



Tuesday, September 8, 2020
BOARD OF EDUCATION WORKSHOP MEETING

D300 Central Office
2550 Harnish Drive
Algonquin, IL 60102
6:30 PM

1. Call to Order
 1. Roll Call
2. Closed Session
 1. Motion to go into closed session for the purpose of to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body, litigation, negotiations and real estate
 2. Motion to adjourn closed session
3. Reconvene in Open Session
 1. Roll Call
4. Pledge of Allegiance
5. Approval of the Agenda
6. Superintendent Report
 1. School Improvement Plans
 2. Proposal for Second Quarter Instruction
7. Legislative Update
8. Public Participation

Members of the public, especially residents of District 300, are welcome to contribute during public participation.

To do so, you must sign up at the lectern prior to 6:30 pm (or the start of the meeting); be 18 or older or have a parent/legal guardian present with you, give your full name and respectfully state your comments, and you are not permitted to mention the names of specific staff members or students. The Board will not respond in this forum but will thoughtfully consider your statements.
9. Discussion Items
 1. Board Meeting Minutes
 2. Permission to destroy closed session recordings
 3. Disposal Report
 - 4.
 - 5.
 6. Salt & Ice Melter Bid
 7. Compensation Compliance Reporting
 8. Title IX Case Management & Reporting Platform
 9. School Improvement Plans
 1. School Improvement Plan - Early Education
 2. School Improvement Plans - Elementary Schools
 3. School Improvement Plans - Middle Schools
 4. School Improvement Plan - High Schools
10. Freedom of Information Act Report

10. Consent Items
 1. Approval of Bills Payable
 2. Approval of Human Resources Report
11. Roll Call Items
 1. Approval of the Distance Learning Services Collaborative Agreement
 2. Approval of Superintendent Contract
 3. Approval of the Real Estate Purchase and Sale Agreement
 4. Approval of plan for second quarter instruction
12. Board Discussion
 1. Board Committee Reports
 1. Board Finance Committee
 2. Board Construction and Facility Oversight Committee
 2. Board Discussion
13. Adjournment



SUPERINTENDENT'S REPORT

September 8, 2020

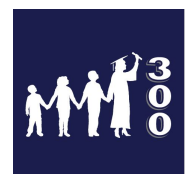


SCHOOL IMPROVEMENT PLANS

Kristin Sainsbury, Assistant Superintendent of Title I Schools

SCHOOL IMPROVEMENT PLAN OVERVIEW

- School Improvement Plans establish goals and strategies that will support improvement in identified performance areas
- Plans include three-year academic goals with yearly targets in the academic areas of reading, mathematics, and science
- Plans also include targets aligned to the District 300 Strategic Plan and ESSA indicators
- Academic goals have both a school-wide and sub-group focus



SIP REFINEMENT DURING COVID-19 PANDEMIC

June-August 2020

- Due to limited new data points, summer meetings with principals focused on developing stronger monitoring systems for key ELA and Math strategies
- District Directors provided support to principals on activities relative to content areas, SEL, PLC work, remote/digital learning, and PowerSchool Assessment
- Principals finalize plans with SIP Teams
- Assistant Superintendents provide ongoing coaching and support to principals and school teams



| SIP CONTENT ALIGNED TO ACADEMIC GOALS

Goal #1: Math (Example)

Goal: By the end of the 2021-2022 school year, XXX Elementary School student performance will increase 9% from 47.5% proficient to 56.5% proficient in the area of Math on the IAR assessment

Activity: Grade level teams will identify key manipulative resources for each unit of study to be implemented during math instruction throughout the year.



| SIP CONTENT ALIGNED TO ESSA

Goal #2: ESSA Indicator of Chronic Absenteeism (Example)

Goal: By the end of the 2021-2022 school year, XXX Middle School will decrease student chronic absenteeism from 13% to 7%

Activity: An Attendance Committee will meet monthly to monitor student attendance rates and select students to be on Attendance CICO. The Attendance Committee will monitor student progress on Attendance CICO providing feedback and incentives to families for attending school



SIP CONTENT ALIGNED TO DISTRICT 300 STRATEGIC PLAN

Goal #3: Develop Great Teachers and Leaders (Strategic Plan Example)

Goal: In the 2019 5Essentials Survey, XXX High School had an overall score of 45 (average implemented) for Quality Professional Development (Collaborative Teachers). BY 2022, survey results will show an increase of 15 points to support a transition to the “more” implementation level in this area

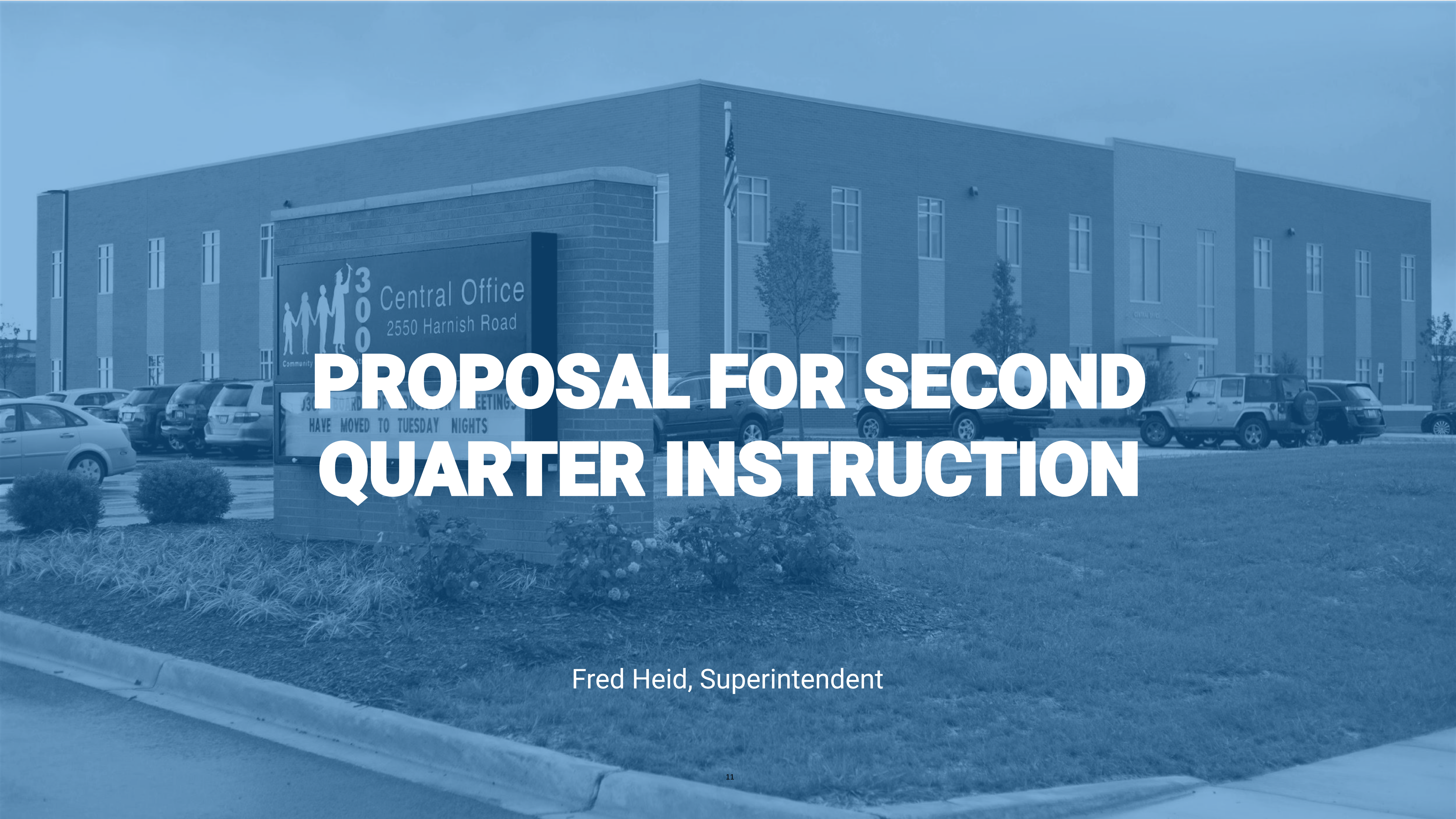
Activity: The principal will establish the focus of Costa’s Levels of Thinking and monitor activities related to this focus through classroom walkthroughs, formal observations, PLC meeting conversations, informal conversations, and professional development activities



NEXT STEPS

- School Improvement Plans are available in this evening's packet
- Board of Education will be requested to approve plans at the September 22 meeting
- Principals and School Improvement Teams will be provided ongoing support by the district team as they implement their plans
- Plans will be made available on each school website





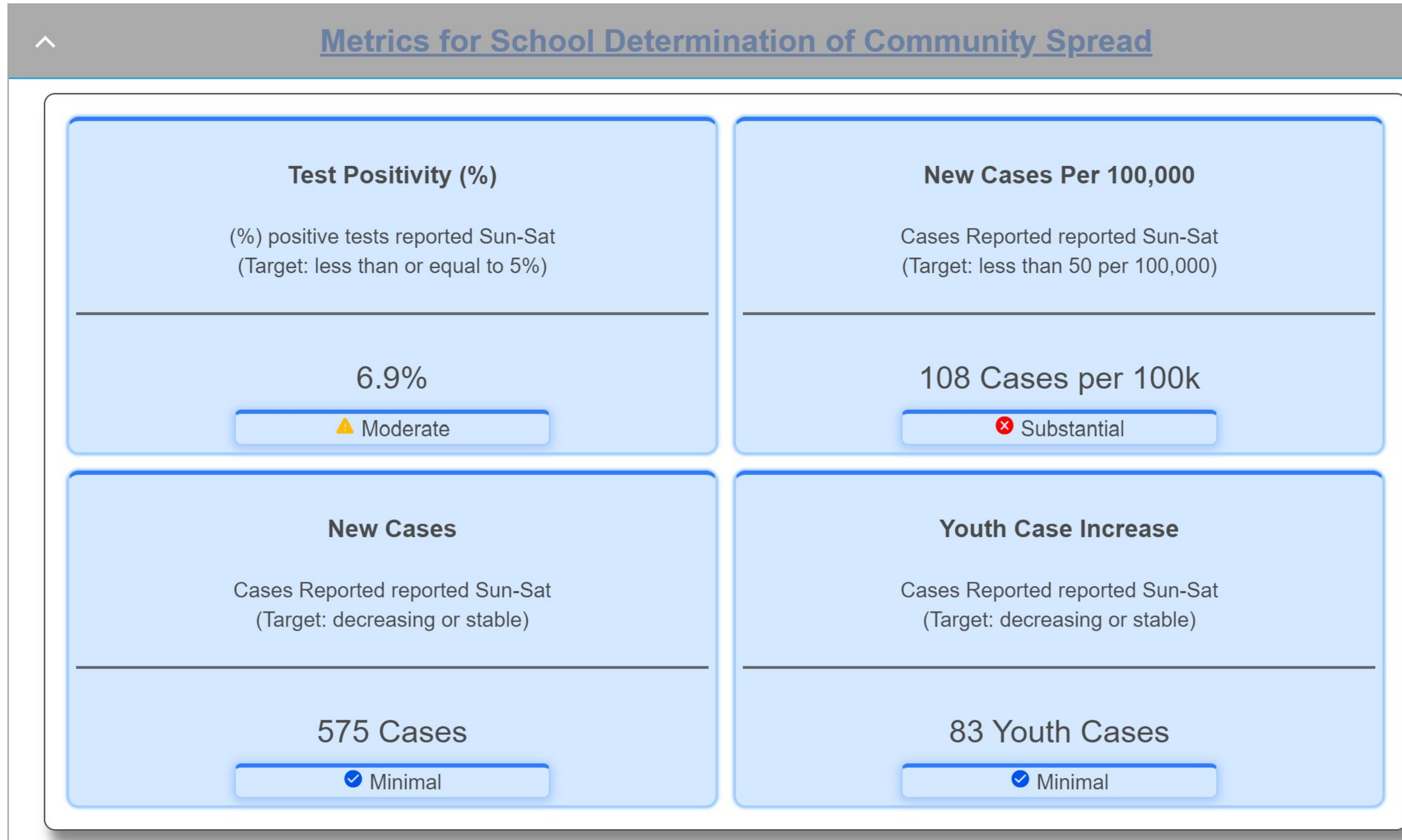
PROPOSAL FOR SECOND QUARTER INSTRUCTION

Fred Heid, Superintendent

LOCAL DATA

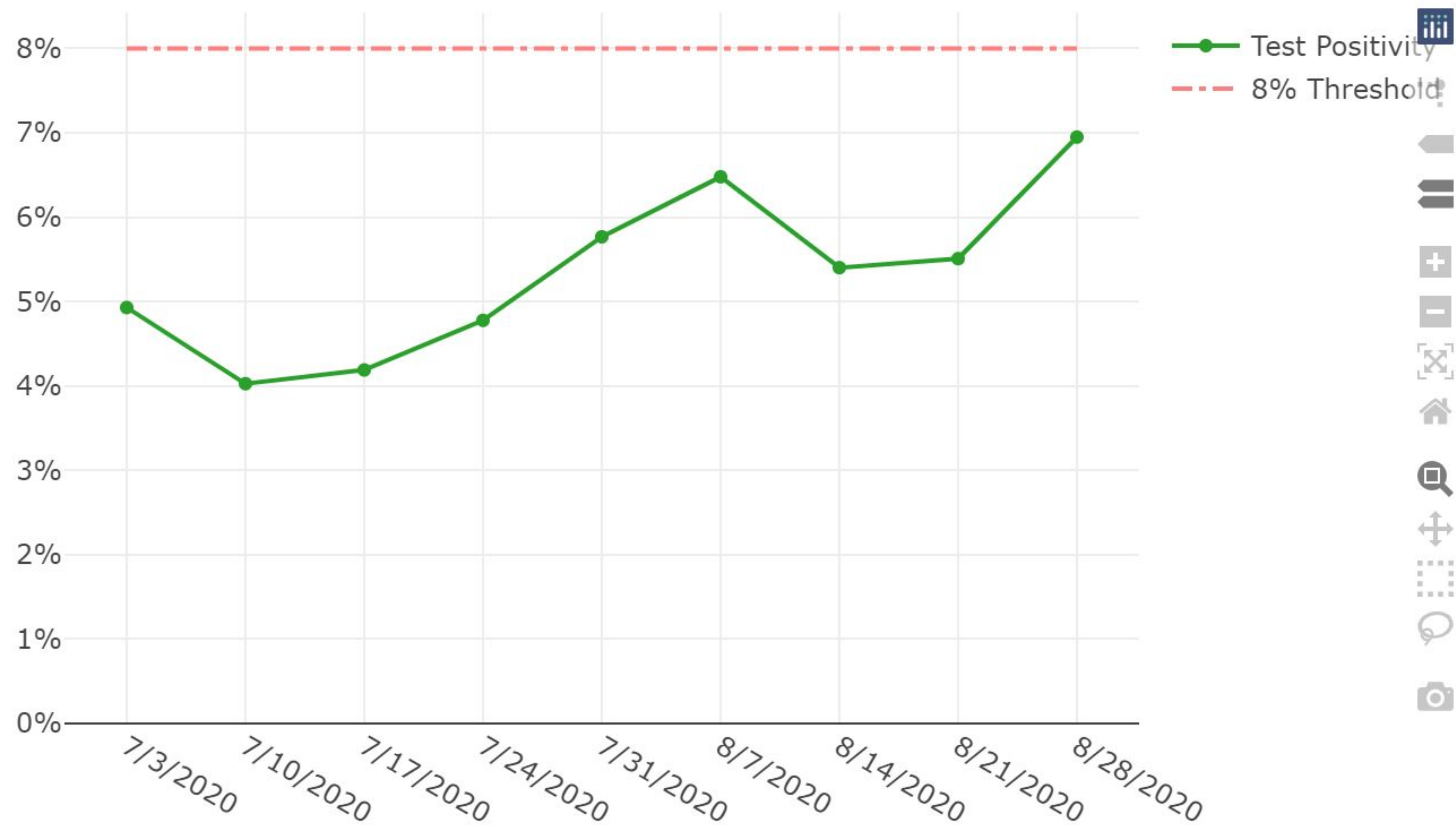
<http://www.dph.illinois.gov/countyschool?county=Kane>

