>
<p>Item 14. – Please give two weeks for potential site visit between August 19 - September 29 Please make sure that all top executives will be available during the site visit.</p>	<p>14. 1st Choice: Week of September 17, 2007 2nd Choice: Week of September 10, 2007</p>
<p>Item 15. - Eligibility Determination – The Award Office approves or disapproves eligibility and notifies the applicant by letter.</p>	<p>15. Eligibility Determination. For official use only.</p>



THE LINCOLN
FOUNDATION
FOR
PERFORMANCE
EXCELLENCE

2007 LINCOLN AWARDS APPLICATION PACKAGE PART 1 – INTENT TO APPLY DOCUMENTS

STEP 1.2 – SITE LISTING AND DISCRIPTION INSTRUCTIONS AND FORM

Introduction

Because the Awards focus on the Applicant's total quality system, it is important that the Examiners have a good understanding of the size, structure, and functions of the different organizational units. In addition, sufficient information must be provided on the products or services produced at each location; this information will be needed if the organization is selected for a Site Visit. Instructions for completing the Site Listing and Description Form follow.

Site Listing and Description Form Instructions

- A. Address of Site* – Provide the complete address of each site.
- B. Relative Size* – Provide the approximate percentage of the Applicant's employees or students located at each site. Provide the approximate percentage of the Applicant's total operating budget for each site.
- C. Description of Programs, Products, or Services* – Describe the types of programs, products, or services that are the output of the site. It may be necessary to explain the relationship between the output of the site and the Applicant's programs, products, or

services. It is not necessary to list every program, product, or service.

Notes

- 1. Summaries of Multiple Sites** In cases where the Applicant has many sites performing the same function, these sites may be aggregated under one listing. Instead of the address for each, a summary statement about the locations may be made. If Site Visits are to be conducted, a more detailed listing will be requested when the Visits are planned.
- 2. Non-Illinois Sites** List all sites, whether in Illinois or elsewhere. The Application Report must address activities in non-Illinois sites in the appropriate Award Criteria items. Applicants should be aware that no Site Visits will be scheduled for locations outside Illinois unless necessary to fully evaluate the Applicant.
- 3. Foreign Sites** If the Applicant has foreign sites, these sites must be included in the Site Listing and Description Form. The Application Report must address activities in foreign sites in the appropriate Award Criteria items. Applicants should be aware that no Site Visits will be scheduled for locations outside the United States.



THE LINCOLN AWARDS FOR EXCELLENCE 2007

PART 1 – INTENT TO APPLY DOCUMENTS

SITE LISTING AND DESCRIPTION FORM

Address of Site	Size Relative to Applicant		Description of Programs, Products, or Services
	% of total # of employees, and for educational institutions the # of students	% of total operating budget	
Six (6) Elementary School Buildings <ul style="list-style-type: none"> • Carol Stream • Cloverdale • Elsie Johnson • Heritage Lakes • Roy DeShane • Western Trails 	419	49%	Elementary school providing general education, special education, and bi-lingual services to 2,601 students in grades pre-K through 5.
Two (2) Middle School Buildings <ul style="list-style-type: none"> • Jay Stream • Stratford 	196	44%	Middle schools providing general education, special education, and bi-lingual services to 1,501 students in grades 6 through 8.
District Office 230 Covington Drive Bloomingdale, IL 60108	47	7%	Central administration and school support services.



2007 LINCOLN AWARDS APPLICATION PACKAGE PART 2 – APPLICATION DOCUMENTS

STEP 1.3 – APPLICANT PROFILE INSTRUCTIONS APPLICANT PROFILE REPORT INSTRUCTIONS

Preparation of Applicant Profile

Importance of Your Applicant Profile

Your Profile is critically important because:

- it is the most appropriate starting point for self-assessment and for writing an application;
- it helps you identify potential gaps in key information and focus on key performance requirements and business results;
- it is used by the Examiners and Judges in all stages of application review, including the site visit, to understand your organization and what you consider important; and
- it also may be used by itself for an initial self-assessment. If you identify topics for which conflicting, little, or no information is available, it is possible that the Organizational Profile can serve as your complete assessment, and you can use these topics for action planning.

Page Limit

For all levels of Lincoln Award applicants, the Profile is limited to five pages. For Award applicants, these are not counted in the overall application page limit. Typing and format instructions for the Profile are the same as for the application (see page 19).

The *Organizational Profile* is a snapshot of your organization, the key influences on how you operate, and the key challenges you face.

Organizational Description

Describe your organization's operating environment and your key relationships with customers, suppliers, partners and stakeholders.

Within your response, include answers to the following questions:

Organizational Environment

1. What are your organization's main products and services? What is the delivery mechanisms used to provide your products and services to your customers?
2. What is your organizational culture? What are your stated purpose, vision, mission, and values?
3. What is your workforce profile? What are your workforce or employee groups and segments? What are their key requirements and expectations? What are their education levels? What are your organization's workforce and job diversity, organized bargaining units, key benefits, and special health and safety requirements?
4. What are your major technologies, equipment, and facilities?
5. What is the regulatory environment under which your organization operates? What are the applicable occupational health and safety regulations; accreditation, certification, or registration requirements; relevant industry standards; and environmental, financial and product regulations?

Organizational Relationships

1. What are your organizational structure and governance system? What are the reporting relationships among your governance board, senior leaders, and parent organization, as appropriate?
2. What are your key customer and stakeholder groups and market segments, as appropriate? What are their key requirements and expectations for your products, services and operations? What are the differences in these requirements and expectations among customer and stakeholder groups and market segments?
3. What are your most important types of suppliers, partners, collaborators, and



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PART 1 – INTENT TO APPLY DOCUMENTS

distributors play in your work systems and the production and delivery of your key products and services? What role, if any, do they play in your organizational innovation processes? What are your most important supply chain requirements?

4. What are your key supplier and customer partnering relationships and communication mechanisms?

NOTES:

- N1. Mechanisms for product and service delivery to your end-use customers (P.1a [1]) might be direct or through dealers, distributors, collaborators, or channel partners.
- N2. Workforce or employee groups and segments (including organized bargaining units) (P.1a[3]) might be based on type of employment or contract reporting relationship, location, tour of duty, work environment, family-friendly policies, or other factors.
- N3. Market segments (P.1b [2]) might be based on product or service lines or features, distribution channels, business volume, geography, or other factors that are important to your organization to define related market characteristics.
- N4. Customer and stakeholder group and market segment requirements (P.1b [2]) might include on-time delivery, low defect levels, safety, security, ongoing price reductions, electronic communication, rapid response, after-sales services, socially responsible behavior, and community service. *For some nonprofit organizations, requirements also might include administrative cost reductions, at-home services, rapid response to emergencies, and multilingual services.*
- N5. Communication mechanisms (P.1b [4]) should be two-way and might be in person, via e-mail, Web-based, or by telephone. For

many organizations, these mechanisms may change as marketplace, customer, or stakeholder requirements change.

- N6. *While some nonprofit organizations offer products and services (P.1a [1]), many might appropriately interpret this phrase as programs or projects and services.*
- N7. *Customers (P.1a [1]) are the users and potential users of your products, programs, and services. In some nonprofit organizations, customers might include members, taxpayers, citizens, recipients, clients, and beneficiaries. Market segments might be referred to as constituencies.*
- N8. *Many nonprofit organizations rely heavily on volunteers to accomplish their work. These organizations should include volunteers in the discussion of their workforce (P.1a [3]).*
- N9. *For nonprofit organizations, relevant industry standards (P.1b [5]) might include industry-wide codes of conduct and policy guidance. The term “industry” is used throughout the Criteria to refer to the sector in which you operate. For nonprofit organizations, this sector might be charitable organizations, professional associations and societies, religious organizations, or government entities – or a sub-sector of one of these.*
- N10. *For some nonprofit organizations, governance and reporting relationships (P.1b [1]) might include relationships with major agency, foundation, or other funding source.*

Items notes serve three purposes: (1) to clarify terms or requirements presented in an Item, (2) to give instructions on responding to the Item requirements, and (3) to indicate key linkages to other Items. In all cases, the intent is to help you respond to the Item requirements.



Organizational Challenges

Describe your organization's competitive environment, your key strategic challenges, advantages, and your system for performance improvement.

Within your response, include answers to the following questions:

Competitive Environment

1. What is your competitive position? What is your relative size and growth in your industry or markets served? What are the numbers and types of competitors for your organization?
2. What are the principal factors that determine your success relative to your competitors? What are any key changes taking place that affect your competitive situation, including opportunities for innovation and collaboration, as appropriate?
3. What are your key available sources of comparative and competitive data from within your industry? What are your key available sources of comparative data from outside your industry? What limitations, if any, are there in your ability to obtain these data?

Strategic Challenges

What are your key business, operational and human resource strategic challenges and advantages? What are your key strategic challenges and advantages associated with organizational sustainability?

Performance Improvement System

What are the key elements of your performance improvement system, including your evaluation and learning processes?

NOTES:

- N1. Principal factors (P.2a [2]) might include differentiators such as price leadership,

design services, innovation rate, geographic proximity, accessibility, and warranty and product options. *For some nonprofit organizations, differentiators also might include your relative influence with decision makers, ratio of administrative costs to programmatic contributions, reputation for program or service delivery, and wait times for service.*

- N2. Strategic challenges and advantages (P.2b) might relate to technology, products, your operations, your industry, globalization, your value chain, and people.
- N3. Performance improvement (P.2c) is an assessment dimension used in the Scoring System to evaluate the maturity of organizational approaches and deployment. This question is intended to help you and the Lincoln Examiners set an overall context for your approach to performance improvement. Overall approaches to performance improvement might include implementing a Lean Enterprise System applying Six Sigma methodology, using ISO 9000-2000 standards, or employing other process improvement tools.
- N4. *Nonprofit organizations frequently are in a very competitive environment; they often must compete with other organizations and with alternative sources for similar services to secure financial and volunteer resources, membership, visibility in appropriate communities, and media attention.*
- N5. *For nonprofit organizations, the term "business" (P.2b) is used throughout the Criteria to refer to your main mission area or enterprise activity.*



STEP 2 – APPLICATION PACKAGE INSTRUCTIONS THE APPLICATION REPORT

Objective

The Application Report allows Award Applicants to provide information on quality management of products, programs, and services and on results of continuous improvement processes. The Board of Examiners evaluates the information provided in the Application Report against performance excellence criteria.

Instructions

The purpose of this section is to provide Applicants with instructions for preparing the Application Report. These instructions include information on typing, page limits, organization, assembly, and other format considerations. Guidelines for responding to the application criteria are also given.

Requirements

Each Applicant must submit an Application Report consisting of:

- profile of the Applicant's organization (*also submitted with Intent to Apply Package*);
- and responses to the Award Criteria.

- contain the same numerical and alphabetical designations for Categories, Items, and Areas to Address as the Award Criteria. (Applicants should denote responses to Areas by underlining [e.g., 4.2a.] and/or using **bold** type for Item/Area);
- respond to the set of Areas to Address in the order given to facilitate review by the Board of Examiners;
- if an Area does not pertain to the Applicant's organization or quality system, include a one or two sentence statement explaining why the Area is not applicable;

Typing Instructions

The Application Report must:

- be typed on standard, 8-1/2 x 11 inch paper in a Arial font of 10 point minimum; and
- use a two-column, portrait orientation format Pages may be printed on both sides. Type on pages (including pictures, graphs, figures, data tables, and appendices) must also meet these requirements for size and spacing.

FORMAT OF THE APPLICATION REPORT

Organization of Responses to Items and Areas to Address

The Award Criteria used to prepare the Application Report is provided in the 2007 *Baldrige Criteria for Performance Excellence*, *Health Care Criteria for Performance Excellence* or *Education Criteria for Performance Excellence*. All booklets can be downloaded from the Baldrige National Quality Program website at <http://www.quality.nist.gov/Criteria.htm> or obtained from The Lincoln Foundation for Performance Excellence office.

The Application Report must:

Page Limits

The length of the Application Report should fall within the following ranges:

Bronze Award for Commitment to Excellence	50 pages maximum
Silver Award for Progress Towards Excellence	50 pages maximum
Gold Award for Achievement of Excellence	50 pages maximum



Note: Pictures, graphs, figures, data tables, and appendices **are counted** as part of the page limitations stated above and should be placed as close as possible to the related narrative.

Though not required, the use of tabs, separators, and glossaries of terms and abbreviations is helpful. In all cases, overviews, dividers, covers, tab separators, glossaries, title page, and table of contents **are not counted** as part of the page limits.

SUBMITTING THE APPLICATION PACKAGE

Document Assembly

A complete Award Application Package includes the following components.

1. Intent to Apply form, Site Listing and Description form
2. Eligibility Confirmation letter
2. Title Page
4. Table of Contents
5. Applicant Profile
6. Application Report
7. Application Fee

Please mail all materials to:

The Lincoln Foundation For Performance
Excellence
c/o Tellabs, Inc.
1415 West Diehl Road, MS 514
Naperville, IL 60563

Attn: Recognition Program Manager

All components of the Application should be securely fastened together to prevent separation during handling. Bulky binders or similar heavy covers are discouraged because they are difficult to handle during all phases of the evaluation process. Videos, audio tapes, or other audio-visual aids are not allowed.

For Bronze applications mail seven (7) hard copies, for Silver and Gold applications mail twelve (12) hard copies of the Application Package.

Please also include on CD a Microsoft Word version of the Applicant Profile and Application Report.



APPENDIX A. HOW TO ORDER THE 2007 LINCOLN AWARD FOR EXCELLENCE APPLICATION INSTRUCTIONS AND FORMS BOOKLETS AND THE 2007 BALDRIGE CRITERIA FOR PERFORMANCE EXCELLENCE

The 2007 Lincoln Awards for Excellence Application Instructions and Forms Booklets are available to download, free of charge, online at: <http://www.lincolnaward.org>.

The 2007 *Baldrige Criteria for Performance Excellence* is available to download, free of charge, online at: <http://www.quality.nist.gov/Criteria.htm>.

Hard copies of the 2007 *Baldrige Criteria for Performance Excellence* can be ordered from ASQ or from the Award Office for \$5.00 per copy. Payment should be made by check or money order, made payable to: **The Lincoln Foundation For Performance Excellence**.

For additional information, please contact The Lincoln Foundation at 630-637-1595

APPENDIX B. EXAMINER TRAINING CASE STUDY

Excerpt from Sample Award Application (The Lincoln Gold Award for Achievement of Excellence)

This is an excerpt (part of Category 3) from a portion of the case study of a fictitious organization evaluated by the Lincoln Awards Examiners as part of their training. We are providing it as an aid to your organization as you prepare your own application. The complete application was written by a group of Baldrige Examiners and, in its entirety, scores in the 500-point range out of 1000 possible points; or a 50% score.

The original document contained illustrations and diagrams, which are also permitted in the Lincoln Awards program. These are counted as part of the page limitations and should be placed as close as possible to the related narrative.

Brief background: Fallbrook Computer Systems (FCS) provides information systems solutions for computer systems in companies located in the Southeastern United States.

CATEGORY 3 – CUSTOMER AND MARKET FOCUS

The **Customer and Market Focus** Category examines HOW your organization determines requirements, expectations and preferences of CUSTOMERS and markets. Also examined is HOW your organization builds relationships with

CUSTOMERS and determines the KEY factors that lead to CUSTOMER acquisition, satisfaction, loyalty and retention, and to business expansion.

3.1 Customer and Market Knowledge

Describe **HOW** your organization determines requirements, expectations, and preferences of **CUSTOMERS** and markets to ensure the continuing relevance of your products and services and to develop new opportunities.

3.1a Customer and Market Knowledge.

Focusing on our clients and creating “client delight” is the hub of our business. All of our colleagues continuously strive to increase the value that we provide to our clients through all the services we provide and the way we provide those services. **Total client satisfaction – leading to delight – through meeting or exceeding all our client requirements and expectations is our fundamental business philosophy.** FCS provides innovative and state-of-the-art integrated information systems solutions for both new and existing computer system architectures in companies located in the Southeast. Our clients’ systems use various types and brands of software, hardware, and interfaces, which were usually purchased independently without addressing integration needs. Most of the clients are small- and medium-sized companies (\$50M to \$250M). A very small part of our business (less than 10%) is sales and royalties through our only distributor,



Personal Technologies, of anti-virus software and Carpal Tunnel Syndrome prevention products.

FCS serves three primary market segments: Financial Institutions, Brokerage Firms, and Insurance Firms. Our services are very similar for all three, as are client needs. FCS' Strategic Team, by using our Process Improvement Process (PIP) and Fallbrook Computer Systems Client System processes for five years, has identified and developed a solid and growing market for our services. Our served market has grown over the past five years from just small companies to small-and medium-sized companies as our capabilities and reputation in the market have grown. Most clients and potential clients have had their information systems grow in an unstructured and unplanned manner over many years (frequently for as long as they have been in business). As computer hardware and software technology has expanded recently, the benefits in productivity and offerings to their clients have placed ever greater demands on companies to integrate their software and on their ability to offer more to their clients more quickly and accurately. FCS provides the integrated solutions for these companies to accomplish that goal.

In 1991, our Strategic Team, through the use of the Integrated Client Learning process, decided to focus on small insurance, financial, and brokerage businesses based on technical strengths, colleague experience, and what we saw as dramatically changing client demands in these industries. The Strategic Team members are actively involved in industry seminars and maintain a membership in all trade groups. We also are active in computer hardware and software organizations nationally and in the Southeast. This provides us the visibility both in client activities and needs, and in technological issues and developments. The "community" of served clients in the Southeast is small enough (less than 300 companies) that we are able to maintain awareness of client (and potential client) and competitor activities. All information we obtain is contained in IMS where

it is available to the entire FCS organization for analysis and use.

The various direct client-related teams create inputs to the Fallbrook Computer Systems Client System which, in turn, creates value and delighted clients. Each of the teams integrates the elements of the Fallbrook Computer Systems Client System using the Integrated Client Learning to create value for our clients.

The Fallbrook Computer Systems Client System merges Strategy, Choice, and Functional processes together to first create client delight, thereby creating a sustainable competitive advantage for us. All of our colleagues participate in obtaining information as well as using this information to add value for our clients.

The Fallbrook Computer Systems Client System has been modified over several years to be a unique approach to understanding our clients' near-term and long-term requirements. In 1991, we "started" using Quality Function Deployment, but have modified the approach to foster a more integrated approach, the Fallbrook Computer Systems Client System.

The three basic components of the Fallbrook Computer Systems Client System are:

Value Strategies – three overall business drivers and sources of value:

- Our clients' perception of value (Benefits vs. Price)
- FCS core competencies and decisions that create value
- FCS understanding of our competitors' ability to create value

Each of these are vital ingredients that are included in the structure of Integrated Client Learning and the Objectives/Question Development phase of Integrated Client Learning in which we solicit information that is subsequently synthesized, prioritized, and used to make management decisions.



Choice Processes (Voice of the Client) is the second element of the Fallbrook Computer System. It focuses on our overall approach for quantifying and prioritizing deliverables. It includes the FCS processes that produce: Technology, Responsiveness, Delivery, Cost, and Environment. While none of these is a direct product deliverable, all contribute a great deal to the subjective impression we create with our clients and do impact their decision-making process.

Functional Processes include many of the elements that typically are thought of as “quality.” FCS processes for planning, design, testing, distribution, and service attributes are included here. These are direct and measurable and, as such, are more tangible.

Our teams consider these three types of processes as they interact and drive for improvements, following the Integrated Client Learning process to develop a clear understanding of client wants and needs, and to identify the “vital few” issues on which FCS applies resources to differentiate ourselves from our competitors. FCS uses the same process to determine both near-term and longer-term client requirements and expectations. Differentiation between the two lies in the time horizon of the information sought from the clients and the emphasis of analysis. Additionally, in the long-term, U.S. economic projections and long-term technology trends are given more weight. The actual process is an iterative, closed-loop one consisting of both the Fallbrook Computer Systems Client System and the Integrated Client Learning system. All activities are tracked and information flows into IMS for use by any FCS colleague. The addition of the electronic data manipulation capability in Integrated Client Learning is a 1996 improvement that came about from suggestions from our consultant in addition to technology developments and project post-mortems.

Fallbrook Computer Systems Client System is tightly integrated with our Strategic Business Plan and derives its basic focus from that planning process. The Strategic Business Plan defines the

types of business that FCS wishes to be in at the highest level. The Leadership Team and the Strategic Team follow the Fallbrook Computer Systems Client System to create client delight. All teams in FCS use the eight-step Integrated Client Learning process as a critical part of their prioritization efforts. The Leadership Team and Strategic Team are no exception as they identify and prioritize client groups, market segments, and competitive positions.

The Integrated Client Learning process is the basic approach used by all FCS colleagues to understand and prioritize client wants and needs (including the relative importance of the features). Information from the different teams is aggregated in IMS and is used by colleagues in different ways, including by the Leadership Team and the Strategic Team to determine project priorities and marketing direction.

Step 1: Teams are the foundation of our business. At the top, we have the Leadership Team, under which are the Strategic Team and the Tactical Team. The Strategic Team uses sub-teams to identify potential new opportunities, competitive threats and opportunities, and potential changes in technology or the global economy that might pose a threat or provide an opportunity for FCS. The Tactical Team uses sub-teams to design and implement the client solutions that have been sold. All teams follow the Integrated Client Learning approach to make sure they understand the areas of greatest importance to our clients and follow up by meeting and exceeding expectations.

Step 2: Objective/Question Development is the second step in our process. In this step, the team brainstorms the approach it wants to take and develops open-ended questions to ask clients or potential clients. This stage is short in time, but critical aspects of the business opportunity are discussed; agreement is reached on the information-gathering priorities. Along with the specific questions is a key series of questions called “Choice.” They are designed to force the interviewee to prioritize what he feels are the most important issues – those he would be willing to



spend money on. The focus of the questions covers both short-term issues and longer-term ones to make sure that we can create a sustainable advantage and client delight in the future.

Step 3: Client Visits are where “the rubber meets the road” in terms of obtaining direct client input. Team members, armed with the questions they developed, go out and personally interview clients to get direct input. Depending on the project objective, they might talk to as few as five or six people at a single client (typical for a project team) or as many as 30 to 40 (for the Strategic Team). Information is recorded in the client’s words, sometimes directly on audiotape to minimize the chance of misunderstanding. These client visits are very structured in approach and are in addition to the “normal” variety of contacts that FCS colleagues have with their clients, such as CEO and Team Leader visits, IMS information collection, support calls, Design Virtual Teams, and random visits. Clients also participate as active members on Design-to-Market teams.

Step 4: Synthesis is the process used to develop an understanding of the raw data obtained from the interviews. A combination of technology, electronic data manipulation, and “basic” tools, such as affinity diagramming, is used to develop a clear understanding by all team members of the most important aspects of the client wants and needs. This stage frequently leads to the need to go back to some or all of the clients for follow-up or clarification, which is done by the person originally contracting that client.

Step 5: QFD (quality function deployment) takes the input from the synthesis step and structures and prioritizes it to form the specific client requirements and/or specifications. These are then reviewed, decisions are made, and action planning is started. The use of QFD includes all pertinent information about FCS (technology, skills, and prior performance), and the clients and the competitors to arrive at the “best” solution. Information and some conclusions are shared with key clients to validate the translation. In 1994, to complement QFD, we began using the additional

tools of Conjoint Analysis and Kano (voice of the customer) surveying techniques.

Step 6: Decision-Making is actually the simplest and easiest of the eight steps. Once the teams have the data structured in the QFD “house of quality,” reviewing the data and making the decision of what actions will provide the most benefit for FCS and its clients are straightforward and are typically accomplished in one short meeting.

Step 7: ACTION follows the Decision-Making step. Depending on the team and team charter, the team starts implementing its decisions or it provides to other teams the requirements for decision-making and action (typical for the Strategic Team). The ACTION step is actually the input to Step 1 of the Design-to-Market Process.

Step 8: Post-Mortem is mandatory for all team activities. It is the step that FCS uses to evaluate and improve its processes. At the completion of a task or project, the entire team meets to discuss the successes of its efforts and the areas where it might have been able to do better. Results of these post-mortems, as with all information, are fed into IMS where they are accessible to all FCS colleagues. Especially significant findings are highlighted in an FCS-Mail message to all colleagues to ensure that they are read quickly and any potential actions applied to other active and future projects. As improvements are identified, they are prioritized based on client impact and FCS impact. The Integrated Client Learning process, described above, specifically includes determination of specific product and service features and their relationship to client needs and requirements. The Integrated Client Learning process, from interviews and the IMS database, incorporates all aspects of pertinent information into the decision making process – including complaints, client gains and losses, and product/service performance.



THE LINCOLN AWARDS FOR EXCELLENCE 2007

APPENDICES

Eligibility Certification Letter



**THE LINCOLN
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FOR
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Baxter International

KATHLEEN C. YOSKO
Marionjoy Rehabilitation Hospital

STAFF

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May 4, 2007

Mr. Henry Gmitro
Community Consolidated School Dist. 93
230 Covington Drive
Bloomindale, IL 60108

Dear Hank:

This letter is to confirm the receipt of your organization's *Intent to Apply* and to confirm the eligibility for the 2007 Lincoln Award for Performance Excellence at the Gold level. Attached is a summary of key dates relevant to the 2007 award cycle.

The full application package and final fee must be received (not postmarked) by May 29, 2007. (I have extended the date by one day due to Memorial Day) Remember to deduct the \$200 Intent to Apply fee that you have already submitted.

Please carefully review the requirements for the Application Report, outlined in the *Application Instruction and Forms* document. The *Applicant Profile* section is particularly important. You may submit the same *Intent to Apply Profile* with the final application so long as it meets the criteria and page limits described. The profile you submitted with the *Intent to Apply* form was used to determine eligibility for the Lincoln Award program. The Profile in your submitted application will be used to "set the stage" for your application's review by the examination team.

Any pages beyond the page maximum applicable for the Level at which you are applying will be excluded from the review process. To facilitate readability for the Examiners and Judges, we require the use of **10-point, arial-type font, in a two-column format, with even page margins.** A stapled or spiral bound document is preferred along with a Word format copy of your application on a CD, please submit the appropriate number of copies. **Gold and Silver** applicants are required to send in **12** copies of your application. **Bronze** applicants are required to send in **7** copies of your application.

If you should have any questions, please contact me, Carol Fisher at 630-637-1595 x3. Thank you for your participation!

Sincerely,

Carol L. Fisher
Program Manager, Recognition Cycle

enclosure

INTENT TO APPLY, SITE LISTING AND DESCRIPTION FORM

ELIGIBILITY CONFIRMATION LETTER

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Organizational Profile

P Preface: Organizational Profile

P.1 Organizational Description

P.1a(1) Organizational Environment Community Consolidated School District 93 (referred to in this application as CCSD93) is a pre-kindergarten through eighth-grade system of exceptional education. The district covers approximately 11.65 square miles in northeast DuPage County and is located 40 miles west of Chicago's "Loop" and 18 miles southwest of O'Hare International Airport. CCSD93 serves portions of the Villages of Bloomingdale, Carol Stream, Hanover Park, and small portions of unincorporated DuPage County. There are six elementary schools (kindergarten through fifth grade) and two middle schools (sixth through eighth grade) in the district, all of which were built or extensively remodeled in the past eight years. Two elementary schools also offer pre-kindergarten programs. In the past five years, student enrollment has ranged from 5101 to the current 4500. Presently, 62.2% of CCSD93 students are White, 16.6% are Asian/Pacific Islander, 14.1% are Hispanic, 6.6% are Black, and 0.1% are Native Americans. District data indicate that 9% of enrolled students are considered low-income and 5% are considered limited-English proficient. The student attendance rate is 95.9% and student mobility rate is 11.5%. Educational services are provided to students by 382 certified staff and 285 support staff.

CCSD93 manages its own technology, warehousing, maintenance, and custodial support services and contracts for food and transportation services. For the year ending June 30, 2007, the district operated on total revenues of \$53,795,223.

Language arts, mathematics, science, social science, physical development, health, and fine arts are core learning areas taught to all CCSD93 students. Instruction in all areas focuses on maximizing student potential in the basic skills of reading, writing, and mathematics, along with developing concepts in science and social science. Nurturing students to become independent learners, problem-solvers and decision-makers are additional skills embedded throughout the curriculum. Monitoring of student achievement is accomplished by using a variety of tools including standardized testing, and district and state assessments. The State School Report Card and district assessments detail the results of each school for community review.

A variety of innovative programs and opportunities are available for students. Each program is designed to enhance student ability in applying necessary skills to close gaps between actual and potential performance. Programs include differentiation of instruction, gifted education, special education, reading support services, math support services, and second language services.

Differentiated Instruction continues to be a district-wide initiative to meet the learning needs of students. Successful differentiation matches the academic challenge to the student. Differentiation is achieved when

planning instruction through the content (what students learn), the process (how students learn), and the product (how students demonstrate what has been learned). Differentiation focuses on the two key elements of student understanding and student engagement as designed through planning and instruction.

The **Intellectual Development Enrichment Alternative Services** (IDEA) provide three levels of services to CCSD93 students who show potential for advanced academic performance. Level I services are offered to all students. Teachers in the regular classroom provide students with differentiated instruction as appropriate. Level II services are offered to approximately 5-7% of students who meet eligibility criteria. Cluster grouping and placement with a cluster teacher are provided in grades 3 to 5. Accelerated math and advanced language arts instruction are available for eligible students in grades 6 to 8. Level III services are provided to 1-3% of students who meet eligibility criteria. CCSD93 provides a magnet classroom setting for students in grades 4 to 8 whose learning needs are not readily met in the regular classroom.

The **Special Education Department** provides a range of programs to meet the needs of students with learning problems. Programs include early childhood special education; speech and language; learning disability and emotional disturbance; autism; hearing, visual, or orthopedic impairment; and mild, moderate, or severe mental retardation. An inclusion program is designed for those students who would otherwise be in a self-contained program, but for whom it has been determined appropriate to provide support and services in the regular education classroom.

CCSD93 offers **reading and math support services** to students in grades K-5 (reading) and grades 2-5 (math) who are experiencing challenges in learning to read or difficulty in math. Each building is staffed with at least one full-time reading specialist who is trained to help students with reading difficulties, as well as work with staff to meet the needs of all students. *All Aboard* in kindergarten, *Bright Start* in 1st grade, and *Blast Off* in 2nd grade are intensive early intervention programs taught by instructional support staff and designed to prevent rather than remediate reading problems. Math support is provided at the middle school level by certified math teachers. At the elementary level, the math support model follows the same structure as the reading support services. All reading and math support programs are supplemental to classroom reading instruction and are aligned to the district mission/vision.

CCSD93 has several programs for students whose first language is not English. The purpose of the **second language program** is to assist students in the acquisition of English and to foster academic and social success while respecting cultural diversity. The Transitional Program of Instruction (TPI) is provided in all eight

schools. Each school has a specially trained person who works with children to help them improve their English language skills. They work with English language learners in small group settings through either a pull-out or push-in service delivery model.

The Transitional Bilingual Program (TBI) is designed for students whose first language is Spanish. The focus of the bilingual program is to use the native language as a bridge to learning English. Over 285 students are currently enrolled in the Bilingual and ELL programs. Both programs have an English Language Learner (ELL) component. The goal of the programs is to help non-English speaking students become more successful academically and to reach fluency levels in speaking, listening, reading, and writing English.

P.1a(2) The mission/vision of CCSD93 is *to maximize the academic, social, and emotional potential of each student by utilizing world-class educational practices in partnership with parents, staff, and community.* This mission/vision describes what community and staff stakeholders want the district to become. The mission/vision helps community members and staff members understand what their focus should be and how they can contribute to the education of the district's students.

Five core values reflect what community stakeholders and district staff believe about education. The core values influence BOE decisions and resource allocations. District staff reflect upon these values as they administer, teach, and support students in their everyday learning activities. The core values are:

- **Learning-Centered Education** Learning-centered education places the focus on learning and the real needs of students. Learning-centered education includes high developmental expectations and standards for all students, a primary emphasis on active learning, understanding that students learn in different ways and at different rates, and the use of formative and summative assessments to measure progress.
- **Continuous Improvement** Continuous improvement requires the district and its schools to have clear goals regarding what to improve, a fact-based orientation with clearly identified performance measurements, a systematic approach to improvement, and a primary focus on key processes as the route to better results. By applying this core value, improvement is driven by opportunities to progress as well as to correct problems.
- **Quality Design of Educational Programs** The quality design of educational programs is based upon clear learning objectives, taking into account individual student needs and abilities. Design also includes effective means for gauging student progress.
- **Valuing Staff** CCSD93's success in improving performance depends largely upon the knowledge, capabilities, skills, and motivation of its staff. Staff success, in turn, is contingent upon having

meaningful opportunities to develop and practice new knowledge and skills.

- **Results Orientation** CCSD93's performance system focuses on results, balancing the interests and needs of students with the desires of all other stakeholders. The development and use of a balanced composite of performance indicators provide an effective means for communicating requirements, monitoring actual performance, and focusing on continuous improvement efforts.

In order to translate the mission/vision into day-to-day activities, strategic initiatives have been identified that describe the general direction and priorities that must be addressed if CCSD93 is to realize its mission/vision. The five strategic initiatives are:

- **Student Skills Mastery** In order to satisfy the many stakeholders in the community, CCSD93 seeks to provide an education to all students that maximizes their potential in the five critical skill areas of language arts, mathematics, technology, problem-solving, and inter/intra-personal skills.
- **Stakeholder Satisfaction** CCSD93 focuses its attention on three primary stakeholder groups. Student, parent, and staff satisfaction are important measures of the success of the district and are monitored frequently to assess satisfaction levels of stakeholder groups.
- **Employee Development** CCSD93 must build the capacity for rapid change and continuous improvement by attracting and retaining certified and support staff with the skills and abilities to support students in achieving their academic, social, and emotional potential. This employee development environment champions professional growth, values diversity, promotes individual talent, and recognizes and rewards the contributions and achievements of team members.
- **Systems Alignment and Feedback** CCSD93 must excel at and align strategy; decision-making systems; the core processes of curriculum, instruction, and assessment; internal structures including time, people, and facility usage; information and data systems; human development systems; and reward systems. These efforts support an organizational culture that has the capacity to accomplish the district's mission/vision.
- **Fiscal Responsibility** To succeed financially, CCSD93 needs to ensure that the resources of people, facilities, capital, and technology are effectively and efficiently aligned and funded in order to achieve the mission/vision.

P.1a(3) CCSD93 employs 382 certified employees that include teachers, social workers, psychologists, certified school nurses, and administrators. More than 65% of the certified staff members hold a masters or doctoral degree. The certified teaching staff is represented by the Carol Stream Education Association (CSEA), which is affiliated with the National Education Association (NEA). Certified teachers possess an average of 12 years of experience. CCSD93 employs 144 non-certified instructional support

Category	Total Staff	Q3	Q4	Q1	Q2	%
Support Staff	137	1	5	8	1	11%
Cust/Main Staff	46	0	3	4	0	15%
Lunch Staff	51	0	2	2	1	10%
Health Aides	11	0	1	0	0	9%
Certified Staff	361	0	0	0	0	0%
Administrators	29	0	0	0	0	0%
Clerical	35	1	1	2	1	14%

Figure 7.4-10 Employee Turnover 2006-2007 as of 04/30/07

Attrition rates for first year teachers during the past five years are shown in Figure 7.4-11. The percentage of first year teachers not hired back after their first year of employment ranges from 3% to 22%. According to the National Education Association, "some 20% of all new hires leave the classroom within three years." Information from exit questionnaires and letters of resignation indicates that there is not one particular reason that stands out. According to the National Commission on Teaching and America's Future, almost 50% of new teachers leave the classroom after five years. The average attrition rate for first year teachers is 14%. CCSD93's attrition rate includes reduction in force and releases for performance. With the decline in student enrollment, most first year releases after 2002 were due to lack of positions available.

Year	Total First Year Hires	Left In First Year	Percent
01-02	37	1	3%
02-03	41	4	10%
03-04	18	4	22%
04-05	31	5	16%
05-06	32	7	22%

Figure 7.4-11 Certified Teaching Staff Attrition Rate

New certified teachers are required to attend a full week of orientation as a condition of employment. New Teacher Orientation begins the week before the start of school. Presentations and activities are designed to introduce new certified staff to CCSD93's philosophy, organizational beliefs and culture, policies, procedures, and practices.

New teachers are surveyed each year after attending CCSD93's orientation. The feedback is positive on the support provided by CCSD93's orientation practices. Survey information is examined each year in order to make improvements. Figure 7.4-12 shows orientation feedback over the past three years from new certified staff who "disagreed" or "strongly disagreed" with the following: presentations and handouts; understanding goals and expectations for CCSD93; opportunities to interact with colleagues and district leaders; understanding the expectations and responsibilities of the Induction and Mentoring Program; and being

effectively prepared for the first month of school. Results indicate that new certified staff members believe that CCSD93's orientation is a positive and effective experience and continues to improve.

New Teacher Orientation Dissatisfaction			
	Disagree	Strongly Disagree	Total Disagree
Quality of Presentations and Handouts			
2004	0%	0%	0%
2005	4%	0%	4%
2006	0%	0%	0%
Understanding CCSD93 Goals & Expectations			
2004	0%	0%	0%
2005	0%	0%	0%
2006	0%	0%	0%
Opportunities to Interact with Colleagues & Building Administrators			
2004	17%	3%	20%
2005	8%	0%	8%
2006	0%	0%	0%
Expectations and Responsibilities for the Induction/Mentoring Program Clearly Defined			
2004	0%	0%	0%
2005	4%	0%	4%
2006	0%	0%	0%
Orientation Week Effective in Preparing for the First Month of School.			
2004	22%	0%	22%
2005	4%	8%	12%
2006	0%	0%	0%

Figure 7.4-12 New Teacher Orientation Survey Results

Based on the concerns (highlighted in yellow) expressed in 2004, the new teacher orientation program was changed to provide more time in schools interacting with building personnel and preparing for the opening of school. Each year the program is reviewed to update content covered and to improve the flow of activities.

CCSD93's Induction and Mentoring Program was redesigned in Spring 2004. Previously the program was a one-year program with no training for mentors. Research, best practices information, and the initial evaluation of the first-year program indicated that a multi-year program was more effective for retaining new teachers. Senior leadership, as well as the Carol Stream Education Association, felt that a multi-year program would be more effective for new teachers. The program was designed to be a two-year program for experienced teachers new to CCSD93 and a three-year program for novice teachers. Mentors are trained and provided with a stipend. CCSD93's program was submitted and approved by the State of Illinois as an official provider for a state-approved mentoring program.

staff. These staff members serve in a variety of roles including library learning center aides, ELL tutors, special education aides, registered nurses, and reading and math intervention aides. Most non-certified instructional staff members are represented by the Carol Stream Support Staff Association (CSSSA), an affiliate of the NEA. CCSD93 also employs 141 non-instructional support personnel including secretaries, custodial and maintenance staff, lunchroom supervisors, and crossing guards, as well as technology, business services, and community relations staff. These personnel are not represented by a union and are classified as at-will employees.

P.1a(4) The CCSD93 community believes that the use of technology is critical in preparing students to manage data and information. As the use and sophistication of technology increases, it becomes an ever more vital component in the development of curriculum and a support tool in instructional delivery. The district has a total of 885 computers that were purchased between 1998 and 2007. The current online hardware is three years old or newer. CCSD93's technology plan addresses refreshing hardware and increasing access every three to five years.

P.1a(5) State statutes and regulations require CCSD93 to teach basic instructional areas (reading, math, social science, and science), citizenship values, physical education, career education, United States history, the history of women, black history, human rights, consumer education, the conservation of natural resources, health education, and character values. CCSD93 meets or exceeds federal and state guidelines by providing a free appropriate public education in the least restrictive environment to all children eligible for special education as required by the Individuals with Disabilities Education Act (IDEA) and implements provisions of the Illinois School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. All CCSD93 buildings are handicapped-accessible. CCSD93 also provides a transitional English as a Second Language (ESL) program for students whose native language is not English.

The ISBE requires students in grades 3 through 8 to take the Illinois State Achievement Test (ISAT) in reading and mathematics, and grades 4 and 7 in science. Second language learners are required to take the Illinois Measure of Annual Growth in English (IMAGE) assessment for reading and mathematics in grades 3 through 8.

Schools are required to develop a School Improvement Plan (SIP) each year that addresses areas where improvements are suggested. CCSD93 has organized this improvement process by establishing Building Learning Teams (BLTs) so that multiple perspectives from community members, parents, and staff are considered as priorities for improvements are developed.

Personnel legal/regulatory requirements include the ISBE Illinois School Code, the Illinois Education Labor Relations Board, the State Teacher Certification Board, the

Occupational Safety and Health Agency (OSHA), the United States Department of Education Office of Civil Rights, and the Americans with Disabilities Act.

Transportation services meet the legal/regulatory requirements developed by the National Transportation Safety Board, the Illinois Department of Transportation, and the Secretary of State licensing rules.

CCSD93's food services meet the legal/regulatory requirements developed by the Illinois Department of Public Health, the Food and Nutrition Department within the United States Department of Agriculture, the American School Food Service Association, the State School Business and Nutrition Support Services, and village food service and cleanliness codes.

The accounting policies of the district conform to the U.S. Generally Accepted Accounting Principles (GAAP) as applicable to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. Annual budgets for all CCSD93 Governmental Funds are adopted on the modified accrual basis, consistent with the GAAP requirements for local governments. The BOE follows a seven-step process in establishing the budgetary data reflected in district financial statements.

The Building Officials and Code Administrators International, Inc. (BOCA), International Building Code (IBC), and local village and city building codes govern building and facility rules and regulations.

P.1b(1) Organizational Relationships CCSD93 is governed by a Board of Education consisting of seven members elected at large. The BOE's powers and duties include the broad authority to adopt and enforce all necessary policies for the management and governance of the schools under its responsibility. Official action by Board members must occur at a duly called and legally conducted meeting. BOE policies guide district operations and are regularly updated to remain current. The powers and duties of the BOE include, but are not limited to, those specifically identified in the Board Policy Manual. The BOE functions within the framework of laws, court decisions, standards, and directives of the State Board of Education and similar mandates from the state and national levels of government.

The BOE hires the Superintendent of Schools and holds that person responsible for the administration and management of the district's schools in accordance with BOE policies and directives, and State and Federal laws. The Superintendent is authorized to develop rules, guidelines, and procedures to implement BOE policy. The Superintendent may delegate to other district staff members the exercise of any powers and the discharge of any duties imposed upon the Superintendent of Board policies, but that delegation of power or duty will not relieve the Superintendent of responsibility for the action that was delegated.

Stakeholder Group	Key Requirements
Students	<ul style="list-style-type: none"> Learn in a caring, safe, and orderly environment (7.2) Be treated by adults and peers with respect and fairness (7.2) Behave and treat others with respect (7.2) Feel motivated and empowered to learn (7.2)
Parents	<ul style="list-style-type: none"> Provide high quality curriculum and instruction in a safe and caring environment (7.1 & 7.2) Share information in a timely manner about issues and activities affecting their children (7.2) Employ highly qualified teachers in each classroom (7.4)
Staff	<ul style="list-style-type: none"> Work in a safe, secure, and caring environment (7.4) Participate in decisions that directly affect their work (7.4) Access opportunities for high quality staff development (7.4) Feel supported and recognized by the administration (7.4)
Community At-Large	<ul style="list-style-type: none"> Provide high quality educational services (7.1) Develop good citizens (7.2) Enhance property values (7.3) Use property taxes efficiently (7.5)
High School	<ul style="list-style-type: none"> Have students well prepared for high school coursework (7.1) Collaborate with high school staff regarding student transition (7.2)

Figure P.1-2 Key Requirements (The numbers in parentheses indicate the location of Category 7 results reflective of stakeholder key requirements.)

P.1b(2) CCSD93 defines primary stakeholders as students, parents, and staff. Secondary stakeholders are the community-at-large and the high school. Further disaggregation of stakeholder groups can occur by grade level, building, and/or NCLB subgroup categories. These stakeholder groups are broken down to more discrete segments when working on issues, concerns, and program services that are specific to the subgroup.

CCSD93 has communicated with its stakeholder groups over the past ten years to determine what key requirements stakeholders want CCSD93 to deliver. These efforts have used multiple methods and gone through an on-going evolution. The on-going dialogue has verified the key requirements for each stakeholder group. The Harris Interactive School Poll is utilized as a tool to provide the constructs by which certain stakeholder requirements are determined and assessed. CCSD93 senior leaders carefully monitor state and national polling to determine the public's expectations for education. The key requirements for each of the segments are defined in Figure P.1-2.

P.1b(3) and P.1b(4) CCSD93 manages most of its support functions internally. All secretarial, custodial, and maintenance functions are provided by district employees.

CCSD93 does not identify primary suppliers because suppliers are providing necessary consumable supplies, not core resources. The district contracts for two critical daily services: food services and transportation. The groups, their relationship, and communication mechanisms are listed below.

Suppliers	Relationship/Communication
CCSD93 uses 1200+ suppliers for goods and services.	Bids are sent to appropriate suppliers that follow legally proscribed bidding practices.
Partners	Relationship/Communication
Arbor Management	<ul style="list-style-type: none"> Arbor Management provides the student hot lunch program. Communication occurs through defined relationship on an as needed basis.
Laidlaw	<ul style="list-style-type: none"> Laidlaw provides the district with student transportation services. Communication occurs through defined relationship on an as needed basis.

Figure P.1-3 Suppliers/Partners & Relationship

P.2 Organizational Challenges

P.2a(1) Competitive Environment St. Isidore Catholic School is located within the CCSD93 school district boundaries. Its families choose to attend the school for religious reasons. It is not considered a competitor. CCSD93 administration collaborates with St. Isidore School in providing support for grants and staff development.

P.2a(2) The principle factors that determine CCSD93's success include:

1. Decisions based on researched best practices in academic and support processes;
2. An inclusive leadership practice that reduces or eliminates traditional organizational barriers (silo's);
3. A strong improvement process at the school level that accelerates the rate of student performance and creates high levels of student satisfaction;
4. A data rich environment that provides the right information at the right time;
5. A genuine desire for continuous improvement and the definition and flowcharting of all quality processes;
6. A technology infrastructure that is up-to-date, reliable, and focuses on helping teachers and administrators improve the results of their work;
7. A highly qualified staff and administration, motivated to achieve the mission of the district;

8. A Board of Education and Superintendent that has developed a trust with the community so that the community believes in and supports the district;
9. An up-to-date curriculum with aligned and relevant assessments (tests) of the curriculum; and
10. A financial stability that supports the levels of resources necessary for the district to address its challenges and implement its initiatives.

P.2a(3) Key sources of comparative data in the academic community include the Illinois Interactive Report Card (iirc) website that is a database of state demographic and achievement information for all schools in the state. This database is regularly used to identify comparative data. Additionally, the State Board of Education provides annual report cards for all schools in the state. Harris Interactive provides comparative data for other high performing school districts that use their satisfaction survey.

CCSD93 belongs to the Consortium for Educational Change (CEC), a group of suburban school districts that share both practice and results information. This group benchmarks best practice and shares performance data. National journals (AASA, ASCD, & NSDC) provide perspectives that can be used as comparisons on program and service issues. The TetraData Corporation has a users group that provides some comparison data on best practices. Key sources for comparative data outside the academic community are few because of the difficulty in obtaining these data.

P.2b Strategic Content The CCSD93 strategic plan, *Strategic Directions 2003-2008*, was formulated using input solicited from community members and district staff. The first question asked during the data collection process was, "In order to provide the highest quality education to all CCSD93 students, what trends and issues will the district have to address in its strategic plan?" By carefully analyzing responses, the following five strategic challenges were identified:

- **Social/Demographic Issues** Demographic trends in CCSD93 indicate that greater numbers of students are entering the district with different cultural backgrounds, more diverse learning needs, greater gaps in basic skills development, and greater gaps in social/emotional development. These trends require redesigned and/or improved programs and practices so that all students are able to achieve their maximum academic, social, and emotional potential.
- **Changing Technology** CCSD93 community members and staff are sensitive to and aware of the impact of technology on everyday life and in work environments. They want CCSD93 students to be skilled and knowledgeable in the many uses of technology to enhance the students' chances for an enjoyable and productive life. Keeping up-to-date with technology applications and uses in the learning environment is a top priority, both educationally and fiscally.

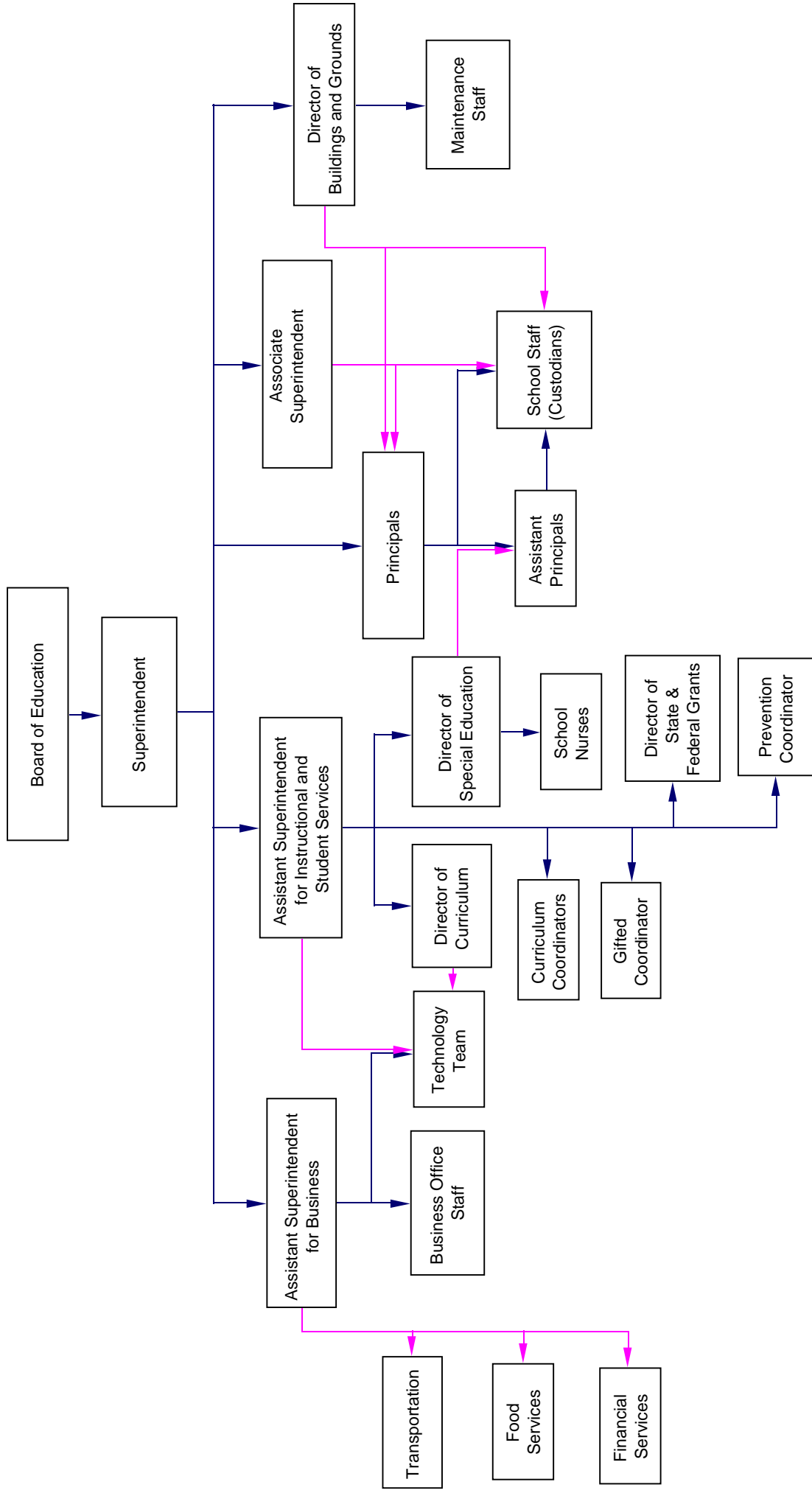
- **Achieving Basic Skills** Keeping focused on the main purpose of education is very important to the CCSD93 staff and community. Achieving mastery of the common basic skills is as important today as ever and must be CCSD93's priority.
- **Addressing Student Needs** This challenge is much the same as the social/demographic issue except that it is more focused on those students with special needs who are often found in special education programs. The district strives to see that these students are given every possibility for success in their adult lives.
- **Parent Participation** This challenge is a confirmation that parents play an integral role in the support of education, in communications about the importance of education, in supervising educational progress, and in their expectations related to academic and behavioral performance. CCSD93 has a strong history of parental involvement. The challenge is to continue to provide opportunities for meaningful involvement, as demands on parents' time increase.

P.2c Performance Improvement System CCSD93's performance improvement system begins with a shared decision-making structure comprised of a District Learning Team (DLT) and individual Building Leadership Teams (BLTs). Ad hoc instructional leadership groups also provide input to the DLT. These teams provide broad-based information and perspectives for setting goals and priorities at the district and school levels. This information drives the development of district-level improvement activities and school improvement plans.

CCSD93's improvement system is based on the Plan, Do, Study, Act (PDSA) cycle of continuous improvement. Multiple district and community perspectives support shared decision-making, which fosters the application of a continuous improvement philosophy and process improvement practices within all district departments and schools. Each BLT is required to use student performance data to update its academic goals and the SIP annually. This performance improvement system merges a continuous improvement focus with a results orientation to address the district-wide cultural belief that everything can, and must, continuously improve over time.

Organizational Chart

Community Consolidated School District 93 Organizational Chart



Legend

Blue = Supervisory Relationship

Pink = Major Communication Relationship

Glossary of Terms and Abbreviations

Glossary of Terms and Abbreviations

AASA	American Association of School Administrators	IEP	Individualized Education Program
AHERA	Asbestos Hazard Emergency Response Act	iirc	Illinois Interactive Report Card
APQC	American Productivity & Quality Center	IMAGE	Illinois Measure of Annual Growth in English
ASBO	Association of School Business Officials	ISAT	Illinois State Achievement Test
ASCD	Association for Supervision and Curriculum Development	ISEL	Illinois Snapshot of Early Literacy
AYP	Annual Yearly Progress	IT	Informational Technology
BLT	Building Leadership Team	LA	Language Arts
BOCA	Building Officials & Code Administrators	LEAD Courses	Learning Experiences and Development Courses
BOE	Board of Education	LLC	Library Learning Center
CEC	Consortium for Educational Change	McREL	Mid-continent Research for Education and Learning
CPR	Cardio Pulmonary Resuscitation	NCLB	No Child Left Behind
CSEA	Carol Stream Education Association	NEA	National Education Association
CSSSA	Carol Stream Support Staff Association	NSCD	National Staff Development Council
DLT	District Learning Team	NWEA	Northwest Evaluation Association
ECRA	Educational Consultants and Research Associates	OSHA	Occupational Safety and Health Agency
EFF Survey	Education for the Future	PCs	Personal Computers
ELL	English Language Learners	PDSA	Plan, Do, Study, Act
ESL	English as a Second Language	PE	Physical Education
GAAP	Generally Accepted Accounting Principles	PTA/PTO	Parent Teacher Association/Organization
GASB	Governmental Accounting Standards Board	OFI	Opportunity for Improvement
HR	Human Resources	ROE	Regional Office of Education
IAA	Illinois Alternate Assessment	SIP	School Improvement Plan
IBC	International Building Code	SST	Special Services Team
IDEA	Intellectual Development Enrichment Alternative	TBI	Transitional Bilingual Program
IDEA	Individuals with Disabilities Education Act	TPI	Transitional Program of Instruction
		VOC	Voice of the Customer

Application Report

1.0 Leadership

1.1 Senior Leadership

1.1a Vision and Values

1.1a(1) Senior leadership in CCSD93 consists of the Board of Education (BOE), the Superintendent, his Cabinet, and the school principals. The Superintendent's Cabinet includes the Associate Superintendent, the Assistant Superintendent for Business Services, the Assistant Superintendent for Instructional and Student Services, and the Director of Buildings and Grounds. The Administrative Council consists of Cabinet members, school principals, and central office directors.

CCSD93 schools belong to the community. The community governs the schools under rights guaranteed to it by the Constitution and statutes of the State of Illinois. The BOE is elected by the community to represent it, to determine local educational plans and policies, and to establish publicly endorsed educational focus. (Figure 1.1-1)

The mission, core values, strategic themes, student mastery in five skill areas, and key quality measures were developed through a stakeholder-driven strategic planning process. Senior leaders use the mission and five skill areas as the focus for goal setting, program design, and performance improvement. Community stakeholders have said that the primary function of the BOE is to provide educational programs for all students, giving them the opportunity to develop to their fullest capacity in the areas of academic, social, and emotional potential. The administration's primary function is to manage CCSD93 by facilitating the implementation of world-class educational programs that meet or exceed the expectations of district stakeholders. CCSD93 senior leaders have used *Strategic Directions 2003-2008*, the stakeholder-driven strategic plan, to align all district operations.

Senior leaders designed a leadership system that creates the strategic organizational linkages necessary

to achieve the mission and student mastery in the five skill areas. The CCSD93 leadership system is called *Strategic Linkages*, and is used to deploy the mission, student skill areas, and both short- and long-term strategic initiatives. (Figure 1.1-2, page 2)

Organizational results and stakeholder expectations define what the leadership system must accomplish. Student mastery in five skill areas was identified during the strategic planning process as being the highest priority for academic, social, and emotional learning. These priorities drive the short- and long-term planning

processes. Senior leaders then focus attention on key work processes of:

- Curriculum, assessment, and instructional programs
- Internal structures of time, people, and facilities
- Information and management systems
- Instructional program delivery decision-making

These work processes must function effectively and efficiently if mastery in the five skill areas is to be achieved.

Next, senior leaders focus on making sure that all CCSD93 staff and administrators have the understanding, skills, and abilities to assure that the key processes are working well. This requires that CCSD93 attracts, supports, and retains highly qualified certified, support, and administrative staff; that individual talent is promoted; and that the contributions and achievements of the staff and organization are recognized and rewarded.

Through the Building Leadership Teams (BLTs), staff, parents, and administrators make the critical decisions that redesign or improve programs and practices in order to support students in mastering the five skill areas,

mainly by aligning support systems and applying continuous improvement approaches. The steps in the leadership system align all critical elements of the organization so that the CCSD93 mission can be accomplished.

Strategic Directions 2003-2008
<i>Mission</i>
Maximize the academic, social, and emotional potential of each student by utilizing world-class educational practices in partnership with parents, staff, and community.
<i>Core Values</i>
<ul style="list-style-type: none"> • Learning-Centered Education • Continuous Improvement • Quality Design of Educational Programs • Valuing Faculty and Staff • Results Orientation
<i>Strategic Themes</i>
<ul style="list-style-type: none"> • Student Skills Mastery • Stakeholder Satisfaction • Employee Development • Alignment of Support Systems • Fiscal Considerations
<i>The Five Skill Areas</i>
<ul style="list-style-type: none"> • Language Arts • Mathematics • Technology • Problem-Solving • Inter/Intra-Personal
<i>Key Quality Measures</i>
<ul style="list-style-type: none"> • District Scorecard Measures <ul style="list-style-type: none"> ○ Student Achievement ○ Stakeholder Satisfaction ○ Financial Health
<i>Deployment</i>
Department Action Plans and School Improvement Plans

Figure 1.1-1 CCSD93 Focus

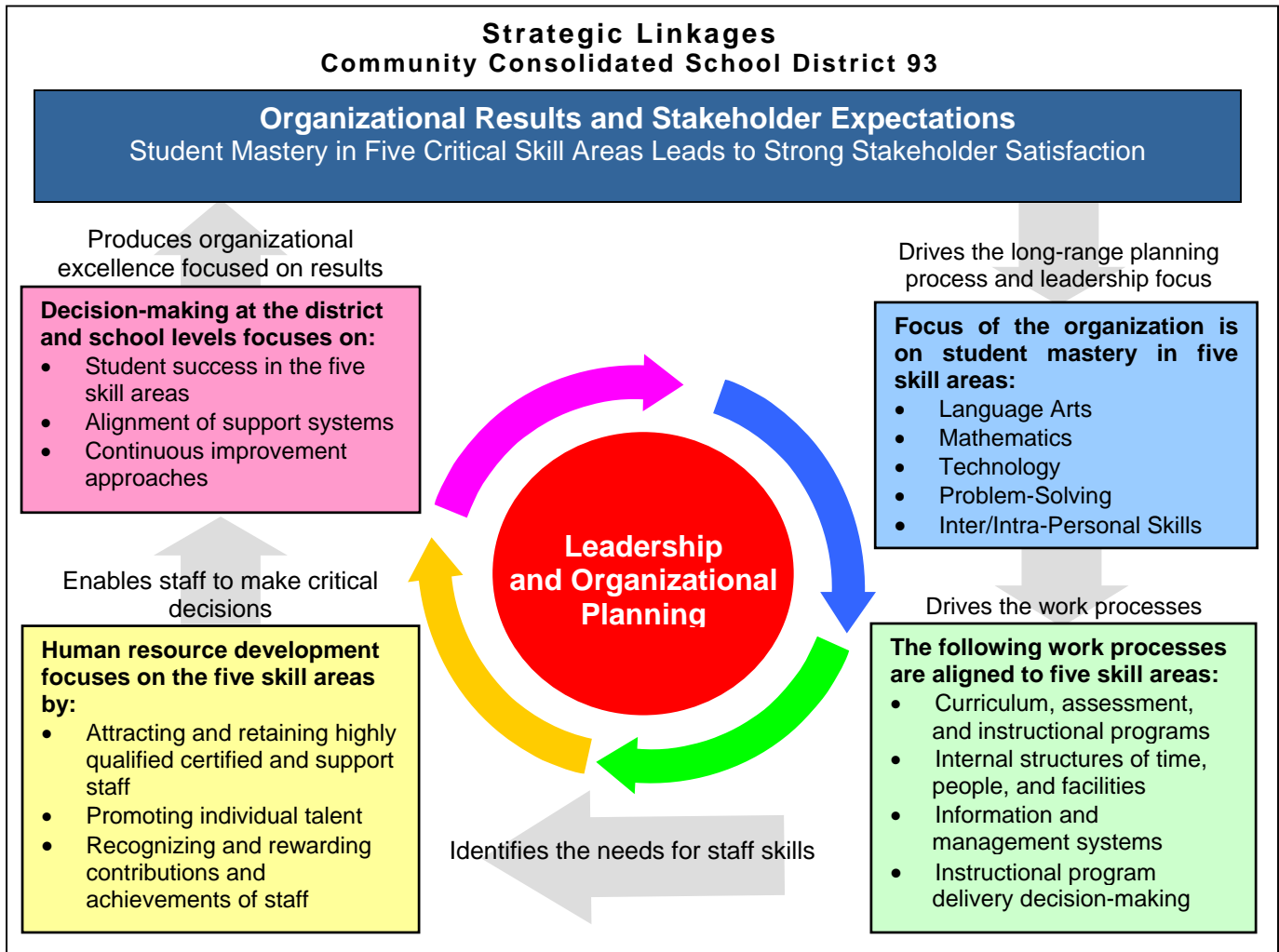


Figure 1.1-2 Strategic Linkages Leadership System

1.1a(2) As part of the CCSD93 mission relating to the social and emotional potential of students, the district subscribes to the CHARACTER COUNTS!SM philosophy that promotes core ethical values as the basis of good student character:

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

The school staff and parent community have agreed on the core ethical values they wish to promote in their character education initiatives and have defined those values in terms of behaviors that can be observed in the school, family, and community. Senior leaders and district staff personally promote, through their actions and words, the Six Pillars of Character to assure that both adults and students hold themselves responsible for the same ethical behavior. Therefore, all district employees and students behave in accordance with a common ethical code of conduct. In addition, senior leaders model legal and ethical behaviors by

complying with all local, state, and federal regulations regarding both district operations and professional behavior. CCSD93 is committed to striving for the highest ethical standards in operations and relationships.