COVID EXPOSURE CASES LOCALLY - KANE COUNTY



Information updated on September 4, 2020

TEST POSITIVITY

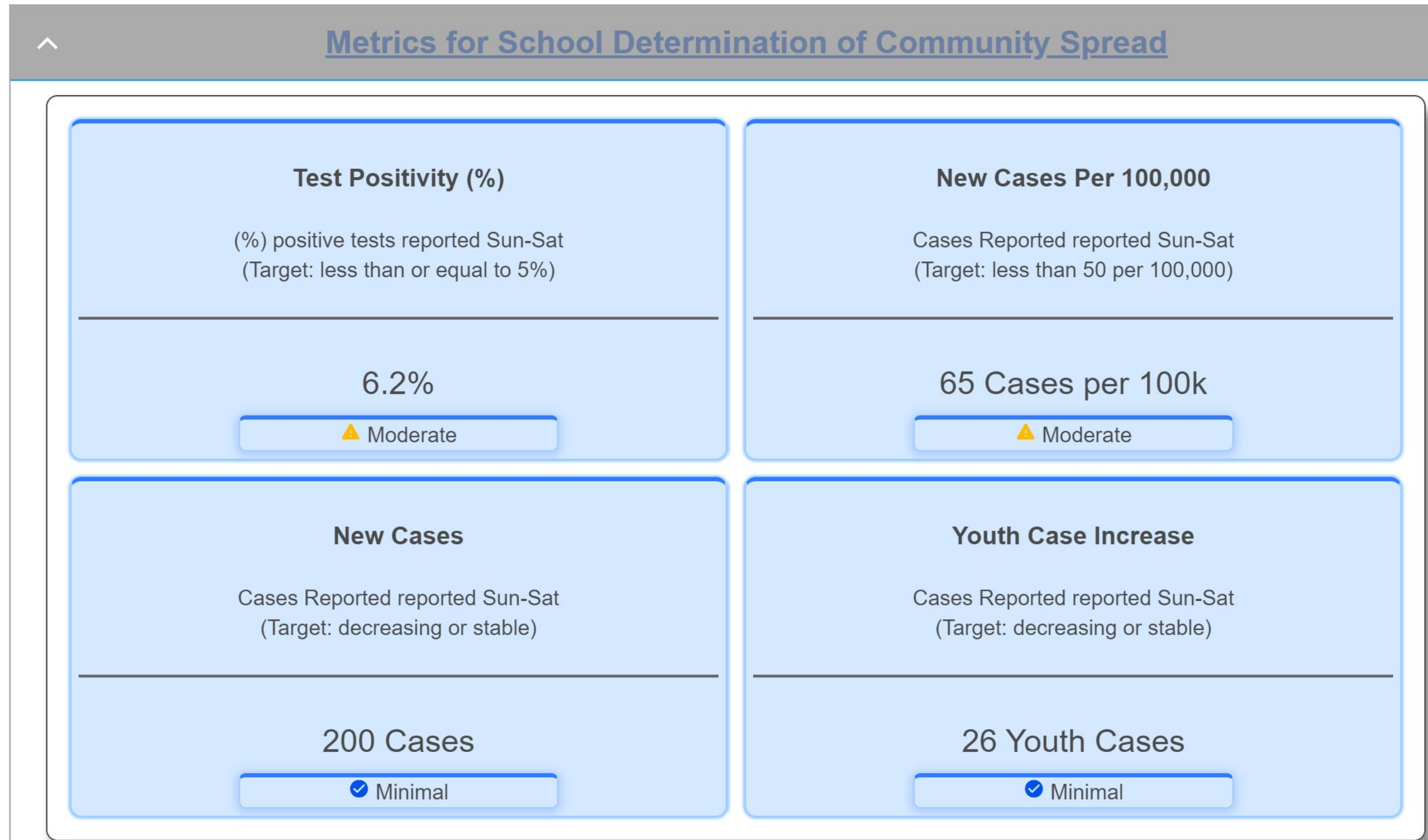


Information updated on September 4, 2020

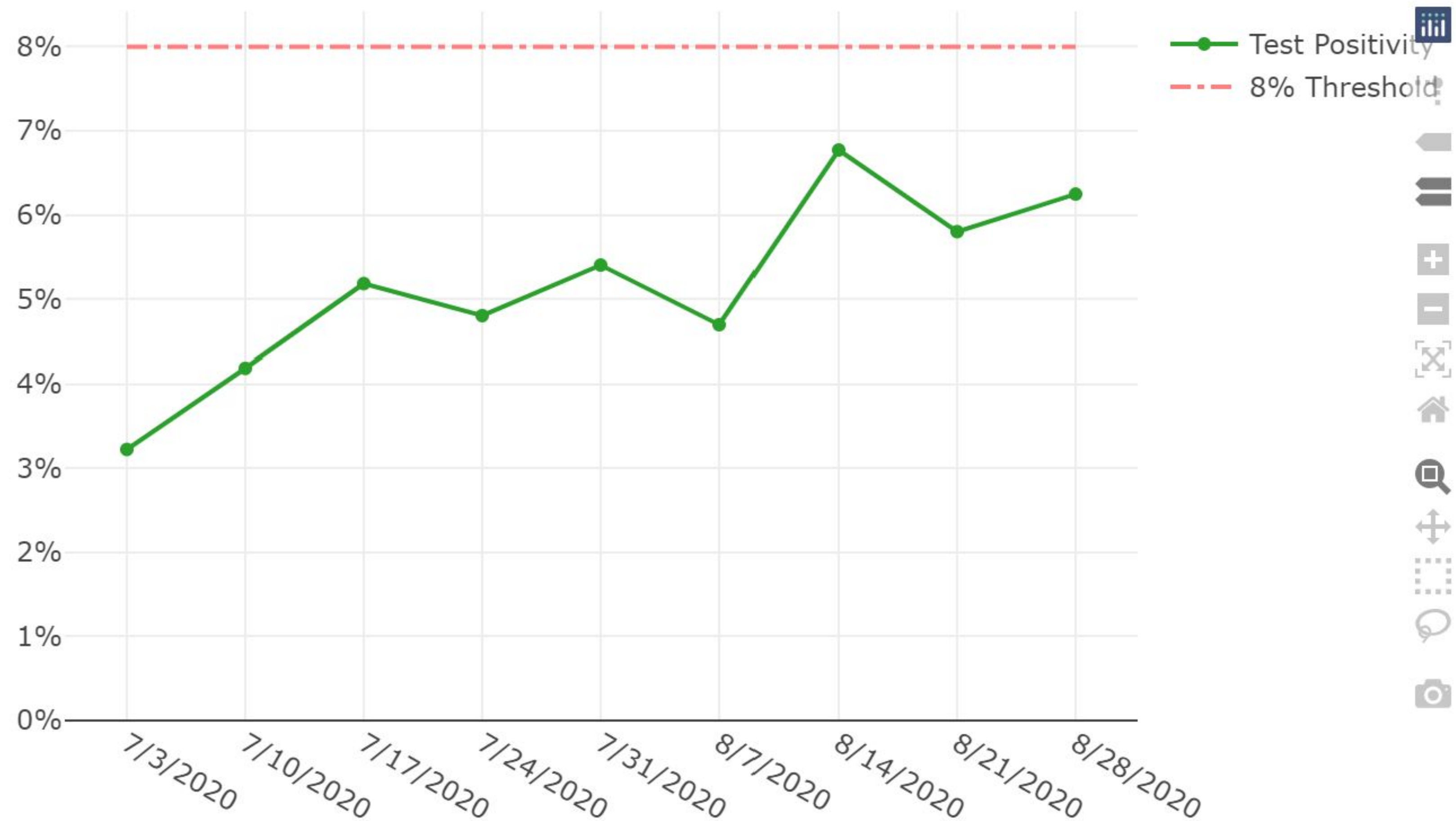


DISTRICT 300

COVID EXPOSURE CASES LOCALLY - McHENRY COUNTY



TEST POSITIVITY



Information updated on September 4, 2020



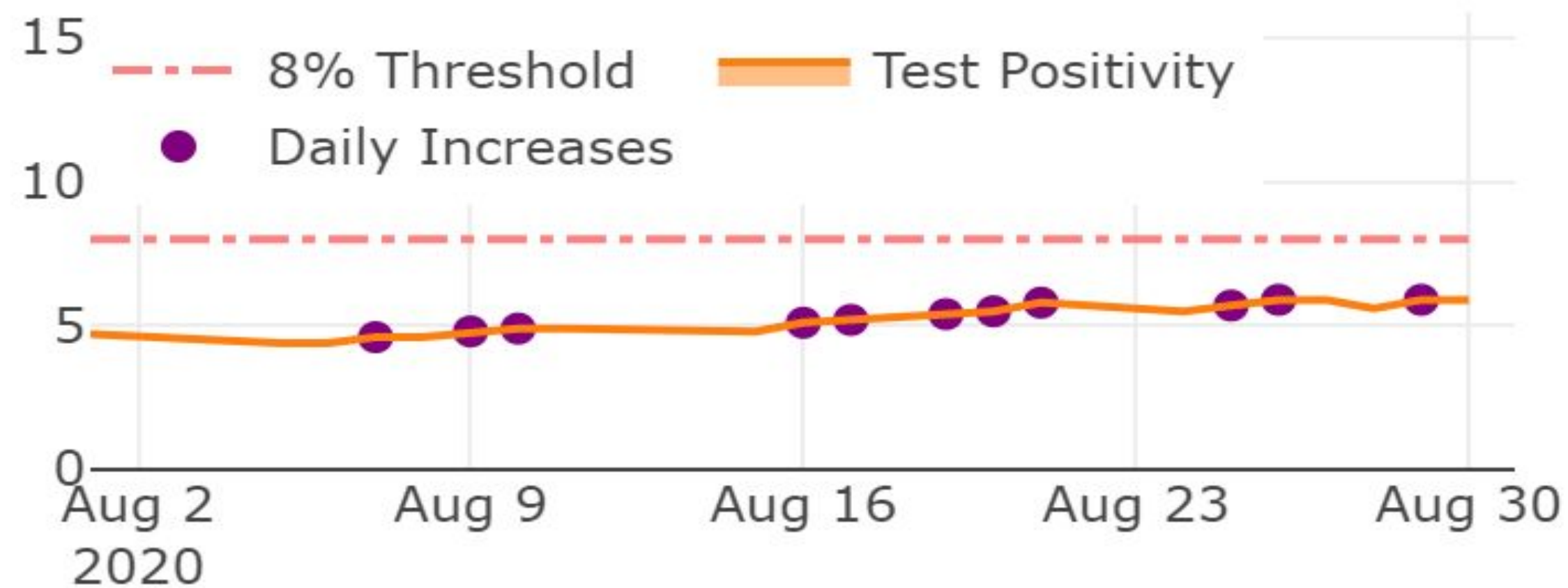
DISTRICT 300

IDPH REGION 8 DETAILS

Test Positivity 7 Day Rolling Average

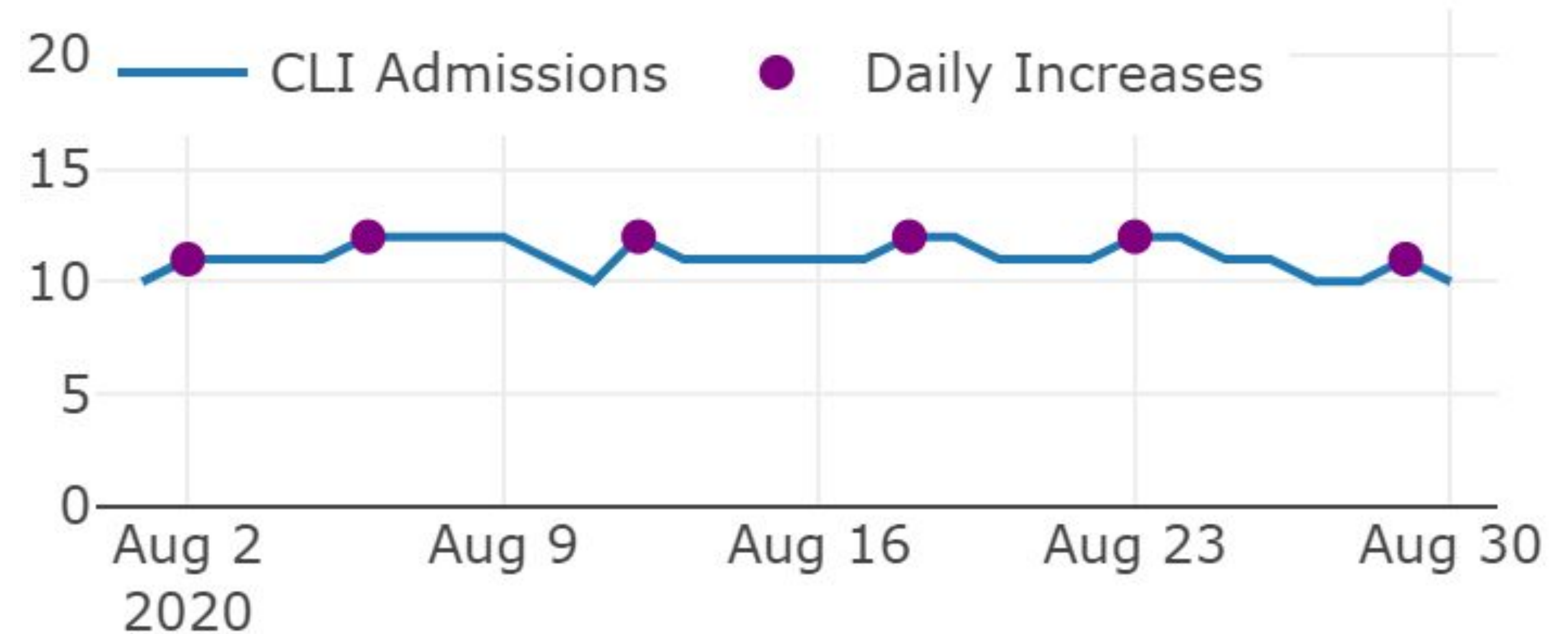
11 Days of Positivity Increases

* Current Positivity 5.9%



Hospital Admissions 7 Day Rolling Average

6 Days of Hospital Admission Increases



CUSD COVID Tracking Data

Base Building	Negative	Not Tested	Pending	Positive	Grand Total
Algonquin Lakes	2	1	1		4
Algonquin Middle	2	1			3
Carpentersville Middle	1			1	2
Central Office	4		1	1	6
deLacey		1			1
Dundee Middle	1		1		2
Dundee-Crown	11	2	2	1	16
Eastview	2	1	1		4
Gilberts Elementary	1				1
Golfview	1				1
Hampshire Elementary	2		1		3
Hampshire High	2				2
Hampshire Middle	2	1			3
Jacobs	13		5		18
Lakewood	1				1
Liberty	2	1			3
Lincoln Prairie	1				1
Neubert			3		3
Parkview	2				2
Perry	1	1			2
Sleepy Hollow Elementary	1				1
Westfield	1		1		2
Wright		1	1		2
Grand Total	53	10	17	3	83



RECOMMENDATION FOR SECOND QUARTER

| RECOMMENDATION

- At this time, the recommendation is that we return to a hybrid in-person school schedule for the second quarter beginning Tuesday, October 13, 2020
- Schools would have approximately 50% of their students on campus each day while the other 50% are at home working asynchronously
 - Exception: self-contained special education program students will continue to attend each day
- Sample schedules:
 - Preschool: A/B day schedule
 - Elementary: A/B day schedule
 - Middle School: A/B day schedule
 - High School: A/B or A/B/C day schedule (to be determined)



WHY NOW?

- We are honoring our commitment to track the data and make informed decisions that best serve the needs of our staff, students, and community
- The local data suggest it is safe
- The district data reflects that we have good systems in place to help mitigate and manage exposure events to date
- Concerns regarding our fragile students and their needs
- Additional PPE solutions have been sourced
- Social distancing is attainable



ELEMENTARY CLASS SIZES

School Name	Enrollment	# Remote	# In-Person	A/B Attendance Each day
Algonquin Lakes	376	47	329	164.5
deLacey Family Education Center	264	40	224	112
Dundee Highlands	318	33	285	142.5
Eastview	421	45	376	188
Gary D. Wright	825	66	759	379.5
Gilberts	724	81	643	321.5
Golfview	424	51	373	186.5
Hampshire	412	66	346	173
Lake In The Hills	458	78	380	190



ELEMENTARY CLASS SIZES

School Name	Enrollment	# Remote	# In-Person	A/B Attendance Each day
Lakewood	777	106	671	335.5
Liberty	702	124	578	289
Lincoln Prairie	424	67	357	178.5
Meadowdale	383	48	335	167.5
Neubert	451	66	385	192.5
Oak Ridge School	63	5	58	29
Parkview	317	54	263	131.5
Perry	314	28	286	143
Sleepy Hollow	347	41	306	153



MIDDLE AND HIGH SCHOOL CLASS SIZES

School Name	Enrollment	# Remote	# In-Person	A/B Attendance
Algonquin Middle	454	40	414	207
Carpentersville Middle	1,257	146	1,111	555.5
Dundee-Crown High	2,554	264	2,290	1145
Dundee Middle	1,152	118	1,034	517
Hampshire Middle	719	63	656	328
Hampshire High	1845	144	1701	850.5
Jacobs High	2,079	217	1,862	931
Oak Ridge School	63	5	58	29
Westfield Community School (Elem)	401	34	367	183.5
Westfield Community School (Middle)	906	109	797	398.5



EXPECTATIONS FOR STAFF AND STUDENTS

MANDATORY SCREENING AND SELF-CERTIFICATION

- Families are required to “self-screen” their students each day
- Parents must submit the Self-Certification form each semester certifying that they will screen their child each day
- The district will also utilize two additional screening measures to promote the health and safety of our staff and students
 - Daily student screening each morning during the first 15-minutes in class or upon arrival to school (for those who are tardy or have a late start schedule)
 - Daily random screening for staff and students



| FACE COVERINGS ARE REQUIRED

- Per IDPH mandate all students and staff must wear masks or face shields in any area where social distancing (6 feet) cannot be maintained. Students must wear a mask or face shield:
 - While riding the bus
 - Upon arrival and during dismissal to school
 - At all times during the school day (e.g., classrooms, hallways, media center, restrooms, gymnasium, and cafeteria)
- Staff must also wear a mask or face shield in classrooms and all common areas (hallways)
- The district will provide a medical exemption for those who qualify due to a pre-existing medical condition. However, this may require that the students wear a face shield.
- **The student code of conduct will be revised to include the mandatory use of face coverings. Failure or refusal to do so will result in disciplinary action and could result in the eventual removal from the school setting and reassignment to Remote Learning**



SOCIAL DISTANCING

- The ISBE and IDPH guidance recommends that schools adhere to social distancing guidelines of 6 feet of space “if” attainable
- Note: Classrooms will vary, but we are finding that most will fall within the 4-6 foot range for distancing
- The American Academy of Pediatrics supports the return to in person school and suggests three feet of separation when masks are worn:

<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

- To help address these issue of social distancing we will:
 - Assign students to specific entry/exit points at each building
 - Assign hallways and stairwells to one-way traffic only (applicable to some buildings)
 - Suspend the use of hallway and PE lockers
- Assemblies and events will be modified to fit within the recommendations
 - This will also result in our having to establish restrictions for evening and athletic events for parents and other visitors
 - Events will be hosted virtually where allowable



VISITORS AND CLASSROOM ASSISTANTS

In our effort to prevent possible exposure COVID-19 events, we will not allow parents/guardians (other than D300 staff) to enter a school for the purpose of visiting their child or a classroom during the day.

Note: We will review this policy each month to determine if any change is warranted.

Knowing that issues may arise and that a parent/guardian may need to bring something to school for their child, the district has established the following process for families to follow:

- Upon arrival parents/guardians may buzz the door to request access to the front vestibule
- A table will be located within the first set of doors (vestibule) at each building
- Parents/guardians will find a clipboard of forms/paper where they can provide their child's name, grade, and teacher's name
- Once the parent completes the form they may leave the item(s) on the table and leave
- Staff will then enter the vestibule, collect the item(s), and have it delivered to the student

Note: Parents/guardians continue to follow existing policies related to bringing their child in late or picking them up early from school



DISTRICT 300 STUDENT ILLNESS POLICIES

FAMILIES MUST ABIDE BY SICK DAY POLICIES

It is crucial that families strictly adhere to our district policies pertaining to student illness.

- As outlined in the ISBE guidance, the symptoms of COVID-19 include: *“fever, cough, shortness of breath or difficulty breathing, chills, fatigue, muscle and body aches, headache, sore throat, loss of taste or smell, congestion or runny nose, nausea, vomiting, or diarrhea.”*
- These symptoms mirror multiple other illnesses so it is imperative that families adhere to our district’s policies to ensure a student does not create an exposure risk or unnecessary concern for others

To help prevent the spread of illness, we would like to provide guidelines to help with the decision on whether or not to send a child to school. We ask that parents and guardians to keep their child home if he or she:

- Has a fever of 100 (oral) degrees or higher
- Has cramps and or vomiting. Has a sore throat with fever (see below)
- Has a persistent cough (dry or productive)
- Has diarrhea (three or more episodes in 24 hrs)
- Has a rash or open and draining sores
- Has symptoms that prevent him or her from participating in school, such as:
 - Excessive tiredness, lack of appetite, headaches, body aches, and earaches
 - Severe sore throat (could be strep-throat) even without fever. Other symptoms of strep throat in children are headache and upset stomach. Parents and guardians are encouraged to contact their pediatrician to assess or diagnose strep throat).