The organization regularly goes through internal and external reviews and audits to ensure that practices and procedures are being followed. Examples include:

- Annual Financial Audit
- ROE Compliance Review
- Annual Statements of Conflict of Interest
- State and Federal Grant Reviews
- Facility Inspections

The BOE and senior leaders monitor performance based on all reviews and audits to ensure that district procedures and decisions follow the highest ethical and legal standards.

CCSD93 also uses the services of a law firm that specializes in school law, Canna and Canna, Ltd. This partnership has been in effect for more than ten years. The firm advises the BOE, the Superintendent,

Cabinet members, and principals on legal procedures and protections. When faced with an issue or problem, the legal firm is involved where appropriate. The firm also reviews BOE policy additions and changes before they are approved to ensure that they meet legal requirements and are up to date with recent legislative changes. The law firm's recent involvement includes:

- Bond sales
- Debt restructuring
- Collective bargaining
- Due process proceedings
- Policy development and review
- Employee releases and dismissals
- Student suspensions and expulsions

When a problem or infraction is identified, the district moves quickly to remedy the situation. An example is the loss of a due process hearing ten years ago. The procedural violation involved not securing a parent signature for a change in student placement. CCSD93 special education procedures were updated in order to prevent similar problems. No further incidents in that area have occurred.

1.1a(3) The main strategy CCSD93 senior leaders use to create an environment of sustainability, performance improvement, and workforce learning is cross-functional workgroups of stakeholders for shared decision-making on important issues. (Figure 1.1-3) These cross-functional groups create opportunities for direct participation in important aspects of district and school planning and operations. The District Learning Team (DLT), comprised of community members, parents, teachers, support staff, administrators, and BOE representatives, is largely responsible for the development of the district strategic plan and for making decisions about important district-wide issues, such as the annual school calendar. Building Leadership Teams (BLTs), comprised of parents, staff members, and the building administrator, are responsible for developing, implementing, and monitoring the progress of the School Improvement Plans (SIP). DLT membership is aligned with BLT membership.

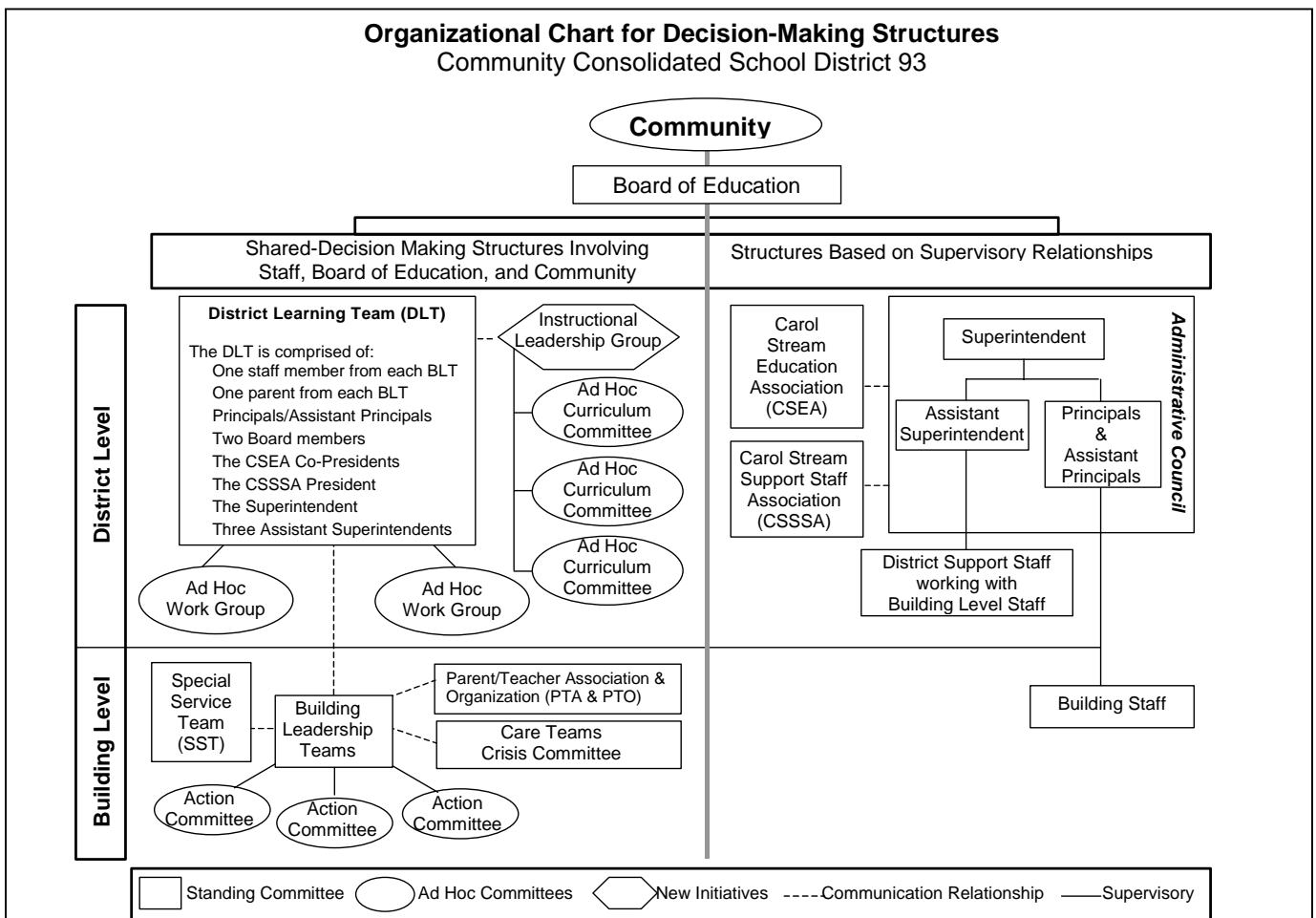


Figure 1.1-3 Shared Decision-Making Structures

The SIP is the school's business plan, just as *Strategic Directions* serves in the same capacity at the district level. These two structures and their associated action plans were created to improve organizational performance. They permit the organization (school or district) to be agile in addressing critical issues as they arise. They also create alignment among the schools and the district, as DLT membership is derived from BLT membership. The BLTs and DLT provide vehicles for organizational learning and sharing. Innovative and effective processes and initiatives created at one site are shared with all other sites through regular DLT meetings. For example, school improvement plans for all schools were shared with all BLTs to determine opportunities for cooperative and collaborative work on goals. Several schools chose to partner with others to enhance their work and reduce cycle time in the development of new strategies and procedures.

Senior leaders participate in the development of future leadership through a mentoring program for new leaders and potential leaders, e.g. assistant principals and department coordinators. Succession planning occurs through two processes. One is the development of future leaders as they participate in entry-level leadership roles. These individuals are the first ones considered when leadership positions open in the district. For example, six of the current eight principals served as assistant principals within the district before moving into their current assignments as principals. The second approach to succession planning is the BOE's expectation of having a plan in place should a senior leader leave the organization or when retirements are contemplated.

Another strategy deployed throughout the district to support succession needs is cross-training. The district operates by ensuring that no critical organizational function remains the sole knowledge and responsibility of an individual. For example, business personnel cross-train in all critical business operation functions so that when the payroll clerk is unavailable, someone else in the organization is capable of running payroll. At the building level, principals work closely with their assistants so that they are prepared to handle issues in the principal's absence. At the Cabinet level, all important issues are discussed at weekly meetings so that Cabinet members are aware of issues throughout the organization and their impact district-wide. These meetings and the sense of teamwork permit Cabinet members to assist each other in both their regular activities and special projects.

1.1b Communication and Organizational Performance

1.1b(1) Senior leaders communicate with the entire workforce through both written and oral means. Biweekly publications come from the Superintendent's Office to keep all staff members informed on district

operational issues. Weekly communication from Cabinet members is given to Administrative Council members to keep them informed on operational issues. Monthly communication from the curriculum department is sent to all instructional staff members to share best practices. Email communication is sent directly from senior leaders to all staff for important information. Oral communication occurs through both formal and informal means. Five institute days per year provide a formal and structured means of communication. Similar structures are used at the building level.

Team plan time also provides all staff with the opportunity for open communication. For example, the Superintendent and Cabinet members attended team meetings with all staff members three times in the past school year. Discussions at these meetings included the implementation of a new student reporting system and feedback from staff regarding their needs and wishes as they implemented the new system.

Open communication is encouraged through shared decision-making structures, as well as through the district's philosophy of dialing direct when a concern or idea needs to be discussed. The Superintendent, Cabinet members, and principals regularly talk with stakeholders who wish to discuss an issue. Contact information via phone or email is public, and senior leaders attempt to respond within 48 hours.

Recognition efforts occur at both the building and district levels. Principals regularly provide recognition at building staff meetings and through recognition cards that can be given to any staff member at any time. District recognition occurs through the staff newsletter, recognition cards, letters, end-of-year recognition for years of service and retirements, and formal acknowledgement at BOE meetings during the "Board Salute" item on the agenda. Annually, the BOE gives gifts to all staff members to thank them and recognize their efforts.

1.1b(2) Senior leaders create an action focus in CCSD93 through the district's strategic plan and the development and deployment of action plans. At the school level, the use of a rigorous data-based School Improvement Plan (SIP) guides direction and action. The overall district focus for action is the strategic plan, *Strategic Directions*. Each department develops an action plan aligned to the mission, and to strategic themes and short- and long-term initiatives. The strategic plan defines scorecard measures for each of the strategic themes and initiatives. These measures include disaggregated student performance measures, stakeholder satisfaction levels, benchmark comparisons, and self-assessment measures.

School improvement plans follow a similar process and are focused on school-level data. Both mechanisms are imbedded in the daily and weekly operations of the school district. Senior leaders regularly review the performance measures associated with the initiatives. Value is created by reviewing the goal accomplishment and the satisfaction measures of the stakeholder groups that are impacted.

1.2 Governance and Social Responsibilities

1.2a Organizational Governance

1.2a(1) The BOE holds the primary responsibility for reviewing organizational operations. As the duly elected representatives of the community, they review the decisions and actions of the management team. Student performance data, fiscal accountability, adherence to Board policy, audit reports, and stakeholder satisfaction data are regularly reviewed and monitored at public Board meetings.

1.2a(2) All CCSD93 groups and individuals have evaluation systems that are reviewed by supervisors. These instruments are specific to the individual and/or groups, but follow the general format of:

1. Self-evaluation
2. Review by supervisor
3. Gap analysis
4. Goal setting
5. Multiple cycles with intent to identify patterns over time

For many roles, data are also collected from stakeholder groups to determine their perception of an individual's or group's performance. These data are returned to the individuals or groups to act upon. Information gathered from the performance of the BOE, senior leaders, and leadership teams is considered by the organization in its strategic planning process to determine if changes in organizational structures or processes are needed.

1.2b Legal and Ethical Behavior

1.2b(1) Through the shared decision-making structures, the impact of decisions on various stakeholders is considered as part of the decision-making process. Each constituent group is usually represented. If not, efforts are made to solicit input from the impacted constituencies through survey tools input meetings, and on-going dialog with stakeholders.

CCSD93 gives high priority to being fully compliant with all state and federal regulations. Key compliance items are shown in Figure 1.2-1.

Key Compliance Processes	Key Compliance Measures	Key Compliance Goals
Review of academic progress	--State AYP progress	--Exceeding NCLB AYP goals
Safety and legal compliance	--Annual and quadrennial ROE review --Grant application	--Fully recognized by ROE --Grant review & approvals
High quality staff	--NCLB highly qualified staff report	--All staff are highly qualified
Fiscal accountability	--State financial ranking	--Financial recognition rating (4.0)

Figure 1.2-1 Compliance Processes, Measures and Goals

Risk management in CCSD93 is addressed by planning for worst-case scenarios. Crisis plans are in place for all critical issues that the district is able to anticipate. Each time a new program or service is considered, the planning team does risk assessment and looks at the costs, both financial and political, associated with worst-case problems. Because most services and programs are designed to provide a benefit, there are minimal needs associated with environmental or sociological risks imposed on stakeholders or the community, but they are considered in the decision-making process. Most risk assessment concerns are regarding the political impact. Public opinion and satisfaction are more often than not related to stakeholder opinion about the desirability of the proposed changes. The shared decision-making structure helps to ensure that these opinions are considered. When issues and concerns about program changes do occur, CCSD93 senior leaders meet with impacted stakeholders to see if win/win solutions can be identified and implemented.

1.2b(2) The CCSD93 BOE, as part of its regular responsibilities, monitors district legal and ethical policies, guidelines, and administrative procedures. It is the policy of the BOE to prohibit discrimination against any student or staff member by reason of race, color, religion, economic status, marital status, national origin or disability in educational programs, activities, services, or benefits. It is also the policy of the BOE to prohibit discrimination against students and staff on the basis of gender in the provision of programs, activities, services, or benefits. CCSD93 strives to guarantee to both genders appropriate equal access to educational and extracurricular programs and activities. It is also the policy of the BOE to ensure equity among attendance centers with respect to teachers, administrators, auxiliary personnel,

curriculum materials, and instructional supplies within reasonably identifiable differences which exist among academic disciplines, organization of the school, and student population. All of these policies are monitored by the senior leaders.

Monthly meetings between the Superintendent's Cabinet and union officials are held, in part, to monitor the legal and ethical behavior of all employees. Each month, issues related to legal and ethical behavior are discussed if necessary, and policy, procedures, and practices are improved where appropriate. Contract rules are clarified, administrative initiatives are discussed, and working conditions are reviewed, all for the purpose of being proactive and supportive in adhering to strict compliance with legal and ethical behavior and ensuring the consistency of practice and policy.

Each year the schools are inspected by the local fire department to ensure that they are in compliance with all safety and health related regulations. Every four years, the district undergoes a comprehensive compliance review conducted by the ROE. Part of the review is an audit of district compliance with federal and state laws related to the operation of programs and practices, personnel certification, and the maintenance of buildings and property.

1.2(c) Support of Key Communities CCSD93 has three villages that it serves, Carol Stream, Bloomingdale, and Hanover Park. The district has developed working relationships with these key communities and established regular vehicles (monthly or quarterly meetings) at which issues are discussed and resolved. The district strives to work cooperatively with all governmental and community agencies. This positive relationship has been widened through the waiver of permit fees and the establishment of collaborative ventures. CCSD93 has a significant number of intergovernmental agreements within these communities that support the work of the school district and community groups. Examples include emergency shelters, police liaison officers, day care programming, community youth activities, school facility usage by community groups, and building code agreements.

In addition, CCSD93 senior leaders and staff regularly participate in community-wide activities that enhance the quality of life in the community. Recent examples include Relay for Life, PADS fundraising, Jamal Place donations, food pantry donations, United Way, American Heart Association, Susan G. Komen Foundation, and Hurricane Katrina relief efforts. Community members give back to CCSD93 in many ways, as well. One example is the District's student mentoring program. Over 100 community members volunteer their time to have lunch with a child once per week. During this time, mentors build supportive

relationships with children in order to encourage them to do their best. Children identified to have a mentor are those who would benefit from having a supportive individual in their life.

2.0 Strategic Planning

2.1 Strategy Development

2.1a(1) Strategy Development Process

CCSD93 uses the Stakeholder-Driven Strategic Planning model (Figure 2.1-1) that was developed at Mid-continent Research Education and Learning (McREL) more than 20 years ago and has been continuously refined since then. It has been benchmarked against world-class strategic planning practices. It is being used in school districts, large and small, across the nation and has been used in state departments of education and state legislatures. It is also the planning process used by a Baldrige award winning school district.

A successful school district is dependent upon the willingness of stakeholders to continue to support the district. That willingness is determined to a great extent by how well students learn. Student learning is a product of the quality of educational experiences in schools which is directly proportional to the capacity and capabilities of teachers and administrators. This requires disciplined attention to each of these drivers if CCSD93 is to build the momentum it needs to become one of the truly great school districts in the nation.

Stakeholder-Driven Strategic Planning is designed to clearly define each of the success drivers. The strategic outcome of Stakeholder-Driven Strategic Planning is to determine what both external and internal stakeholders require and expect students to learn and the district to accomplish for the next three to five years. A school district cannot achieve success if the "end in mind" is not clearly aligned to stakeholders' current and future expectations and performance requirements.

The operational outcome of Stakeholder-Driven Strategic Planning is to translate constituent expectations and performance requirements into an effective management system that aligns organizational systems to the district's mission, deploys the plan, integrates strategic objectives into department and school improvement plans, develops or refines key processes to improve effectiveness and efficiency, and identifies measures that are used to monitor performance and review planning and deployment processes.

The DLT and Superintendent are responsible for leading the development of the strategic plan. The DLT is comprised of a representative group of parents, staff, and administrators from each of the district's schools. Throughout the strategic planning process, they provide the link between the community, parents, staff, and students to communicate information and analyze feedback and input received. Their leadership role,

along with the work of the BOE and senior leadership team, ensures that all stakeholder groups are engaged in the process.

Stakeholder-Driven Strategic Planning Process Phases	
1	Plan the sampling process for external and internal district stakeholders so that a 95% confidence level with a + or – 2 or 3 interval can be achieved.
2	Conduct the survey process using existing community meetings, evening meetings at schools, staff meetings, and other opportunities to collect information from the community, parents, students, staff, and administrators.
3	Identify constituent requirements and expectations through the analysis (categorizing and prioritizing) of survey data.
4	Identify current district performance levels using an internal audit process.
5	Define key district and school strategic initiatives using a strategy map so that constituent requirements and expectations identified in Phase 3 can be achieved. These key district and school strategic initiatives become the central focus of the strategic plan. The focus is on developing those strategic initiatives that improve student learning and organizational processes that improve effectiveness and/or efficiency.
6	Develop a Balanced Scorecard based on data from Phase 3 incorporating both leading and lagging indicators. Operationally define all scorecard measures.
7	Develop a deployment plan that reaches all levels of the district to create understanding, ownership, and enthusiasm about the mission and a belief that the strategic initiatives are appropriate and obtainable.

Figure 2.1-1 Strategic Planning Process

2.1a(2) During Phase 1, DLT members developed the process used to gather information from different CCSD93 stakeholder groups, including community members, parents, certified and support staff, and administrators. 1,045 stakeholders were needed to provide feedback in order to reach the 95% confidence level with an interval of + or – 3 and that level was achieved when the plan was developed.

During Phases 2 and 3, stakeholder groups participated in a structured presentation process that provided information about the district and then provided time for stakeholder groups to write responses to a series of questions:

1. What are the greatest challenges the district faces? (Identified the district challenges described in Phase 2.)
2. What are the most important skills that students need to know to be prepared for a successful future? (Identified the five skill areas for students to master.)
3. What evidence would you look at to judge the quality of education in CCSD93? (Identified Scorecard measures of quality performance.)
4. What should financial and budgetary priorities look like? (Information used in the BOE budget development process.)
5. What would delight you? (A further elaboration of stakeholder priorities and expectations.)

Phase 5 identified key district processes to generate the results stakeholders wanted. The short- and long-term initiatives and a Strategy Map (Figure 2.1-2) clearly describe what the organization must do in order to achieve the district mission. The senior leadership team, Administrative Council, and DLT identified the short- and long-term strategic initiatives. The Superintendent's Cabinet identified critical strategies that became part of the strategy map.

Phase 6 aligned measures to the district mission statement and strategic initiatives by developing a Balanced Scorecard. (Figure 2.1-3, page 3)

An affinity diagram was used to aggregate stakeholder answers to each question. The affinity diagram categories of responses were organized on Pareto charts so priorities could be easily analyzed. This provided the DLT with information necessary to analyze the district's strengths, opportunities, and threats.

A scorecard was developed by the Cabinet based on input from department process owners that aligned the measures to the strategic plan and the strategy map. The scorecard was balanced with leading (formative) and lagging (summative) indicators of performance and clearly identified gaps in performance and opportunities for improvement. The scorecard is a component of the Strategic Linkages Leadership System. Each measure of the scorecard has been operationally defined so that key processes, process owners, process targets, the measurement instrument, measurement process, and data analysis procedures are clearly defined. This phase answers the question, "How will we know when we achieve our mission?"

Administrative Council held the primary responsibility for conducting the Phase 4 internal audit process using Baldrige criteria to identify current district performance. This phase helped to identify the district's weaknesses in relation to stakeholder expectations.

CCSD93 Strategy Map, September 2004

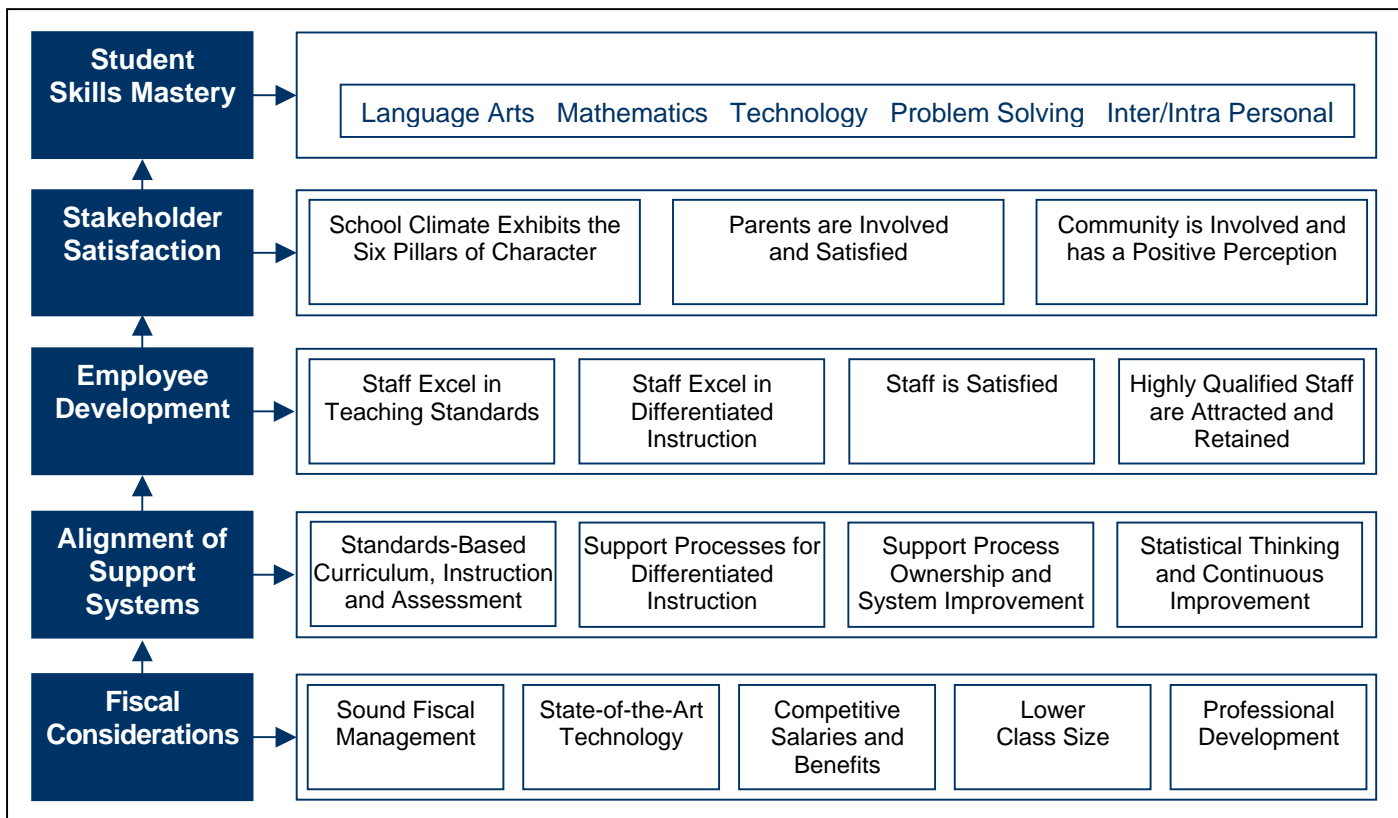


Figure 2.1-2 District Strategy Map

Balanced Scorecard
Community Consolidated School District 93

District 93 Strategy Map		Balanced Scorecard		PDSA Improvement Plans
Critical Skills	Goals	Measures	Targets	Initiatives
1. Technology	Students meet or exceed CCSD93 technology standards	Formative technology standards assessments	95% of students master standards	Define technology standards per grade level and track on SAR
2. Language Arts	Students master grade level reading and writing standards	ISAT, STAR, Explore (8 th)	90% of students master grade level standards	Define Standards-Based Instruction flowchart
3. Mathematics	Students master grade level mathematics standards	ISAT, STAR, Explore (8 th)	90% of students master grade level standards	Standardize Middle School Math Program
4. Problem Solving	Students master problem solving	Problem Solving Skills on SAR	90% of students achieve a score of 3 or better	Standardize scale and track on SAR
5. Inter/Intra Personal	Students are people of character and are self-motivated and responsible learners	Lifelong Learning Skills on SAR	90% or more of students achieve a score of 3 or better	Develop operational definitions and track on SAR

Figure 2.1-3 Sample Page from Balanced Scorecard

Because of the broad participation of stakeholder groups, the 95% confidence level of results, the internal audit, clearly-identified priorities, and clearly-defined strategic initiatives, the stakeholder-driven strategic planning process gave the BOE, administrators, and staff the necessary direction to confidently move forward and develop a deployment plan.

Administrative Council members first developed “Talking Points” about the new strategic plan so that all communications about the plan would be consistent. “Talking Points” also provided senior leaders a clear understanding about the planning process, the intent of the plan, and how it would be deployed throughout the district. The “Talking Points” covered the general process used to develop the plan, what kinds of measures would be used to track the deployment of the plan, what the current district performance levels were in relation to mission performance expectations, priorities for improvements, and how BLTs will align the SIP process to the strategic plan. The “Talking Points” were used to share the plan

with both internal and external stakeholder groups.

Early in the deployment process, each staff member was given access to a copy of the newly-drafted strategic plan and was asked two questions:

1. Do you agree with the directions set forth in the new strategic plan?
2. Do you believe that the plan addresses the major issues facing CCSD93 over the next five years?

94% of respondents agreed with the directions and 92% believed the plan addressed the most important major issues.

A PowerPoint presentation was developed to parallel the “Talking Points.” Other deployment tactics were used (presentations to PTA/PTO groups, board meetings, district institute days, staff meetings, etc.) to meet the goal of every staff member hearing the *Strategic Directions 2003-2008* strategic plan seven different times (a benchmark identified from literature).

2.1b(1) The short-term and long-term strategic initiatives were defined as part of the planning process. They are updated on an annual basis and are presented in Figure 2.1-6, page 12. The initiatives are defined around five strategic themes:

Strategic Themes
Student Mastery in Five Skill Areas (7.1)
Stakeholder Satisfaction (7.2)
Employee Development (7.4)
Alignment of Support Systems (7.1 & 7.2)
Fiscal Considerations (7.3 & 7.6)

Figure 2.1-4 Strategic Themes (The numbers in parentheses indicate the location of Category 7 results reflective of the strategic initiatives.)

These themes form the basis of the work defined in Strategic Linkages. (Figure 1.1-2, page 2)

2.1b(2) CCSD93 challenges were identified through the strategic planning process. They are listed in Figure 2.1-5 in priority order.

Strategic Challenges
1. Social/demographic issues
2. Changing technology
3. Achieving basic skills
4. Addressing student needs
5. Parent participation

Figure 2.1-5 Strategic Challenges

The short- and long-term strategic initiatives are directly aligned to the five challenge areas. As district leadership developed the strategic initiatives, discussions focused on current organizational strengths and weaknesses (Phase 4 information) and what strategies would address those strengths and weaknesses. The strategic themes focused these discussions and directed the development of the strategic initiatives. The accomplishment of all strategic initiatives leads to students achieving their academic, social, and emotional potential, the mission of CCSD93. By aligning the short- and long-term initiatives to the challenges, CCSD93 is ensuring that stakeholder expectations and all segments of the student population are being addressed.

2.2 Strategy Deployment

2.2a(1) Action Plan Development and Deployment

After the strategic plan was developed in 2003, the Superintendent asked all departments to develop action plans based first on the deployment of the short- and long-term initiatives in the plan, and then on any other initiatives they believed would be necessary to accomplish the CCSD93 mission. At the same time, the School Improvement Plan (SIP) process (Figure 6.1-2, page 26) was redesigned to solely focus on improving results related to the mastery of the five skill areas.

The action plans are updated annually, as are the SIP goals. There may or may not be a necessity to change the plans, but it is a requirement that they be evaluated annually to measure effectiveness. The SIP requires process data to be collected so that improvement hypotheses can be evaluated multiple times throughout the year to make sure that improvement goals are going to be reached.

2.2a(2) Fiscal considerations are built into the strategic initiatives. For example, a short-term initiative was to pass an Education Fund referendum so there would be resources to accomplish the more ambitious long-term initiatives. Through a concerted and well-planned effort by the BOE, district staff, parents, and members of the community, the referendum passed. This action ensured that adequate financial and other resources are available to support the accomplishment of the strategic initiatives. During its annual budget development process, the BOE considers the resources needed for each of the strategic initiatives and determines budget priorities on that basis. The BOE has been very diligent in determining budget priorities after discussing the financial implications of each strategic initiative.

2.2a(3) Action plans are updated annually, or sooner if the action plan owner determines that changes are necessary. SIP goals in process data are monitored at least once a quarter, but usually more often, to determine how well the plan is improving student performance in one or more of the five skill areas. This spring three schools initiated a process to have SIPs reviewed by external experts using the CEC System Assessment Process. The process will be deployed to the remaining five schools next year.

2.2a(4) There are action plans to address all the strategic initiatives described in Figure 2.1-6. For example, a technology action plan has just been updated for school years 2006-07 to 2009-10. This plan continues to address the area of student technology skill development and is one of the priorities identified in the "Fiscal Considerations" strategic theme. This revised plan has three major components: computer cycle, infrastructure, and teacher tablet roll out.

The teacher tablet PC is a new option. As the district proceeds with the new *Gradebook2* software and other technology applications, it is clear that staff access to technology is essential. In order to make software readily available, each certified staff member will have the opportunity to replace their desktop computer with a tablet PC. A wireless network will be installed in each school so staff can access the network from anywhere within the school.

Another example of a key long-term action plan is the newly revised timeline and planning document for the

implementation of standards-based initiatives. This plan continues through 2009-10 and addresses curriculum, instruction, and assessment; standards-based reporting; professional development; and stakeholder communication.

2.2a(5) There are action plans to address the strategic initiatives described in the "Employee Development" strategic theme. Those action plans include addressing current professional development practices and services, making sure they are aligned to the five skill areas and support program priorities, and competitive salary and benefit packages. Action plans include attracting and retaining highly qualified staff and expanding Learning Experiences and Development (LEAD) courses. The overarching goals for the Human Resources Department are for staff to:

- Excel in teaching to standards
- Be satisfied
- Work in a professional and supportive environment
- Be highly qualified.

2.2a(6) Each strategic initiative has specific measures that track the results of action plan activities. There are additional scorecard measures that are aligned to each of the four strategic theme areas. The key performance measures for tracking action plan progress are found in Figure 2.1-6, page 12, and in Category 7.

2.2b Performance Projections

CCSD93 subscribes to the "all time bests" approach to performance projections. This means that all activities in the district are focused on the core value of continuous improvement and that all results for key performance measures should show continuous improvement or a result that exceeds the past result. Instead of developing artificial or extrapolated performance projections, the district philosophy is to create results that continue to exceed past "bests."

Category 7 shows that this philosophy has produced a continual string of "all time bests." Category 7 also shows CCSD93 performance as measured against comparable organizations, key benchmarks, and past performance. All results data are used by the BOE, DLT, BLTs, Superintendent's Cabinet, and Administrative Council to analyze performance and make plans for improvements. These discussions about current performance inform the development and/or modification of action plans and the SIP process.

Strategic Theme	Short-Term Strategic Initiatives (1 – 2 years) 2004-2005	Long-Term Strategic Initiatives (3 – 5 years) 2006-2008	Scorecard Measures
<p>Student Skills Mastery and Stakeholder Satisfaction</p> <p>Confirms the core purpose of students meeting or exceeding expectations</p>	<ul style="list-style-type: none"> Formative and summative assessments for each academic skill area are identified and piloted. Instructional standards are identified for technology, problem-solving, and inter/intrapersonal skill areas. Standards-based reporting system of individual student performance is developed to give parents information on mastery of expectations in the five skill areas. Current professional development practices and services are assessed to determine return-on-investment and impact on improving instruction. Competitive salary and benefit packages are benchmarked using comparative local school districts and state best-in-class school districts. Current special education program practices are assessed for effectiveness and redesigned, if necessary. Expand second language learner services by supporting twenty-two teachers obtaining their endorsement in teaching English language learners. All teachers learn the basic elements of differentiated instruction. Long-term financial health is addressed through passage of Education Fund referendum or through program reductions. Current support services for at-risk students are assessed for effectiveness and redesigned, if necessary. Current technology will need to be utilized for five to seven years. Security measures are assessed for effectiveness. 	<ul style="list-style-type: none"> Academic assessments are reviewed for alignment with state and federal measurement systems. Formative and summative assessments are added for other areas and are available online and by using well-designed student portfolios. Standards-based reports of student progress in mastering the five skill areas are available in multiple formats. Professional development practices and services are aligned to the five skill areas and support program priorities. Competitive salary and benefit packages are discussed and upgraded during negotiation processes. Special education programs are redesigned to meet or exceed state and national best-in-class standards. Deploy support for second language learners by having all teachers take an introductory course on second language learning. Differentiated instruction practice is supported using whole-faculty study groups, action research, and faculty sharing sessions. Average class size is reduced by one to three students per classroom, with the primary grades as the first priority. All-day kindergarten is provided as an option. Support services for at-risk students are expanded with emphasis on unserved or underserved populations. Given additional resources, student access to technology is refreshed and increased every three to four years. Security for before and after school activities is enhanced. 	<ul style="list-style-type: none"> Student performance levels show that disaggregated test scores improve. Staff satisfaction levels. Formal review by experts in the field. Community stakeholders' satisfaction levels. Formal review by experts in the field. Meets or exceeds National Staff Development Council standards. Return-on-investment meets or exceeds business practice standards. Benchmark comparisons. Student satisfaction levels. Staff satisfaction levels. Percentage of students exiting program. Disaggregated district and state leading and lagging student performance trends for second language learners. Disaggregated district and state leading and lagging student performance trends for all groups. Student/teacher ratios. Disaggregated leading and lagging indicator trend data. MILE Guides self-assessment and CEO STaR Technology Profile self-assessment. Police Department review.
<p>Employee Development</p> <p>Forms foundation for instructional and support program excellence</p>	<ul style="list-style-type: none"> Current professional development practices and services are assessed to determine return-on-investment and impact on improving instruction. Competitive salary and benefit packages are benchmarked using comparative local school districts and state best-in-class school districts. Current special education program practices are assessed for effectiveness and redesigned, if necessary. 	<ul style="list-style-type: none"> Professional development practices and services are aligned to the five skill areas and support program priorities. Competitive salary and benefit packages are discussed and upgraded during negotiation processes. 	<ul style="list-style-type: none"> Meets or exceeds National Staff Development Council standards. Return-on-investment meets or exceeds business practice standards. Benchmark comparisons.
<p>Alignment of Support Systems</p> <p>Creates the capacity to achieve organizational excellence for all students</p>	<ul style="list-style-type: none"> Current special education program practices are assessed for effectiveness and redesigned, if necessary. Expand second language learner services by supporting twenty-two teachers obtaining their endorsement in teaching English language learners. All teachers learn the basic elements of differentiated instruction. 	<ul style="list-style-type: none"> Special education programs are redesigned to meet or exceed state and national best-in-class standards. Deploy support for second language learners by having all teachers take an introductory course on second language learning. Differentiated instruction practice is supported using whole-faculty study groups, action research, and faculty sharing sessions. 	<ul style="list-style-type: none"> Student satisfaction levels. Staff satisfaction levels. Percentage of students exiting program. Disaggregated district and state leading and lagging student performance trends for second language learners. Disaggregated district and state leading and lagging student performance trends for all groups.
<p>Fiscal Considerations</p> <p>Defines compelling reasons to invest tax dollars</p>	<ul style="list-style-type: none"> Long-term financial health is addressed through passage of Education Fund referendum or through program reductions. Current support services for at-risk students are assessed for effectiveness and redesigned, if necessary. Current technology will need to be utilized for five to seven years. Security measures are assessed for effectiveness. 	<ul style="list-style-type: none"> Average class size is reduced by one to three students per classroom, with the primary grades as the first priority. All-day kindergarten is provided as an option. Support services for at-risk students are expanded with emphasis on unserved or underserved populations. Given additional resources, student access to technology is refreshed and increased every three to four years. 	<ul style="list-style-type: none"> Disaggregated leading and lagging indicator trend data. MILE Guides self-assessment and CEO STaR Technology Profile self-assessment. Police Department review.

Figure 2.1-6 Short- and Long-Term Initiatives and Measures

3.0 Student, Stakeholder, and Market Focus

3.1 Student, Stakeholder, and Market Knowledge

3.1a(1) CCSD93 serves students from several communities within its attendance boundaries. The district is dedicated to providing the best possible education for students. CCSD93 operates a general program that addresses students' needs by differentiating instructional experiences. Senior leaders and district office staff work to ensure that programs and services meet the needs of all students.

Student segments have district office advocates and specialists. Student segments include special education, gifted and talented, preschool, second language learners, and those students who have special reading and mathematics needs. These advocates/specialists gather information about student wants and needs, assist with specific services based on those wants and needs, help determine resource needs, and provide special training for teachers and support staff who provide services to these students. They also monitor federal and state rules and regulations to determine if current or future changes will impact programs, offerings, or services. Advocates and specialists are responsible for those portions of the strategic plan that require initiatives to be designed and implemented in accordance with stakeholder expectations.

There is one parochial school in the district and CCSD93 works with it by providing grant support, special education services, transportation, inservice and training, and exchange of information and ideas between administrators.

3.1a(2) The strategic planning process is the primary avenue through which the BOE, administrators, DLT, BLTs, and staff seek stakeholder input to determine the requirements, needs, and expectations. While it is an important example of how CCSD93 listens to the voice of the customer (VOC), it is far from the only example.

Figure 3.1-1 shows CCSD93 stakeholder segments and the varied approaches used to listen and learn what each segment wants from the district. The approaches are varied so that stakeholders have multiple opportunities to engage in a dialogue with district personnel about issues that are important to the students and stakeholders. These approaches also provide different modalities for communication (voice, written, group interaction, polling, etc.) because multiple approaches provide different kinds of input.

These listening methods give the BOE, administrators, and staff confidence in their decision-making based on stakeholder input.

Stakeholder Segments	Approaches to Determine Satisfaction Requirements, Needs, and Expectations
Parents	<ul style="list-style-type: none"> • Harris Poll • Strategic planning process • BOE "Listening Posts" • PTA/PTO meetings • Superintendent conversations • District website comments and concerns • Input meetings
Community	<ul style="list-style-type: none"> • BOE "Listening Posts" • Superintendent meetings with community agencies • District website comments and concerns
Students	<ul style="list-style-type: none"> • Harris Poll • EFF survey • Principal-student meetings • Homeroom meetings
Staff	<ul style="list-style-type: none"> • Principal-staff meetings • Harris Poll • Strategic planning process • Superintendent meetings with staff and union leadership • HR records • Input meetings • Exit interviews • Topic-specific surveys
High School	<ul style="list-style-type: none"> • Administrative meetings • Superintendents' Initiative • Articulation meetings • Membership on CCSD93 committees

Figure 3.1-1 Listening and Learning Approaches

Listening methods are adapted to the needs of the stakeholder group. For example, different Harris Poll instruments are used for elementary students versus middle school students in order to make the input device meaningful to that student group. Each of the listening tools is used for two purposes. One is to do long-term planning so that CCSD93 can address the needs of its customers through program planning and development. The second purpose is to provide input into the PDSA cycles as the district is working on process improvement. Each time a process is used, the information gathered through the listening approaches is cycled back into the process in order to determine desired enhancement and complete the improvement loop.

3.1a(3) All forms of VOC data are used by the BOE, Superintendent's Cabinet, Administrative Council, DLT, BLTs, union representatives, PTA/PTOs, and other groups to assess what is working and what needs improvement.

The input collected by these listening and learning approaches is channeled to existing district committees for review and analysis. The BOE is the primary group responsible for the review and analysis of parent and community feedback. As data from these two stakeholder groups are collected, the BOE spends time determining what the information means and how it might inform priorities and decisions. When the BOE has a meeting at a school, Board members make themselves available to parents and community members by conducting “Listening Posts.”

Whenever a program change or major decision is considered, meetings are held to solicit the perspective of stakeholders who are impacted by the issue. An example is a recent Board of Education consideration for a school boundary change. Several meetings were held with the families who would be impacted. The BOE decision was made only after considering the input gathered at those meetings.

Senior leadership pays attention to student and staff input. This means that in addition to parent and community input, the voices of students and staff play an important role in decision-making. Leadership groups use this information to inform priorities and decisions that are designed to improve satisfaction among students and staff.

High school stakeholder input is sought in several forums. Middle school principals and staff meet with the high school staff to discuss articulation issues on an on-going basis. High school teachers serve on CCSD93 curriculum committees during the review process to assure alignment between the two districts. In addition, the Superintendent, Cabinet members, and BOE members meet with high school counterparts periodically; sometimes as often as monthly, to coordinate and align services and issues between the two organizations.

3.1a(4) The BOE, Superintendent’s Cabinet, and Administrative Council review the processes used to collect VOC information to determine if changes or improvements are needed. This periodic review of VOC listening and learning approaches has led to a robust system of data collection that gives actionable feedback upon which to base priorities and decisions related to process improvements. Examples of improvement include the following:

- The Harris Poll instrument has been updated six times since 1997.
- The complaint process has been improved by adding website access to the traditional paper or phone call process.
- Articulation with the high school has changed significantly through the work of all seven superintendents in the Glenbard system in defining the target areas for articulation and cooperation.

3.2 Student and Stakeholder Relationships and Satisfaction

3.2a Student and Stakeholder Relationship Building

3.2a(1) CCSD93 is an open district. This means the BOE, administrators, and staff seek out ways to strengthen relationships with stakeholder groups, identify needs and expectations, provide satisfaction and performance feedback, and elicit suggestions for improvement. The district operates on the understanding described in Category 2, which states, “A successful school district is dependent upon the willingness of stakeholders to continue to support the district.” Support requires trust and trust requires openness.

Figure 3.2-1 describes multiple opportunities that have been designed so that all stakeholder groups have free and open access to information and dialogue. Some examples include:

- Telephones in all classrooms connect teachers to parents and decrease cycle time to respond to parent calls.
- Middle school students begin each day in advisory classes that promote student relationships and provide opportunities to exchange information, including satisfaction issues and learning expectations.
- Regularly-scheduled meetings of union leadership and district administrators provide opportunities to discuss satisfaction and expectations with much of the discussion centered on workforce engagement and environment issues.
- The Superintendent interacts with stakeholders and regularly talks with them about their overall satisfaction, and elicits their ideas for improving their educational experiences.
- Principals meet with students during Student Council or Town Meetings and schedule student focus groups to assess levels of satisfaction with the learning environment and to invite suggestions for improvements.

3.2a(2) Key access mechanisms for CCSD93 stakeholders to seek information and pursue common purposes are found in the matrix. Shown in Figure 3.2. Informal mechanisms for seeking information, sharing ideas, or making complaints are easy for stakeholders to access. BOE “Listening Post” time is available to any district stakeholder before BOE meetings held at schools. Stakeholder can discuss any issue with a Board member at that time. District and school websites have a place for stakeholders to register comments or concerns, knowing that they will get a response from a district employee who can best address the comment or concern. Senior leaders are available by phone, especially if the comment or concern has special significance or urgency. The district operates a 24-hour access number that can be used to contact senior leaders in cases of emergency. These mechanisms offer easy access to all district stakeholders who want to offer

information, an opinion, or register a concern. With these approaches, CCSD93 maintains high levels of loyalty and stakeholder confidence. The goal always remains the same--the retention of stakeholder loyalty, confidence, and satisfaction.

Stakeholder Segment	Communication Strategies and Access Mechanisms
Parents	<ul style="list-style-type: none"> • Parent Handbook • District Calendar • School/Classroom newsletters • Superintendent letters • Principal letters • Principal town meetings • District and school websites • Automated telephone calling system • Curriculum Night Brochures
Community	<ul style="list-style-type: none"> • Community Connections • District and school websites • Newspaper articles • Chamber of Commerce meetings • Intergovernmental meetings
Students	<ul style="list-style-type: none"> • Student assemblies • Student Council • Homeroom meetings
Staff	<ul style="list-style-type: none"> • Employee Handbooks • <i>Insider</i> newsletter • Curriculum committees • Intranet site • All-staff emails • Principal-staff meetings • Superintendent-staff meetings
High School	<ul style="list-style-type: none"> • Administrative meetings • Articulation meetings

Figure 3.2-1 Communication Strategies

3.2a(3) In every complex organization like a school district, complaints and concerns arise. It is critical that these concerns are addressed for both the individual and the organization. CCSD93 is committed to resolving complaints at the earliest stage possible. If a parent has a concern with a teacher, the parent should contact the teacher and discuss the matter. If a teacher has a concern with the decision of a principal, the teacher should raise the issue with the principal and try to resolve the matter to everyone's satisfaction. At times, even when individuals take the step of addressing a concern with the involved parties, the issue may not get resolved to everyone's satisfaction. In those cases, it is appropriate to register the issue through the complaint management process.

The complaint management process provides a method to share a complaint with the Superintendent's Office and the BOE. For staff members, this process involves filing a complaint using the SchoolDude software that manages facility and operational requests in the district. The steps necessary to complete that process are defined in the quality process document.

The process is somewhat different for parents and community stakeholders. They can file a complaint or concern with the Superintendent's Office by clicking on the "Comments and Concerns" link which appears on the home page of the district website. The link will take the stakeholder to a page where the concern can be described and submitted electronically. These comments or concerns are handled by the Community Relations Coordinator who forwards them to the Superintendent. The Superintendent then meets with the district administrator who can best respond to the comment/concern. The response will occur within three business days.

Parents and community stakeholders can also take concerns directly to the BOE during regularly-scheduled meetings. There is a designated item on every BOE agenda where anyone may address the BOE about any issue. These issues are generally referred by the BOE to the Superintendent for resolution.

The last step in the complaint management process, after the matter is resolved, is to seek feedback from the person filing the complaint in order to ensure that the concern was addressed in a respectful and effective manner. This step is accomplished through a three-question follow-up survey that is mailed to the person expressing a comment or a concern.

3.2a(4) The BOE, Superintendent's Cabinet, and Administrative Council review relationship building and satisfaction feedback. Processes are redefined through a PDSA review cycle. An example of improvement is in the complaint management process. Access has always been available through phone calls, letters, and email. This past year, the process was evaluated and improved by adding the template to the website and the follow-up survey to analyze the district's ability to handle the complaint.

3.2b Student and Stakeholder Satisfaction Determination

3.2b(1) Figure 3.1-1 on page 13 shows the most important CCSD93 approaches to determining stakeholder levels of satisfaction. These approaches have evolved over time based on their ability to collect accurate and reliable data about stakeholder perceptions, expectations, and satisfaction. Many of the approaches are mature instruments that have gone through iterations of improvement.

For example, a very important VOC input is the Harris Interactive School Poll. The Harris Interactive School Poll has been designed to provide CCSD93 with information necessary to engage in the continuous improvement of educational services. The poll was first given in 1997 and then administered in 1999, 2001, 2002, 2004, and 2006. It gives district decision-makers information about the experiences and satisfaction levels of key stakeholders (students, staff members, and

parents). The results provide strategic guidance for those responsible for the district as a whole, and for specific school areas and policies. The poll also provides feedback at the school and district levels, but does not identify results for individual employees other than principals and the Superintendent.

The polling system enables the district to establish priorities among potential improvements by identifying the “vital few” actions known to influence stakeholder satisfaction. Impact analysis is a statistical methodology that identifies these “vital few” for each portion of the questionnaire. In order to continue to improve, CCSD93 needs to remain focused on quality and continue to seek feedback from stakeholder groups about its performance. This allows the district to continue to identify issues impacting satisfaction and address them before they become more serious concerns. The BOE, Superintendent, and Cabinet review district data to make district-wide decisions regarding needed programs and services. In addition, each school receives its own data to duplicate the process in its school improvement planning efforts.

A second survey is used to collect student perceptions and satisfaction information. Education for the Future (EFF) is given at primary, intermediate, and middle school levels. Students are asked to respond to 18 to 31 questions regarding perceived value and relationships in the organization.

3.2b(2) An administrative guideline in CCSD93 is that anyone who has requested information, made comments, suggested improvements, and/or submitted complaints be contacted within three days, almost always by phone. In many cases, these requests are answered within a 24-hour period. Some requests, because of their complex nature, need more time to develop a response. CCSD93 staff pride themselves on their ability to respond quickly to requests, even if those requests are demanding or unpleasant. Follow-up for requests and/or complaints is often delegated to the staff member with the expertise to best answer that request and/or complaint. Complaints are tracked systematically by the Community Relations Coordinator to assure they are resolved. A prompt and courteous response is what the process is designed to achieve.

Principals have the primary responsibility of following up on student issues, whether the request or complaint comes from the student or the student’s parents. When appropriate, principals bring teachers or other support staff into the discussion about how to resolve student or parent requests or complaints.

3.2b(3) CCSD93 has no direct competitors. The one parochial school is not a competitor because parents place their sons and daughters there mainly for religious reasons as opposed to academic preparation.

The Harris Interactive School Poll allows CCSD93 to compare itself to general trends and findings that are based on a database of well over 150 school districts nationwide. The Harris Poll database identifies high-performing, comparable education organizations and compares CCSD93 satisfaction results to those organizations.

CCSD93 belongs to an educational organization called the Consortium for Educational Change (CEC). School districts in this consortium share benchmark and other forms of data with each other as a matter of practice. Trust among these districts has been built over time, which allows frank and honest discussions about comparative performance and levels of satisfaction.

CCSD93 has identified a number of school districts that it believes is comparable to it. Whenever possible, comparative information is shared, mostly related to student performance. However, some information about levels of stakeholder satisfaction is also shared.

3.2b(4) The Superintendent’s Cabinet has the major responsibility for keeping data collection approaches current with educational service needs and directions. This occurs on an as-needed basis when feedback suggests that an approach, or approaches, need to be improved or modified. The need is identified by reviewing the relevancy of data collected and the usefulness of data to inform decision-making, especially related to identifying priorities for improvement.

The Harris Poll is reviewed and updated each year by the company to ensure that the most important current issues related to satisfaction are addressed. The instrument has been revised six times in the past ten years. The EFF survey was added as a second instrument after a review of the ECRA tool indicated that it was not providing detailed, actionable data. Administrative Council decided the EFF given three times per year would give the BLTs better information for action planning.

Another improvement data is the addition of the 24-hour emergency number. This service was added after a review of the contact procedures was conducted following a complaint registered by a parent. The inability of parents to contact senior leaders during after-hour emergencies was identified as a significant opportunity for improvement in our communication tools. The 24-hour emergency answering service is an economical means of providing this option to parents. It allows the district to respond if an emergency situation is ever threatening student safety.

4.0 Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis and Improvement of Organizational Performance

4.1a Performance Measurement

4.1a(1) Results orientation is a core value in CCSD93 and is key to another core value, continuous improvement and learning. A results orientation means that CCSD93 is focused on designing and implementing quality measurement processes to ensure data validity, reliability, integrity, security, and ease of analysis. Data needs are determined largely by the district's mission statement, the five skill areas outlined in the strategic plan, the strategic plan short- and long-term initiatives, BOE priorities, and the State of Illinois. These sources determine the kinds of lagging and leading indicator data, collection timing, data formats, statistical analysis, and the kinds of decisions the data will inform.

Organizational Performance Measurements	
Leading Indicators	
•	Student grades kept by teachers
•	STAR Reading and Math Tests (NWEA in 2007)
•	Classroom and Building Surveys
•	Suspension and Discipline Data
•	Monthly and Quarterly Budget Reports
Lagging Indicators	
•	ISAT Results
•	Harris Interactive School Poll Results
•	Fund Balances

Figure 4.1-1 Leading and Lagging Indicators

Student Data System (SDS) is the student information system that manages all student and financial data for daily operations. This software has been used for twelve years and has been upgraded three times. A key data management improvement for CCSD93 was the development and implementation of the TetraData warehouse. The TetraData warehouse integrates and stores education data from multiple sources in a way that is easily accessible, consistent, cross-referenced, and secure. Users can query the data warehouse to compare different types of data (assessment scores according to demographics, for example) or the same types of data (how a cohort has performed from year to year, etc.). CCSD93 began cleansing and storing data into the warehouse in 2004. The information is currently being used by district office administrators, principals, and some teachers. The district warehouse has undergone two iterations of improvement since installation. Extensive training of administrators has accompanied the rollout of the data warehouse. Classroom Analyzer will be available to all instructional staff in the 2007-08 school year. This tool will permit classroom teachers to analyze performance data for their students whenever they wish.

A second data management improvement has been accomplished with *Gradebook2*, an electronic grade book that teachers use to track student performance and generate progress reports and report cards. This software allows teachers to link assignments and assessments to related student learning standards, thus being able to track student learning against essential standards in the curriculum. The tool permits teachers to make the necessary changes and adjustments in their instructional planning and delivery to help all students meet or exceed state standards. The software program also generates progress reports every three weeks at the middle school level and report cards every 12 weeks. These two reports keep students and parents informed regarding student achievement.

Student performance data are reviewed annually by the BOE, and quarterly or semi-annually by the Superintendent's Cabinet, Administrative Council, and school BLTs. Part of the CCSD93 culture is the free and open sharing of data analysis by which everyone who needs it can use it to assess progress.

4.1a(2) Comparative data are sought for all key data that is collected. The use of comparative data creates a constant challenge to find apples-to-apples comparisons. Regional school system data are tracked to make comparisons as well as benchmark schools and services on a national scale. Whenever CCSD93 data are reported, they are accompanied, if possible, by comparison data. Information can be accessed through the Illinois Interactive Report Card (iirc) website to track comparative data on state tests.

One of the improvements currently being implemented is replacing the STAR reading and math formative assessments with Northwest Evaluation Association (NWEA) tests. The NWEA assessment measures will have comparison data available. These assessments are also better aligned to the instructional standards used in CCSD93. Given the electronic format for testing and scoring, the tool will give teachers timely information for making adjustments in instructional planning and delivery.

4.1a(3) A multi-year data collection and analysis plan was developed in 2004. The plan is updated each year by Administrative Council acting on feedback received during the course of the year and on changes in state guidelines and regulations.

4.1b Performance Analysis, Review, and Improvement

4.1b(1) Organizational performance reviews are done by the BOE annually and when new or requested data are available. The Superintendent's Cabinet reviews data related to their "Scorecard Measures" when operational

definitions call for data analysis. Schools review their performance at the start of and during the study phase of the SIP process. The data collection and analysis plan describes when data are gathered. The operational definitions tell how the data are analyzed and used in the decision-making process.

At the school level, BLTs begin the PDSA process at the data collection and analysis stage. BLT members look at trend data to determine which school processes are working well and which ones need to be improved. The second step is to determine the gap between current performance and projected performance. Data are also used to study the results of improvement efforts over time.

Some district data are gathered in real time. SchoolDude tracks maintenance requests, custodial cleaning issues, and work orders. These data are collected daily and analyzed for trends that might show work related problems or issues about timeliness or quality. Technology help desk requests are being integrated into the SchoolDude system to more easily and reliably track request-to-completion cycle time.

4.1b(2) As described in 1.1b(1), district departments control, manage, and improve department results through the use of action plans. These plans are reviewed and updated annually. This process assures that priorities for action remain current and progress can be assessed and compared to projected timelines. At the school level, the "Do" step of the PDSA model for school improvement addresses how action steps will be accomplished. Action leads to the "Study" phase where measures are analyzed to determine if the improvement hypothesis is working. Action and measurement are, therefore, tightly linked in the SIP process.

All district staff knows and understands the importance of the strategic plan and how the plan determines direction and defines short- and long-term initiatives. Cabinet members and Administrative Council use the plan to guide their daily, short-term and long-term planning and decision-making.

4.1b(3) The Strategic Linkages Leadership System is the main process for incorporating the results of organizational performance reviews into the evaluation and improvement of processes. The system begins with organizational results and stakeholder expectations driving the action planning process, the review and improvement of work processes, the identification of staff development needs, and the department and school decision-making process for identifying priorities for improvement. At the school level, the district system feeds data to BLT members so they can analyze performance results and determine what needs there are for improving processes. Key processes, such as the Curriculum Review Process, always include a step

that reviews and analyzes current and desired performance levels. A gap analysis is often conducted to determine the opportunities for improvement in the process.

4.2 Management of Information, Information Technology, and Knowledge

4.2a Management of Information Resources

4.2a(1) All segments of CCSD93 decision makers use multiple sources of data. The BOE uses an annual assessment report, survey information, and monthly updates. The Cabinet and Administrative Council use state reports, TetraData warehouse personalized reports, survey information, and various department reports and updates. Teachers use state reports, STAR, ISEL reports, survey information, the *Gradebook2* data, writing prompts, SIP, and other classroom-based forms of data to make instructional decisions. In the past five years, most of the data needed for planning and operational purposes have been moved to electronic formats. Staff have access to curricular information on the district intranet site. Data access for dynamic data kept using the three major software tools, SDS, *Gradebook2*, and TetraData, is accomplished through the deployment of a computer to every certified staff member. During the 2007-08 school year, this hardware will be upgraded and made portable by providing each certified staff member with a tablet computer and installing a wi-fi network in each school so that data can be accessed anywhere, anytime.

4.2a(2) Section 4.2b(1) provides information on the technical approaches to reliability and security. Regarding general security, hardware is protected through general security provisions in the schools. Access is controlled through locked entryways and supervised entrance into the buildings. All hardware is labeled with inventory codes. Hardware and software are assessed for user-friendliness through stakeholder feedback mechanisms and discussions. Staff members who will be using the hardware and software are involved in the decision-making processes regarding what to purchase and how to use it.

4.2a(3) A plan for data backup and recovery includes team member identification, team member responsibilities, the backup and recovery process, vendor phone numbers, and a backup and recovery phone tree. Periodic improvements are made to the plan. As with all district processes, it goes through a PDSA cycle review to determine if changes and improvements are needed.

4.2a(4) The technology team consists of the Assistant Superintendent for Business Services, an Information Systems Director, a Systems Engineer, a Computer Technician, an Instructional Technology Coordinator, a

Student Data Coordinator, and a Technology Support person. This team meets monthly and evaluates hardware/software mechanisms to ensure they are current in relation to district needs and requirements. Reliability and ease-of-use issues are also evaluated during these meetings so that a systematic review of all hardware/software accuracy, integrity, reliability, timeliness, security, and confidentiality issues occurs on a regular basis. Operational and usage data are analyzed to measure system improvements over time and to identify areas for improvement. Customer satisfaction trend data and the cycle time for help desk requests are reviewed during team meetings.

The technology team has developed user brochures for all major technology functions. Examples include:

- Getting started and enrolled into the system
- Organizing your files
- Using e-mail safely
- Internet safety
- Secure printing
- PowerPoint presentations
- Remote login

Multiple technology training opportunities are provided to all staff during the year as part of the LEAD course offerings.

4.2b Data, Information, and Knowledge Management

4.2b(1) CCSD93 ensures data and information accuracy, integrity, reliability, timeliness, security, and confidentiality through established procedures that include authorized access and password requirements for all users and Internet filters that monitor all network transactions. Required field entry screens control accuracy, along with standard definitions for field entries and continual training for all staff who are responsible for data entry. TetraData downloads, especially student performance data, are cleansed by the provider and rechecked by the Student Data Coordinator. Reliability and timeliness are addressed using back-up protocols, system testing, and the constant monitoring of the Information Technology (IT) system reliability.

4.2b(2) Daily operational organizational knowledge is managed through a sophisticated Intranet site available to all district employees. The site contains information on items such as professional development courses, Learning Experiences and Development (LEAD) courses, curricula information and protocols, publishers' websites, assessment schedules, library catalogs, staff resource documents, software supports, newsletters, technology how-to brochures, printer maps, professional resource library, and the technology help desk access. HR information, such as current staff openings and certification requirements, also appear on the internal website.

The district's public website, www.ccsd93.com, provides information to parents and community members. Each school has its own web page to share information as well. These sites, along with district publications, make relevant knowledge available to students, stakeholders, and community members. For example, teachers or teams share classroom newsletters and middle school teachers post critical information regarding school assignments on the school or classroom web pages so that students and parents know what and when assignments are due.

Workforce knowledge on both operational information and best practices are also shared through a variety of person-to-person structures and publications. For example, "The Week" is published weekly by the Department of Instructional Services to keep Administrative Council members informed on all departmental operations. "C4 Yourself" is a best practice newsletter from the curriculum department shared with all instructional staff. Knowledge sharing structures and vehicles are shown below:

Organizational Knowledge Sharing
• District Institute Days
• Staff Meetings
• LEAD Courses
• Daily Team Planning Time
• Summer Training
• Intranet Site
• Mentoring Program
• Evaluation Feedback
• New Teacher Orientation
• "C4 Yourself"
• District and Building Committees
• "The Week"

Figure 4.2-1 Knowledge Sharing Structures

The format and placement of the organizational learning can be designed using any of these structures given the breadth, intensity, and timeliness of training and discussion required. The needs related to organizational learning, especially related to deployment considerations, are always part of the department action plans and part of the strategic planning process. Employee development through sharing organizational knowledge is one of the strategic themes in the district's strategic plan. Knowledge sharing is considered one of the critical functions of maintaining a highly qualified workforce. The need for knowledge sharing was one of the critical drivers in establishing team plan time. This structure allows teachers to share information, knowledge, and expertise on a daily basis.

5.0 Workforce Focus

5.1 Workforce Engagement

5.1a Workforce Enrichment

5.1a(1) CCSD93 leaders believe that a dynamic and efficient staff, dedicated to providing educational services to the community, is one of the most essential elements in the successful operation of the school system. The BOE is desirous of securing and retaining such a staff and is sincerely interested in each individual, as well as in the welfare of the group. This belief is illustrated in the fact that employee development is one of the strategic themes in the district's strategic plan. In addition, staff satisfaction is one of three critical results tracked by the organization.

CCSD93 determines key factors impacting workforce engagement and satisfaction through a variety of methods shown below.

Methods Used for Staff Engagement
Shared Decision-Making
Staff and Team Meeting Structures
Leadership Meetings
Collective Bargaining
Survey Tools
Staff Development Opportunities

Figure 5.1-1 Staff Engagement

The use of shared decision-making structures ensures that staff members are participants when decisions are made about their work environment and responsibilities. These structures are used at both the district and building levels. Staff and team meeting structures at the building level also ensure that there are regularly-scheduled times (weekly and monthly) during which senior leaders can engage with the workforce to discuss issues and concerns of importance.