REQUIREMENTS BEFORE A STUDENTS MAY RETURN TO SCHOOL

If your child has been ill, you must adhere to the following guidelines before allowing your child return to school, athletic, or social activities:

- They should feel fit/well for at least 24 hours
- Be free of fever for at least 72 hours (without fever reducing medication)
- Be free of vomiting and or diarrhea for at least 24 hours
- If strep throat, they must be on the appropriate antibiotic for at least 24 hours
- If conjunctivitis, they must be on the appropriate eye drops for at least 24 hours or cleared by a physician
- Rash illnesses should be assessed by a doctor. If chicken pox is suspected, keep home for at least 5 days after the appearance of the rash or until all blisters have scabbed over



ISOLATION/QUARANTINE SCENARIOS

COVID-19 EXCLUSION GUIDANCE¹

Decision Tree for Symptomatic Individuals in Pre-K, K-12 Schools and Day Care Programs



Send home or deny entry (and provide remote instruction) if **ANY** of the following symptoms are present: Fever (100.4°F or higher), headache, shortness of breath, cough, sore throat, vomiting, diarrhea, abdominal pain.

In addition, some individuals (especially adults) may present with the following symptoms:
congestion or runny nose, new loss of sense of taste or smell, nausea, fatigue, muscle or body aches.

Medical Evaluation and Testing are Strongly Recommended for ALL Persons with COVID-Like Symptoms.

Status	COVID-19 diagnostic test Positive (confirmed case) OR COVID-19 diagnosis without diagnostic testing (probable case)	Symptomatic individual with a negative COVID-19 diagnostic test ² <i>(Negative COVID-19 diagnostic test must be from a specimen collected 48 hours prior to or after symptom onset.)</i>	Symptomatic individual with an alternative diagnosis without negative COVID-19 diagnostic test ²	Symptomatic individual without diagnostic testing or clinical evaluation	Asymptomatic individual who is a close contact to a confirmed OR probable COVID-19 case
Evaluated by Healthcare Provider?	YES	YES / NO	YES	NO	NA
Return to School Guidance	Stay home at least ten ² calendar days from onset of symptoms AND for 24 hours with no fever (without fever-reducing medication) AND improvement of symptoms.	Stay home until symptoms have improved/resolved per return-to-school criteria for diagnosed condition. Follow provider directions, recommended treatment & return to school guidance as per school policies and IDPH Communicable Diseases in Schools .	Stay home until symptoms have improved/resolved per return-to-school criteria for diagnosed condition. Follow provider directions, recommended treatment & return to school guidance as per school policies and IDPH Communicable Diseases in Schools .	Stay home at least 10 ³ calendar days from onset of symptoms AND for 24 hours with no fever (without fever-reducing medication) AND improvement of symptoms.	Stay home for 14 calendar days after last exposure to the COVID-19 case. If COVID-19 illness develops, use the ten-day isolation period ¹ guidance for a COVID-19 case from the onset date. Testing is recommended.
Quarantine for Close Contacts?	YES	NO	NO	Household Member (e.g., Siblings, Parent) ⁴	NA
Documentation Required to Return to School	'Release from Isolation' letter issued by Local Health Department and provided to parent/guardian or individual	Negative COVID-19 test result OR healthcare Provider's note indicating the negative test result	Healthcare Provider's note with alternative diagnosis	Note from parent/guardian documenting that the ill student and/or household contacts are afebrile without fever-reducing medication and symptoms have improved.	'Release from Quarantine' letter issued by Local Health Department and provided to parent/guardian or individual

¹ Based on available data and science, schools must make local decisions informed by local context in consultation with their local public health department.

² Severely immunocompromised or severely ill: may need to isolate for 20 days as per guidance from individual's infectious disease physician.

³ If individual has been identified by public health for quarantine or knows they are a close contact to a case, the 14-calendar-day quarantine must be completed.

⁴ Consider quarantine for other close contacts if there was poor adherence to social distancing or use of face coverings.

QUARANTINE/ISOLATION

- The district will adhere to IDPH guidelines require a 10-14 day quarantine for any individual who arrives on campus and displays COVID-19 symptoms
- While the IDPH guidance allows for a return after being fever free for 24 hours (without fever reducing medication) the district will adhere to its existing sick policy requiring 72 hours
- Students and staff with pre-existing conditions are to provide a letter from their physician that explains how their condition mimics COVID-19 symptoms. The district will work to determine how to address the individual's needs
- Given there is no fast test available, preventing the district from determining if symptoms are COVID-19 or not, the district will always default to exclusion/quarantine.
- Families that repeatedly send students to school in violation of our sick day policy will be reassigned to Remote Learning.



STUDENT SCHEDULES

PRESCHOOL SCHEDULE

- Half-day and full-day *Preschool for All* students would transition to a newer A/B schedule, dividing each of the classes in half. Half of the class will attend Monday and Wednesday, while the other half would attend Tuesday and Thursday.
- The full-day schedule will be modified to extend to the length of their typical school day of 8 a.m. - 2:15 p.m., rather than ending at 1:15 p.m., as they had done at the start of the year
- On the days students are not in attendance, all students would work on asynchronous lessons provided by their teacher



ELEMENTARY SCHEDULE

- Elementary schools will operate on an A-day/B-day schedule with students alternating between being on campus and asynchronous learning at home
- Students will continue to follow their regular school schedule
- On the days where students are not attending in-person they will attend via an asynchronous approach where they will be provided with work/assignments they are to complete at home



MIDDLE SCHOOL SCHEDULE

- Middle schools will operate on an A-day/B-day schedule with students alternating between being on campus and Remote Learning
- Students will continue to follow their regular school schedule whether in school or while Remote Learning
- Students will follow the traditional 9-period day schedule each day
- On the days where students are not attending in-person, they will attend via an asynchronous approach where students will be provided with work/assignments they are to complete at home



HIGH SCHOOL SCHEDULE

- High schools will operate on an A-day/B-day or A-day/B-Day/C-Day schedule with students alternating between being on campus and remote learning
- On the days where students are not attending in-person, they will attend via an asynchronous approach where students will be provided with work/assignments they are to complete at home
- Students will follow the traditional 9-period day schedule each day



ASYNCHRONOUS DAYS: ELEMENTARY SCHOOL AND MIDDLE SCHOOL

- On the days where students are not attending in-person they will attend via an asynchronous approach where students will be provided with work/assignments they are to complete at home.
- Students can expect to have assignments for each of their content area classes
- Elementary students will also have specials assignments
- All assignments are to fall within one or more of the following categories:
 - **Pre-learning:** assignments that expose students to new content or material in an effort to provide them with a background before class discussion (reading a chapter, defining new academic vocabulary, summarizing/note taking)
 - **Practice/Reinforcement:** homework where students practice a new skill (e.g., reading and reading logs, iReady math, iReady reading, math problems)
 - **Extension:** a continuation of a project or assignment from class
 - **Enrichment:** assigned to allow students to delve deeper into a topic. This is typically a higher level skill that challenges students to synthesize multiple concepts and even content areas. e.g., problem based learning, solving community based problems (pollution, energy, trash/waste issues)
 - **Evaluation:** students may be asked to complete an assessment that measures their mastery of a topic or concept



ASYNCHRONOUS DAYS: HIGH SCHOOL

- On the days where students are not attending in-person, they will attend via an asynchronous approach where students will be provided with work/assignments they are to complete at home
- Students can expect to have assignments for each of their content area classes
- All assignments are to fall within one or more of the following categories:
 - **Pre-learning:** assignments that expose students to new content or material in an effort to provide them with a background before class discussion (reading a chapter, defining new academic vocabulary, summarizing/note taking)
 - **Practice/Reinforcement:** homework where students practice a new skill
 - **Extension:** a continuation of a project or assignment from class
 - **Enrichment:** assigned to allow students to delve deeper into a topic. This is typically a higher level skill that challenges students to synthesize multiple concepts and even content areas.
 - **Evaluation:** students may be asked to complete an assessment that measures their mastery of a topic or concept



| SCENARIOS

- What happens if my child is sick on the day they are supposed to be in-person?
- What happens if my child is quarantined and cannot attend school in-person? Will they be able to join their class?
- Will students be synchronous on days they are at home?



STAFF SUPPORTS/OPTIONS

| CONSIDERATIONS

- We recognize that students, regardless of number, returning to in-person learning at a school will create some level of concern for employees
- However, this plan ensures that we meet or exceed CDC and IDPH guidelines
- We are committed to working with staff to address concerns and outline the safety precautions we have implemented
- The district will begin a second round of review and discussion for any employee who feels that they meet one of the exemption criteria



| OPTIONS AVAILABLE TO STAFF

The following options are available to staff based upon their specific need or criteria.

- Request additional PPE (e.g., masks, gowns, gloves, face shields, cleaning supplies)
- Request a remote assignment if available
- Request a leave of absence



COVID-19 POLICIES AND PROCEDURES

| WATER FOUNTAINS

- Water fountains may be used each day
<https://www.isbe.net/Documents/Part-3-Transition-Planning-Phase-4.pdf>
- However, the district has installed an additional 100 touchless water fountains throughout the summer and will encourage the use of these fountains over traditional fountains
- We are encouraging students to make use of portable containers instead of using the traditional fountains
- The district/school will also install floor, wall, or ceiling signs spaced six feet apart to promote social distancing while at the water fountain



| TRANSPORTATION (FOR ALL LEVELS)

- Busses will still be limited to 50 passengers
- The A/B schedule will further reduce the number of students on a bus each day
- There is no guarantee it will reduce riders each day by half. However, daily riders will see a significant reduction
- Buses will be cleaned using the electrostatic disinfectant sprayer twice per day
 - Prior to AM routes
 - Prior to PM routes



SCHOOL AND CLASSROOM CLEANING

Throughout the COVID-19 pandemic, D300 has implemented several strategies to promote a safe and healthy environment for staff and students. These include but are not limited to:

- Enhanced procedures for cleaning and disinfection of high touch and high traffic areas
- Procured specialized equipment (e.g., electrostatic sprayers) along with industry specific disinfectants (e.g., those used in medical/clinical settings)
- Implemented a procedure and provided materials to facilitate cleaning of desks/classrooms between classes
- Made adjustments to HVAC systems to maximize fresh air intake and speed of turnover rate



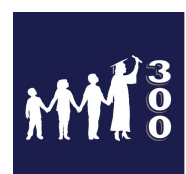
FOOD SERVICE

Breakfast:

- Due to volume of students and limited seating all breakfast will be served via grab-n-go allowing the to eat in their classrooms
- In accordance with CDC, IDPH, and ISBE guidance students will be allowed to remove their masks when eating. The A/B schedule will also ensure students can be distanced 6 or more feet apart

Lunch:

- The use of the A/B schedule will allow the district to support lunch service in a more traditional manner
- Cafeteria seating will be modified to promote distancing to the extent possible
- Each seat will have a three sided plexiglass screen for additional protection
- CDC and IDPH guidance will not allow traditional meal service (where students select individual items). Instead all meals will be prepackaged.
- Modifications to menus will be made available online



CLASSROOM SETTING

- The A/B schedule will allow class sizes to be reduced by 50%. The resulting space will allow students to be adequately distanced from each other (6 feet or more)
- Students are required to wear their masks as mandated by IDPH (on the bus and in any school facility)
- Excess furniture has been removed from classrooms to maximize available space



RECESS AND PHYSICAL EDUCATION - UNDER REVIEW

Facilities

- Classes/activities cannot have more than 50 individuals in a space
- Class should be conducted outdoor if weather permits
- While outdoors playground equipment, benches, or other permanent structures shall not be used
- When indoors school will utilize markings to maintain 6-foot social distance and keep doors and windows open to the greatest extent possible to maximize circulation and air flow
- Locker rooms will not be used
- Students will not be required to change for PE

Cleaning and Health Safety

- Equipment should be avoided to the greatest extent possible. If equipment is used it must:
 - Be personal to a student for the entire duration of the class period
 - Be sanitized before and after use with the district approved cleaning solution
- Staff are to wear masks at all times
- Students are to wear masks at all times except for the below circumstances:
 - Students may remove masks if social distancing can be maintained
 - Moderate to vigorous activity should not be used when face masks are required



| PLAYGROUND AREAS

School playground areas and gymnasiums will be open for recess. However, playground equipment will remain closed due to our inability to ensure adequate social distancing or that equipment is cleaned between each use.

Note: Students may remove the face coverings while outside so long as they continue to adhere to social distancing. We acknowledge that this will be challenging at first. However, these expectations will be reinforced by staff and we ask that you also review these expectations with your child(ren).



HIGH SCHOOL ATHLETICS

- Athletics will continue to follow current health and safety protocols
- High schools will continue to follow all IHSA bylaws, safety protocols and calendars. All information can be found at: <https://www.ihsa.org/Resources/COVID-19#30574-fall>

<u>Fall</u> (8/10/20-10/24/20)	<u>Winter</u> (11/16/20-2/13/21)	<u>Spring</u> (2/15/21-5/1/21)	<u>Summer</u> (5/3/21-6/26/21)
● Boys/Girls Golf ● Girls Tennis ● Boys/Girls Cross Country ● Girls Swimming	● Boys/Girls Basketball ● Wrestling ● Boys Swimming ● Cheerleading ● Dance ● Girls Bowling	● Football ● Boys Soccer ● Girls Volleyball	● Baseball ● Softball ● Boys/Girls Track & Field ● Girls Soccer ● Boys/Girls Lacrosse ● Boys Tennis



MIDDLE SCHOOL ATHLETICS

- Middle schools will continue to follow all IHSA safety protocols
- The middle school athletic schedule will shift to the below table. The dates are subject to change depending on IDPH guidance, D300 will seek to maximize athletic participation opportunities

Sport	Traditional Dates	2020-2021 Anticipated Dates
Cross Country	8/13/20 - 10/8/20	8/17/20 - 10/8/20
Volleyball	8/13/20 - 10/8/20	11/16/20 - 1/25/21
Boys Basketball	10/13/20 - 12/16/20	2/1/21 - 3/22/21
Cheerleading	10/13/20 - 12/16/20	2/1/21 - 3/22/21
Dance	10/13/20 - 12/16/20	2/1/21 - 3/22/21
Girls Basketball	12/14/20 - 3/2/21	4/5/21 - 5/10/21
Wrestling	1/4/21 - 2/22/21	1/4/21 - 2/22/21
Track	3/22/21 - 5/10/21	4/5/21 - 5/10/21



| CLUBS

- School clubs may resume so long as they adhere to ALL policies and guidelines pertaining to social distancing, masks, and cleaning
- Due to the hybrid A/B day schedule clubs will have to alternate their meeting schedule to accommodate two distinct student groups
- Clubs “MAY” incorporate the use of in person and web-based meetings for students. However the club sponsor then has the obligation to ensure that meetings are scheduled in a manner that allows equity for students to attend in-person meetings

NOTE: At this time clubs are NOT allowed to schedule in-person meetings where students from the A and B groups would be in person at the same time



FINE AND PERFORMING ARTS

- Performance Based Music Classes:
 - Playing wind instruments and singing will take place in small groups or in large spaces, such as outside, with appropriate distancing and PPE
 - Students learning asynchronously will use digital tools to practice, record, and submit evidence of learning for feedback
 - Middle school students will attend choir, band, and orchestra on a rotation with ELT to reduce the number of students in the classroom and allow for social distancing
 - High school choir, band, and orchestra courses that are large are split to allow for social distancing
- Elementary General Music:
 - Teachers will travel to the class for instruction
 - In-person learning activities will focus on percussion instruments (e.g. boomwhackers, orff instruments, hand percussion) that can be easily sanitized, body percussion, and seat-based movement activities
 - If equipment is used, it must be personal to an individual student while in use and will be sanitized before and after use with the district approved cleaning solution
- Visual Arts:
 - K-5 teachers will travel to the class for instruction
 - Media and equipment use will be limited to items that are individual or can be sanitized between students
 - If equipment is used it must be personal to an individual student while in use and will be sanitized before and after use with the district approved cleaning solution



HALLWAY AND P.E. LOCKERS

- Hallways and PE lockers will not be used to help alleviate congestion in the hallways during class changes
- **Middle/High:**
 - Students will be allowed to bring backpacks to class. Backpacks are to be stored as directed by the teacher. Students should leave valuables at home to prevent them from being lost or damaged
- **Elementary:**
 - Due to limited classroom space and our focus on maximizing social distancing to the extent possible, elementary schools will continue to utilize their cubbies. However, cubbies will be assigned and students will be assigned to one of three or four groups (e.g., A, B, C, D). Students will be allowed to access their cubbies when their letter (or other designation) is called by the teacher. The purpose of grouping students will allow the teacher to maintain social distancing while students are at their cubbies



CAREER AND TECHNICAL EDUCATION

- Students who participate in CTE courses will see an increased emphasis on labs and lab activities while on campus
- On asynchronous days, students will be asked to engage in traditional classroom activities related to theory, industry standards, case studies, and career exploration as it aligns with their program of study
- Social distancing and safety guidelines will be followed as aligned with local, state, and industry needs
- Equipment and tools will be limited to items that are individual or can be sanitized between courses
- If equipment is used it, must be personal to an individual student while in use and will be sanitized before and after use with the district approved cleaning solution



SAT AND PSAT UPDATE

SAT AND PSAT UPDATE

- **Seniors (SAT)** - October 14 (only 1-grade level enables us to plan logistics around contact tracing).
Grades 9 - 11 will be asynchronous at home
- **Juniors (PSAT/NMSQT)** - move the test date to January 26, 2021, to provide more time to see where things are at
- **Sophomores/Freshmen** - provide an internal test with a window similar to i-Ready now that it is feasible as we have PowerSchool assessment

Reasoning:

- Contact tracing logistics was very complex when two grade-levels tests at a time
- Multiple day accommodations for the different tests are even more complex
- The newly added January PSAT/NMSQT date

Other Information:

- Schools will offer a Saturday PSAT/NMSQT on Saturday, Oct 17 for any juniors that *strongly* want to strive for a scholarship. Otherwise, they can choose to wait for the January assessment date
- If we are in a hybrid - [Oct 13 - A day]; [Oct 14 - test day]; [Oct 15 - B day]





SCHOOL IMPROVEMENT PLANS

Kristin Sainsbury, Assistant Superintendent of Title I Schools

SCHOOL IMPROVEMENT PLAN OVERVIEW

- School Improvement Plans establish goals and strategies that will support improvement in identified performance areas
- Plans include three-year academic goals with yearly targets in the academic areas of reading, mathematics, and science
- Plans also include targets aligned to the District 300 Strategic Plan and ESSA indicators
- Academic goals have both a school-wide and sub-group focus



SIP Refinement during COVID-19 Pandemic

June-August 2020

- Due to limited new data points, summer meetings with principals focused on developing stronger monitoring systems for key ELA and Math strategies
- District Directors provided support to principals on activities relative to content areas, SEL, PLC work, remote/digital learning, and PowerSchool Assessment
- Principals finalize plans with SIP Teams
- Assistant Superintendents provide ongoing coaching and support to principals and school teams



SIP CONTENT ALIGNED TO ACADEMIC GOALS

Goal #1: Math (Example)

Goal: By the end of the 2021-2022 school year, XXX Elementary School student performance will increase 9% from 47.5% proficient to 56.5% proficient in the area of Math on the IAR assessment.