At the district level, the Superintendent and Cabinet members meet regularly with the leadership of each union to discuss concerns and address issues. The Interest-Based Collective Bargaining process is used with both associations. During this negotiations process, both sides identify key factors to be addressed based on common interests and craft multi-year contracts. These contracts are grounded in promoting a professional environment, and they specify many of the parameters for workforce engagement.

CCSD93 operates on the belief that all workforce groups play a significant role in the organization's overall success. While processes and tools may be specific to different groups, satisfaction results are not disaggregated by employee segments. Survey tools are used regularly to collect information from staff regarding both overall satisfaction and specific concerns. In addition to the periodic use of the Harris Poll for staff,

the district uses an online survey to collect staff input on specific issues. Most recent examples include the district's homework policy and the implementation concerns regarding the new standards-based reporting system.

5.1a(2) The district's shared decision-making structures and philosophy ensure that the organizational structure helps motivate the workforce and supports high performance. These structures (Figure 5.1-1), and regularly-scheduled building-wide and/or district-wide meetings, provide vehicles for information sharing and consideration of the needs of the workforce as decisions about programs and services are made. In addition, the fact that all staff members have common plan time with their teams provides a deployment vehicle for effective communication, skill sharing, and cooperation among staff members. Critical information can be disseminated or collected using this time in a highly systematic and efficient manner.

Curriculum leaders, supervisors, and administrators have weekly access to staff for communication. Innovation, empowerment, reflection on practice, collaboration, and best practices are regularly discussed and supported during this weekly team time.

5.1a(3) The workforce performance systems for each workgroup have been designed in cooperation with the employees. The systems focus on the primary responsibilities of the workgroups and, in every case, the evaluation criteria include characteristics related to professional development and collaboration. These systems reinforce CCSD93's philosophical belief that an individual's own responsibilities are not just to himself/herself and his/her job, but also to the collective success of the team, the school, the district, and most importantly, the students.

Evaluation is based on both performance of responsibilities and participation in the continuous improvement activities at the school and district levels. Recognition programs in the district reinforce these ideas and compensation structures are based on collective bargaining agreements that consider these issues part of the process.

5.1b Workforce and Leader Development

5.1b(1) Workforce and leader development is accomplished through two main formats:

- Systematic training and support for staff
- Voluntary training and support for areas of interest through LEAD courses

When CCSD93 determines that there is a need for core competency training, action-plan training, and technological updates, the training is designed and

delivered to ensure that all staff members responsible have both initial training and follow-up support until the skill set becomes incorporated into regular practice.

Opportunities for this learning include:

- Institute days
- Team time
- Release time training
- On-the-job training and feedback
- After- or before-school meetings
- Summer committee work
- Conferences and workshops

In addition to systematic training and support for all staff, voluntary training and support occurs through LEAD courses. Any staff member may suggest or request a course to be developed and delivered during after-school hours. Staff members who provide training are compensated for their work. Staff members who participate in the training receive credit for movement on the salary schedule and receive credit towards state recertification requirements. These courses support innovation, diversity of ideas, and special interests on the part of staff. These courses can be designed, attended, and delivered by any staff member.

Required training and LEAD courses are sometimes targeted for specific groups. For example, support staff members received training to help them prepare for the NCLB certification requirements in basic skills. CPR courses and training are offered to school nurses and PE teachers. Specialized bloodborne pathogen and Hepatitis B training is required of custodial staff to ensure that proper precautions are implemented when they are required to clean up blood and bodily fluid spills.

A mentor program in which an experienced staff member coaches and guides the new staff member for a period of up to three years supports new staff members. The Induction Facilitator, who was a master teacher in CCSD93, oversees the program and supports both the mentors and mentees. The program requires training for mentors so they are prepared to support new staff. Mentees participate in monthly meetings to discuss upcoming responsibilities. They are also required to take five LEAD courses during their first three years of employment.

Knowledge from staff members who leave the organization or change roles is gathered in two ways. First, senior leaders document key responsibilities and activities so that the information is shared with the new person. Second, exit interviews are conducted to learn from retiring or departing staff members. Cabinet members review exit interview data to determine the need for changes or improvements in district operations.

5.1b(2) Professional development for leaders follows the same pattern as for other staff. It is a combination of

both required training for all and voluntary training and development based on personal interests. The required training for all includes:

- Monthly Administrative Council training based on annual focus
- Three-day summer training workshop
- Requirement to serve as a Lincoln Examiner
- Administrator's Academy training
- Individual goals for professional development

Participation in LEAD courses, professional organization training, workshops, and advanced degrees are included and, in many cases, financially supported by the district. The same support structures for mentor programs, coaching, team meetings, and evaluation systems exist for leaders. These structures share a similar focus as with other staff around the ideas of organizational learning, support for innovation, best-practice sharing, core competencies, and continuous improvement. CCSD93 also belongs to the Midwest Principals' Center, the Consortium for Educational Change (CEC), the National Staff Development Council (NSDC), and the Association for Supervision and Curriculum Development (ASCD) in order to support professional development needs of administrators.

5.1b(3) Each time a workforce or leader development activity is provided, the participants complete an evaluation on its effectiveness. Feedback from staff regarding their perception of the overall effectiveness of professional development is also collected using the Harris Poll. Questions are asked about career satisfaction. The Cabinet annually evaluates and refines professional development plans for the school district.

Examples of process and system improvements include changes to administrative, support staff, and custodial staff evaluation systems. LEAD courses are updated and refined bi-annually. The district's mentor program has been evaluated and improved during the past three cycles.

5.1b(4) CCSD93 supports career development for workforce groups. Support staff members have been encouraged and financially supported to keep their credentials up to date to meet the new NCLB criteria. Several support staff members have become certified teachers in the organization. Professional development for career progression is encouraged in the salary schedules for teachers. Teachers have also been financially supported to secure additional teaching certificates. For example, 19 teachers took the necessary coursework to attain their ESL certification. Teachers are encouraged to pursue administrative certificates if desired, and numerous teachers have completed internships with administrative staff members.

Administrators have been encouraged and supported to secure their advanced degrees. District support for

career advancement is evidenced in the fact that well over 80% of the leadership roles in the organization have been filled with internal employees.

5.1c Assessment of Workforce Engagement

5.1c(1) CCSD93 assesses workforce engagement using evaluation instruments and processes that focus on the roles and responsibilities of the group. Each evaluation instrument is developed in cooperation with the workforce group. In addition to an assessment of job

requirements, the instrument and process assess employee effort in and commitment to accomplishing the work and mission of the district. This is accomplished through the operational definitions associated with each rating level. Figure 5.1-2 is the flow chart for the teacher evaluation process. In order to be rated as "excellent" the teacher must demonstrate behaviors that are aligned to the practices and philosophy of the district. Similar processes exist for all groups.

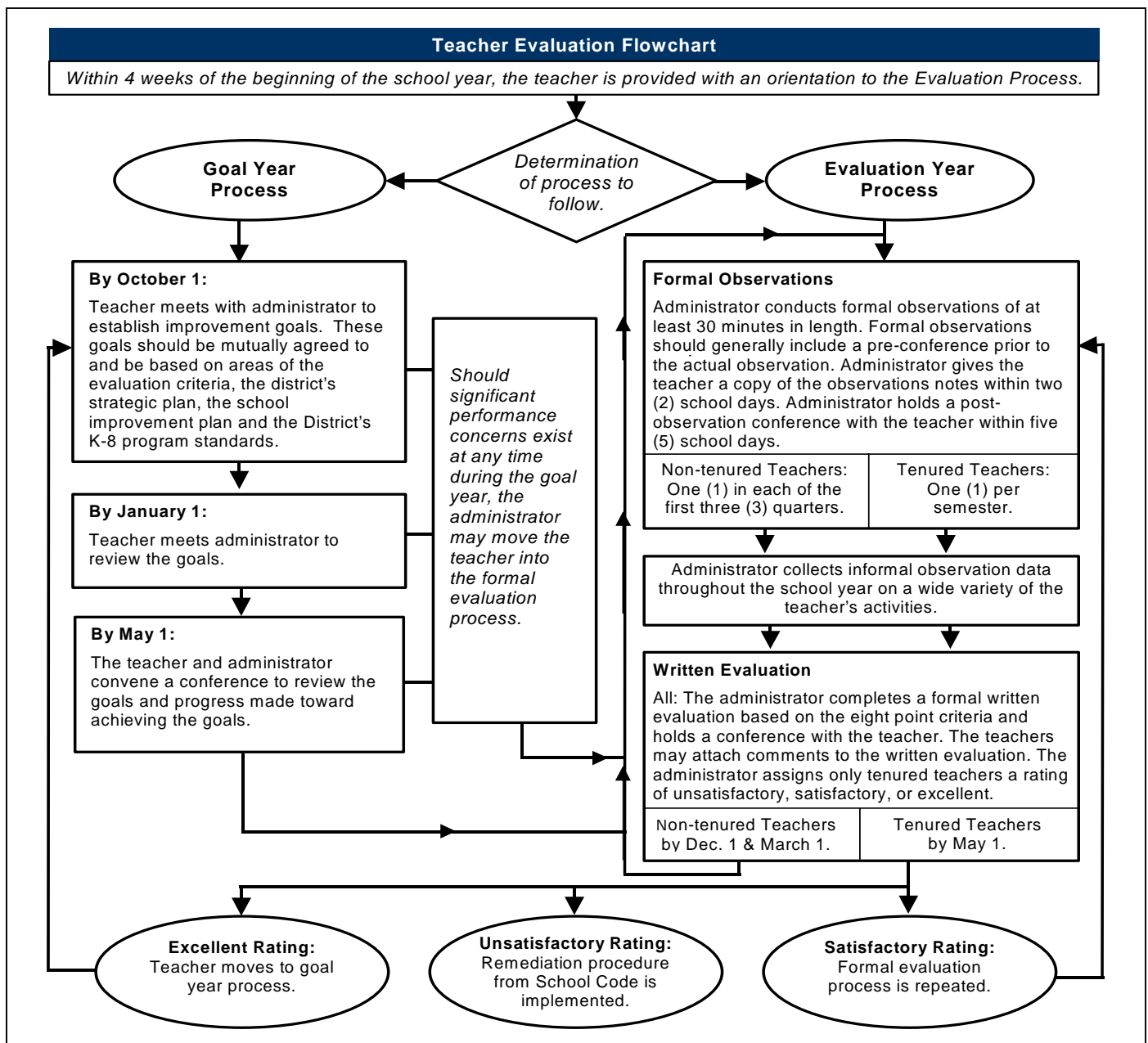


Figure 5.1-2 Teacher Evaluation Flowchart

Satisfaction is measured using the Harris Interactive School Poll. Staff members participate in the survey and give feedback on 13 different categories of questions. Results presented in 7.4 show the overall satisfaction, as well as some of the category data. The categories

presented in 7.4 are those that reflect the key requirements of the staff workforce group.

Other issues such as absenteeism, safety concerns, and productively are discussed with union leadership and

collaboratively addressed. A labor grievance has not been filed by either union in the past 11 years.

5.1c(2) As defined in several other categories, shared decision-making structures, PDSA cycles, and work processes all entail aspects of workforce engagement, including an assessment of the current skills of the workforce and the needs related to professional development. Employee Development is one the strategic themes for the district. It always plays a critical role in planning. Additionally, the high level of performance (90% of the CCSD93 teaching is rated as “excellent”) and the level of workforce engagement are contributing factors to the improvement seen in student achievement and in stakeholder satisfaction.

5.2 Workforce Environment

5.2a Workforce Capability and Capacity

5.2a(1) Capability and capacity of the current workforce are assessed through the evaluation system. Identified needs are addressed. An example is the need for systematic training on differentiation, which has been delivered through team time structures for three years. Capacity needs are also addressed for hard-to-fill positions such as special education, and speech and language pathologists. These areas are closely monitored by the Associate Superintendent.

5.2a(2) The Human Resources Department recruits and hires based on vacancy needs. The department develops a pool of qualified candidates who will meet the needs of the district whenever vacancies occur. Recruitment efforts occur on both the local and state levels. Efforts are made to hire candidates that reflect the diversity of our community. The HR department has identified minority recruitment as a priority. CCSD93 has advertised in minority journals and attended recruitment fairs targeted at minority candidates.

5.2a(3) Cabinet members and principals hold the primary responsibility for managing the workforce. Numerous examples have been stated in other sections regarding the shared decision-making structures and philosophy, evaluation systems, communication tools, and organizational learning approaches. All of these factors contribute to the daily interactions that supervisors have with the workforce. The focus on student learning and continuous improvement guides leaders in their interactions with staff.

5.2a(4) The district’s strategic plan and departmental action plans provide the workforce with information about changing capability and capacity needs. The district regularly addresses the strategic challenges it faces and the need for changes in practice. For example, the district has begun providing additional training for working with second language learners and

has expanded the bilingual program to address this need. Staff levels and program delivery have been maintained and enhanced through careful financial management of resources and a successful Education Fund referendum. Reductions occur, when needed, according to the defined negotiated process for employee groups.

5.2b Workforce Climate

5.2b(1) Workforce health, safety, and security are priorities for CCSD93 just as they are for the students. These issues have been systematically addressed by improving security in the schools. The most recent improvement is the planned upgrades to install electronic locks on all classroom doors. Originally, these were installed on building entry doors. During the summer of 2007 electronic locks are planned for classroom and office doors. Safety and security assessments are conducted on an annual basis.

CCSD93 works closely with its three community police and fire departments for crisis and emergency planning. Performance measures include the annual assessment results and Harris Poll results from staff members. Some measures, such as workers' compensation claims, are segmented for workgroups. Safety procedures regarding accidents are carefully monitored for custodial and maintenance staff. Behavior intervention and student safety evaluation approaches are supported and data are closely monitored for staff members that deal with high-risk student populations. Crisis plans have been created for all critical crises that can be anticipated. Students and staff regularly practice these plans. The Crisis Plan has been through five improvement cycles and is updated as needed.

5.2b(2) Policies, salaries, and benefits are targeted and tailored to the workforce groups. Contract terms and policy decisions are reviewed and approved by the BOE. Some may be altered through the negotiations process. Others are the responsibility of the BOE based on recommendations from senior leaders. CCSD93 makes every attempt to be comparable and equitable between workforce groups. For example, the BOE initiated a retirement benefit for support staff because it negotiated one for certified staff. Another example is that the BOE requested to reopen a contract with custodians to increase salaries because the BOE had given higher salary increases to other groups.

6.0 Process Management

6.1 Work Systems Design

6.1a Core Competencies

6.1a(1) The primary purpose of education in CCSD93 is to develop in each student the ability to realize their full potential academically, socially, and emotionally. CCSD93 educational programs and support services provide the opportunity for each student to develop to his or her maximum potential, because the organization’s core competency or greatest expertise is providing a quality education to all students. The most important work systems that relate to the achievement of the district mission are instruction, assessment, and curriculum. These core competencies have been determined based on the district’s strategic plan initiatives, the five skill areas for student mastery, and the CCSD93 Strategic Linkages Leadership System (Figure 1.1-2, p.2).

Action plans at the district level are designed with these same three priorities. Action plans at the school level (School Improvement Plans-SIP) are designed using the

five skill areas. Improvement goals can only be developed in one or more of the skill areas. School action plans are built using the PDSA cycle.

6.1a(2) The overall organizer for CCSD93 work systems is the Strategic Linkages Leadership System. This system clearly identifies the district and school subsystems that need to be in place in order for students to master the five skill areas and for the district’s mission to be accomplished. For example, the curriculum development system (Figure 6.1-1) is a work process identified in the Strategic Linkages Leadership System that needs to be used with all five skill areas. The curriculum development process is designed to support the core value of continuous improvement by using the PDSA cycle to organize the process. Within this process, innovation is stressed by conducting benchmarking during the “analyze causes” phase. During the “study the results” phase, experts critique the newly developed curriculum which is a measure identified in the strategic plan initiatives.

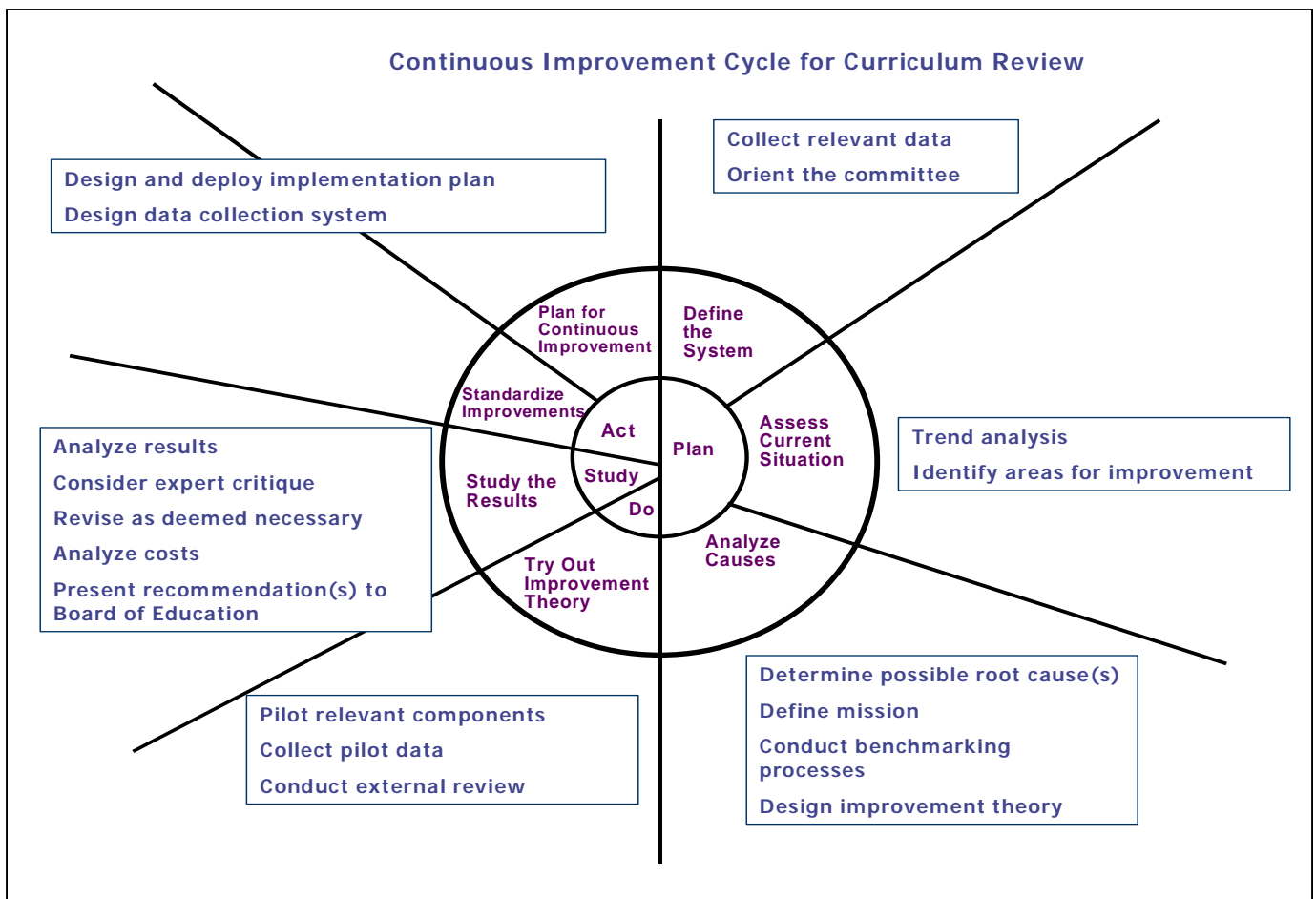


Figure 6.1-1 Continuous Improvement Cycle

All district work systems generally follow the same systematic approach (PDSA) to work system (process) design and innovation as illustrated in the curriculum review process. The strategic plan is consulted to determine which short- and long-term initiatives are the responsibilities of Cabinet members and/or departments. Then the Strategic Linkages are used to assure that alignment of systems continues to follow the flow and logic graphically defined and described in the plan. This effort ensures that work systems are aligned between departments and across the organization. Targets that are defined in the Balanced Scorecard Measures are reviewed to assess if the system design is capable of achieving the target.

When any work process is designed, it is carefully aligned with other core processes in the district. In the curriculum development process example, alignment to the Teaching to Standards Process is essential. This process helps staff members consistently implement the curriculum and design instructional activities based on the needs of the learner(s). The process also has to be aligned with the assessment and achievement processes used to measure student progress. The assessment processes are linked to the Standards Achievement Report (SAR), the district's standards-based student report card.

Another example of work processes and the district's efforts to ensure consistency is the school improvement process (SIP) (Figure 6.1-2) based on the same PDSA format. Schools determine improvement goals by reviewing the five skill areas and the strategic initiatives. A gap analysis using trend data tells BLT members how much improvement is needed between current and target performance. Root cause is then identified. Root cause information leads to the identification of the current instructional practices that need to be standardized, stabilized, or streamlined. It also indicates if new processes need to be designed.

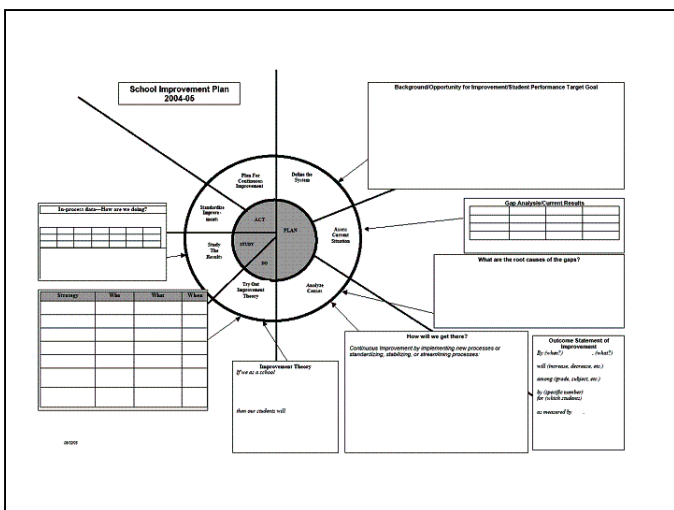


Figure 6.1-2 School Improvement Process

The improvement theory is developed as an "if" we do this, "then" we believe our student learning outcomes will improve. Action plans are developed so that the new or improved processes are carefully implemented and deployed. In-process data are collected so that mid-course corrections can be made and so BLT members can assess how well the improvement theory is working.

Once a work system is fully defined, it is deployed in a consistent manner across the district by ensuring easy access and providing professional development to all staff members required to deliver the work system. The professional development opportunities provided during team planning time establish weekly contact with staff members. This time is used to significantly enhance consistency and reduce variation.

All staff members participate in common training experiences systematically deployed throughout the year. In addition, overall costs are reduced because training time is built into the day, thereby avoiding additional expenses. By ensuring that work systems are carefully designed, systematically implemented, and regularly supported, CCSD93 strives to ensure that initial instructional opportunities produce the desired student learning outcomes and rework (remediation) is minimized.

As new work systems are developed, consideration is given to whether the function should be internal to the organization. Outsourcing is determined by the BOE based on research, consideration of options available, and fiscal responsibility. The BOE operates on the premise that the district holds the primary responsibility for delivering critical work systems based on core competencies.

6.1b Work Process Design

6.1b(1) The majority of the organization's work force is comprised of teachers and support staff charged with the key work process of delivery of instruction. This work process is aligned to the district core competency of providing equitable and quality education, programs, and services to all students.

This focus on student learning contributes to stakeholder value because the stakeholder groups have defined student mastery in critical skill areas as a key requirement of the system. Student mastery in these areas forms the basis for the Strategic Linkages. Success in student learning results ultimately leads to high stakeholder satisfaction.

Development and implementation of key work processes contribute to increasing consistency and reducing variation in deployment. Processes are reviewed to determine effectiveness through the defined improvement cycle. Analyzing data collected regarding the process during the study phase guides the improvement plan. Organizational success and

sustainability are achieved by having these key work processes systematically deployed and repeatedly delivered throughout the organization. Examples of key work processes are listed in Figure 6.1-2.

CCSD93 Quality Processes
Band: Recruitment
Band: Scheduling
Band: Summer Band
Certified Staff Evaluation
Complaint Management
Curriculum Development Process
Expenditures Incurred - Conferences
Facilities Usage
IDEA Level 2 Identification
IDEA Level 3 (Magnet) Identification
Kindergarten Assessment
K-2 Literacy Intervention Programs
LLC: Information Access Management
LLC: Instruction
Mandated Reporting Procedures (Board Policy 500.06)
Math Intervention Program
Mentor Program: Matching Mentor and Student
Mentor Program: Mentor Recruitment Procedures
Mentor Program: Student Referral Procedures
Preschool: CCSD93/CASE Absentee Process
Preschool: Referral - Early Intervention Agency Referral
Preschool: Referral – In House
Preschool Registration
Preschool Screening, Registration, and Referral Processes
Preschool Special Education Move-In Eligible
Preschool Transition from EC to Kindergarten Year
Reading Services Grades 3-5
Report Card Process (SAR)
School Improvement Planning (SIP)
SDS Flagging
Section 504 Referral and Evaluation Procedure
Stranger Danger
Student Referral for Acceleration
Student Referral for Special Education Services
Student Referral for Special Education Services (Parentally-Placed Private School Children with Disabilities)
Suspension/Expulsion
Teaching to a Standard
Technology Service Request
Truancy

Figure 6.1-2 Quality Work Processes

6.1b(2) Three theories drive work process design in CCSD93: systems thinking, continuous improvement, and researched-based implementations. The district’s mission states that students will maximize their potential

“by utilizing world-class educational practices.” CCSD93 defines world-class practices as those practices that are theoretically sound, are research-based, and are in widespread practice in high performing organizations. The use of the Baldrige criteria is one example of a world-class practice. The criteria have gone through iterations of development to make it a theoretically sound description of highly effective organizations. There have been many research studies to determine the soundness of framework constructs and impact on performance. The criteria are being used by high performing organizations, witness the Quest Conference.

Systems thinking refers to a network of interdependent components that work together to accomplish the aim of the system. Continuous improvement refers to the fundamental belief that excellence is always a goal and never a destination. The third theory is the use of research-based programs and practices. The use of proven programs and practices increases the possibility of getting better results from the initiative.

Stakeholder input, alignment to the district’s strategic plan, policy and legal requirements, along with best practice research, define key work process requirements. The key work process of Teaching to a Standard illustrates how the key process requirements are identified and how the teacher anticipates and prepares for individual differences in student learning capabilities, rates, and styles. Key processes are defined and graphically represented using the approach defined in 6.1a(3). Staff members are only able to effectively use key work processes and deploy them in all classes if they have had sufficient training and support. In the example above of Teaching to a Standard, knowledge of and training in differentiation strategies are critical if staff members are expected to address differences in student learning capabilities, rates, and styles. Differentiated decisions are part of the Teaching to a Standard work process.

Staff members regularly review student learning performance on formative assessments. When students are identified as not meeting standards using the key work processes, additional support systems may be provided. These support systems are designed to meet the individual needs of students. These programs include:

- Reading support
- Math support
- ESL services
- Special education services
- Gifted education services

By providing these specialized services when needed, CCSD93 ensures that all students are engaged in active learning designed to maximize their potential.

6.1b(3) CCSD93 has developed an electronic template that employees use to document and graphically represent all key work processes. First, text is entered to describe the process. Included is information about stakeholder connections, improvement cycles, and the relationship of the process to *Strategic Directions*.

Second, any forms or procedures that are used in the process are described and actual forms/procedures are included in the document. Lastly, a flowchart of the process is developed. Currently, 39 processes (Figure 6.1-2) have been developed using the process template. Twelve more processes are under construction or revision and will be completed by the end of the 2006-07 school year.

When new technology is introduced, it is connected to key work processes through training and documentation. For example, in implementing the electronic grade book program, *Gradebook2*, every staff member participated in training that linked the use of that software to the Teaching to a Standard process. Examples of curriculum connections through standards linkages were also provided. Opportunities for follow-up and organizational knowledge sharing were accomplished during team plan time discussions. The use of common formats and the access to weekly training time permit the organization to quickly respond when changes to processes are identified and deployed.

The fact that all departments and schools use a common format for process definition permits the organization to layer services as needed. Section 6.1b(2) describes the key process for instruction, along with the provision for support services when needed. Each of these support services has a consistent identification process associated with it to ensure equal access to program services for all students.

The use of common processes and a common template has helped to increase consistency and productivity. Staff members know what is expected in the delivery of key work processes. Cycle time and associated costs in the development of processes have also been reduced due to the predictability of process development.

6.1c Emergency Readiness

The district has a comprehensive crisis management plan that outlines procedures for 14 potential crises/emergencies/disasters. Plans are delineated by role, e.g. Superintendent, principal, teacher. They provide information regarding key responsibilities for each role in the event of a crisis. The plan describes three specific drills (Red, Yellow, Green), which are practiced on a regular basis and used when needed. All schools are locked and faculty members are required to wear photo identification badges. Critical student information is kept in a rolling suitcase so that it can be easily moved and accessed if the primary source is

unavailable. One of the improvements identified through the review of the procedure is to have all of this information available in an electronic format on the principals' hand-held devices. Additionally, work is underway to have school district personnel communicate with police and fire departments on a common frequency during emergencies.

6.2 Work Process Management and Improvement

6.2a Work Process Management

6.2a(1) Work process management is essentially the recognition that everything CCSD93 employees do is a process. Processes are defined so that employees who work with the processes can document, design, and improve them. Graphical representation of processes has long been recognized as a powerful means to document, share, and understand how a process works. Without this level of detail, it is very difficult to continuously improve processes.

Section 6.1a(3) describes how work processes are designed. They are implemented by deploying them through systematic training and assessing their effectiveness. Assessment measures are specific to the process and are collected by the process user. For example, teachers tracking the students who meet or exceed standards monitor the Teaching to a Standard process at the classroom level. Custodians collect data on their cleaning process by surveying teachers regarding their satisfaction with the cleanliness of their rooms. The district collects data on key process measures defined as part of the strategic plan. For example, the district has begun to track *Gradebook2* data on technology skills and Inter/intra-personal skills (Figure 7.1-28 & 29) because these skills have been delineated in the five skill areas of the strategic plan.

6.2a(2) The district ensures the implementation of work processes by first providing professional development to leaders in order to build capacity as they lead implementation efforts. Systematic training and support are provided to staff before they begin to use a process. Follow-up support is provided by district office and building-level leaders to refine use of the processes.

6.2b Work Process Improvement

6.2b(1) The curriculum review process (Figure 6.1-1) is the means by which CCSD93 improves instructional processes to maximize student learning and improve educational offerings. When a need is identified through strategic planning, action planning, ongoing assessment of performance, or identification of challenges, this process is employed to study the curriculum area and determine the necessary improvements. All curricular areas are reviewed on a five-year cycle. Teachers and administrators provide leadership for the process and see it through full deployment across the organization.

Administrative Council annually reviews the district assessment plan to ensure inclusion of appropriate formative and summative measures. While most summative measures are prescribed by the state, formative measures are determined at the district level. CCSD93 has used STAR reading and math assessments for the past several years. In a recent review it was determined that the STAR assessment was not as effective as it needed to be. The Formative Assessment Committee reviewed best practices, research literature, and assessment products. The committee selected NWEA assessments for piloting during the 2006-07 school year. As a result, it was determined to use NWEA assessments in place of the STAR assessments in reading and mathematics. The main reasons for the selection were better correlations with district standards and the inclusion of comparative data. The assessments will be fully deployed in 2007-08.

Formative assessment data provide information to teachers to adjust instructional practice on an ongoing basis. The assessment also provide data that is reviewed periodically by senior leadership to determine overall effectiveness of the organization as well as effectiveness in implementing the district's strategic plan.

Organizational learning within CCSD93 is accomplished through tools and processes described earlier in the application. In addition, CCSD93 attempts to learn from other organizations. CCSD93 is a member of the Consortium for Education Change (CEC), which is focused on school reform efforts. Within CEC, several school districts have chosen to form the Compact for Quality. Compact members meet on a monthly basis to share lessons learned and best practices. At times, they work as a collective group on a given issue in order to accelerate development time and reduce costs. These collective efforts have contributed to improved performance in member districts.

Work process improvements have also been enhanced through organizational learning derived from participation in the Lincoln Foundation for Organizational Excellence and the use of the Baldrige criteria. CCSD93 leaders serve as examiners and contribute greatly to the district based on the knowledge learned from other organizations. The district has submitted applications twice over the past ten years. The feedback reports have been used during the strategic planning process to target areas for improvement and growth.

7.0 Results

The BOE and senior leadership team of CCSD93 believe that three critical result measurements provide the most important data for determining the overall success of the district. These three measurements are:

- Student achievement data as measured by the Illinois State Testing Program (included in 7.1)
- Stakeholder satisfaction for primary stakeholder groups: students, parents, and staff, as measured by the Harris Interactive School Poll (included in 7.2)
- Financial health as measured by fund balance percentages (included in 7.3)

Each of the tables below presents data that are used to assess identified outcomes. Each figure number and title is color-coded in green, yellow, and red to indicate CCSD93's perspective on the success in that particular area. The color-coding is as follows:

- **Green indicates the measure is demonstrating good progress**
- **Yellow indicates progress is not at the desired level**
- **Red indicates concerns about progress or lack thereof in that measure**

7.1 Student Learning Outcomes

7.1a Student Learning Results

The primary summative evaluation tool to measure student learning outcomes in academic areas for CCSD93 is the state testing program.

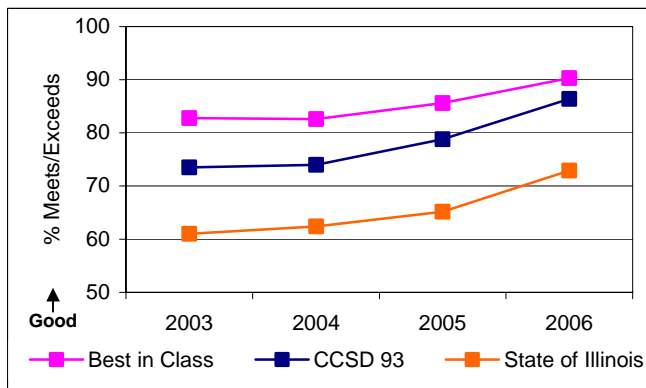


Figure 7.1-1 Student Achievement on State Tests

The graph above shows the overall percentage of students meeting or exceeding state standards on three state testing programs:

- ISAT – a standardized achievement test given to the vast majority of students
- IMAGE – a standardized achievement test given to students who are learning English as a second language

- IAA – an individualized assessment for special education students who are not working on grade level or near grade level academic skills

CCSD93 student performance has shown improvement for the past four years, outpacing the state average and nearing the performance of the best-in-class comparison. For achievement test comparison, CCSD93 has identified three school districts in Lake, Cook, and DuPage Counties that match the demographic profile of CCSD93. Best-in-class performance listed on the graphs below is calculated by taking the highest score achieved by one of the three districts on that particular test for that particular year. For example, the best-in-class performance for 3rd grade reading was achieved by District C for all three years, but best-in-class for 5th grade reading was achieved by District C some years and District B in other years. In cases where CCSD93 achieved the best-in-class performance, the next highest score from the three comparison districts is graphed. District C achieved the majority of best-in-class performances, with CCSD93 achieving best-in-class on some measures. CCSD93 consistently outperformed District A and usually outperformed District B.

CCSD93 also compares its performance to state averages. Data sets presented below are disaggregated by state tests, subject area, grade level, and demographic subgroups, where appropriate.

Illinois Standards Achievement Test (ISAT) - This test is given to students in grades 3 through 8 to measure learning in reading, math, and science. Longitudinal data beginning with 2003 are available for grades 3, 5, and 8. The state began testing other grades in 2006.

Reading Performance - Reading performance is showing positive trend lines for all three grade levels and CCSD93 is nearing best-in-class performance, particularly at grades 3 and 5.

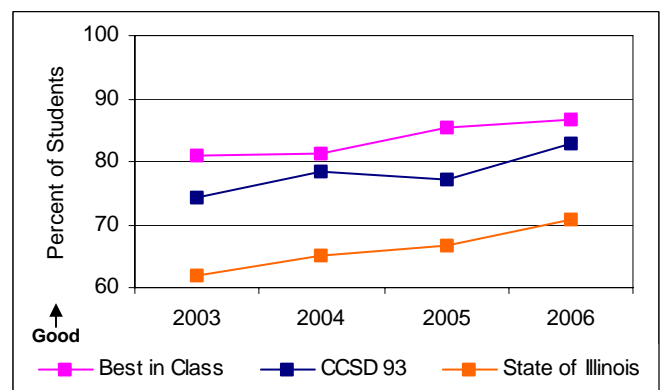


Figure 7.1-2 ISAT Grade 3 Reading, Meets + Exceeds

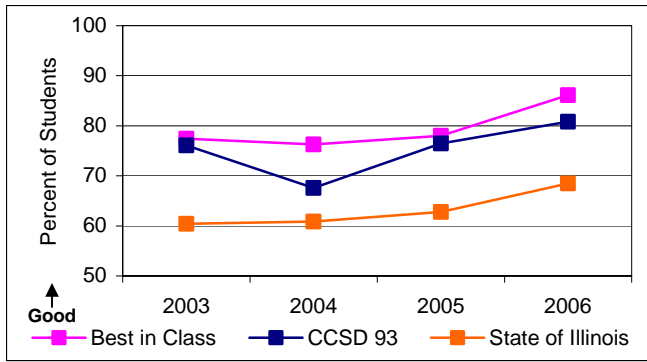


Figure 7.1-3 ISAT Grade 5 Reading, Meets + Exceeds

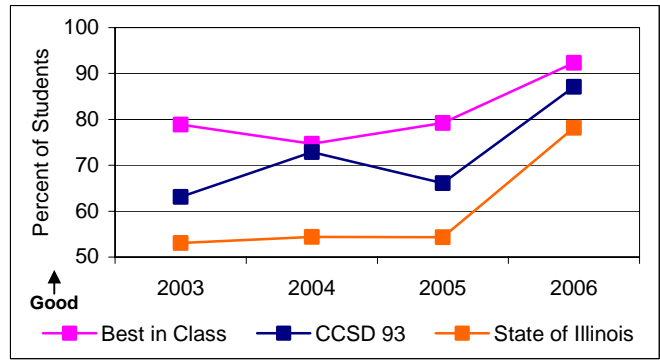


Figure 7.1-7 ISAT Grade 8 Math, Meets + Exceeds

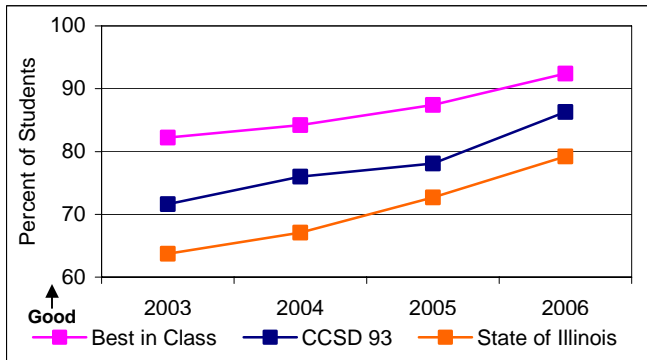


Figure 7.1-4 ISAT Grade 8 Reading, Meets + Exceeds

Mathematics - Math performance has traditionally been CCSD93's strongest area at the elementary grades. The improvement shown in 8th grade is important because it has been a focus over the past year.

Science - ISAT science tests have been given at grades 4 and 7 since 2003.

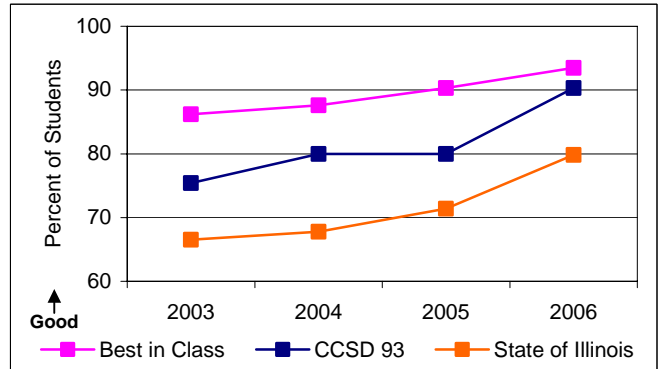


Figure 7.1-8 ISAT Grade 4 Science, Meets + Exceeds

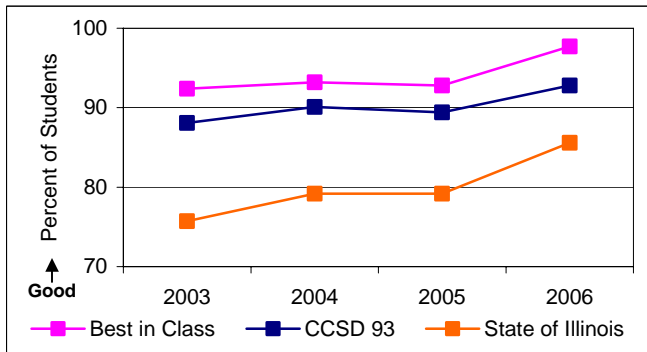


Figure 7.1-5 ISAT Grade 3 Math, Meets + Exceeds

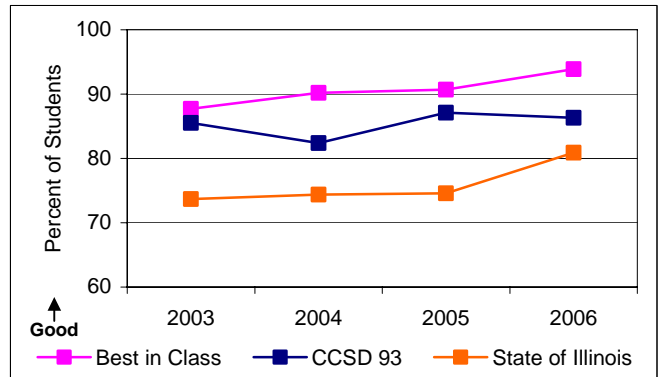


Figure 7.1-9 ISAT Grade 7 Science, Meets + Exceeds

Seventh grade science results showed a decline in 2006. The CCSD93 science curriculum is currently under review and the committee is investigating the reasons for the decline.

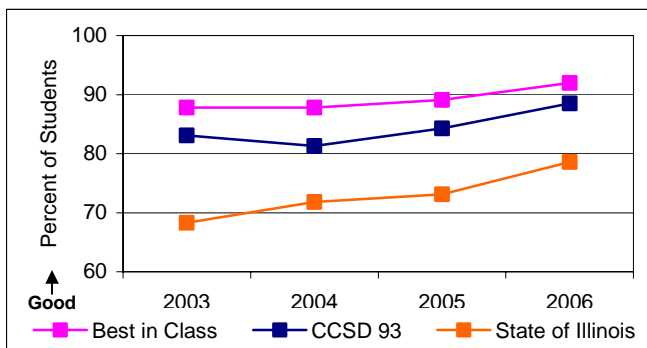


Figure 7.1-6 ISAT Grade 5 Math, Meets + Exceeds

Illinois Measure of Annual Growth in English (IMAGE) - IMAGE tests are given to students who are second language learners and do not have solid English skills.

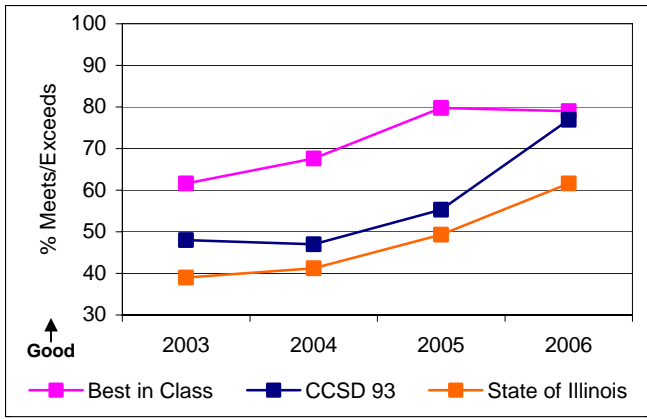


Figure 7.1-10 IMAGE All Subjects, All Grades, Meets + Exceeds

The graph above indicates the collective performance of students in the second language program for all subjects and grades tested. CCSD93 has focused attention on its ESL program and has provided extensive training to staff to help them understand the needs of second language learners. Improvement trends and best-in-class performance levels on some of the IMAGE tests for 2006 are strong evidence that these efforts are making a difference.

Five percent of the CCSD93 student population is considered limited English proficient and takes the IMAGE test as an alternative to the ISAT. IMAGE results are disaggregated by grade level and subject area. Some graphs may be missing data because the subgroup for that district was not large enough to be disaggregated in the state testing program.

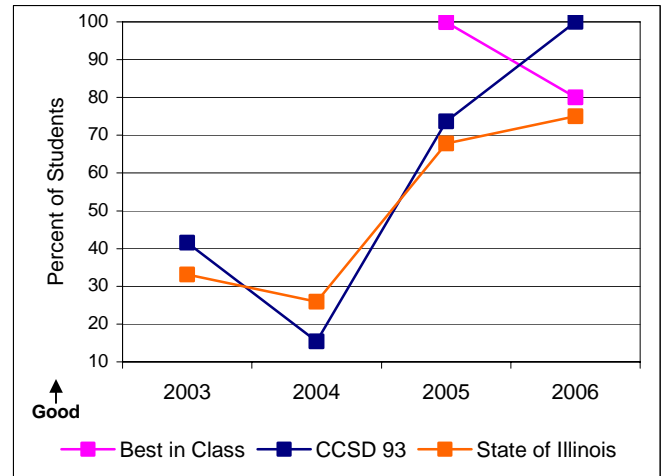


Figure 7.1-12 IMAGE Grade 5 Reading

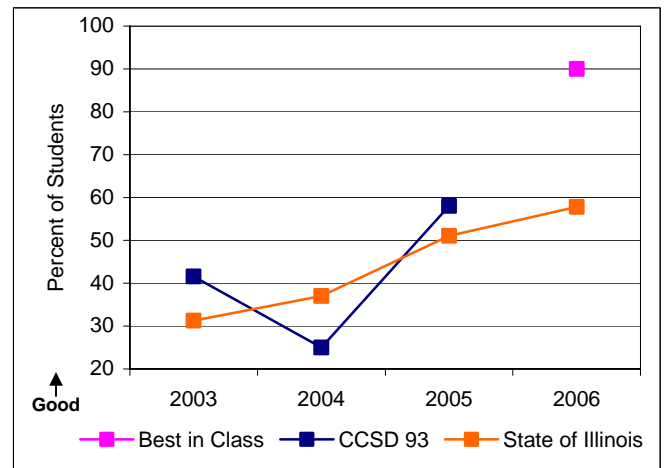


Figure 7.1-13 IMAGE Grade 8 Reading

Reading scores for second language learners indicate that a larger percentage of students are meeting the reading standards associated with learning English and that CCSD93 is achieving best-in-class performance levels.

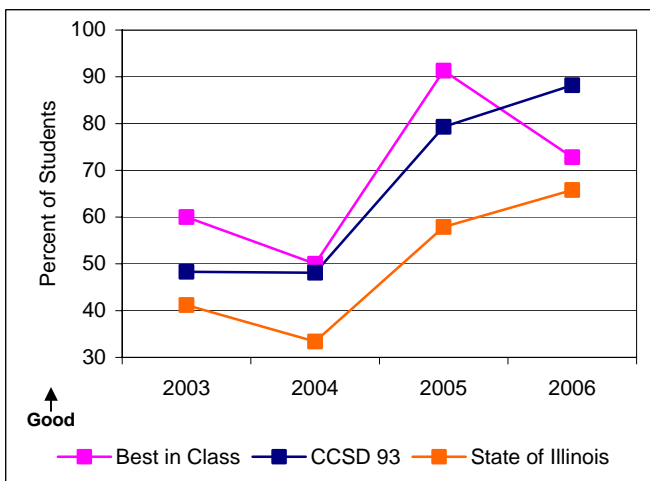


Figure 7.1-11 IMAGE Grade 3 Reading, Expanding + Transitioning

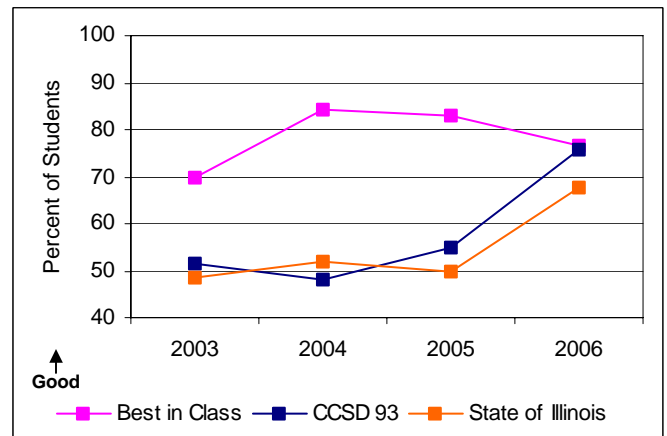


Figure 7.1-14 IMAGE Grade 3 Math, Meets + Exceeds

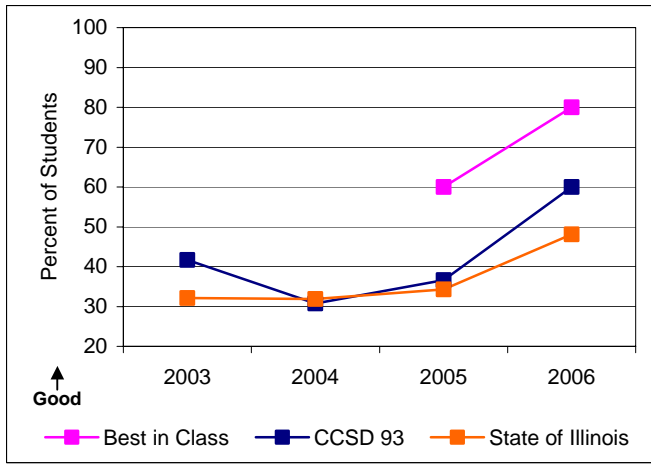


Figure 7.1-15 IMAGE Grade 5 Math, Meets + Exceeds

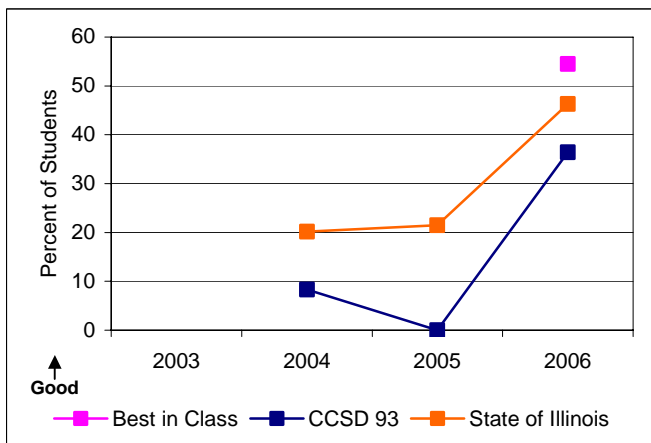


Figure 7.1-16 IMAGE Grade 8 Math, Meets + Exceeds

The performance of second language learners is not as strong in math as in reading for upper elementary and middle school students. CCSD93 plans to address these performance issues by focusing attention on math skills that are necessary for success as students progress through the grades. The primary effort in ESL services is on language development. The data have illustrated that a focus on math achievement is also necessary for students, particularly at the middle school grade levels.

Illinois Alternate Assessment (IAA) and ISAT for Special Education Students - IAA is an alternative assessment that is given to special education students who are not capable of taking the ISAT tests. IAA data show the performance of significantly challenged special education students and their mastery judged against their IEP goals. The ISAT graphs demonstrate the performance of special education students who are capable of taking grade level assessments. The state does not calculate an overall special education average for ISAT.

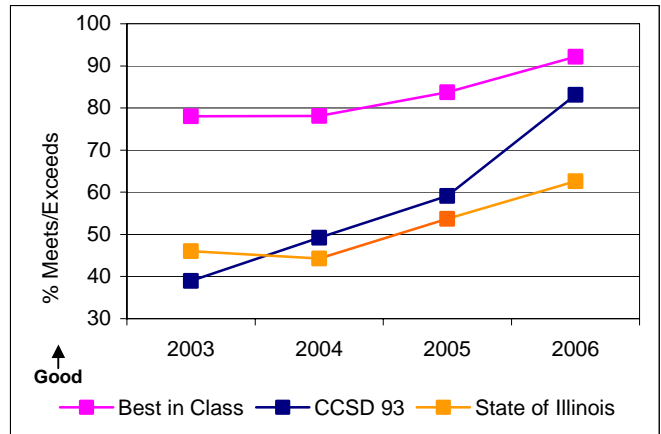


Figure 7.1-17 Overall IAA Results

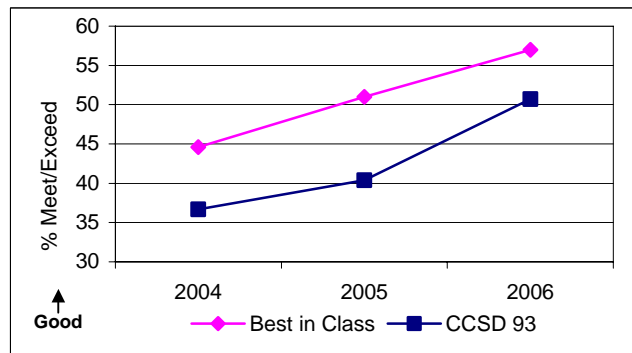


Figure 7.1-18 Percentage of Sp. Ed. Students Who Meet or Exceed on ISAT Reading – All Grades

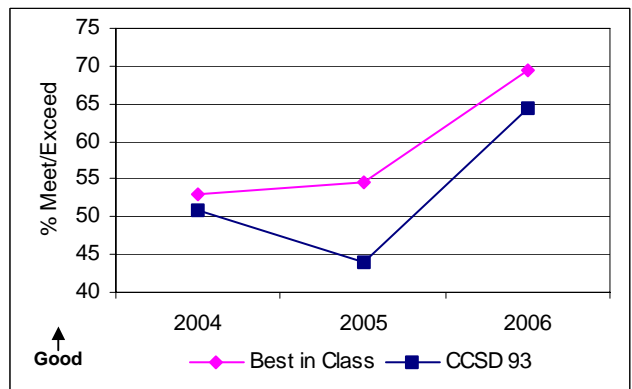


Figure 7.1-19 Percentage of Sp. Ed. Students Who Meet or Exceed on ISAT Math – All Grades

The graphs above indicate more than half of the special education students are meeting or exceeding grade level standards and that CCSD93 students are nearing best-in-class performance.

Subgroup Performance - One of the requirements of NCLB is to disaggregate student achievement data in order to assess subgroup performance. CCSD93 has three ethnic subgroups that have sufficient numbers for analysis. They are Hispanics, Blacks, and Asian/Pacific Islanders. The data for each subgroup are presented in the following graphs.

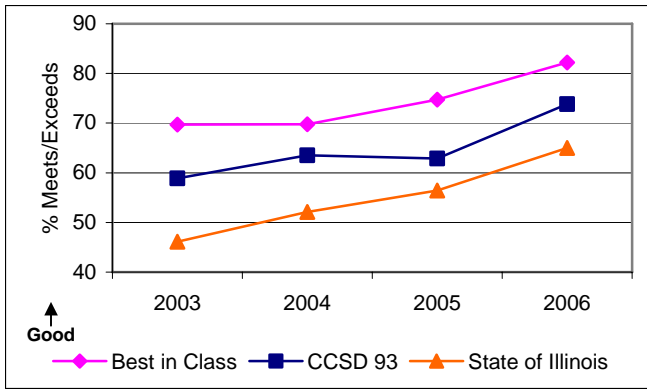


Figure 7.1-20 ISAT Reading - All Grades for Hispanic Subgroup

The Hispanic subgroup performance has shown increases particularly in 2006 when 3rd and 5th grades nearly matched best-in-class performance, being off by only 1%.

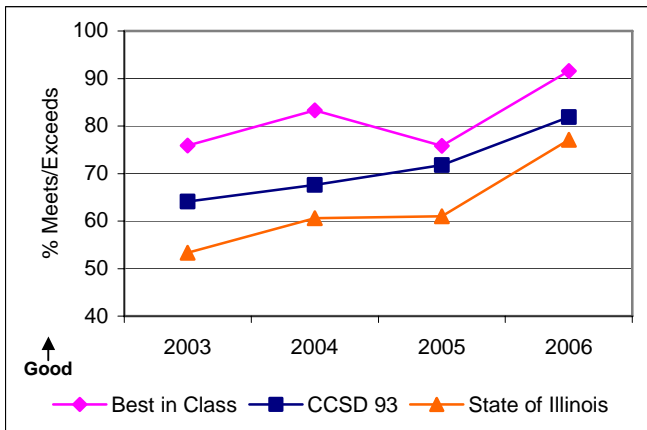


Figure 7.1-21 ISAT Math - All Grades for Hispanic Subgroup

Hispanic subgroup performance in math was stronger in 2003 and 2005 when 3rd grade students achieved best-in-class performance. The 2006 results are being studied to determine if the decrease in the rate of improvement is a one-year anomaly due to random variation in the program or if changes are needed.

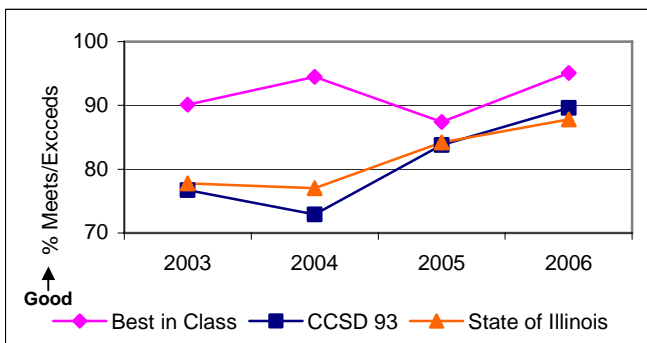


Figure 7.1-22 ISAT Reading - All Grade for Asian/Pacific Islander Subgroup

While reading performance of the Asian/Pacific Islander subgroup is strong and has shown improvement (90% of the students are meeting or exceeding state standards), the goal is to meet best-in-class performance. Concern exists that the state average outpaced CCSD93 performance for this subgroup until this past year.

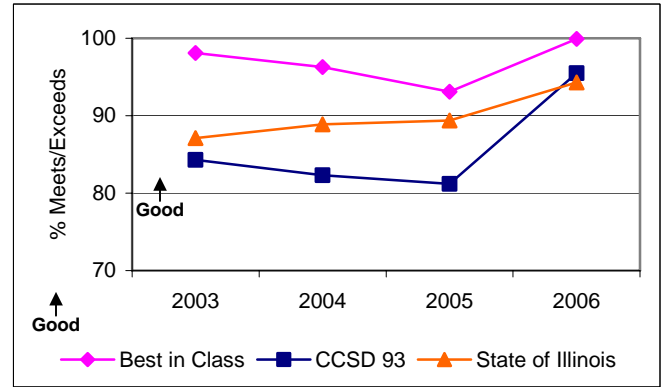


Figure 7.1-23 ISAT Math – All Grades for Asian/Pacific Islander Subgroup

While math performance of the Asian/Pacific Islander subgroup is strong (96% of the students meet or exceed state standards), improvement is still needed for best-in-class performance. Concern exists that the state average outpaced CCSD93 performance for this subgroup until this past year.

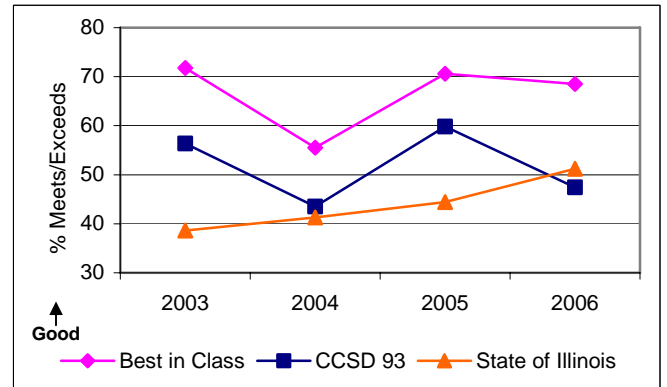


Figure 7.1-24 ISAT Reading - All Grades for Black Subgroup

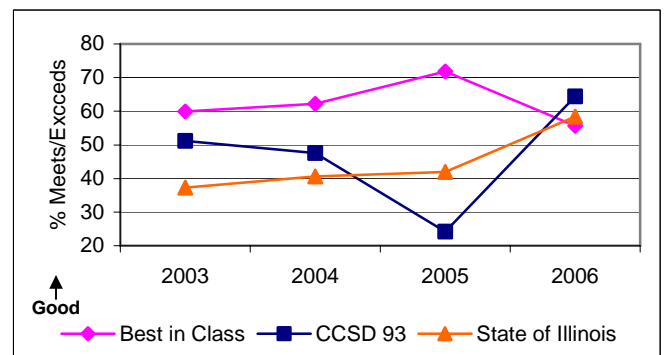


Figure 7.1-25 ISAT Math - All Grades for Black Subgroup

The performance of the black subgroup has a great deal of variance due to the small subgroup size. Reading performance in 2006 is of greatest concern and is being addressed by providing intervention services for students having difficulty.

Other Critical Skill Area Performance Data - CCSD93 has determined three other critical skill areas for students: technology, problem-solving, and inter/intra-personal skills. CCSD93 tracks this performance using district-developed measures that are reported on students' report cards. No commonly used measure is available to assess these skills; therefore, CCSD93 has limited comparison data. Data reflect the first year of systematically collecting information on all students. Some second and third trimester data will not be available until after the application deadline.

Report Card Data - Technology and problem-solving skills are assessed using the district's operational definitions for expectations at each grade level. The data below illustrates overall average performance levels and the percentage of students who meet or exceed the standards on a five-point scale. These data represent baseline data that will be used to measure progress over time.

Inter/intra-personal skills are also defined through operational definitions that teachers use to judge students' performance in those areas. Intra-personal skills reflect self-management skills and inter-personal skills reflect social skills. Data presented below indicate average performance levels and the percentage of students meeting or exceeding standards on a five-point scale.