Activity - Grade level teams will identify key manipulative resources for each unit of study to be implemented during math instruction throughout the year.



| SIP CONTENT ALIGNED TO ESSA

Goal #2: ESSA Indicator of Chronic Absenteeism (Example)

Goal - By the end of the 2021-2022 school year, XXX Middle School will decrease student chronic absenteeism from 13% to 7%.

Activity - An Attendance Committee will meet monthly to monitor student attendance rates and select students to be on Attendance CICO. The Attendance Committee will monitor student progress on Attendance CICO providing feedback and incentives to families for attending school.



SIP CONTENT ALIGNED TO DISTRICT 300 STRATEGIC PLAN

Goal #3: Develop Great Teachers and Leaders (Strategic Plan Goal Example)

Goal - In the 2019 5Essentials Survey, XXX High School had an overall score of 45 (average implementation) for Quality Professional Development (Collaborative Teachers). By 2022, survey results will show an increase of 15 points to support a transition to the “more” implementation level in this area.

Activity - The principal will establish the focus of Costa’s Levels of Thinking and monitor activities related to this focus through classroom walkthroughs, formal observations, PLC meeting conversations, informal conversations, and professional development activities.



Next Steps

- School Improvement Plans are available in this evening's packet
- Board of Education will be requested to approve plans at the September 22 meeting
- Principals and School Improvement Teams will be provided ongoing support by the district team as they implement their plans
- Plans will be made available on each school website



**Community Unit School District 300 Monthly
Fixed Asset Disposals
09/01/2020**

Date Submitted	Location	Type	Manufacturer / Publisher	Model/Title	Serial #	Tag	Reason for Disposal	Method of Disposal
8/28/2020	JHS	Laptop	Lenovo	L450	1S20dss0j600pf0a5nnt	t34750	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1S20dss0j600pf0a5rd5	t34747	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1S20dss0j600pf0a7ky6	t34981	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1S20dss0j600pf0a7rfs	t35070	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1S20dss0j600pf0aatdc	t36659	Obsolete	Tech Recycle
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8/28/2020	JHS	Laptop	Lenovo	Lenovo L450 laptop	1s20DSS0J600PF0A8U3U	T34894	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	Lenovo L450 laptop	1s20DSS0J600PF0A4M34	T36746	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	Lenovo L450 laptop	1s20DSS0J600PF0A4TA8	T36770	Obsolete	Tech Recycle

8/28/2020	JHS	Laptop	Lenovo	T450	1S20BV0004USPC058B9U	T35825	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	T450	1S20BV0004USPC04TFAH	T39691	Obsolete	Tech Recycle
8/28/2020	JHS	Mac Min	Apple	Mac Mini	c0ml02ydwyl	T012225	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Dell	Latitude XFR	5Q427W1	T27103	Obsolete	Tech Recycle
8/28/2020	JHS	Monitor	Dell	E2011Hc	CN02H2VM6418017L0JJM	N/A	Obsolete	Tech Recycle
8/28/2020	JHS	Monitor	Dell	1708Pft	CN0D548H71618866A7C7A00	t010197	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	I450	1s20DSS0J600PF0A5LWM	T36097	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0AAXFS	T36639	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A7PDR	T36190	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A5Q67	T34621	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A8U4A	T34933	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A8WBZ	T36162	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A7K7F	T36178	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20FVS1NA00PF0HU1XR	T54459	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS1MK00PF0GT5HX	T39953	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20FVS1NA00PF0JDQR2	T54297	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A7RZC	T34956	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0B0GAT	T35837	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A6TVR	T35023	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A7113	T34886	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A7PFB	T35057	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A70V4	T34910	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A6TC0	T35766	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A6U2R	T35754	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A7KHR	T35768	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A6VFC	T75034	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A8WBZ	T36162	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A7K7F	t36178	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS1MK00PF0GT5HX	T39953	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A7PDR	T36190	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A5Q67	T34621	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A8U4A	T34933	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0AAXFS	T36639	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A5LWM	T36097	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A5Q5L	T36131	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A7PFB	T35057	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A7113	T34886	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A6TVR	T35023	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0B0GAT	T35837	Obsolete	Tech Recycle
8/28/2020	JHS	Laptop	Lenovo	L450	1s20DSS0J600PF0A7RZC	T34956	Obsolete	Tech Recycle
8/11/20	ADMIN	Power Supply	Delta Electronics	EDPS-715AB	C3KX-PWR-715WAC V02	N/A	Obsolete	Tech Recycle
8/12/20	ADMIN	Cell Phone	Apple	A1688	3.56676E+14	T55440	Obsolete	Tech Recycle
8/13/20	ADMIN	Power Supply	Delta Electronics	EDPS-715AB	C3KX-PWR-715WAC V02	N/A	Obsolete	Tech Recycle
8/13/20	ADMIN	Power Supply	Delta Electronics	EDPS-715AB	C3KX-PWR-715WAC V02	N/A	Obsolete	Tech Recycle

8/7/2020	LPES	Furniture	N/A	(7) Guest arm sled chairs	N/A	N/A	Obsolete	Disposal
8/7/2020	LPES	Furniture	Nystrom	Wall mounted world map	ins981	N/A	Obsolete	Disposal
8/7/2020	LPES	Furniture	Hon	Computer table	N/A	N/A	Damaged	Disposal
8/7/2020	LPES	Furniture	Hon	(27) Student Desks	N/A	N/A	Damaged	Disposal
8/7/2020	LPES	Furniture	Hon	(5) Student chairs	N/A	N/A	Damaged	Disposal
8/6/2020	DHES	Laminator	Varitronics	Cold Laminator	N/A	103626	Obsolete	Tech Recycle
8/28/2020	DMS	Technology	Scantron	888pt	k-15026	010255	Obsolete	Tech Recycle
8/21/2020	HHS	Grounds Equipment	John Deere	Riding Mower MOL155C060874	LT155	N/A	Obsolete	Auction
8/19/2020	LWS	Furniture	Multiple	(12) Teacher Desks	N/A	N/A	Damaged	Disposal
8/19/2020	LWS	Furniture	Hon	(4) 2 door cabinets gray	N/A	N/A	Damaged	Metal Recycle
8/19/2020	LWS	Technology	Elmo	Projector	N/A	N/A	Obsolete	Tech Recycle
8/21/2020	PVES	Curriculum	Pearson	multiple Obsolete Curriculum	N/A	N/A	Obsolete	Recycle
8/20/2020	WFCS	Furniture	Haskell	5 Drawer file cabinet	N/A	005381	Damaged	Metal Recycle
8/20/2020	WFCS	Furniture	Hon	partial Desk Extension	N/A	102021	Damaged	Disposal
8/20/2020	WFCS	Technology	SmartBoard	Smart board	SB560-52821	N/A	Damaged	Tech Recycle
8/27/2020	WFCS	Furniture	N/A	Hallway wall bench	N/A	N/A	Obsolete	Disposal
8/7/2020	PES	Furniture	N/A	Security gates	N/A	N/A	Damaged	Metal Recycle
8/19/2020	PES	Furniture	N/A	Stem Lab Table	N/A	N/A	Damaged	Disposal
8/19/2020	PES	Furniture	Hon	2 drawer file cabinet	N/A	N/A	Damaged	Metal Recycle
8/19/2020	PES	Furniture	N/A	Office Chair	N/A	N/A	Damaged	Disposal
8/19/2020	PES	Furniture	N/A	Shelving Unit	N/A	N/A	Damaged	Disposal
				<i>Diane C. White</i>		9/1/2020		
*Supporting documentation available in the Purchasing Department.				Diane C. White, Director of Purchasing		Date		

**COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD of EDUCATION MEMO**

DATE: 09/08/2020

TO: Fred Heid, Superintendent
Board of Education

FROM: Dan Opels
Executive Director of Facilities

RE: Salt and Ice Melter Bid

	Presented at the following Board Meetings: On:	
	Construction/Facility	
	Finance	
	Policy/Legislative	
	School Utilization	
X	BOE 1st Reading	09/08/2020
X	BOE 2nd Reading	09/22/2020

Background

Exclusive of our contracted services for snow removal and parking lot ice control bid, the building and grounds department will be using treated bulk salt and rock salt for our internal needs for sidewalks, crosswalks and minor parking lot applications. Bagged salt is distributed to the individual schools for local application to doorways and sidewalks.

Bid specifications were released August 12th, 2020. Bids were opened on August 26th, 2020. There were three qualified bids for bulk rock salt, two qualified bidders for bulk ice melt, and two qualified bidders for bagged ice melter.

Recommendation

Administration recommends that we award the contracts as follows:

Conserv FS, Wauconda, IL, award contract pricing for the purchase of Bulk Salt, Bulk Ice Melter Salt, and Bagged Ice Melter Salt, based on 550 tons combined for an estimated amount of \$51,450.00.

In addition, an award of \$11,300.00 based on the purchase of 2000 bags of bagged ice melter.
Total estimated salt cost for 2020 - \$62,750.00

COMMUNITY UNIT SCHOOL DISTRICT 300
CONTRACT PRICING FOR BULK ROCK SALT, BULK ICE MELTER, AND BAGGED ICE MELTER
WEDNESDAY, AUGUST 26, 2020 11:00 AM CMT

COMPANY	References	Certifications	W-9 & Vendor App.	Spec. Sheets and Samples	Comments
CARGILL INC - SALT ROAD SAFETY	Y	Y	Y	Y	
CENTRAL SALT					No Response
CHEMCRAFT INDUSTRIES					No Response
COMPASS MINERALS					No Response
CONSERV FS	Y	Y	Y	Y	
MARTENSON TURF					No Response
MIDWEST SALT	Y	Y	Y	Y	
MORTON SALT					WITHDRAWAL BY LETTER
NORTH AMERICAN CORPORATION					No Response
RUSSO POWER					No Response
SCOTTWOOD					No Response
SNOW & ICE MANAGEMENT SERVICES					No Response

Administration Recommendation:

Conserv FS, Wauconda, IL, award contract pricing for the purchase of Bulk Salt, Bulk Ice Melter Salt, and Bagged Ice Melter Salt, based on 550 tons combined for an estimated amount of \$51,450.00. In addition, an award of \$11,300.00 based on the purchase of 2000 bags of bagged ice melter. **Total Award \$62,750.00**

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 096-0434

Certified Administrator Compensations for 2020-2021 School Year

NAME	JOB TITLE - PRIMARY POSITION	BASE SALARY	SALARY W/PENSION CONTRIBUTIONS	BD PAID HEALTH PREMIUMS & HSA DEPOSITS	BD PAID DENTAL & VISION PREMIUMS	BD PAID LIFE & DISABILITY PREMIUMS	VACATION / SICK PAYOUTS	ANNUITIES	MILEAGE	HRA DEPOSITS
ALLEN, AUBREY	Division Head	\$ 95,304.00	\$ 104,729.66	\$ 8,504.04	\$ 394.63	\$ 142.90	\$ -	\$ -	\$ 600.00	\$ 300.00
ANDERSON, JONATHAN	Supervisory Dean	\$ 75,447.02	\$ 82,908.81	\$ 1,342.18	\$ 305.59	\$ 113.13	\$ -	\$ -	\$ 600.00	\$ 300.00
ANDERSON-WOLF, SARAH	MS Assistant Principal	\$ 91,861.01	\$ 100,946.16	\$ 19,798.14	\$ 1,002.36	\$ 261.27	\$ -	\$ -	\$ 600.00	\$ 300.00
BENDING, BRETT	HS Principal	\$ 161,642.52	\$ 177,629.13	\$ 19,798.14	\$ 824.64	\$ 242.37	\$ -	\$ -	\$ 1,200.00	\$ 300.00
BENOIT, JOSEPH	HS Athletic Director	\$ 98,562.00	\$ 108,309.88	\$ 13,294.26	\$ 790.37	\$ 146.99	\$ -	\$ -	\$ 1,200.00	\$ 300.00
BERNAKY, SARAH	MS Assistant Principal	\$ 88,294.00	\$ 97,026.36	\$ 13,364.70	\$ 783.65	\$ 132.39	\$ -	\$ -	\$ 600.00	\$ 300.00
BIEGELMANN, KRISTINA	Education Service Specialist	\$ 114,503.02	\$ 125,827.48	\$ 8,504.04	\$ 331.80	\$ 171.70	\$ -	\$ -	\$ 1,200.00	\$ 300.00
BREEZE, JENNIFER	Elementary Principal	\$ 101,680.01	\$ 111,736.26	\$ 13,451.10	\$ 535.94	\$ 152.46	\$ -	\$ -	\$ 1,200.00	\$ 300.00
BRUNSTRUM, JEFFREY	Division Head	\$ 97,209.00	\$ 106,823.07	\$ 19,798.14	\$ 789.70	\$ 145.76	\$ -	\$ -	\$ 600.00	\$ 300.00
BURKEY, NIKI	Elementary Principal	\$ 103,713.02	\$ 113,970.34	\$ 13,451.10	\$ 971.45	\$ 155.52	\$ -	\$ -	\$ 1,200.00	\$ 300.00
CAMELA, CHRISTOPHER	Division Head	\$ 97,209.00	\$ 106,823.07	\$ 8,392.39	\$ 789.70	\$ 145.76	\$ -	\$ -	\$ 600.00	\$ 300.00
CARLOS, PAMELA	Elementary Principal	\$ 103,713.02	\$ 113,970.34	\$ 8,504.04	\$ 324.41	\$ 155.52	\$ -	\$ -	\$ 1,200.00	\$ 300.00
CHILCUTT, RONALD	Dir Pupil Personnel Services	\$ 95,304.02	\$ 104,729.68	\$ 14,217.94	\$ 966.07	\$ 142.90	\$ -	\$ -	\$ 2,400.00	\$ 300.00
CHLEBOUN, ROBERT	Elementary Principal	\$ 131,535.02	\$ 144,543.97	\$ 13,451.10	\$ 812.54	\$ 197.23	\$ -	\$ -	\$ 1,200.00	\$ 300.00
CHRISTIAN, JENNIFER	Division Head	\$ 109,475.01	\$ 120,302.20	\$ -	\$ 73.92	\$ 164.16	\$ -	\$ -	\$ 600.00	\$ 300.00
COLUMBARO, CHRISTOPHER	Elementary Principal	\$ 123,948.01	\$ 136,206.59	\$ 13,451.10	\$ 807.17	\$ 185.85	\$ -	\$ -	\$ 1,200.00	\$ 300.00
CORRIVEAU, KRISTIN	Director	\$ 148,187.00	\$ 162,842.84	\$ 8,504.04	\$ 330.12	\$ -	\$ -	\$ -	\$ 2,400.00	\$ 300.00
CROSS, CHARLENE	Education Service Specialist	\$ 125,752.02	\$ 138,189.02	\$ 8,504.04	\$ 414.79	\$ 188.57	\$ -	\$ -	\$ 1,200.00	\$ 300.00
CROTTY KAGAN, SHEILA	Coordinator	\$ 95,304.02	\$ 104,729.68	\$ 13,451.10	\$ 788.35	\$ 142.90	\$ -	\$ -	\$ 1,200.00	\$ 300.00
CUMPATA, KAREN	Elementary Principal	\$ 107,903.01	\$ 118,574.73	\$ 18,759.31	\$ 796.42	\$ 161.80	\$ -	\$ -	\$ 1,200.00	\$ 300.00
DANIELSON, NATHAN	HS Associate Principal	\$ 114,509.03	\$ 125,834.09	\$ 13,451.10	\$ 978.84	\$ 171.70	\$ -	\$ -	\$ 600.00	\$ 300.00
DORAN, WILLIAM	Assistant Superintendent	\$ 185,675.77	\$ 204,039.29	\$ 18,759.31	\$ 1,137.60	\$ 278.41	\$ -	\$ -	\$ 2,400.00	\$ 300.00
DUGINSKE, JACQUIE	Director	\$ 133,856.28	\$ 147,094.80	\$ 19,798.14	\$ 991.61	\$ 200.72	\$ -	\$ -	\$ 2,400.00	\$ 300.00
EHARDT, JEFFREY	HS Associate Principal	\$ 116,799.01	\$ 128,350.55	\$ 19,798.14	\$ 980.18	\$ 175.14	\$ -	\$ -	\$ 600.00	\$ 300.00
EHRMANN, JOSEPH	Coordinator	\$ 112,010.06	\$ 123,087.97	\$ 13,933.09	\$ 799.78	\$ 167.96	\$ -	\$ -	\$ 1,200.00	\$ 300.00
ENGEL, AMI	Director	\$ 136,842.01	\$ 150,375.82	\$ 13,451.10	\$ 993.62	\$ 205.18	\$ -	\$ -	\$ 2,400.00	\$ 300.00
FAIN, CHRISTINA	Division Head	\$ 95,304.00	\$ 104,729.66	\$ 18,672.91	\$ 966.07	\$ 142.90	\$ -	\$ -	\$ 600.00	\$ 300.00
FALK, GEOFFREY	Division Head	\$ 109,475.01	\$ 120,302.20	\$ 19,798.14	\$ 975.48	\$ 164.16	\$ -	\$ -	\$ 600.00	\$ 300.00
FREEMAN, ELIZABETH	Dir of Curriculum & Prof Dev	\$ 144,891.72	\$ 159,221.66	\$ 8,504.04	\$ 427.56	\$ 217.26	\$ -	\$ -	\$ 2,400.00	\$ 300.00
GAMBARDELLA, MICHELLE	Education Service Specialist	\$ 113,641.91	\$ 124,881.21	\$ 14,217.94	\$ 800.45	\$ 170.41	\$ -	\$ -	\$ 1,200.00	\$ 300.00
GERTZ, STEVEN	HS Athletic Director	\$ 125,002.01	\$ 137,364.83	\$ 19,798.14	\$ 808.51	\$ 187.43	\$ -	\$ -	\$ 1,200.00	\$ 300.00
GLENN, GARY	Division Head	\$ 101,137.01	\$ 111,139.56	\$ -	\$ 68.54	\$ 151.65	\$ -	\$ -	\$ 600.00	\$ 300.00
GLENN, JANINE	Supervisory Dean	\$ 106,265.15	\$ 116,774.88	\$ 19,798.14	\$ 723.84	\$ -	\$ -	\$ -	\$ 600.00	\$ 300.00
GORBY, JOHN	MS Assistant Principal	\$ 105,518.02	\$ 115,953.86	\$ 19,798.14	\$ 972.79	\$ 158.22	\$ -	\$ -	\$ 600.00	\$ 300.00
GRAVEL, MELANIE	Elementary Principal	\$ 123,669.73	\$ 135,900.79	\$ 156.84	\$ 807.17	\$ 185.44	\$ -	\$ -	\$ 1,200.00	\$ 300.00
GURNEY, ASIA	HS Associate Principal	\$ 133,863.85	\$ 147,103.12	\$ 1,412.62	\$ 344.57	\$ 200.72	\$ -	\$ -	\$ 600.00	\$ 300.00
HANEY, JOSEPH	Supervisory Dean	\$ 73,968.00	\$ 81,283.51	\$ 1,412.62	\$ 304.25	\$ 110.92	\$ -	\$ -	\$ 600.00	\$ 300.00
HARKIN, SUSAN	Chief Financial Officer	\$ 212,002.84	\$ 232,970.13	\$ 14,233.09	\$ 1,198.56	\$ 100.80		\$ 10,000.00	\$ 2,400.00	\$ 300.00
HEID, FREDERICK	Superintendent	\$ 227,682.02	\$ 250,200.00	\$ 13,751.11	\$ 1,198.56	\$ 306.43		\$ 10,146.00	\$ 2,400.00	\$ 300.00
HERB, JEFFREY	MS Principal	\$ 136,534.69	\$ 150,038.11	\$ 13,451.10	\$ 993.62	\$ 204.73	\$ -	\$ -	\$ 1,200.00	\$ 300.00
HERFF, JAMES	Supervisory Dean	\$ 88,399.01	\$ 97,141.76	\$ 18,759.31	\$ 961.37	\$ 132.55	\$ -	\$ -	\$ 600.00	\$ 300.00
HOLZE, TINA	Education Service Specialist	\$ 99,154.00	\$ 108,960.43	\$ 8,504.04	\$ 321.72	\$ 148.68	\$ -	\$ -	\$ 1,200.00	\$ 300.00
ISRAEL, NANCY	Supervisory Dean	\$ 73,968.00	\$ 81,283.51	\$ 1,412.62	\$ 379.85	\$ 110.92	\$ -	\$ -	\$ 600.00	\$ 300.00

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 096-0434

Certified Administrator Compensations for 2020-2021 School Year

NAME	JOB TITLE - PRIMARY POSITION	BASE SALARY	SALARY W/PENSION CONTRIBUTIONS	BD PAID HEALTH PREMIUMS & HSA DEPOSITS	BD PAID DENTAL & VISION PREMIUMS	BD PAID LIFE & DISABILITY PREMIUMS	VACATION / SICK PAYOUTS	ANNUITIES	MILEAGE	HRA DEPOSITS
JAMROZY, SHANNON	Supervisory Dean	\$ 86,666.01	\$ 95,237.37	\$ 18,759.31	\$ 960.02	\$ 129.96	\$ -	\$ -	\$ 600.00	\$ 300.00
JOHNSON, JACQUELYN	Director	\$ 123,941.02	\$ 136,198.91	\$ 7,634.38	\$ 807.17	\$ 185.85	\$ -	\$ -	\$ 2,400.00	\$ 300.00
JONAS, LINDSAY	Assistant Superintendent	\$ 135,560.01	\$ 148,967.03	\$ 13,933.09	\$ 992.95	\$ 203.27	\$ -	\$ -	\$ 2,400.00	\$ 300.00
KLINN, NORMA	Education Service Specialist	\$ 91,604.01	\$ 100,663.74	\$ -	\$ 61.82	\$ 137.36	\$ -	\$ -	\$ 1,200.00	\$ 300.00
KOURI, DOUGLAS	MS Assistant Principal	\$ 91,861.01	\$ 100,946.16	\$ 13,451.10	\$ 785.66	\$ 137.75	\$ -	\$ -	\$ 600.00	\$ 300.00
LA BRIE III, LEO	HS Associate Principal	\$ 101,680.01	\$ 111,736.26	\$ 13,294.26	\$ 792.38	\$ 152.46	\$ -	\$ -	\$ 600.00	\$ 300.00
LANGTON, MATTHEW	Supervisory Dean	\$ 73,968.00	\$ 81,283.51	\$ 18,759.31	\$ 517.13	\$ 110.92	\$ -	\$ -	\$ 600.00	\$ 300.00
LEMANSKI, RYAN	Education Service Specialist	\$ 97,209.01	\$ 106,823.08	\$ 17,404.73	\$ 967.42	\$ 145.76	\$ -	\$ -	\$ 1,200.00	\$ 300.00
LENTZ, JASON	MS Principal	\$ 126,421.01	\$ 138,924.17	\$ 8,305.99	\$ 339.86	\$ 189.56	\$ -	\$ -	\$ 1,200.00	\$ 300.00
LINDAHL, DANIEL	Division Head	\$ 99,154.00	\$ 108,960.43	\$ -	\$ 67.20	\$ 148.68	\$ -	\$ -	\$ 600.00	\$ 300.00
LINDLEY, ANDREW	Division Head	\$ 91,604.01	\$ 100,663.74	\$ 13,451.10	\$ 963.38	\$ 136.96	\$ -	\$ -	\$ 600.00	\$ 300.00
LUNA, LISA	Division Head	\$ 97,209.00	\$ 106,823.07	\$ 19,798.14	\$ 967.42	\$ 145.76	\$ -	\$ -	\$ 600.00	\$ 300.00
MAINOLFI, KELLIE	HS Assistant Principal	\$ 97,209.01	\$ 106,823.08	\$ 19,798.14	\$ 789.70	\$ 145.76	\$ -	\$ -	\$ 600.00	\$ 300.00
MARSHALL, LORI	MS Assistant Principal	\$ 94,626.03	\$ 103,984.64	\$ 19,798.14	\$ 901.56	\$ -	\$ -	\$ -	\$ 600.00	\$ 300.00
MCMAHON, KARA	Associate Superintendent	\$ 186,459.00	\$ 204,899.98	\$ 19,798.14	\$ 1,002.36	\$ 279.59	\$ -	\$ -	\$ 2,400.00	\$ 300.00
MILADINOVIC, VERA	Education Service Specialist	\$ 95,304.02	\$ 104,729.68	\$ 1,499.02	\$ 531.91	\$ 142.90	\$ -	\$ -	\$ 1,200.00	\$ 300.00
MORA, EBERTO	Director of Human Resources	\$ 143,080.02	\$ 157,230.78	\$ 13,933.09	\$ 820.61	\$ 214.54	\$ -	\$ -	\$ 2,400.00	\$ 300.00
MURPHY, KELLEY	ELEM Assistant Principal	\$ 99,686.00	\$ 109,545.05	\$ 7,547.98	\$ 321.72	\$ 149.47	\$ -	\$ -	\$ 600.00	\$ 300.00
NACKE, SHELLEY	Assist Supt Ed Services	\$ 175,360.00	\$ 192,703.28	\$ 8,504.04	\$ 355.32	\$ 262.94	\$ -	\$ -	\$ 2,400.00	\$ 300.00
NOWAK, DAVID	Coordinator	\$ 99,154.00	\$ 108,960.43	\$ 19,798.14	\$ 791.04	\$ 148.68	\$ -	\$ -	\$ 1,200.00	\$ 300.00
OESTERREICH, NANCY	Director	\$ 97,209.01	\$ 106,823.08	\$ 7,547.98	\$ 395.98	\$ 145.76	\$ -	\$ -	\$ 1,200.00	\$ 300.00
PALOMBIT, DANIEL	Coordinator	\$ 109,227.95	\$ 120,030.70	\$ 19,798.14	\$ 975.48	\$ 163.78	\$ -	\$ -	\$ 1,200.00	\$ 300.00
PARISI, THOMAS	Director	\$ 123,948.01	\$ 136,206.59	\$ 8,433.60	\$ 413.45	\$ 185.85	\$ -	\$ -	\$ 2,400.00	\$ 300.00
PASCO, ANNE	Director	\$ 123,941.02	\$ 136,198.91	\$ 19,798.14	\$ 984.89	\$ 185.85	\$ -	\$ -	\$ 2,400.00	\$ 300.00
PERDOMO, JOSHUA	Director	\$ 119,128.02	\$ 130,909.90	\$ 8,504.04	\$ 335.16	\$ 178.63	\$ -	\$ -	\$ 2,400.00	\$ 300.00
PETERSON, BRIAN	HS Assistant Principal	\$ 97,209.01	\$ 106,823.08	\$ 8,590.44	\$ 395.98	\$ 145.76	\$ -	\$ -	\$ 600.00	\$ 300.00
POOL, NICOLAS	MS Assistant Principal	\$ 86,563.03	\$ 95,124.20	\$ 1,412.62	\$ 258.14	\$ 129.80	\$ -	\$ -	\$ 600.00	\$ 300.00
PORSCHKE, BRITTANY	Elementary Principal	\$ 112,263.02	\$ 123,365.94	\$ 18,759.31	\$ 799.78	\$ 168.34	\$ -	\$ -	\$ 1,200.00	\$ 300.00
PORTER, JENNIFER	Director of Finance	\$ 126,421.01	\$ 138,924.17	\$ 19,798.14	\$ 986.90	\$ 189.56	\$ -	\$ -	\$ 2,400.00	\$ 300.00
QUITNO, ROBERT	HS Assistant Principal	\$ 111,665.01	\$ 122,708.79	\$ 13,451.10	\$ 799.10	\$ 167.44	\$ -	\$ -	\$ 600.00	\$ 300.00
RANDL, JAMIE	Education Service Specialist	\$ 95,304.02	\$ 104,729.68	\$ 13,451.10	\$ 788.35	\$ 142.90	\$ -	\$ -	\$ 1,200.00	\$ 300.00
REGUL, NANCY	Elementary Principal	\$ 107,903.01	\$ 118,574.73	\$ 13,958.29	\$ 796.42	\$ 161.80	\$ -	\$ -	\$ 1,200.00	\$ 300.00
REIG, DAWN	MS Assistant Principal	\$ 123,630.01	\$ 135,857.14	\$ 8,504.04	\$ 379.80	\$ -	\$ -	\$ -	\$ 600.00	\$ 300.00
REINCKE, ANGELA	Elementary Principal	\$ 121,244.05	\$ 133,235.21	\$ 8,392.39	\$ 983.54	\$ 181.80	\$ -	\$ -	\$ 1,200.00	\$ 300.00
ROHLWING, SUSAN	Elementary Principal	\$ 122,715.00	\$ 134,851.64	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,200.00	\$ 300.00
RUMORO, DAVID	MS Assistant Principal	\$ 93,698.01	\$ 102,964.84	\$ 1,412.62	\$ 317.69	\$ 140.51	\$ -	\$ -	\$ 600.00	\$ 300.00
RUZINOK, THOMAS	MS Principal	\$ 127,050.02	\$ 139,615.39	\$ 13,451.10	\$ 553.42	\$ 190.51	\$ -	\$ -	\$ 1,200.00	\$ 300.00
SAINSBURY, KRISTIN	Assistant Superintendent	\$ 132,902.01	\$ 146,046.15	\$ 13,741.99	\$ 813.22	\$ 199.28	\$ -	\$ -	\$ 2,400.00	\$ 300.00
SALAZAR, BASILIO	Coordinator	\$ 135,812.16	\$ 149,244.12	\$ 19,798.14	\$ 992.95	\$ 203.65	\$ -	\$ -	\$ 1,200.00	\$ 300.00
SANTELLA, PATRICIA	Division Head	\$ 97,209.00	\$ 106,823.07	\$ 8,504.04	\$ 320.38	\$ 145.76	\$ -	\$ -	\$ 600.00	\$ 300.00
SCHAEFER, BRANDON	Education Service Specialist	\$ 97,209.01	\$ 106,823.08	\$ 13,451.10	\$ 789.70	\$ 145.76	\$ -	\$ -	\$ 1,200.00	\$ 300.00
SCHILLING, RACHEL	ELEM Assistant Principal	\$ 81,872.01	\$ 89,969.23	\$ 156.84	\$ 778.94	\$ 122.76	\$ -	\$ -	\$ 600.00	\$ 300.00
SCHMIDT, PATRICIA	Dir Acntbtlty & Assmnt	\$ 123,941.02	\$ 136,198.91	\$ 14,217.94	\$ 984.89	\$ 185.85	\$ -	\$ -	\$ 2,400.00	\$ 300.00

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 096-0434

Certified Administrator Compensations for 2020-2021 School Year

NAME	JOB TITLE - PRIMARY POSITION	BASE SALARY	SALARY W/PENSION CONTRIBUTIONS	BD PAID HEALTH PREMIUMS & HSA DEPOSITS	BD PAID DENTAL & VISION PREMIUMS	BD PAID LIFE & DISABILITY PREMIUMS	VACATION / SICK PAYOUTS	ANNUITIES	MILEAGE	HRA DEPOSITS
SCHMIDT, SHERRIE	School Hlth Svcs Coordinator	\$ 123,287.00	\$ 135,480.21	\$ 8,305.99	\$ 463.13	\$ 184.86	\$ -	\$ -	\$ 1,200.00	\$ 300.00
SCHUMACHER, JOSEPH	Assistant Superintendent	\$ 152,318.90	\$ 167,383.39	\$ 13,741.99	\$ 1,002.36	\$ 228.40	\$ -	\$ -	\$ 2,400.00	\$ 300.00
SEWARD, TISHA	Education Service Specialist	\$ 93,435.02	\$ 102,675.84	\$ 156.84	\$ 964.73	\$ 140.11	\$ -	\$ -	\$ 1,200.00	\$ 300.00
SHARP, LINDSAY	Coordinator	\$ 125,752.02	\$ 138,189.02	\$ 8,392.39	\$ 414.79	\$ 188.57	\$ -	\$ -	\$ 1,200.00	\$ 300.00
SITTER, MICHAEL	HS Athletic Director	\$ 98,562.00	\$ 108,309.88	\$ -	\$ 66.53	\$ 147.80	\$ -	\$ -	\$ 1,200.00	\$ 300.00
SKOLAR, KRISTEN	Education Service Specialist	\$ 95,304.02	\$ 104,729.68	\$ 13,451.10	\$ 788.35	\$ 142.90	\$ -	\$ -	\$ 1,200.00	\$ 300.00
SMITH, JASON	Supervisory Dean	\$ 86,666.01	\$ 95,237.37	\$ 13,958.29	\$ 782.30	\$ 129.96	\$ -	\$ -	\$ 600.00	\$ 300.00
SMITH, MARTINA	MS Principal	\$ 121,511.00	\$ 133,528.56	\$ 8,504.04	\$ 412.10	\$ 182.20	\$ -	\$ -	\$ 1,200.00	\$ 300.00
SMITH, MICHELLE	Elementary Principal	\$ 105,787.01	\$ 116,249.45	\$ 13,451.10	\$ 972.79	\$ 158.63	\$ -	\$ -	\$ 1,200.00	\$ 300.00
STOUFFER, JACOB	HS Associate Principal	\$ 107,903.01	\$ 118,574.73	\$ 7,547.98	\$ 402.70	\$ 161.80	\$ -	\$ -	\$ 600.00	\$ 300.00
STOUT, DEBORAH	HS Associate Principal	\$ 119,135.02	\$ 130,917.59	\$ 13,451.10	\$ 804.48	\$ 178.63	\$ -	\$ -	\$ 600.00	\$ 300.00
SZYMCAK, JAMES	MS Principal	\$ 123,941.02	\$ 136,198.91	\$ 13,451.10	\$ 807.17	\$ 185.85	\$ -	\$ -	\$ 1,200.00	\$ 300.00
TIMONEN, AMY	Education Service Specialist	\$ 99,154.00	\$ 108,960.43	\$ -	\$ 67.20	\$ 148.68	\$ -	\$ -	\$ 1,200.00	\$ 300.00
TROY, JENNIFER	ELEM Assistant Principal	\$ 86,883.02	\$ 95,475.84	\$ 13,451.10	\$ 960.02	\$ 130.28	\$ -	\$ -	\$ 600.00	\$ 300.00
VALLE, BARBARA	HS Principal	\$ 162,005.02	\$ 178,027.48	\$ 19,798.14	\$ 1,002.36	\$ 242.93	\$ -	\$ -	\$ 1,200.00	\$ 300.00
VAN WAGENINGEN, LISA	Elementary Principal	\$ 110,061.01	\$ 120,946.15	\$ 13,451.10	\$ 798.43	\$ 165.04	\$ -	\$ -	\$ 1,200.00	\$ 300.00
VAZIRI, BARZEEN	Supervisory Dean	\$ 73,968.00	\$ 81,283.51	\$ 17,404.73	\$ 773.57	\$ 110.92	\$ -	\$ -	\$ 600.00	\$ 300.00
WALLER, KARI	Division Head	\$ 97,209.00	\$ 106,823.07	\$ 156.84	\$ 789.70	\$ 145.76	\$ -	\$ -	\$ 600.00	\$ 300.00
WETZEL, MARK	Director	\$ 119,128.02	\$ 130,909.90	\$ 19,798.14	\$ 804.48	\$ 178.63	\$ -	\$ -	\$ 2,400.00	\$ 300.00
WILKINSON, STACY	Alternative Ed Principal	\$ 112,263.02	\$ 123,365.94	\$ 13,451.10	\$ 543.34	\$ 168.34	\$ -	\$ -	\$ 1,200.00	\$ 300.00
WISHOWSKI-WETZEL, KATIE	HS Principal	\$ 138,271.01	\$ 151,946.15	\$ 19,798.14	\$ 994.97	\$ 207.32	\$ -	\$ -	\$ 1,200.00	\$ 300.00
WOCHNER, CHRISTINA	Education Service Specialist	\$ 95,304.02	\$ 104,729.68	\$ 8,590.44	\$ 788.35	\$ 142.90	\$ -	\$ -	\$ 1,200.00	\$ 300.00
WOODBURY, NICOLE	MS Assistant Principal	\$ 76,097.02	\$ 83,623.09	\$ 70.44	\$ 6.86	\$ -	\$ -	\$ -	\$ 600.00	\$ 300.00
YOUNG, LAURA	MS Assistant Principal	\$ 88,294.00	\$ 97,026.36	\$ -	\$ 59.81	\$ 132.39	\$ -	\$ -	\$ 600.00	\$ 300.00
ZIELENIEWSKI, CRAIG	Elementary Principal	\$ 136,541.16	\$ 150,045.22	\$ 13,364.74	\$ 928.53	\$ 92.06	\$ -	\$ -	\$ 1,200.00	\$ 300.00
ZURSIN, JAMES	Elementary Principal	\$ 126,427.02	\$ 138,930.78	\$ 13,958.29	\$ 1,091.14	\$ 85.34	\$ -	\$ -	\$ 1,200.00	\$ 300.00