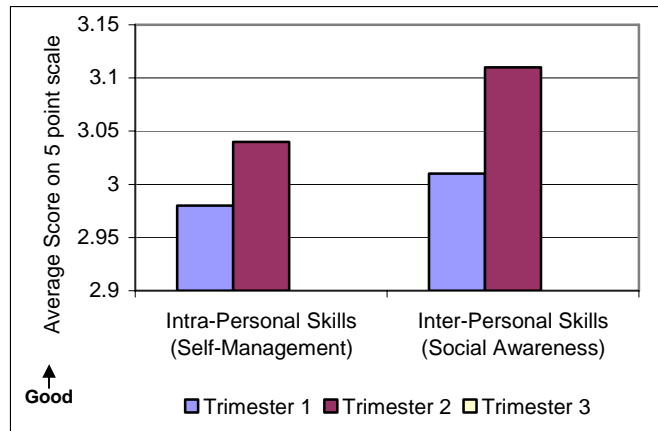


Figure 7.1-28 Average Score for Inter/Intra-Personal Skills (3 represents meeting standards)

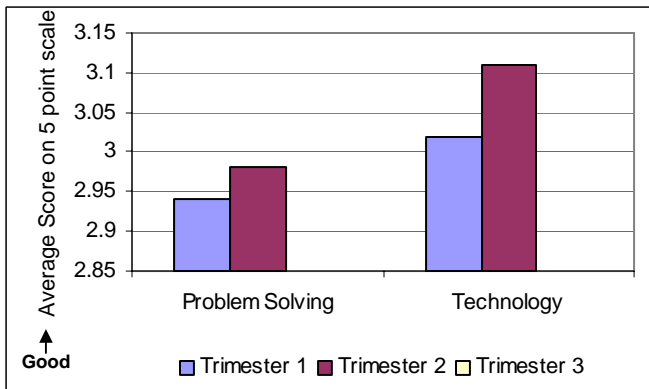


Figure 7.1-26 Average Score for Problem-Solving and Technology (3 represents meeting standards)

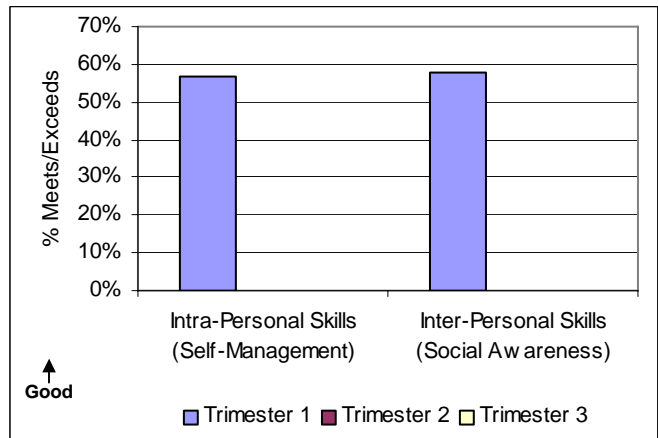


Figure 7.1-29 Percentage of Students Meeting or Exceeding Inter/Intra-Personal Skill Expectations

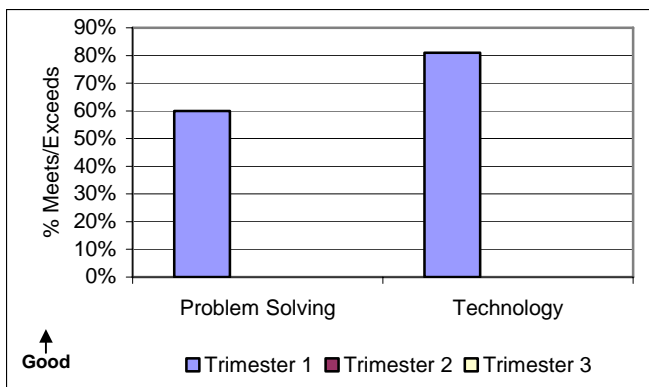


Figure 7.1-27 Percentage of Students Meeting or Exceeding Problem-Solving and Technology Skills

ECRA Data - While there is no commonly accepted measure of inter/intra-personal skills, CCSD93 assesses student attitudes towards schooling. The Educational Consultants & Research Associates survey is given each year and provides a means for CCSD93 to measure student intra-personal skills against a national sample. Two data sets are presented: Self-Esteem and Composite Score. The grade 5 score in 2006 was due to an anomaly during administration of the assessment.

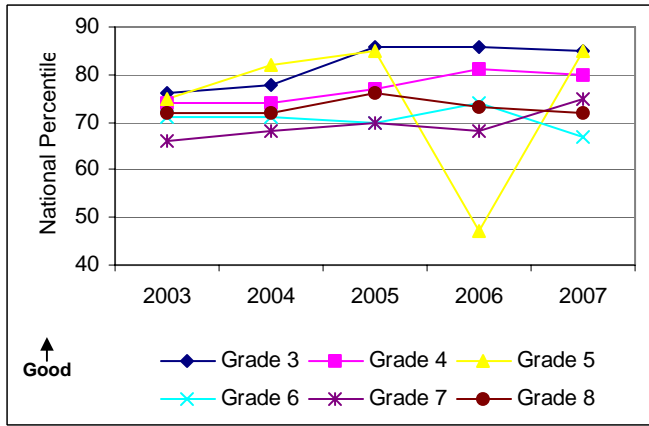


Figure 7.1-30 ECRA National Percentile for Self-Esteem by Grade Level

Self-esteem for the overall population is improving over the years. On average, CCSD93 students have a higher self-esteem level than 77% of the national population.

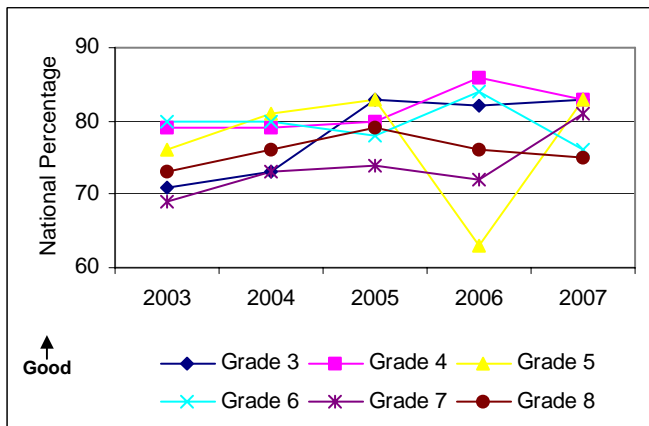


Figure 7.1-31 ECRA National Percentile for Composite Score by Grade Level

In addition to self-esteem, other measures for the composite score include Desire for Success, Performance, and Self-Evaluation. Overall performance for CCSD93 students shows a positive trend with students performing better than 80% of the national sample.

Other Instructional Measures - CCSD93 collects data on almost every program and service that it provides. It uses these data to measure the success of services and determine where improvements are needed. An example of this data collection is the performance of students who participate in the reading intervention program versus students who do not. Student performance data for all students in kindergarten and 1st grade are collected using the Illinois Snapshot of Early Literacy (ISEL). This assessment measures student learning in the areas of reading and language arts. The charts compare the performance of students in the regular program versus students who have been identified to receive extra help in learning to read.

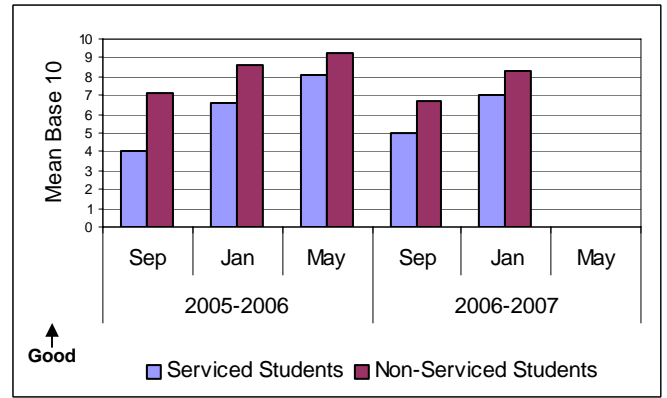


Figure 7.1-32- ISEL Grade 1 – Serviced vs. Non-Serviced Students

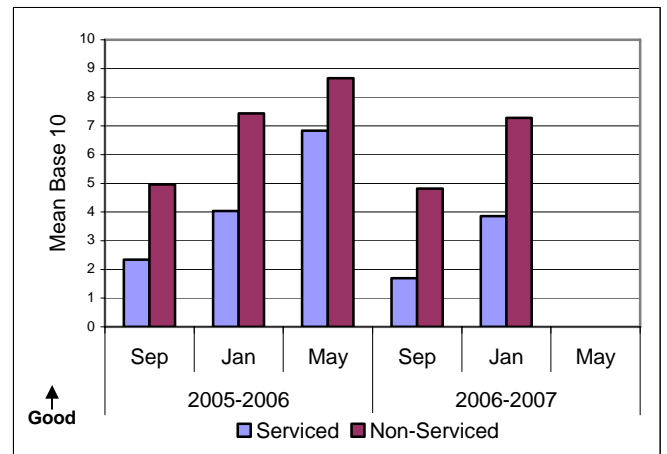


Figure 7.1-33 ISEL Kindergarten – Serviced vs. Non-Serviced Students

The goal of all intervention programs in CCSD93 is to close the gap between students exhibiting special needs and challenges and those who are performing successfully in the regular program. The data presented above indicate the level of performance for students in the reading intervention program is nearing the level of performance for students in the regular program.

Writing Performance - CCSD93 tracks performance of students on district developed writing assessments which are given at all grade levels.

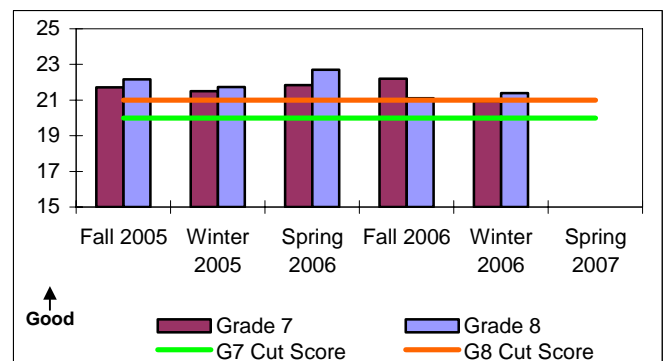


Figure 7.1-34 Grades 7 and 8 Writing Performance

These graphs present writing performance for 7th and 8th grade students over the past two years. The cut score indications on the graph are the state cut scores used when writing was assessed as part of the ISAT testing requirements. Writing was dropped by ISAT in 2002, but CCSD93 determined to continue assessing students' writing ability. CCSD93 created a district assessment and process to judge student performance based on state cut scores.

Performance of Students Based on Mobility -

Because CCSD93 has a student mobility rate of 12%, it is important to look at student performance based on the length of time a student has been in the school district. The graphs below present data on the percentage of students meeting or exceeding state standards on the 8th grade ISAT reading and math tests based on the number of years that they have been in the school district.

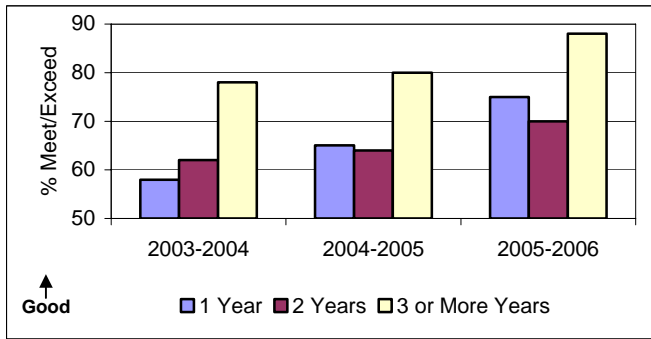


Figure 7.1-35 Grade 8 ISAT Reading Performance Based on the Number of Years Enrolled in CCSD93

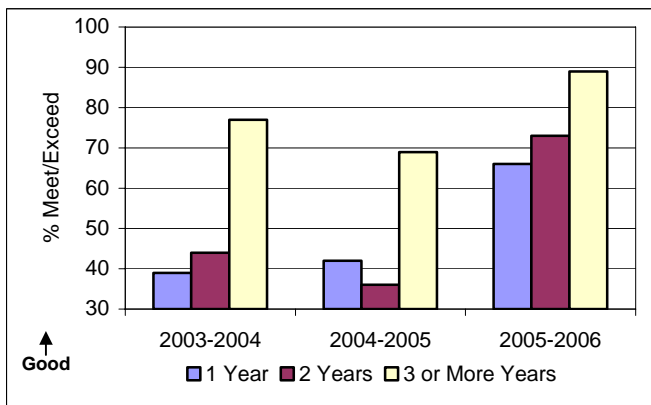


Figure 7.1-36 Grade 8 ISAT Math Performance Based on the Number of Years Enrolled in CCSD93

As evidenced in the graphs above, students perform better on state assessment measures the longer they are enrolled in the school district. This information gives CCSD93 staff members confidence that programs and services are making a difference for students and that, when students come from other districts lacking critical skills, staff are able to help these students achieve greater success if they stay in the district for multiple years.

7.2 Student- and Stakeholder-Focused Outcomes

7.2a Student- and Stakeholder-Focused Results

7.2a(1) Harris Interactive School Poll - The Harris Interactive School Poll has been used by CCSD93 since 1997 to assess stakeholder satisfaction. More than 150 school districts across the country use this poll; therefore, it provides a broad-based sample for comparison purposes.

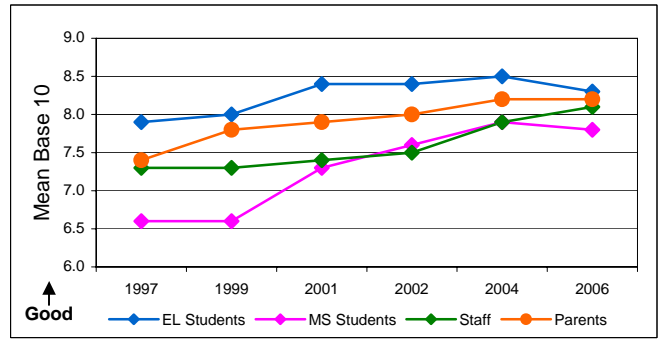


Figure 7.2-1 Overall Stakeholder Satisfaction

The graph above presents data collected over the past ten years (six cycles) regarding overall satisfaction of CCSD93's key stakeholder groups. The trend lines have been positive with significant improvement for all four stakeholder groups.

Beginning in 2006, CCSD93 asked Harris to compare its performance against similar districts that use the poll. Harris identified three other districts with similar demographic profiles. These three districts were the strongest performers in the demographic class. This sample of comparison districts is different than the sample selected for student achievement comparison.

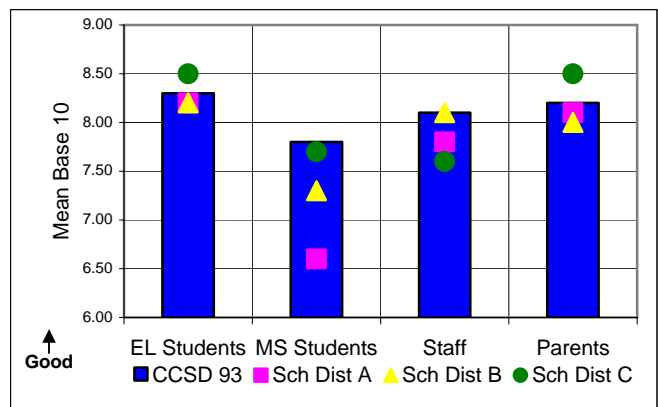


Figure 7.2-2 Harris Comparison Data for CCSD93 versus Best-in-Class Performance

The comparison data presented have a significance level of approximately three-tenths of a point on the 10-point scale. The only measure in which CCSD93 is outperformed, considering significance intervals, is overall parent satisfaction in District C.

In all other cases, CCSD93 is achieving or matching best-in-class performance for satisfaction levels. Detailed information about specific issues and perceptions are analyzed and used in planning functions. Data are available on site.

An example of how the more detailed Harris Poll information is used are the questions related to communication and involvement for parents. These questions are used to assess the key requirement of parents to be kept informed on important issues in a timely manner. The graph below illustrates that there has been an increase in parents' satisfaction on this matter.

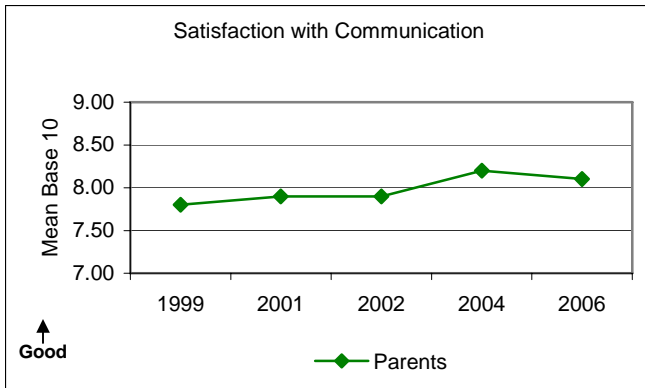


Figure 7.2-3 Parent Satisfaction with Communication

The length of time that CCSD93 has used the poll, increases that have occurred over time, and best-in-class performance that has been achieved give CCSD93 the confidence that it is achieving high levels of stakeholder satisfaction. The goal is to continue the trend and achieve best-in-class performance for all groups.

Attendance Rates - Time in school is an important factor impacting student learning and is tracked so that concerns can be identified. While attendance concerns are addressed with individual students, CCSD93 has 0.01% of students with chronic truancy problems. The attendance rate for CCSD93 has consistently been around 96%.

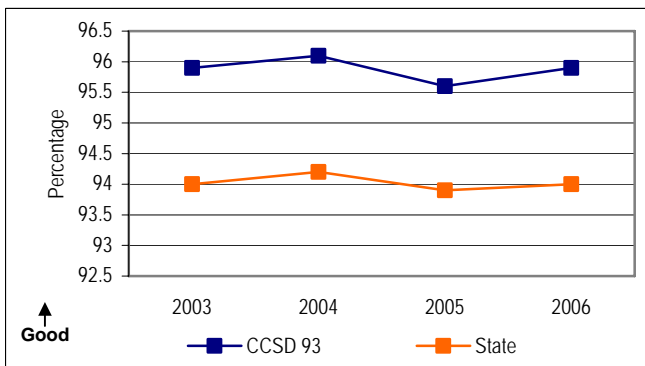


Figure 7.2-4 Student Attendance

7.2a(2) Education for the Future (EFF) - In addition to data collected using the Harris Poll, CCSD93 uses a second survey with students to collect data regarding their perception of value and relationships. The EFF survey is a more focused and comprehensive measure for assessing student attitudes. The survey is given at three levels: primary, intermediate, and middle grades. There are between 18 and 31 statements to which students respond, with the following used to assess students' key requirements:

- My teacher cares about me.
- I am safe.
- I behave well in school.
- I know what I am supposed to be learning in class.

The four graphs below represent some of the questions that measure students' key requirements.

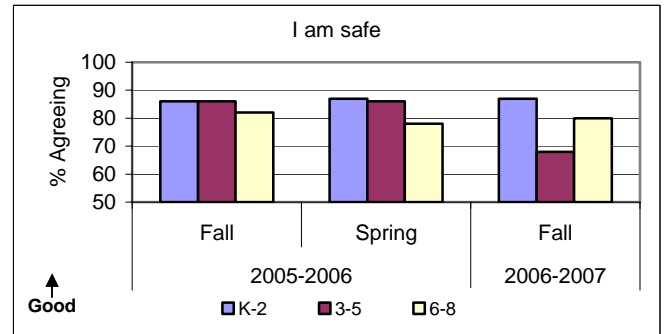


Figure 7.2-5 Safety Requirement

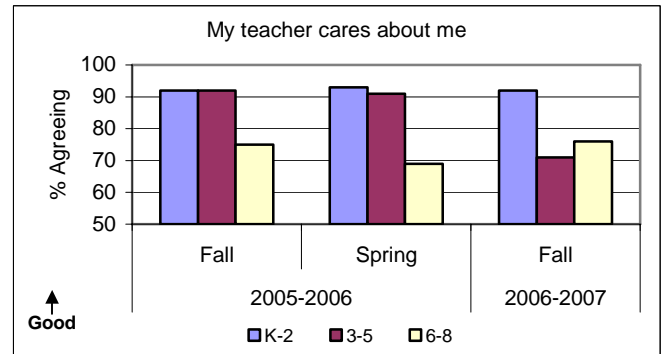


Figure 7.2-6 Caring and Respect Requirement

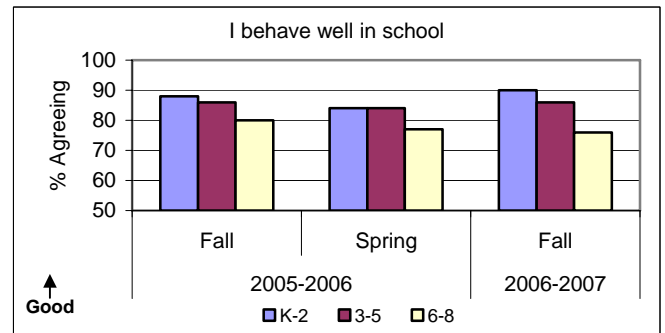


Figure 7.2-7 Orderly Requirement

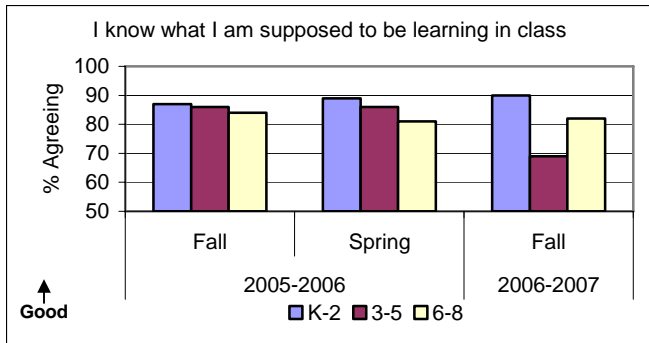


Figure 7.2-8 Empowerment Requirement

Results from the EFF questions play an important role as schools work to enhance relationships with students. BLTs use the information to plan school goals and measure improvement in students' perceived value and relationship building.

CCSD93 assesses the high school district's perceived value of the district and their relationship with it through a count of the time devoted to the processes used. More than 80 days of staff time are devoted each year to articulation efforts. The Superintendent and Cabinet meet with their counterparts for one-half day per month to align the work of the organizations. BOE members meet annually to discuss issues and concerns.

7.3 Budgetary, Financial, and Market Outcomes

7.3a Budgetary, Financial, and Market Results

7.3a(1) The fund balance totals, particularly for the Education Fund, are critical measures for CCSD93. Beginning with the 2001-02 school year, the BOE became concerned with the long-range financial health of the school district. They established a plan to address the issue and included the goal in the district's strategic plan. The BOE determined to place an Education Fund rate increase question on the March 2003 election ballot. The increase of 93 cents, one of the largest in the state's history for any school district, passed with 52% of the vote. The Education Fund balance hit a low point in 2004 and has been trending upward since then.

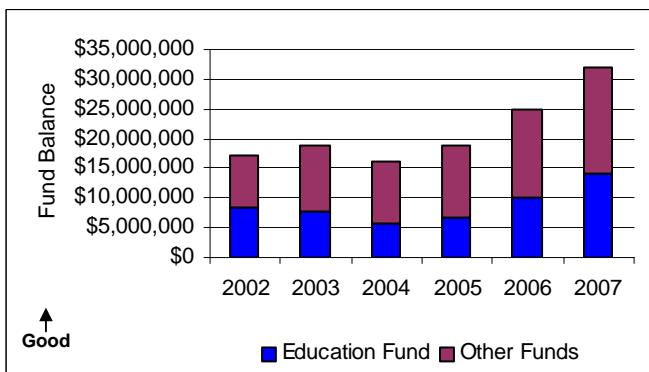


Figure 7.3-1 Financial Health - Fund Balances

Another way that the BOE monitors fund balance performance is by percentage of expenditures. The BOE has a goal that the balance for any individual fund and for the aggregate of all funds should be between 33% and 50% of expenditures. The graph below presents the history for fund balance percentages.

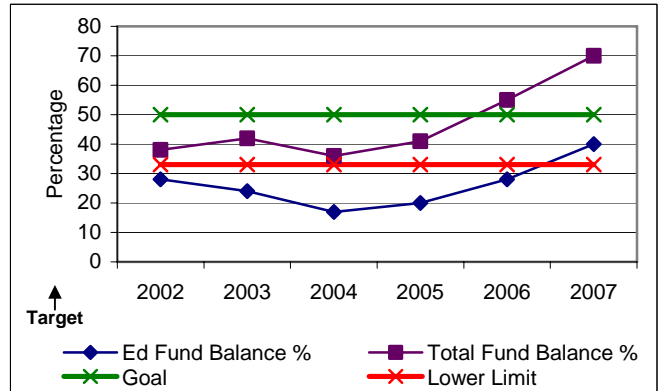


Figure 7.3-2 Fund Balance as % of Expenditures

A third measure that the BOE uses to assess overall financial health of the school district is the financial rating that it receives from the state. The graph below presents that history and CCSD93's financial rating compared to the same three districts used for student performance comparisons.

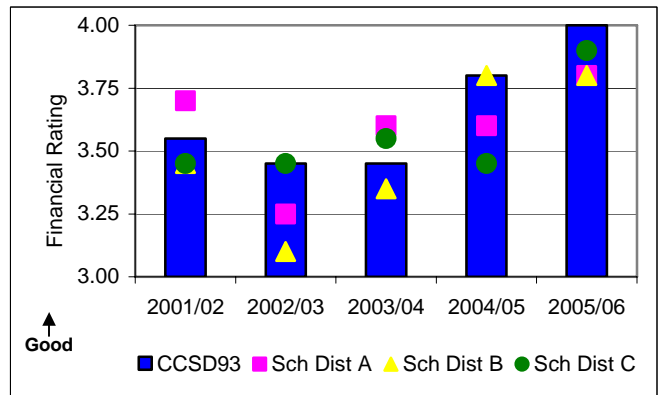


Figure 7.3-3 State Financial Rating

The financial rating for CCSD93 hit its low point in 2003-04. The passage of the Education Fund tax rate increase addressed this issue. Last year CCSD93 achieved a 4.0 financial rating from the state, which is the highest rating possible. CCSD93 has achieved best-in-class performance in the state's assessment of its financial position.

In addition to looking at overall dollars available, the BOE is concerned with how those dollars are spent. The BOE places a high priority on spending for instructional services. The following graph looks at the percentage of dollars spent on instructional services versus total dollars spent.

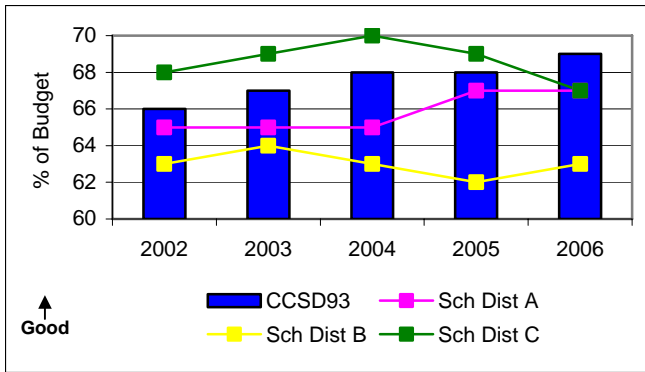


Figure 7.3-4 Percentage of Dollars Spent on Instructional Services

CCSD93 is proud of the fact that the percentage of total dollars spent on instructional services has been increasing and that it currently has the best-in-class performance of 69% when compared to other districts. On state and national levels, the political approach to direct dollars to classroom services has been called the 65% solution, meaning that school districts should spend 65% or more on instructional services. CCSD93 has been achieving this benchmark since 2002. This measure is used by senior leadership as a method to assess the effectiveness of the school district in spending its resources on its priorities.

Another measure used by the BOE and senior leadership is one of value. CCSD93 monitors its cost per pupil and strives to provide high quality service at a low cost, thus creating value for stakeholders. The graph below presents CCSD93 against the three comparison districts and the state average.

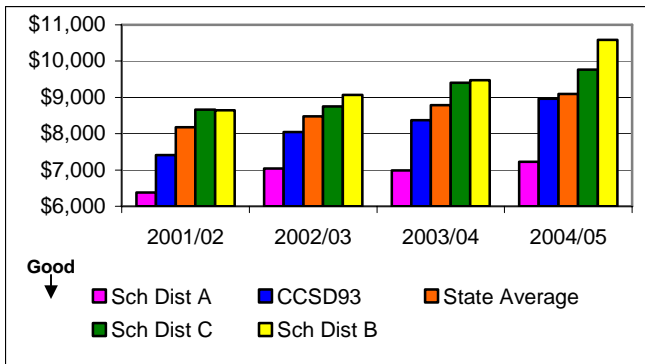


Figure 7.3-5 Operating Expenditure Per Pupil

CCSD93 has the second lowest operating cost compared to the other three districts. In addition, its operating costs are below the state average and have been for the past four years. Because CCSD93 significantly outperforms the state average on assessment measures and is nearing best-in-class performance on a number of state assessments, the district believes it provides great value to the community and stakeholders of the organization.

7.3a(2) – CCSD93 does not track market share or position because the district is required by law to serve all students who reside within district boundaries. As stated previously, CCSD93 does not see the local Catholic school as a competitor because parents choose to send their children there for religious reasons. CCSD93 does have six out-of-district families who have chosen to pay tuition charges required by law to have their children attend CCSD93 schools.

7.4 Workforce-Focused Outcomes

7.4a Workforce Results

7.4a(1) One of the key measures of workforce engagement is the rating that employees receive on their annual performance evaluation. For certified staff, the rating is a three-point scale: unsatisfactory, satisfactory, excellent. In order for teachers to be rated excellent, they must demonstrate strong classroom performance along with strong professional behavior, such as serving on committees, being engaged in outside school activities, and working collaboratively with team members. The data below illustrate the percentage of teachers receiving each rating category for the past five years.

Year	Excellent	Satisfactory	Unsatisfactory
2006	89%	11%	0%
2005	93%	6%	<1%
2004	85%	15%	0%
2003	91%	8%	<1%
2002	78%	22%	0%

Figure 7.4-1 Teacher Evaluation Ratings

Another way workforce engagement is measured is participation in professional development activities. The graph below presents the number of LEAD courses offered and the number of participants. Over the past two years, more than 160 courses have been offered and more than 450 people have participated. Participation in LEAD courses depends on the number of courses offered and the data reflect that correlation.

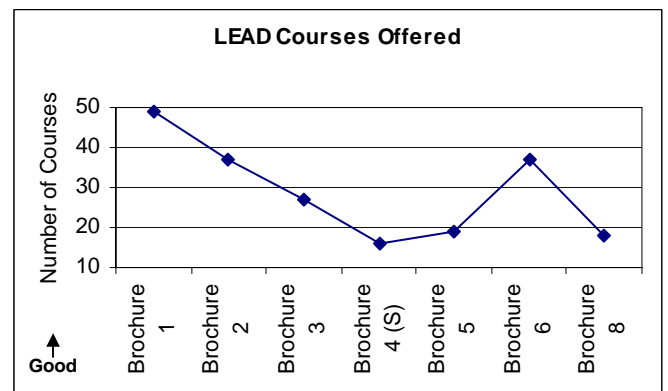


Figure 7.4-2 LEAD Courses Offered

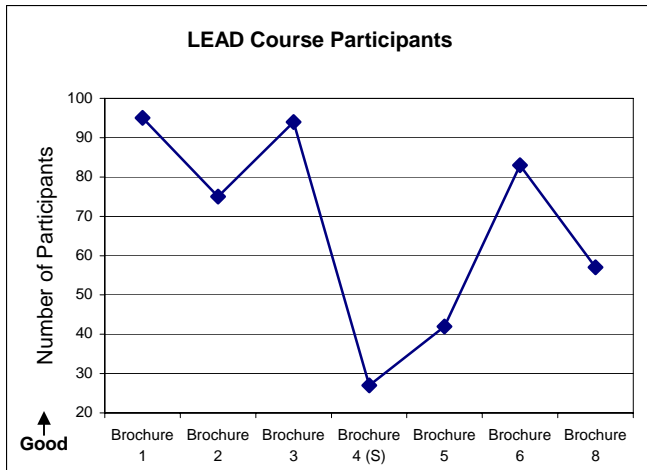


Figure 7.4-3 LEAD Course Participants

In addition to measuring participation in professional development, CCSD93 is concerned about measuring the quality of it. The National Staff Development Council (NSDC) has determined standards for judging the quality of a district's professional development program. The best score possible is a "1" based on a 5 or 6 point scale, depending the category judged.