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
ABOY, CRISTINA	LEAD	ELEM Kindergarten Dual Language Teacher	\$ 76,097.02	1	0	0	14			\$ 4,005.14		\$ 1,912.30
ADAME, SHILOH	LEAD	MS Language Arts Teacher	\$ 70,382.01	1	0	0	14			\$ 3,704.35		\$ 14,474.94
ADAMS, BELINDA	LEAD	Behavior Disorder Teacher	\$ 76,097.02	1	0	0	14			\$ 4,005.14		\$ 20,999.70
ADAMSON, STEPHANIE	LEAD	MS Math Teacher	\$ 57,209.02	1	0	0	14			\$ 3,011.03		\$ 20,735.58
ADAMS-WHITSON, VICKI	LEAD	Cross Categorical Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 2,700.58
ADKINS, HOLLY	LEAD	Media Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 300.00
ADLER, LEIGH	LEAD	School Counselor	\$ 100,411.02	1	0	0	14			\$ 5,284.83		\$ 15,241.78
AGARWAL, MEENU	LEAD	MS ESL Teacher	\$ 63,650.01	1	0	0	14			\$ 3,350.03		\$ 1,358.40
AGENEAU, CARIE	LEAD	HS French Teacher	\$ 62,496.01	1	0	0	14			\$ 3,289.29		\$ 1,967.14
AGENEAU, EMMA	LEAD	HS Spanish Teacher	\$ 61,271.02	1	0	0	14			\$ 3,224.82		\$ 1,967.14
AGENLIAN, JULI	LEAD	ELEM Second Grade Teacher	\$ 70,273.01	1	6	0	14			\$ 3,698.61		\$ 20,665.14
AGUINAGA, JANICE	LEAD	HS Math Teacher	\$ 71,707.01	1	0	0	14			\$ 3,774.08		\$ 1,180.68
AGUIRRE, DEBORAH	LEAD	Cross Categorical Teacher	\$ 92,764.00	1	0	0	14			\$ 4,882.35		\$ 624.96
AHLSTEDT, ALEXIS	LEAD	Cross Categorical Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 8,178.10
AHR, THEODORE	LEAD	School Social Worker	\$ 89,162.01	1	6	0	14			\$ 4,692.77		\$ 10,106.18
AICHINGER, AMY	LEAD	HS Math Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 300.00
ALCANTAR, REBECCA	LEAD	HS FACS Teacher	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 2,129.14
ALDAY, BEATRIZ	LEAD	HS Math Teacher	\$ 76,097.02	1	0	0	14			\$ 4,005.14		\$ 9,792.00
ALDERSON, SAMANTHA	LEAD	Emotional Disorder Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 9,058.56
ALEXANDER, TIFFANY	LEAD	School Social Worker	\$ 56,542.01	1	0	0	14			\$ 2,975.92		\$ 341.96
ALFARO GASTON, MARTA	LEAD	ELEM Second Grade Dual Language Teacher	\$ 53,971.01	1	0	0	14			\$ 2,840.60		\$ 300.00
ALLEN, AUBREY	ADMIN	Division Head	\$ 95,304.00	1	0	4	14			\$ 9,425.66	\$ 600.00	\$ 9,341.57
ALLISON, CORINNE	LEAD	Media Teacher	\$ 57,737.01	1	0	0	14			\$ 3,038.81		\$ 20,821.98
ALLISON, WHITNEY	LEAD	School Social Worker	\$ 58,826.02	1	0	0	14			\$ 3,096.13		\$ 1,967.14
ALMANZA, JILL	LEAD	Inclusion Facilitator	\$ 70,273.01	1	0	0	14			\$ 3,698.61		\$ 1,967.14
ALMEIDA, SANDRA	LEAD	ELEM First Grade Dual Language Teacher	\$ 80,756.01	1	0	0	14			\$ 4,250.35		\$ 15,419.50
ALMODOVAR, KIMBERLY	LEAD	Cross Categorical Tchr - Resource - EL	\$ 68,373.00	1	5	0	14			\$ 3,598.61		\$ 19,960.87
ALPERSTEIN, MARCELLE	LEAD	Cross Categorical Tchr - Resource - EL	\$ 66,221.00	1	0	0	14			\$ 3,485.34		\$ 15,241.78
ALT, KRISTIN	LEAD	School Psychologist	\$ 70,327.19	1	0	0	14			\$ 3,701.46		\$ 300.00
ALTERS JR, DAVID	LEAD	HS Alternative Ed Teacher	\$ 82,370.00	1	0	0	14			\$ 4,335.30		\$ 9,058.56
ALVARADO, MARITZA	LEAD	ELEM Second Grade Dual Language Teacher	\$ 46,082.00	1	4	0	14			\$ 2,425.39		\$ 341.96
ALVERNIA-KOPETSKY, LISA	LEAD	ELEM PE Teacher	\$ 38,355.20	0.8	0	0	14			\$ 2,018.71		\$ 300.00
AMARO, MANUELA	LEAD	ELEM Second Grade Dual Language Teacher	\$ 80,756.01	1	2	0	14			\$ 4,250.35		\$ 14,982.13
AMBROSINI, KATELYNN	LEAD	ELEM Fourth Grade Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 19,783.15
ANDERSEN, RYAN	LEAD	Cross Categorical Teacher	\$ 55,048.00	1	0	0	14			\$ 2,897.29		\$ 2,042.74
ANDERSON, AMANDA	LEAD	Cross Categorical Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 9,058.56
ANDERSON, EMILY	LEAD	ELEM Second Grade Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 300.00
ANDERSON, JANELLE	LEAD	Cross Categorical Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 1,967.14
ANDERSON, JONATHAN	ADMIN	Supervisory Dean	\$ 75,447.02	1	4	4	14			\$ 7,461.79	\$ 600.00	\$ 2,060.90
ANDERSON, LISA	LEAD	HS English Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 18,606.29
ANDERSON, MICHAEL	LEAD	HS Business Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 8,936.11
ANDERSON, PAUL	LEAD	Cross Categorical Teacher	\$ 61,202.00	1	0	0	14			\$ 3,221.18		\$ 300.00
ANDERSON, RYAN	LEAD	HS English Teacher	\$ 55,048.00	1	0	0	14			\$ 2,897.29		\$ 14,474.94
ANDERSON, SHAWN	LEAD	HS Science Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 8,804.04
ANDERSON-WOLF, SARAH	ADMIN	MS Assistant Principal	\$ 91,861.01	1	25	0	14			\$ 9,085.15	\$ 600.00	\$ 21,361.77
ANDREJEK, DAVID	LEAD	HS Industrial Tech Teacher	\$ 80,111.02	1	0	0	14			\$ 4,216.40		\$ 18,606.29
ANGLADA FELICIANO, SUHEILEY	LEAD	ELEM Pre-Primary Teacher - Bilingual	\$ 49,881.01	1	6	0	14			\$ 2,625.34		\$ 9,849.74
ANGSURAT, MARCY	LEAD	MS Language Arts Teacher	\$ 51,817.00	1	0	0	14			\$ 2,727.23		\$ 1,358.40
ANGULO, NORMA	LEAD	ELEM Fifth Grade Dual Language Teacher	\$ 63,746.01	1	3	0	14			\$ 3,355.08		\$ 300.00
ANTONA TARRES, LAURA	LEAD	ELEM Second Grade Dual Language Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 2,042.74
ANWAR, SAQIBA	LEAD	HS Science Teacher	\$ 50,801.02	1	6	0	14			\$ 2,673.76		\$ 341.96
ARAGON, LAUREN	LEAD	MS Language Arts Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 300.00
AREND, DENISE	LEAD	Speech Pathologist	\$ 76,097.02	1	0	0	14			\$ 4,005.14		\$ 9,134.16
ARMS, DEANNA	LEAD	ELEM Fourth Grade Teacher	\$ 80,850.00	1	0	0	14			\$ 4,255.30		\$ 9,614.28

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
ARNESON, KAYDI	LEAD	ELEM Fourth Grade Teacher	\$ 68,373.00	1	0	0	14			\$ 3,598.61		\$ 14,474.94
ARREDONDO-BRANA, MARUXA	LEAD	ELEM Kindergarten Dual Language Teacher	\$ 92,870.01	1	0	0	14			\$ 4,887.93		\$ 1,180.68
ARTEL, DIANE	LEAD	ELEM Instructional Coach	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 300.00
ASHER, LAURA	LEAD	HS FACS Teacher	\$ 68,922.01	1	0	0	14			\$ 3,627.50		\$ 14,218.50
AUKES, MELISSA	LEAD	HS Band Teacher	\$ 67,648.01	1	0	0	14			\$ 3,560.45		\$ 19,960.87
AUSTIN, TRACY	LEAD	ELEM Second Grade Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 9,134.16
BACH, LISA	LEAD	Speech Pathologist	\$ 87,381.01	1	0	0	14			\$ 4,599.04		\$ 20,821.98
BACHMAN, CHERYL	LEAD	School Psychologist	\$ 74,604.54	1	0	0	14			\$ 3,926.59		\$ 9,357.84
BACKOFEN, LESLEY	LEAD	Elementary Interventionist	\$ 61,202.00	1	0	0	14			\$ 3,221.18		\$ 14,474.94
BAHR, ANNIE	LEAD	ELEM First Grade Teacher	\$ 64,924.01	1	0	0	14			\$ 3,417.08		\$ 1,967.14
BAILYE, ANDREW	LEAD	MS Technology Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 19,804.03
BAILYE, DEANNA	LEAD	School Counselor	\$ 57,674.00	1	0	0	14			\$ 3,035.50		\$ 456.84
BAKER, DEBORAH	LEAD	Cross Categorical Teacher	\$ 76,186.01	1	0	0	14			\$ 4,009.82		\$ 9,058.56
BAKER, MELISSA	LEAD	HS FACS Teacher	\$ 67,648.01	1	0	0	14			\$ 3,560.45		\$ 14,218.50
BALCHUNAS, ANTHONY	LEAD	ELEM PE Teacher	\$ 55,073.02	1	0	0	14			\$ 2,898.60		\$ 20,821.98
BALLARD, KEVIN	LEAD	Certified Technology Support	\$ 108,523.00	1	0	0	14			\$ 5,711.78		\$ 8,860.51
BALLERINE, RENEE	LEAD	Cross Categorical Teacher	\$ 80,850.00	1	0	0	14			\$ 4,255.30		\$ 14,474.94
BALONGAG, MARK	LEAD	Cross Categorical Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 300.00
BALONGAG, STEPHANIE	LEAD	Cross Categorical Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 14,218.50
BANNERMAN, MICHELLE	LEAD	ELEM Second Grade Teacher	\$ 52,934.01	1	0	0	14			\$ 2,786.02		\$ 300.00
BARNETT, ROBERT	LEAD	HS PE Teacher	\$ 94,727.00	1	0	0	14			\$ 4,985.67		\$ 1,967.14
BARNICK, MEAGHAN	LEAD	MS Instructional Coach	\$ 64,945.01	1	0	0	14			\$ 3,418.19		\$ 14,474.94
BARONE, KIM	LEAD	School Counselor	\$ 84,018.01	1	0	0	14			\$ 4,422.04		\$ 15,241.78
BARTELS, SAMANTHA	LEAD	HS FACS Teacher	\$ 65,021.01	1	0	0	14			\$ 3,422.19		\$ 14,652.66
BARTLETT, ERIKA	LEAD	Cross Categorical Teacher	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 14,982.13
BARTLETT, SAMUEL	LEAD	HS Science Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 1,967.14
BASSO, KRISTIN	LEAD	ELEM Fourth Grade Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 14,652.66
BATES, LAURA	LEAD	ELEM Fifth Grade Teacher	\$ 75,489.00	1	0	0	14			\$ 3,973.14		\$ 1,967.14
BAUER, JEREMY	LEAD	MS PE Teacher	\$ 82,370.00	1	0	0	14			\$ 4,335.30		\$ 14,474.94
BAUMANN, ALISHA	LEAD	ELEM Fourth Grade Teacher	\$ 87,381.01	1	0	0	14			\$ 4,599.04		\$ 300.00
BAYER, PETRA	LEAD	Media Teacher	\$ 43,034.66	0.84	0	0	14			\$ 2,265.00		\$ 300.00
BAYLESS GALLIGAR, GINA	LEAD	Speech Pathologist	\$ 89,129.02	1	0	0	14			\$ 4,691.04		\$ 13,449.97
BAYLIAN, LAUREN	LEAD	Cross Categorical Tchr - Resource - EL	\$ 53,910.02	1	0	0	14			\$ 2,837.39		\$ 2,042.74
BAYS, JILL	LEAD	School Psychologist	\$ 79,202.42	1	0	0	14			\$ 4,168.58		\$ 300.00
BEATTY, MELISSA	LEAD	ELEM Fifth Grade Teacher	\$ 63,672.02	1	0	0	14			\$ 3,351.19		\$ 300.00
BEATTY, TRACY	LEAD	HS PE Teacher	\$ 55,073.01	1	0	0	14			\$ 2,898.60		\$ 14,652.66
BEGORA, SEAN	LEAD	HS Social Studies Teacher	\$ 84,116.00	1	0	0	14			\$ 4,427.19		\$ 14,218.50
BELICK, BENJAMIN	LEAD	ELEM Third Grade Teacher	\$ 69,739.01	1	0	0	14			\$ 3,670.50		\$ 14,474.94
BELICK, JILL	LEAD	ELEM Fourth Grade Teacher	\$ 66,321.01	1	0	0	14			\$ 3,490.61		\$ 300.00
BELIN, JULIE	LEAD	Adapted PE Teacher	\$ 59,587.01	1	0	0	14			\$ 3,136.18		\$ 300.00
BELIN, KORRY	LEAD	ELEM PE Teacher	\$ 106,713.84	1	0	0	14			\$ 5,616.56		\$ 15,554.74
BELLIE, MARISA	LEAD	ELEM Orchestra Teacher	\$ 52,914.00	1	0	0	14			\$ 2,784.97		\$ 9,058.56
BENDING, BRETT	ADMIN	HS Principal	\$ 161,642.52	1	25	0	14			\$ 15,986.61	\$ 1,200.00	\$ 21,165.15
BENNETT, SANDRA	LEAD	ELEM First Grade Teacher	\$ 108,523.00	1	0	0	14			\$ 5,711.78		\$ 20,999.70
BENNETT, TAMMY	LEAD	Literacy Teacher	\$ 106,394.01	1	0	0	14			\$ 5,599.73		\$ 456.84
BENOIT, JOSEPH	ADMIN	HS Athletic Director	\$ 98,562.00	1	25	0	14			\$ 9,747.88	\$ 1,200.00	\$ 14,531.62
BENTSEN, KURT	LEAD	HS PE Teacher	\$ 73,141.02	1	0	0	14			\$ 3,849.56		\$ 300.00
BERG, PAYTON	LEAD	Cross Categorical Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 1,967.14
BERINGER, ROBERT	LEAD	HS Business Teacher	\$ 71,678.01	1	0	0	14			\$ 3,772.56		\$ 300.00
BERKIEL, LORI	LEAD	School Counselor	\$ 88,447.01	1	0	0	14			\$ 4,655.14		\$ 9,183.84
BERNAHL, CLAIRE	LEAD	Cross Categorical Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 9,058.56
BERNAKY, SARAH	ADMIN	MS Assistant Principal	\$ 88,294.00	1	25	0	14			\$ 8,732.36	\$ 600.00	\$ 14,580.74
BERNSTEIN, SARAH	LEAD	MS Social Studies Teacher	\$ 57,737.01	1	0	0	14			\$ 3,038.81		\$ 300.00
BERO, ANDREW	LEAD	HS English Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 630.12

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
BESCHORNER, ALEXA	LEAD	ELEM Fifth Grade Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 9,058.56
BETTCHER, LINNEA	LEAD	MS Vocal Music Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 1,967.14
BETTS, JONATHAN	LEAD	ELEM Fourth Grade Teacher	\$ 77,591.01	1	0	0	14			\$ 4,083.77		\$ 20,821.98
BEYER, JEREMY	LEAD	HS Orchestra Teacher	\$ 53,910.02	1	0	0	14			\$ 2,837.39		\$ 2,129.14
BIALLAS, BETHANY	LEAD	HS French Teacher	\$ 106,882.35	1	0	0	14			\$ 5,625.43		\$ 21,134.94
BIALLAS, LISA	LEAD	ELEM First Grade Teacher	\$ 104,429.02	1	0	0	14			\$ 5,496.31		\$ 15,295.09
BIEGELMANN, KRISTINA	ADMIN	Education Service Specialist	\$ 114,503.02	1	25	0	14			\$ 11,324.46	\$ 1,200.00	\$ 9,307.54
BIGLER, JOHN	LEAD	HS English Teacher	\$ 75,489.00	1	0	0	14			\$ 3,973.14		\$ 8,658.22
BILLINGS, JESSICA	LEAD	HS English Teacher	\$ 85,667.01	1	0	0	14			\$ 4,508.83		\$ 20,821.98
BIRKHEAD, BRADFORD	LEAD	MS Social Studies Teacher	\$ 73,141.01	1	0	0	14			\$ 3,849.56		\$ 300.00
BIRKHEAD, VIDA	LEAD	ELEM First Grade Teacher	\$ 89,162.01	1	0	0	14			\$ 4,692.77		\$ 14,652.66
BISHOP, MATTHEW	LEAD	MS Band Teacher	\$ 52,934.01	1	0	0	14			\$ 2,786.02		\$ 9,134.16
BIUNDO, LAURA	LEAD	School Social Worker	\$ 58,826.01	1	0	0	14			\$ 3,096.13		\$ 300.00
BJORVIK, KATE	LEAD	MS Exploratory Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 9,058.56
BLADES, TERRY	LEAD	Cross Categorical Teacher	\$ 73,141.01	1	0	0	14			\$ 3,849.56		\$ 1,180.68
BLASECK, JAMES	LEAD	Adapted PE Teacher	\$ 94,619.02	1	0	0	14			\$ 4,979.99		\$ 15,241.78
BLAUS, KERRI	LEAD	ELEM Second Grade Teacher	\$ 98,406.01	1	0	0	14			\$ 5,179.31		\$ 14,982.13
BLOCK, MEGAN	LEAD	ELEM First Grade Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 20,821.98
BLOCK, MICHAEL	LEAD	HS Science Teacher	\$ 80,756.01	1	0	0	14			\$ 4,250.35		\$ 9,134.16
BLOMQUIST, JOHN	LEAD	MS Language Arts Teacher	\$ 96,477.00	1	0	0	14			\$ 5,077.78		\$ 9,058.56
BLOMQUIST, NICOLL	LEAD	MS Social Studies Teacher	\$ 60,711.00	1	0	0	14			\$ 3,195.34		\$ 9,058.56
BLOOM, ALYSSA	LEAD	Autism Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 300.00
BLOOMBERG, BRYAN	LEAD	MS PE Teacher	\$ 96,366.01	1	0	0	14			\$ 5,071.94		\$ 14,474.94
BLOOMBERG, MARISA	LEAD	ELEM First Grade Teacher	\$ 70,300.00	1	0	0	14			\$ 3,700.03		\$ 1,358.40
BLOOMBERG, ROXANNE	LEAD	HS Health Teacher	\$ 62,426.01	1	0	0	14			\$ 3,285.61		\$ 300.00
BLUM, KELLY	LEAD	HS English Teacher	\$ 76,186.01	0.6	0	0	14			\$ 4,009.82		\$ 1,180.68
BOAZ, LAUREN	LEAD	School Counselor	\$ 57,674.00	1	0	0	14			\$ 3,035.50		\$ 300.00
BOCKA, KARINA	LEAD	Cross Categorical Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 1,912.30
BODY, CLINTON	LEAD	School Psychologist	\$ 96,515.40	1	0	0	14			\$ 5,079.80		\$ 14,652.66
BOEKENHAUER, SONJA	LEAD	MS Science Teacher	\$ 67,031.01	1	0	0	14			\$ 3,527.98		\$ 456.84
BOHLEN, TRACI	LEAD	Cross Categorical Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 18,428.57
BOHLMAN, MILES	LEAD	HS Band Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 341.96
BOLANDER, KELSEY	LEAD	ELEM Second Grade Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 9,058.56
BOLAS, KELLY	LEAD	Elementary Interventionist	\$ 80,725.00	1	0	0	14			\$ 4,248.72		\$ 19,783.15
BOLDING, LYNDA	LEAD	HS Social Studies Teacher	\$ 76,097.02	1	0	0	14			\$ 4,005.14		\$ 14,982.13
BOLHOUS, JAYCE	ADMIN	Dir of IT - Non Cert	\$ 107,328.00	1	25	0	14			\$ 10,614.85	\$ 2,400.00	\$ 2,210.16
BONE, MANDY	LEAD	ELEM Second Grade Teacher	\$ 77,591.01	1	0	0	14			\$ 4,083.77		\$ 300.00
BONHAM, STEPHANIE	LEAD	ELEM Second Grade Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 14,474.94
BORHART, JASON	LEAD	HS Math Teacher	\$ 84,018.01	1	0	0	14			\$ 4,422.04		\$ 300.00
BORKOWSKI, EVAN	LEAD	MS Instructional Coach	\$ 77,710.02	1	0	0	14			\$ 4,090.03		\$ 15,241.78
BOSCARINO, KATHLEEN	LEAD	ELEM Third Grade Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 14,474.94
BOUSHLEY, MELANIE	LEAD	HS FACS Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 341.96
BOWEN, KIMBERLY	LEAD	MS Language Arts Teacher	\$ 79,142.01	1	0	0	14			\$ 4,165.40		\$ 10,753.63
BOWERS, JUSTIN	LEAD	HS Science Teacher	\$ 74,577.01	1	0	0	14			\$ 3,925.14		\$ 20,821.98
BOYNTON, CYNTHIA	LEAD	HS Math Teacher	\$ 74,605.01	1	0	0	14			\$ 3,926.61		\$ 1,967.14
BRADSTREET, SARAH	LEAD	MS Math Teacher	\$ 67,031.01	1	0	0	14			\$ 3,527.98		\$ 20,821.98
BRADY, MARGARET	LEAD	ELEM Music Teacher	\$ 70,194.01	0.92	0	0	14			\$ 3,694.45		\$ 9,792.00
BRADY, MEGHAN	LEAD	MS Language Arts Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 8,102.50
BRAKER, CALVIN	LEAD	HS Social Studies Teacher	\$ 70,273.01	1	0	0	14			\$ 3,698.61		\$ 14,218.50
BRAM, KENNETH	LEAD	HS Science Teacher	\$ 76,097.01	1	0	0	14			\$ 4,005.14		\$ 18,428.57
BRANDT, MITCHELL	LEAD	HS Science Teacher	\$ 73,029.01	1	0	0	14			\$ 3,843.66		\$ 15,419.50
BRANNAN, AMY	LEAD	HS Health Teacher	\$ 74,605.02	1	0	0	14			\$ 3,926.61		\$ 20,821.98
BREEZE, JENNIFER	ADMIN	Elementary Principal	\$ 101,680.01	1	25	0	14			\$ 10,056.25	\$ 1,200.00	\$ 14,439.50
BRENIZER, MICHELLE	LEAD	ELEM Kindergarten Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 300.00

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
BRICE, COLIN	LEAD	HS PE Teacher	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 9,058.56
BROCKER, NANCY	LEAD	ELEM Music Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 300.00
BROCKER, WILLIAM	LEAD	HS Band Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 19,960.87
BROCKWAY, ANDREA	LEAD	Cross Categorical Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 14,652.66
BROMBERG, MAGDALENA	LEAD	MS Spanish Teacher	\$ 61,202.00	1	0	0	14			\$ 3,221.18		\$ 1,896.70
BROSMAN, JACOB	LEAD	Certified Technology Support	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 14,061.66
BROWN, ADAM	LEAD	ELEM Music Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 2,266.42
BROWN, CAITLIN	LEAD	HS Science Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 14,474.94
BROWN, SARA	LEAD	Cross Categorical Teacher	\$ 61,924.01	1	0	0	14			\$ 3,259.18		\$ 300.00
BROWN, SEAN	LEAD	MS Math Teacher	\$ 85,013.00	1	0	0	14			\$ 4,474.40		\$ 20,821.98
BRUCE, NANETTE	LEAD	Literacy Teacher	\$ 63,164.00	1	0	0	14			\$ 3,324.45		\$ 1,912.30
BRUCE, RANDY	LEAD	ELEM First Grade Teacher	\$ 68,373.00	1	0	0	14			\$ 3,598.61		\$ 14,474.94
BRUHN, STEVEN	LEAD	MS Health Teacher	\$ 80,850.00	1	0	0	14			\$ 4,255.30		\$ 20,821.98
BRUNS, FABIOLA	LEAD	ELEM Fourth Grade Teacher	\$ 61,202.00	1	0	0	14			\$ 3,221.18		\$ 300.00
BRUNSTRUM, JEFFREY	ADMIN	Division Head	\$ 97,209.00	1	0	4	14			\$ 9,614.07	\$ 600.00	\$ 21,033.60
BRUSH, CHRISTINA	LEAD	HS Social Studies Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 300.00
BRYERTON, JENNIFER	LEAD	Certified Technology Support	\$ 53,971.01	1	2	0	14			\$ 2,840.60		\$ 10,753.63
BRYSON, SERENA	LEAD	Speech Pathologist	\$ 82,341.01	1	0	0	14			\$ 4,333.77		\$ 20,999.70
BUCKLEY, SHANNON	LEAD	HS English Teacher	\$ 68,895.01	1	0	0	14			\$ 3,626.08		\$ 8,936.11
BUHROW, MICHELLE	LEAD	HS Business Teacher	\$ 87,381.01	1	0	0	14			\$ 4,599.04		\$ 14,474.94
BUHROW, RENEE	LEAD	ELEM Second Grade Teacher	\$ 94,727.00	1	0	0	14			\$ 4,985.67		\$ 14,787.90
BUJAK, KATHLEEN	LEAD	ELEM Third Grade Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 14,474.94
BUKSOVA, ALEXANDRA	LEAD	HS Science Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 1,201.56
BUMBALES, KELSEY	LEAD	Cross Categorical Teacher	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 9,058.56
BURGER, TERESA	LEAD	ELEM Third Grade Dual Language Teacher	\$ 80,111.02	1	0	0	14			\$ 4,216.40		\$ 9,134.16
BURGESS, JACQUELINE	LEAD	School Social Worker	\$ 73,113.01	1	0	0	14			\$ 3,848.08		\$ 9,134.16
BURGWALDT, MICHELLE	LEAD	Multi Needs Teacher	\$ 85,013.00	1	0	0	14			\$ 4,474.40		\$ 20,999.70
BURKE, MELISSA	LEAD	ELEM Kindergarten Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 20,999.70
BURKE, SUSAN	LEAD	ELEM Second Grade Teacher	\$ 110,982.39	1	0	0	14			\$ 5,841.23		\$ 9,729.19
BURKE, TRACY	LEAD	ELEM Third Grade Teacher	\$ 98,406.01	1	0	0	14			\$ 5,179.31		\$ 14,474.94
BURKEY, NIKI	ADMIN	Elementary Principal	\$ 103,713.02	1	25	0	14			\$ 10,257.32	\$ 1,200.00	\$ 14,878.07
BURKIEWICZ, DANIELA	LEAD	HS English Teacher	\$ 26,008.40	0.4	0	0	14			\$ 1,368.87		\$ 250.00
BURLEY, SCOTT	LEAD	ELEM Fifth Grade Teacher	\$ 106,882.35	1	0	0	14			\$ 5,625.43		\$ 20,096.11
BURMEISTER, KELLY	LEAD	ELEM Third Grade Teacher	\$ 102,771.33	1	0	0	14			\$ 5,409.06		\$ 1,180.68
BUSCH, JESSICA	LEAD	Literacy Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 9,635.16
BUSTAMANTE, KRISTINA	LEAD	Speech Pathologist	\$ 63,650.01	1	0	0	14			\$ 3,350.03		\$ 7,977.22
BUTERA, JAYNE	LEAD	ELEM Third Grade Teacher	\$ 83,347.01	1	0	0	14			\$ 4,386.72		\$ 20,999.70
BUTLER, KIMBERLY	LEAD	Media Teacher	\$ 61,202.00	1	0	0	14			\$ 3,221.18		\$ 19,960.87
BUTLER, RITA	LEAD	HS ESL Teacher	\$ 54,408.00	1	0	0	14			\$ 2,863.60		\$ 300.00
CABRERA, NILDA	LEAD	ELEM Third Grade Dual Language Teacher	\$ 52,934.01	1	0	0	14			\$ 2,786.02		\$ 20,999.70
CABRERA-COLOMER, MIREIA	LEAD	HS Spanish Teacher	\$ 66,221.00	1	0	0	14			\$ 3,485.34		\$ 1,642.18
CAHILL, DAVID	LEAD	ELEM Music Teacher	\$ 61,924.01	1	0	0	14			\$ 3,259.18		\$ 14,652.66
CAHILL, MEGAN	LEAD	ELEM Music Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 300.00
CAIN, JENNIFER	LEAD	ELEM Second Grade Teacher	\$ 71,135.01	1	0	0	14			\$ 3,743.98		\$ 8,936.11
CALERO DE TENA, MARIA	LEAD	ELEM Fourth Grade Dual Language Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 2,042.74
CAMACHO, LACEY	LEAD	ELEM Kindergarten Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 18,428.57
CAMPBELL, ANN	LEAD	MS Science Teacher	\$ 90,945.01	1	0	0	14			\$ 4,786.62		\$ 2,522.86
CAMPBELL, ANTHONY	LEAD	MS Language Arts Teacher	\$ 104,429.02	1	0	0	14			\$ 5,496.31		\$ 19,783.15
CAMPBELL, LISA	LEAD	MS Science Teacher	\$ 73,113.01	1	0	0	14			\$ 3,848.08		\$ 300.00
CAMPOBASSO, SHARON	LEAD	ELEM Second Grade Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 9,134.16
CAMPOS-RIVERA, ALICIA	LEAD	Cross Categorical Teacher	\$ 58,443.02	1	0	0	14			\$ 3,075.97		\$ 9,058.56
CANE, JORDAN	LEAD	ELEM First Grade Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 9,058.56
CANO, JESSICA	LEAD	ELEM Third Grade Dual Language Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 14,495.82
CAPPAS, JOHN	ADMIN	MS Social Studies Teacher	\$ 69,002.01	1	0	0	14			\$ 6,824.37	\$ 600.00	\$ 14,963.79

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
CAPPELLO, ANTHONY	LEAD	Certified Technology Support	\$ 71,707.01	1	0	0	14			\$ 3,774.08		\$ 14,474.94
CAPPELLO, COURTNEY	LEAD	Emotional Disorder Teacher	\$ 66,321.01	1	0	0	14			\$ 3,490.61		\$ 300.00
CAMELARA, CHRISTOPHER	ADMIN	Division Head	\$ 97,209.00	1	0	4	14			\$ 9,614.07	\$ 600.00	\$ 9,627.85
CARBERRY, DARCIA	LEAD	Cross Categorical Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 20,821.98
CARDENAS JR, RAYMOND	LEAD	MS PE Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 9,134.16
CAREY, EMILY	LEAD	ELEM Pre-Primary Teacher	\$ 53,341.01	1	0	0	14			\$ 2,807.44		\$ 18,470.53
CARIOSCIA, KRISTINA	LEAD	ELEM Fifth Grade Teacher	\$ 71,790.01	1	0	0	14			\$ 3,778.45		\$ 19,783.15
CARLEY, STEPHANIE	LEAD	MS Title I Teacher	\$ 69,002.01	1	0	0	14			\$ 3,631.71		\$ 300.00
CARLEY, ZACHARY	LEAD	ELEM Fifth Grade Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 20,821.98
CARLON, DONALD	LEAD	MS Exploratory Teacher	\$ 77,591.01	1	0	0	14			\$ 4,083.77		\$ 14,652.66
CARLOS, ELISA	LEAD	HS English Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 341.96
CARLOS, PAMELA	ADMIN	Elementary Principal	\$ 103,713.02	1	25	0	14			\$ 10,257.32	\$ 1,200.00	\$ 9,283.97
CARLSON, ELLEN	LEAD	MS Science Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 1,023.84
CARLSON, ROBERT	LEAD	HS Science Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 14,474.94
CARR, CHRISTOPHER	LEAD	HS Industrial Tech Teacher	\$ 63,650.01	1	0	0	14			\$ 3,350.03		\$ 8,860.51
CARROLL, CASSANDRA	LEAD	MS Title I Teacher	\$ 66,221.00	1	0	0	14			\$ 3,485.34		\$ 1,180.68
CARROLL, RINA	LEAD	MS Math Teacher	\$ 67,031.01	1	0	0	14			\$ 3,527.98		\$ 14,652.66
CARROZZA, SANDY	LEAD	School Psychologist	\$ 110,865.62	1	0	0	14			\$ 5,835.08		\$ 10,575.91
CARVER, TANYA	LEAD	ELEM Kindergarten Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 15,201.81
CARWILE, CRYSTAL	LEAD	ELEM Kindergarten Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 300.00
CASE, MONIQUE	LEAD	Pre-Primary Spec Ed Teacher	\$ 59,520.00	1	0	0	14			\$ 3,132.66		\$ 554.52
CASEY, ALLISON	LEAD	School Counselor	\$ 62,426.01	1	0	0	14			\$ 3,285.61		\$ 8,102.50
CASEY, VICKIE	LEAD	Cross Categorical Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 9,416.23
CASTILLO SOTOMAYOR, RAQUEL	LEAD	Bilingual Special Ed Teacher	\$ 51,817.01	1	0	0	14			\$ 2,727.23		\$ 341.96
CASTILLOVEITIA-MALDONADO, TIARA	LEAD	ELEM Second Grade Dual Language Teacher	\$ 60,781.01	1	0	0	14			\$ 3,199.03		\$ 15,241.78
CAYTON, ALEXIS	LEAD	ELEM Kindergarten Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 700.56
CEH GRUIA, MIHAELA	LEAD	School Social Worker	\$ 58,826.02	1	0	0	14			\$ 3,096.13		\$ 14,985.51
CERMAK, MATTHEW	LEAD	School Social Worker	\$ 56,542.01	1	0	0	14			\$ 2,975.92		\$ 10,061.74
CERVI, ASHLEY	LEAD	Cross Categorical Teacher	\$ 60,711.00	1	0	0	14			\$ 3,195.34		\$ 300.00
CHABI, DEBORAH	LEAD	HS Science Teacher	\$ 71,790.01	1	0	0	14			\$ 3,778.45		\$ 13,022.65
CHACHEVA, ASYA	LEAD	Cross Categorical Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 9,134.16
CHAPMAN, KAREN	LEAD	ELEM Art Teacher	\$ 36,271.90	1	0	0	14			\$ 1,909.06		\$ 300.00
CHAU, SOMPHOL	LEAD	ELEM Art Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 9,058.56
CHERRY, CHRISTOPHER	LEAD	HS Vocal Music Teacher	\$ 69,739.01	1	0	0	14			\$ 3,670.50		\$ 8,860.51
CHERRY, KAREN	LEAD	HS Social Studies Teacher	\$ 59,520.00	1	0	0	14			\$ 3,132.66		\$ 9,058.56
CHIAPPETTA-MURRAY, CHERYL	LEAD	MS Art Teacher	\$ 71,790.01	1	0	0	14			\$ 3,778.45		\$ 14,652.66
CHILCUTT, RONALD	ADMIN	Dir Pupil Personnel Services	\$ 95,304.02	1	25	0	14			\$ 9,425.66	\$ 2,400.00	\$ 15,626.91
CHISM, STACY	LEAD	ELEM First Grade Teacher	\$ 77,620.00	1	0	0	14			\$ 4,085.30		\$ 14,652.66
CHLEBOUN, ROBERT	ADMIN	Elementary Principal	\$ 131,535.02	1	25	0	14			\$ 13,008.95	\$ 1,200.00	\$ 14,760.87
CHMELIK, TAMMY	LEAD	ELEM Kindergarten Teacher	\$ 76,069.01	1	0	0	14			\$ 4,003.66		\$ 19,960.87
CHRISTIAN, CHRISTINE	LEAD	HS Science Teacher	\$ 54,987.00	0.8	0	0	14			\$ 2,894.08		\$ 250.00
CHRISTIAN, JENNIFER	ADMIN	Division Head	\$ 109,475.01	1	0	4	14			\$ 10,827.19	\$ 600.00	\$ 538.08
CHRISTIAN, KEVIN	LEAD	HS Math Teacher	\$ 80,725.00	1	0	0	14			\$ 4,248.72		\$ 19,960.87
CHUY, AMANDA	LEAD	ELEM Third Grade Dual Language Teacher	\$ 61,924.01	1	0	0	14			\$ 3,259.18		\$ 14,474.94
CIMERA, LYNN	LEAD	Autism Teacher	\$ 104,429.02	1	0	0	14			\$ 5,496.31		\$ 20,999.70
CLANCY, JENNIFER	LEAD	MS Language Arts Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 10,283.90
CLARK, ASHLEY	LEAD	MS AVID Teacher	\$ 59,520.00	1	0	0	14			\$ 3,132.66		\$ 700.56
CLARK, DYLAN	LEAD	HS Science Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 14,765.83
CLINTON, GINA	LEAD	School Psychologist	\$ 74,633.78	1	0	0	14			\$ 3,928.13		\$ 9,134.16
CNOTA, SYLVIA	LEAD	Cognitive Disabilities Teacher	\$ 66,246.00	1	0	0	14			\$ 3,486.66		\$ 1,912.30
COLEMAN, HEIDI	ADMIN	ELEM Assistant Principal	\$ 81,872.01	1	25	4	14			\$ 8,097.22	\$ 600.00	\$ 10,284.04
COLEMAN, JENNIFER	LEAD	HS English Teacher	\$ 73,113.01	1	0	0	14			\$ 3,848.08		\$ 9,134.16
COLLER, JULIE	LEAD	Literacy Teacher	\$ 66,221.00	1	0	0	14			\$ 3,485.34		\$ 300.00
COLLETTI, STACY	LEAD	Pre-Primary Spec Ed Teacher	\$ 61,271.02	1	0	0	14			\$ 3,224.82		\$ 624.96