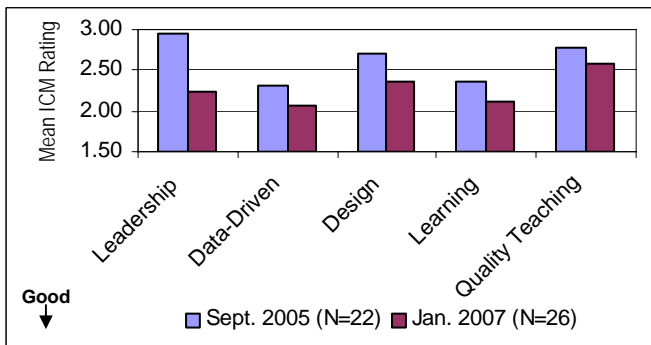


Figure 7.4-4 NSDC Standards for Quality

Overall satisfaction data were presented in 7.2 because CCSD93 considers staff to be a critical stakeholder group. Additional information is presented below. While dozens of items are assessed and tracked over time by the Harris Poll, the four listed below are critical because they reflect the key requirements of this stakeholder group:

- Feeling supported and recognized by the administration is measured by satisfaction with direct supervisor
- Working in a safe, secure, and caring environment is measured by satisfaction with the school atmosphere and the facilities questions
- Participating in decisions that directly affect their work is measured by involvement and decision-making questions
- Accessing opportunities for high-quality staff development is measured through LEAD course participation

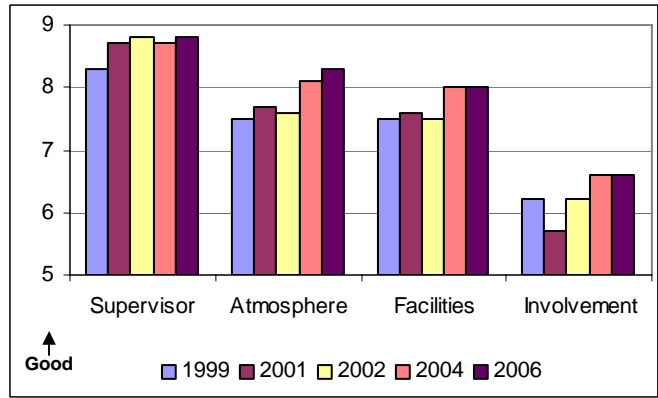


Figure 7.4-5 Harris Poll Workforce Results

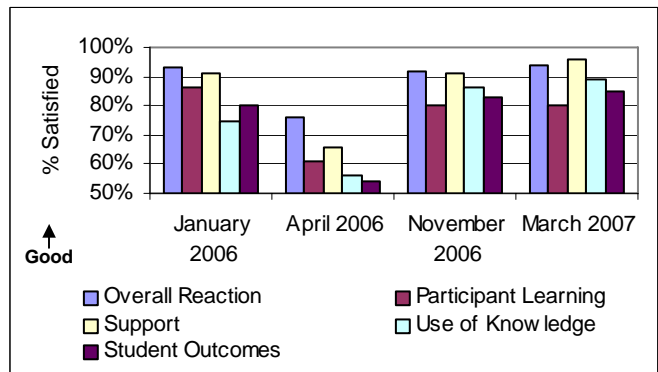


Figure 7.4-6 Workforce Satisfaction with Institute Day Training

The graph above reflects that a large percentage of staff is satisfied with the training provided during institute days. April 2006 was viewed as the least productive day and changes were made regarding how the days were used in November 2006 and March 2007. Satisfaction increased significantly due to changes in the process and content for training on these days.

For senior leadership, there are additional responsibilities for professional development. The State of Illinois requires all practicing administrators to take one Administrator's Academy course per year, as well as 100 hours of professional development over the five-year life of a certificate. All CCSD93 administrators have fulfilled this responsibility and typically surpass state requirements.

CCSD93 requires all workgroups to participate in professional development activities. Resources of time and money are targeted to these areas. 20% of a teacher's planning time is targeted for professional growth. 33% of senior leadership meetings (Administrative Council) are devoted to professional learning. Custodians and support staff personnel participate in five days of training each year. The professional development and training opportunities are provided during structured times and through on-the-job training, whenever necessary.

7.4a(2) CCSD93 staffing has increased slightly during the past five years from 663 employees to 670 employees. The most significant increase in staffing is in the paraprofessional aides category. This increase is due to the BOE's desire for more services for students with special needs, as well as for remedial math and reading. Figure 7.4-7 shows staffing figures for the past five years. Categories include administrators, certified staff, support staff (instructional aides), custodial and maintenance staff, and secretaries.

Year	Adm.	Cert. Staff	Support Staff	Cust./ Main.	Sec.
01-02	25	364	139	53	30
02-03	25	364	141	50	30
03-04	26	352	145	49	36
04-05	28	352	131	55	34
05-06	28	360	166	50	36

Figure 7.4-7 Staffing Levels

Staffing levels have remained fairly constant other than the additional support staff for intervention programs. During this same period of time, CCSD93 worked to reduce class sizes in all elementary grade levels. The chart below illustrates this five-year trend in primary grades. The goal has been accomplished due to decreases in student enrollment, which have provided the necessary space to reduce class sizes. Reduction of class sizes in the primary grades is one of the long-term initiatives in CCSD93's *Strategic Directions*.

Year	K	1st	2nd	3rd
01-02	1:22	1:22	1:21	1:22
02-03	1:19	1:19	1:22	1:23
03-04	1:21	1:18	1:20	1:21
04-05	1:18	1:18	1:18	1:20
05-06	1:19	1:17	1:18	1:19

Figure 7.4-8 Average Class Size

Board Policy 500 states, "a dynamic and efficient staff, dedicated to providing the best educational services to the community, is the most essential element in the successful operation of the school system." CCSD93 is committed to creating and sustaining a culture that values collaboration, teaming, and shared decision-making with all its employee stakeholders.

In the 2006-07 school year, 98.52% of all core academic positions were filled by highly qualified teachers (as defined by NCLB). The Human Resources Department has developed a plan to assure that highly qualified teachers (as defined by NCLB and the Illinois Teacher Certification Regulations) teach 100% of the classes in CCSD93 during the 2007-08 school year.

CCSD93's *Strategic Directions* clearly defines the need for attracting and retaining highly qualified certified staff. This is essential for providing the best educational

services to the community. According to "Teacher Attrition and Mobility Survey" published in January 2007 by the Institute of Education Sciences National Center for Education Statistics, 83.5% of the 3,214,900 public school teachers remained in their current positions for the 2004-05 school year. Eight percent of the teaching force moved to a different school and 8% left the teaching profession. CCSD93 has a strong retention rate with the certified teaching staff. Figure 7.4-9 describes the turnover rate for this group of employees. This figure shows turnover due to retirement, mobility, medical reasons, family obligations, release for reduction in force and performance reasons, resigned/no reason given, and other employment. The total turnover rate for the past five years is between 6% and 9%.

Certified Turnover	01-02	02-03	03-04	04-05	05-06
Retirement	4	2	2	2	8
Mobility	3	4	6	4	4
Medical	2	0	2	0	0
Family	7	5	5	2	4
Releases	5	7	8	9	6
No Reason Given	2	2	0	0	2
Other Jobs	9	3	5	8	6
# Employed	364	364	352	352	360
Total Turnover	32	23	28	25	30
Total Turnover %	9%	6%	8%	7%	8%
US Ave. %*	21.4	23.3	21.5	22.5	23.7

Figure 7.4-9 Certified Staff Turnover Data

*US Department of Labor: total separations for total employment in educational services for calendar years 2002-2006

CCSD93 further examined the "other employment" category to determine the reasons for departures. Twenty-five certified staff members over a five-year period left CCSD93 for "other employment" because of positions closer to home, a desire to work in a secondary school environment, positions unavailable in CCSD93, or a desire to leave the education profession. A total of six additional employees left CCSD93 in the same five-year period for employment in other elementary schools.

Turnover for all CCSD93 employees in this current school year through April 30, 2007 is highlighted in Figure 7.4-10. The certified staff and administrative categories have a 0% turnover rate. Other CCSD93 employee categories range from 9% to 15% turnover. For the district, the total turnover rate for this school year is 5%. The most recent Department of Labor statistics on turnover rates for the 12 months ending December 2006 indicate an annual turnover rate of 23.6% nationally.

Category	Total Staff	Q3	Q4	Q1	Q2	%
Support Staff	137	1	5	8	1	11%
Cust/Main Staff	46	0	3	4	0	15%
Lunch Staff	51	0	2	2	1	10%
Health Aides	11	0	1	0	0	9%
Certified Staff	361	0	0	0	0	0%
Administrators	29	0	0	0	0	0%
Clerical	35	1	1	2	1	14%

Figure 7.4-10 Employee Turnover 2006-2007 as of 04/30/07

Attrition rates for first year teachers during the past five years are shown in Figure 7.4-11. The percentage of first year teachers not hired back after their first year of employment ranges from 3% to 22%. According to the National Education Association, "some 20% of all new hires leave the classroom within three years." Information from exit questionnaires and letters of resignation indicates that there is not one particular reason that stands out. According to the National Commission on Teaching and America's Future, almost 50% of new teachers leave the classroom after five years. The average attrition rate for first year teachers is 14%. CCSD93's attrition rate includes reduction in force and releases for performance. With the decline in student enrollment, most first year releases after 2002 were due to lack of positions available.

Year	Total First Year Hires	Left In First Year	Percent
01-02	37	1	3%
02-03	41	4	10%
03-04	18	4	22%
04-05	31	5	16%
05-06	32	7	22%

Figure 7.4-11 Certified Teaching Staff Attrition Rate

New certified teachers are required to attend a full week of orientation as a condition of employment. New Teacher Orientation begins the week before the start of school. Presentations and activities are designed to introduce new certified staff to CCSD93's philosophy, organizational beliefs and culture, policies, procedures, and practices.

New teachers are surveyed each year after attending CCSD93's orientation. The feedback is positive on the support provided by CCSD93's orientation practices. Survey information is examined each year in order to make improvements. Figure 7.4-12 shows orientation feedback over the past three years from new certified staff who "disagreed" or "strongly disagreed" with the following: presentations and handouts; understanding goals and expectations for CCSD93; opportunities to interact with colleagues and district leaders; understanding the expectations and responsibilities of the Induction and Mentoring Program; and being

effectively prepared for the first month of school. Results indicate that new certified staff members believe that CCSD93's orientation is a positive and effective experience and continues to improve.

New Teacher Orientation Dissatisfaction			
	Disagree	Strongly Disagree	Total Disagree
Quality of Presentations and Handouts			
2004	0%	0%	0%
2005	4%	0%	4%
2006	0%	0%	0%
Understanding CCSD93 Goals & Expectations			
2004	0%	0%	0%
2005	0%	0%	0%
2006	0%	0%	0%
Opportunities to Interact with Colleagues & Building Administrators			
2004	17%	3%	20%
2005	8%	0%	8%
2006	0%	0%	0%
Expectations and Responsibilities for the Induction/Mentoring Program Clearly Defined			
2004	0%	0%	0%
2005	4%	0%	4%
2006	0%	0%	0%
Orientation Week Effective in Preparing for the First Month of School.			
2004	22%	0%	22%
2005	4%	8%	12%
2006	0%	0%	0%

Figure 7.4-12 New Teacher Orientation Survey Results

Based on the concerns (highlighted in yellow) expressed in 2004, the new teacher orientation program was changed to provide more time in schools interacting with building personnel and preparing for the opening of school. Each year the program is reviewed to update content covered and to improve the flow of activities.

CCSD93's Induction and Mentoring Program was redesigned in Spring 2004. Previously the program was a one-year program with no training for mentors. Research, best practices information, and the initial evaluation of the first-year program indicated that a multi-year program was more effective for retaining new teachers. Senior leadership, as well as the Carol Stream Education Association, felt that a multi-year program would be more effective for new teachers. The program was designed to be a two-year program for experienced teachers new to CCSD93 and a three-year program for novice teachers. Mentors are trained and provided with a stipend. CCSD93's program was submitted and approved by the State of Illinois as an official provider for a state-approved mentoring program.

Mentors and mentees are surveyed throughout their tenure in the program for information on its effectiveness. Formal meetings and training sessions are also assessed through the use of “plus/delta” feedback. During the past three years, 95% of new certified staff indicated they were happy with the mentor assigned to them. Much of this success can be attributed to training and staff development for mentors. Figure 7.4-13 provides feedback from mentors for the past three years. Feedback includes: information on the effectiveness of the training; ability to support mentees; formal observation expectations; observing significant professional growth of the mentee; and the use of mentoring tools for effectiveness as a mentor. The chart below shows that in 2006, mentors expressed almost no concerns with the training and support provided to them to assist their mentees. The improvement in mentor satisfaction has been accomplished by annually redesigning and improving the Induction and Mentoring Program based on feedback from mentors and mentees.

Percentage of Mentors Who Expressed Concerns			
Question/Issue	2004	2005	2006
Sufficient time provided	0	0	0
Relationship building	0	7	0
Effective preparation	4	11	0
Felt effective in role	8	21	0
Met regularly with mentee	4	14	0
Seen growth by mentee	23	18	5
Tools provided help	4	21	0

Figure 7.4-13 Mentors' Evaluation Data

7.4a(3) CCSD93 has compiled Workers' Compensation claims since 2004. According to the Illinois Workers' Compensation Commission, the national median percentage of workers experiencing work-related injuries is 6.4% per year. The median is 4.9% in Illinois. CCSD93 has had lower injury rates than the national average and similar rates to the Illinois average. However, CCSD93 indemnity percentages reflecting lost time are much better than the Illinois average. Cambridge Insurance Company provided Workers' Compensation statistics for 2004-06 for educational service clients in Illinois. Indemnity or lost time from work ranges from 21% to 27% during this three-year period. CCSD93 is well below this benchmark with indemnity rates ranging from 7% to 17%. (Figure 7.4-14)

Staff Safety Results				
	2004	2005	2006	2007
Number of staff	665	651	693	669
% staff who had accidents	4.5%	5.2%	5.0%	*2.5%
Workers' Comp claims	30	35	35	*17
Claims with lost time	2	6	3	*2
Indemnity percent	7%	17%	9%	12%
Medical claims	93%	83%	91%	88%

*For the first four months of the year

Figure 7.4-14 Workers' Compensation Claims

Several years ago, CCSD93 salaries and benefits were identified as one of the lowest in DuPage County. A starting salary at the Bachelor Degree entry level was \$29,120 during the 2000-01 school year. This beginning salary made it challenging to hire, as well as retain, certified staff. An effort was made through the formal negotiations process to raise starting salaries to attract and hire the best highly qualified staff. Seven years later (2006-2007), a starting salary for a teacher with a Bachelor Degree is \$39,994, which is approximately a 37% increase over seven years. CCSD93's beginning salary is now one of the higher salaries for an elementary district in DuPage County. There are currently more than 3,000 online applications for certified teaching positions.

Competitive salaries and benefit packages are key components of the “Employee Development” category of CCSD93's *Strategic Directions*. CCSD93 measures the effectiveness of its salary schedule by benchmark comparisons with the same three districts that were used for student performance comparisons. Average teacher salaries can be difficult to compare because many components go into a salary schedule such as step and lane. Figures 7.4-15 through 17 show the comparison with benchmark school districts by comparing salary schedules for Bachelor, Step 1, Masters, Step 10, and the last vertical and horizontal step. In CCSD93 this is identified as an L-Step for a certified staff member with a Masters and 45 additional graduate credit hours.

CCSD93 has made significant improvements in entry and mid-level salaries. However, continued efforts are needed to improve the top tiers of the salary schedule. One way that CCSD93 addresses the salary issue for more senior staff members is a larger than normal salary increase for the last five years of a teacher's employment in the district. This increase not only provides additional dollars to the teacher during his/her last five years, it also increases retirement benefits paid to him/her during his/her retirement years.

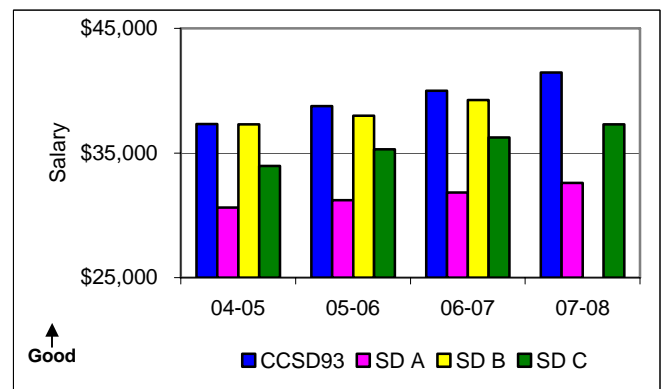


Figure 7.4-15 Salary at Bachelor Step 1

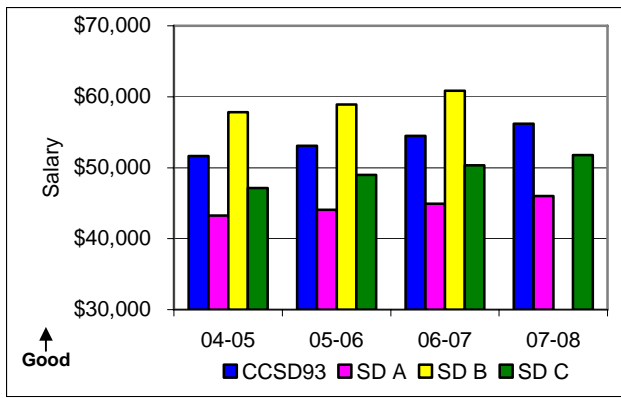


Figure 7.4-16 Salary at Masters Step 10

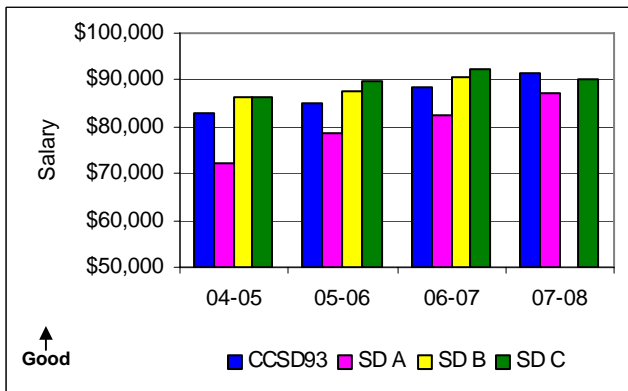


Figure 7.4-17 Salary at Last Step/Last Lane

One other measure of workforce climate that CCSD93 senior leadership uses in assessing the relationship with CSEA and CSSSA is formal labor grievances. There have not been any labor grievances with the CSEA or CSSSA during the past eleven years. CCSD93 is proud of its ability to work together with both associations in a collegial and cooperative manner to resolve labor issues and concerns and to build collaborative relationships.

7.5 Process Effectiveness Outcomes

7.5a Process Effectiveness Results

7.5a(1) Figure 7.5-1 shows information for CCSD93, comparative districts, and the state related to market performance in 2005, the last year that per pupil expenditure data are available. The data present the overall percentage of students meeting or exceeding the Illinois Learning Standards for all grades and subjects tested. The cost per percentage point performance is calculated by dividing the district composite meets/exceeds score for all state tests into the average operating expenditure per pupil. CCSD93's return on investment is the second highest of all the comparisons that have similar expenditures per pupil. For the state to achieve the same percentage point performance as CCSD93, it would require a per pupil expenditure of \$10,997.33.

Return on Investment Index			
	Operating Expenditure Per Pupil	ISAT Composite Meets & Exceeds %	Cost Per Percentage Point Performance
CCSD93	\$ 8,964	78.8	\$113.76
State	\$ 9,099	65.2	\$139.56
Dist A	\$ 7,223	77.2	\$ 93.56
Dist B	\$10,589	83.1	\$127.42
Dist C	\$ 9,766	85.6	\$114.08

Figure 7.5-1 Return on Investment

While District A has the best cost per percentage point, it generally lags behind the other three districts on individual measures. District A did not achieve any of the best-in-class performance levels for any test, grade level, or subgroup. District A also does not provide the same breadth of services as the other three districts.

Changing technology is one of five strategic challenges identified in the last district strategic plan. In order for students to be skilled and knowledgeable in the many uses of technology and for staff to have the technology tools they need for their work, an innovative, effective, and efficient technology system is needed. STaR Chart is a tool for assessing school technology and readiness. This tool was developed through the CEO Forum, a partnership between business and education leaders who are committed to assessing and monitoring progress toward integrating technology in America's schools. This online multiple-choice questionnaire provides the system owner with instant feedback. The STaR Chart identifies and defines four school profiles ranging from the "Early Tech" school with little or no technology to the "Target Tech" school that provides a model for the integration and innovative use of educational technology. The last administration of the questionnaire provided the following ratings:

Component	Rating
Hardware	High Tech
Connectivity	Mid Tech
Content	Mid Tech
Professional Development	Mid Tech
Integration and Use	Low Tech

Figure 7.5-2 STaR Technology Assessment

Based on an average of responses, CCSD93 is at the Mid Tech level. That means the district provides educational benefits of:

- Improved higher-order critical thinking with access to multimedia content;
- Improved mastery of basic skills through drill and tutorial software;
- Greater information resources available for research and education from Internet and other sources; and
- Increased communication with parents, experts, students, and teachers outside the school.

The survey is now being used annually (in October) to track trends in each of the five component areas, especially to track the impact of the introduction of tablet PCs for teachers.

The Harris Poll also provides basic perceptual data about levels of satisfaction with computer technology. The following table summarizes changes in satisfaction that have occurred from spring 1999 to fall 2006. Ratings are on a scale from 0-10.

Harris Poll Overall Ratings-Trend Data					
Group	1999	2001	2002	2004	2006
Elementary Students	8.3	8.5	8.5	8.7	8.5
Secondary Students	6.8	7.4	7.5	7.5	7.6
Staff	7.3	7.4	6.6	7.6	7.8
Parents	6.9	7.7	7.8	8.0	8.1

Figure 7.5-3 Stakeholder Satisfaction

7.5a(2) Process management focuses on getting the right work done at the right time in the most efficient and effective way.

As described in 6.1-2, CCSD93 has identified key processes and defined how those processes work using the quality process protocol. This protocol provides process owners with the ability to document, design, improve, and share their understanding about how the process should work and how it actually works. The intent is to continuously make key processes more effective, efficient, and innovative. In order to standardize the continuous improvement core value in relation to these key processes, each process owner is now charged with the responsibility of reviewing the process annually (by September 1) with the goal of a 5% improvement in cycle time, accuracy, simplification, and/or innovation.

One of the best examples of efficient and effective process management in CCSD93 is SchoolDude. SchoolDude is a web-based modular tool system. The district currently utilizes three modules: Maintenance Direct for work order processing, Inventory Direct for the custodial supply inventory process, and FS Direct for facility use scheduling. In addition, SchoolDude is the basic structure for the Superintendent’s complaint process. To utilize any of these tools, stakeholders complete an online form from their computer, stating their needs and the specifics to meet those needs. SchoolDude is auto-routed to the most logical person to begin filling the request. The request gets routed for approval, scheduling, and completion. A response is generated to advise the stakeholders that their requests are completed. A survey can be sent to check satisfaction levels. The system provides charts, graphs,

and reports so that process improvements can be initiated by analyzing the data.

In April, the Director of Buildings and Grounds conducted a survey to obtain perceptions of the quality of custodial services being provided to schools. The results represent the opinions of 358 staff members, which is a 61% participation rate. Results were disaggregated by secretary, principal, nurse, and each individual school. The aggregated score was 87 percent, which means that the SchoolDude tool rated custodial functions as a "B." As a result of the survey, the following concerns or service improvements were addressed:

- Define recycling processes
- Improve cleaning of windows/sills/blinds
- Improve stocking of paper products during the day
- Improve daily floor care of hallways/gyms

Surveying custodial services now occurs in the fall and spring of each year so that trend data can be established and used to provide a more sophisticated approach to data analysis.

SchoolDude tracks work request cycle times and trends. The report identifies the employee, the count of work orders handled by that employee, the average time to close the work order, and labor hours. Data are being tracked by year. Because of the nature of work orders (everything from putting up a new blind to the total overhaul of an air conditioning unit), average time and labor hours are efficiency indices that are used to analyze whether any significant process variations are occurring, and if so, what caused them.

7.6 Leadership Outcomes

7.6a Leadership and Social Responsibility Results

7.6a(1) The CCSD93 strategic plan has been a consistent focus for all district staff and administrators for the past five years. Accomplishment of the short- and long-term strategic initiatives (Figure 7.6-1) means that the challenges and priorities stakeholders identified when the plan was developed are being or have been addressed. The chart summarizes progress on short- and long-term strategic initiatives. More detailed data on the progress and success of each initiative, which is shared with the BOE on annual basis, are available on site.

Short- and Long-Term Strategic Initiatives		
Student Skill Mastery and Stakeholder Satisfaction	All 3 short-term initiatives have been achieved	All 3 long-term initiatives have been achieved
Employee Development	Both short-term initiatives have been achieved	Both long-term initiatives have been achieved
Alignment of Support Systems	2 out of 3 short-term initiatives have been achieved; 1 of the 3 is in progress	2 out of 3 long-term initiatives have been achieved; 1 of the 3 is in progress
Fiscal Considerations	All 4 of the short-term initiatives have been achieved	All 4 of the long-term initiatives have been achieved

Figure 7.6-1 Strategic Directions Accomplishments

The following matrix shows where results have been reported for each of the four initiatives defined in *Strategic Directions 2003-2008*.

Strategic Theme	Scorecard Measures
Student Skills Mastery	Section 7.1
Stakeholder Satisfaction	Section 7.2
Employee Development	Section 7.4
Alignment of Support Systems	Sections 7.1 & 7.2
Fiscal Considerations	Sections 7.3 & 7.6

Figure 7.6-2 Strategic Directions Results

CCSD93 uses the Lincoln Foundation for Organizational Excellence Award Process as a measure of overall organizational performance. The district has submitted two applications prior to this year. The scores were:

Year	Score
1997	18-118
2001	317-337

Figure 7.6-3 Lincoln Award Scores

In the 2001 report, there were seven significant cross-cutting opportunities for improvement (OFI) themes. All seven have been addressed. For example, one OFI theme was, "The organization has formalized processes in some areas, however some key areas do not have processes defined or systematic evaluation processes...." CCSD93 has addressed this OFI by defining, deploying, and evaluating key work processes, (Figure 6.1-2), and using a standardized process for creating, documenting, integrating, and evaluating key processes used in the district. The majority of OFIs in the seven categories has been addressed in the organization.

7.6a(2) Each CCSD93 employee receives a handbook that clearly describes policies and procedures that define professional ethics and legal behavior. The policies and procedures are reviewed during the orientation process for all new hires and reviewed by principals at the start of each school year. CCSD93 tracks distribution of materials, participation in required orientation, and participation in state mandated training. CCSD93 has achieved a 99.9% completion rate for these tasks.

In the past 10 years, no CCSD93 employee has had to be dismissed because of unethical or criminal behavior. No BOE member has had to be censured or removed because he/she breached agreed-upon ethical conduct guidelines.

7.6a(3) CCSD93 follows GAAP auditing practices. The district's external auditors follow the Government Auditing Standards issued by the Comptroller General of the United States for annual audit reports. In the independent auditor's report, CCSD93 has always received an unqualified opinion on the respective financial statements of the governmental activities, each major fund, and the aggregate remaining fund information. An unqualified opinion means that there are no significant audit exceptions and that the audit meets or exceeds the independent auditor's criteria. These criteria also validate CCSD93's internal control over financial reporting and tests of compliance with provisions of laws, regulations, contracts, grant agreements, and other matters.

CCSD93 is required by law to conduct an annual audit. The district has chosen to participate in two programs that go well beyond the requirements of state law. The two awards listed below represent the highest level of achievement a school district can receive in financial operations and reporting.

Financial Awards
<p>Certificate of Excellence in Financial Reporting</p> <ul style="list-style-type: none"> Given by the Association of School Business Officials International (ASBO) Earned first in 1986 to present (2005)
<p>Certificate of Achievement for Excellence in Financial Reporting</p> <ul style="list-style-type: none"> Given by the Government Finance Officers Association of the United States and Canada Earned first in 1990 to present (2005)

Figure 7.6-4 Financial Awards

7.6 a(4) The DuPage Regional Office of Education conducts site compliance audits every four years. The most recent audit in 2006 resulted in full compliance status. The Illinois State Board of Education has fully recognized CCSD93 for its compliance status. The audit examiners included the following commendations:

1. The district's preparation for this visit was excellent. The material requested was well organized and easily available. The Administrative team was very thorough in compiling the data. Their efforts are greatly appreciated. The staff was also very cordial and helpful during the visit. The district was so well prepared; it was a pleasure to work with the staff.
2. Special commendations go to the Human Resources Department. The files were in good order.
3. The district's Parent Handbook is thorough, well organized, and visually appealing.
4. School principals were well versed in all aspects of their school improvement plans.
5. The emergency plans found in each school are current and well thought out. Their thoroughness and distribution throughout the school demonstrates a willingness on the district's part to be well-prepared.

CCSD93 evaluates its buildings on an on-going basis. This process generates a three-year facility plan to address any facility needs and have them completed within that three-year period. Any item that poses a significant safety or legal concern is addressed immediately or within that year. Maintenance and improvement needs form the basis for years two and three. The plan is updated annually to ensure that all facilities are safe and in full compliance. Additionally, CCSD93 participates in the required ten-year reevaluation to assure it meets health/life safety codes. In 2006, the district initiated a health/life safety reevaluation with the district's consulting architectural firm.

The survey for each building identified the facility's technical information, the nature and scope of non-compliance items, justification for the work required or recommended, new or updated Safety Reference Plans if changes have occurred, and cost estimates. The survey items were listed in a prioritized report and are currently being bid as summer work projects for 2007 to maintain code compliance. Currently, all schools in CCSD93 are in compliance related to the provisions of the Health/Life Safety Code for Public Schools (23 Illinois Administrative Code Part 180).

CCSD93 continues to monitor conditions and to meet all parameters regarding its asbestos management plan. AHERA books are in each building's main office indicating areas of asbestos and non-asbestos alike. Another complete set is in the District Office. CCSD93 has performed inspections of all areas at six-month intervals and a major re-inspection at three-year intervals. CCSD93 accomplishes abatements on an as-needed basis. The amount of asbestos remaining in the district's buildings is limited, is in very serviceable

condition, and is monitored as per the management plan.

CCSD93 has conducted building security assessments of each school in cooperation with the local police department. In an effort to protect student safety, that information is kept confidential but is available on site.

7.6a(5) CCSD93 staff and students participate in many community service activities annually. For the past five years, the district has had multiple teams participate in the Carol Stream Relay for Life. Every year the schools and the District Office hold drives in partnership with the three villages the district serves. Non-perishable foods, toys, and clothing are collected and donated to underprivileged families. Other efforts, many of which are on-going projects, include:

- A partnership with a local junior college to provide ESL classes to the community
- Collecting pennies to help fund blood cancer research and patient services for the Leukemia and Lymphoma Society
- Conducting book drives to provide books to underprivileged children in DuPage County
- Donating to organizations such as the Kidney Foundation, the American Cancer Society, the Children's Cancer Foundation, and Jamal Place
- One elementary school raised \$20,000 for the American Heart Association's Hoops for Heart, making the school among the top five donors in the nation.

During the school year following Hurricane Katrina, all schools were involved in raising money and collecting materials for the refugees enrolling in CCSD93. Many schools have partnerships with local nursing homes and/or retirement communities where students visit the residents, become pen pals with them, and give musical performances.

CCSD93 students not only engage in activities to support the local community, they also focus on supporting service men and women in Iraq by adopting platoons and sending them cards and other items they collect. Schools also hold citizenship assemblies at which military personnel speak, and assemblies to celebrate the return of parents from duty in Iraq.

While the district does not track volunteer hours or dollars, significant commitment throughout the organization, including senior leaders, is made to community volunteer efforts. Documentation is available on site regarding those efforts and experiences.



Community Consolidated School District 93

Working Together, Nurturing the Potential

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