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
COLLINS, DANIELLE	LEAD	ELEM Third Grade Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 1,912.30
COLLINS, KERI	LEAD	ELEM Second Grade Teacher	\$ 89,129.02	1	0	0	14			\$ 4,691.04		\$ 8,860.51
COLLINS, MEAGHAN	LEAD	HS Science Teacher	\$ 51,817.01	1	0	0	14			\$ 2,727.23		\$ 9,058.56
COLLINS, MOLLY	LEAD	Autism Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 14,652.66
COLUMBARO, CHRISTOPHER	ADMIN	Elementary Principal	\$ 123,948.01	1	25	0	14			\$ 12,258.58	\$ 1,200.00	\$ 14,744.12
CONDE, ROSALBA	LEAD	ELEM Kindergarten Dual Language Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 341.96
CONLIN, PATRICK	LEAD	Cross Categorical Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 8,988.12
CONNELL, ELIZABETH	LEAD	MS Social Studies Teacher	\$ 96,366.01	1	0	0	14			\$ 5,071.94		\$ 8,860.51
CONNELLY, JENNIFER	LEAD	MS Language Arts Teacher	\$ 50,859.01	1	0	0	14			\$ 2,676.81		\$ 1,967.14
CONNERY, COLLEEN	LEAD	MS Language Arts Teacher	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 8,102.50
CONRAD, GARY	LEAD	HS PE Teacher	\$ 52,934.01	1	0	0	14			\$ 2,786.02		\$ 1,912.30
CONSIGLIO, DONNA	LEAD	ELEM Fourth Grade Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 13,594.09
CONTRERAS, SAMANTHA	LEAD	ELEM First Grade Dual Language Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 2,042.74
COOK, AMANDA	LEAD	ELEM First Grade Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 20,821.98
COOK, LAUREN	LEAD	MS Language Arts Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 10,319.47
CORBETT, MARY	LEAD	ELEM Second Grade Teacher	\$ 55,048.00	1	0	0	14			\$ 2,897.29		\$ 1,358.40
CORNEJO ROMAN, ANA	LEAD	ELEM First Grade Dual Language Teacher	\$ 68,451.01	1	0	0	14			\$ 3,602.71		\$ 300.00
CORNELIUS, TERRI	LEAD	Cross Categorical Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 15,419.50
CORRIVEAU, KRISTIN	ADMIN	Director	\$ 148,187.00	1	25	0	14			\$ 14,655.84	\$ 2,400.00	\$ 9,134.16
CORTES, SHOSHANNA	LEAD	MS Science Teacher	\$ 53,910.02	1	0	0	14			\$ 2,837.39		\$ 1,972.30
CORTESE, CYNTHIA	LEAD	HS PE Teacher	\$ 100,411.02	1	0	0	14			\$ 5,284.83		\$ 9,183.84
COSGROVE, MICHAEL	LEAD	HS Business Teacher	\$ 58,803.01	1	0	0	14			\$ 3,094.92		\$ 341.96
COTE, HOLLY	LEAD	School Social Worker	\$ 58,803.01	1	0	0	14			\$ 3,094.92		\$ 2,742.54
CRAIL, KENDRA	LEAD	ELEM Kindergarten Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 300.00
CRATER, MARISA	LEAD	ELEM Music Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 1,912.30
CREEGAN, MICHELLE	LEAD	ELEM Fifth Grade Teacher	\$ 77,591.01	1	0	0	14			\$ 4,083.77		\$ 14,956.93
CRENSHAW, JACOB	LEAD	HS Social Studies Teacher	\$ 50,801.01	1	0	0	14			\$ 2,673.76		\$ 612.08
CRIM, BRADLEY	LEAD	HS Math Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 9,100.52
CROSS, CHARLENE	ADMIN	Education Service Specialist	\$ 125,752.02	1	25	0	14			\$ 12,437.00	\$ 1,200.00	\$ 9,407.40
CROSSMAN, CARLY	LEAD	School Social Worker	\$ 56,542.01	1	0	0	14			\$ 2,975.92		\$ 8,902.47
CROTTY KAGAN, SHEILA	ADMIN	Coordinator	\$ 95,304.02	1	25	0	14			\$ 9,425.66	\$ 1,200.00	\$ 14,682.35
CROUS, COLLEEN	LEAD	ELEM Fourth Grade Teacher	\$ 50,859.01	1	0	0	14			\$ 2,676.81		\$ 300.00
CROWLEY, SHONDA	LEAD	Speech Pathologist	\$ 71,707.01	1	0	0	14			\$ 3,774.08		\$ 19,960.87
CRUZ, PAOLA	LEAD	ELEM Kindergarten Dual Language Teacher	\$ 60,711.00	1	0	0	14			\$ 3,195.34		\$ 20,821.98
CUAIRAN CANETE, DANIEL	LEAD	ELEM Fifth Grade Dual Language Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 924.24
CUKIERSKI, JOSEPH	LEAD	HS Science Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 15,241.78
CULLOTTA, LAURIE	LEAD	Speech Pathologist	\$ 87,413.01	1	0	0	14			\$ 4,600.72		\$ 19,783.15
CUMMINS, CHRISTINA	LEAD	HS Vocal Music Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 8,860.51
CUMPATA, KAREN	ADMIN	Elementary Principal	\$ 107,903.01	1	25	0	14			\$ 10,671.72	\$ 1,200.00	\$ 20,017.53
CURRY, CARRIE	LEAD	MS Language Arts Teacher	\$ 85,667.01	1	0	0	14			\$ 4,508.83		\$ 300.00
CYRWUS, BONNIE	LEAD	MS Social Studies Teacher	\$ 57,209.02	1	0	0	14			\$ 3,011.03		\$ 8,102.50
CZAJKOWSKI, EMMA	LEAD	ELEM Kindergarten Teacher	\$ 67,109.01	1	0	0	14			\$ 3,532.08		\$ 10,575.91
DACY, MEGGAN	ADMIN	Education Service Specialist	\$ 89,807.02	1	25	0	14			\$ 8,882.02		\$ 509.57
DAHLBERG, CHRISTINA	LEAD	ELEM First Grade Teacher	\$ 67,648.01	1	0	0	14			\$ 3,560.45		\$ 20,999.70
DAMTSCH, TONI	LEAD	ELEM Second Grade Teacher	\$ 53,971.01	1	0	0	14			\$ 2,840.60		\$ 300.00
DANCA, KAREN	LEAD	Elementary Interventionist	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 14,982.13
DANG, VINH	LEAD	ELEM Fourth Grade Teacher	\$ 53,910.02	1	0	0	14			\$ 2,837.39		\$ 14,474.94
D'ANGELO, MATTHEW	LEAD	HS Social Studies Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 1,841.86
DANHOF, DANIELLE	LEAD	ELEM Third Grade Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 1,896.70
DANIELSON, NATHAN	ADMIN	HS Associate Principal	\$ 114,509.03	1	25	0	14			\$ 11,325.06	\$ 600.00	\$ 14,901.64
DANZINGER, RYAN	LEAD	MS ESL Teacher	\$ 49,862.00	1	0	0	14			\$ 2,624.34		\$ 8,988.12
DATTILO, DYANNA	LEAD	Speech Pathologist	\$ 64,945.01	1	0	0	14			\$ 3,418.19		\$ 8,860.51
DAVENPORT, SHAUGN	LEAD	HS Business Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 300.00
DAVIES, SAMANTHA	LEAD	Pre-Primary Spec Ed Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 300.00

COMMUNITY UNIT SCHOOL DISTRICT 300

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Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
DAVIS, JACQUELYN	LEAD	MS Band Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 1,967.14
DAVIS, JEFFERY	LEAD	School Counselor	\$ 62,426.01	1	0	0	14			\$ 3,285.61		\$ 19,783.15
DAVIS, KRISTINA	LEAD	Cross Categorical Teacher	\$ 66,246.00	1	0	0	14			\$ 3,486.66		\$ 2,042.74
DAVIS, MICHAEL	LEAD	HS Social Studies Teacher	\$ 85,013.00	1	0	0	14			\$ 4,474.40		\$ 20,821.98
DE JESUS HILL, DIANA DEL CARME	LEAD	ELEM Third Grade Dual Language Teacher	\$ 82,341.01	1	0	0	14			\$ 4,333.77		\$ 14,652.66
DE JESUS, DIANA	LEAD	ELEM Third Grade Dual Language Teacher	\$ 82,341.01	1	0	0	14			\$ 4,333.77		\$ 250.00
DE LA PAZ, ARTURO	LEAD	ELEM ESL Teacher	\$ 71,790.01	1	0	0	14			\$ 3,778.45		\$ 20,096.11
DE LA PAZ, KARIN	LEAD	Facilitator	\$ 100,067.94	1	0	0	14			\$ 5,266.78		\$ 527.46
DE MOSTEYRIN GORDILLO, MARIA CRISTINA	LEAD	ELEM ESL Teacher	\$ 76,069.02	1	0	0	14			\$ 4,003.66		\$ 14,474.94
DEAN, STEPHANIE	LEAD	ELEM Second Grade Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 20,999.70
DEC, MICHELLE	LEAD	HS English Teacher	\$ 53,971.01	1	0	0	14			\$ 2,840.60		\$ 1,967.14
DECARLO, MICHELLE	LEAD	School Counselor	\$ 57,674.00	1	0	0	14			\$ 3,035.50		\$ 8,102.50
DEDIC, CURT	LEAD	HS Science Teacher	\$ 64,945.01	1	0	0	14			\$ 3,418.19		\$ 15,419.50
DEGIULIO, LAURA	LEAD	MS Language Arts Teacher	\$ 76,069.01	1	0	0	14			\$ 4,003.66		\$ 2,522.86
DEIHS, KELSEY	LEAD	ELEM Instructional Coach	\$ 66,246.00	1	0	0	14			\$ 3,486.66		\$ 20,821.98
DELANEY, ALYSON	LEAD	ELEM Pre-Primary Teacher	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 20,821.98
DELARMENTE, RONALD	LEAD	HS Social Studies Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 1,912.30
DELONG, JENNIFER	LEAD	MS Language Arts Teacher	\$ 80,111.02	1	0	0	14			\$ 4,216.40		\$ 9,058.56
DELUGA, DARCY	LEAD	ELEM Second Grade Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 554.52
DeMARCO, CHERYL	LEAD	School Social Worker	\$ 71,707.01	1	0	0	14			\$ 3,774.08		\$ 10,106.18
DEMARS, BONNIE	LEAD	ELEM Third Grade Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 20,821.98
DEMETRIOU, BRIDGET	LEAD	ELEM ESL Teacher	\$ 82,341.01	1	0	0	14			\$ 4,333.77		\$ 9,416.23
DEMUTH, KATHLEEN	LEAD	ELEM Kindergarten Teacher	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 19,960.87
DENG, JESSICA	LEAD	ELEM Fourth Grade Teacher	\$ 66,246.00	1	0	0	14			\$ 3,486.66		\$ 8,102.50
DENNY, JACK	LEAD	HS Social Studies Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 8,936.11
DEPA, MICHAEL	LEAD	HS Math Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 1,967.14
DEVORE, MARY	LEAD	ELEM Pre-Primary Teacher	\$ 67,648.01	1	0	0	14			\$ 3,560.45		\$ 14,474.94
DEWEES, MARY	LEAD	Cross Categorical Teacher	\$ 78,540.01	1	0	0	14			\$ 4,133.72		\$ 9,058.56
DEXTER, COREY	LEAD	ELEM Third Grade Teacher	\$ 61,271.02	1	0	0	14			\$ 3,224.82		\$ 1,912.30
DEZELAN, CHRISTINA	LEAD	ELEM Title Teacher	\$ 71,707.01	1	0	0	14			\$ 3,774.08		\$ 9,058.56
DIAZ GURRIERI, JEANNE	LEAD	MS ESL Teacher	\$ 77,710.02	1	0	0	14			\$ 4,090.03		\$ 14,956.93
DIAZ, MERARIS	LEAD	Media Teacher	\$ 58,353.00	1	0	0	14			\$ 3,071.24		\$ 14,474.94
DIDRICKSEN, JEFFREY	LEAD	ELEM Second Grade Teacher	\$ 53,993.01	1	0	0	14			\$ 2,841.76		\$ 18,428.57
DIEM, MEGHAN	LEAD	HS Math Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 9,058.56
DIFATTA, ELISA	LEAD	ELEM Title Teacher	\$ 94,585.01	1	0	0	14			\$ 4,978.20		\$ 14,474.94
DILG, KRISTEN	LEAD	HS FACS Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 13,594.26
DILL-LENTZ, MARGARET	LEAD	Cognitive Disabilities Teacher	\$ 104,429.02	1	0	0	14			\$ 5,496.31		\$ 21,134.94
DILLOW, HAYLEY	LEAD	ELEM Third Grade Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 340.46
DIMATTEO, STEPHANIE	LEAD	ELEM Fifth Grade Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 700.56
DINUZZO, JILL	LEAD	MS PE Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 14,218.50
DIITMAN, ROSEMARY	LEAD	Bilingual Special Ed Teacher	\$ 63,164.00	1	0	0	14			\$ 3,324.45		\$ 9,058.56
DIVITO, AMANDA	LEAD	Pre-School For All	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 1,896.70
DIXON, MICHELLE	LEAD	Cross Categorical Teacher	\$ 68,895.01	1	0	0	14			\$ 3,626.08		\$ 20,999.70
DOBUSH, MARCY	LEAD	Media Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 300.00
DOHENY, LISA	LEAD	School Psychologist	\$ 89,196.25	1	0	0	14			\$ 4,694.58		\$ 9,849.74
DOKTOR, AMANDA	LEAD	Cognitive Disabilities Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 20,999.70
DOMENZ, THOMAS	LEAD	HS Art Teacher	\$ 84,018.01	1	0	0	14			\$ 4,422.04		\$ 300.00
DOMICH, AMBER	LEAD	Pre-Primary Spec Ed Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 20,821.98
DONIS, GINA	LEAD	HS English Teacher	\$ 56,151.01	1	0	0	14			\$ 2,955.34		\$ 9,058.56
DORAN, WILLIAM	ADMIN	Assistant Superintendent	\$ 185,675.77	1	25	0	14			\$ 18,363.52	\$ 2,400.00	\$ 20,475.32
DORNBOS, KIMBERLY	LEAD	ELEM Fifth Grade Teacher	\$ 98,406.01	1	0	0	14			\$ 5,179.31		\$ 15,003.01
DOUGLAS, SHERRY	LEAD	MS Exploratory Teacher	\$ 82,341.01	1	0	0	14			\$ 4,333.77		\$ 10,106.18
DOZIER, DENYSE	LEAD	Cross Categorical Teacher	\$ 58,826.01	1	0	0	14			\$ 3,096.13		\$ 13,416.37
DRISCOLL, AMY	LEAD	ELEM First Grade Teacher	\$ 80,756.01	1	0	0	14			\$ 4,250.35		\$ 1,358.40

COMMUNITY UNIT SCHOOL DISTRICT 300

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Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
DROBNY, VLADKO	LEAD	ELEM Kindergarten Teacher	\$ 53,993.01	1	0	0	14			\$ 2,841.76		\$ 10,106.18
DROLIN, ALLISON	LEAD	ELEM Third Grade Teacher	\$ 58,443.02	1	0	0	14			\$ 3,075.97		\$ 14,474.94
DRZIK, BRIDGET	LEAD	HS Math Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 18,428.57
DUBOW, BARBARA	LEAD	ELEM First Grade Teacher	\$ 110,982.39	1	0	0	14			\$ 5,841.23		\$ 15,295.09
DUFFEY, KIMBERLY	LEAD	Cross Categorical Teacher	\$ 104,429.02	1	0	0	14			\$ 5,496.31		\$ 9,183.84
DUGGER, JACLYN	LEAD	HS Science Teacher	\$ 61,271.02	1	0	0	14			\$ 3,224.82		\$ 14,652.66
DUGINSKE, JACQUIE	ADMIN	Director	\$ 133,856.28	1	25	0	14			\$ 13,238.52	\$ 2,400.00	\$ 21,290.47
DUMAS, TIFFANY	LEAD	HS PE Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 14,652.66
DUNMEAD, KEITH	LEAD	MS Math Teacher	\$ 51,817.01	1	0	0	14			\$ 2,727.23		\$ 300.00
DUNNE, JESSICA	LEAD	School Social Worker	\$ 61,202.00	1	0	0	14			\$ 3,221.18		\$ 15,241.78
DURAY, MICHELLE	LEAD	ELEM Fourth Grade Teacher	\$ 78,540.01	1	0	0	14			\$ 4,133.72		\$ 9,058.56
DUTTON, JENNIFER	LEAD	HS French Teacher	\$ 63,672.02	1	0	0	14			\$ 3,351.19		\$ 14,982.13
DWYER, LISA	LEAD	HS Math Teacher	\$ 98,442.01	1	0	0	14			\$ 5,181.20		\$ 9,183.84
DYRA, DANIELLE	LEAD	HS Social Studies Teacher	\$ 53,910.02	1	0	0	14			\$ 2,837.39		\$ 300.00
DZIEDZIC, DINA	LEAD	ELEM Title Resource Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 300.00
DZIUBLA, REBECCA	LEAD	HS Math Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 341.96
EHARDT, JEFFREY	ADMIN	HS Associate Principal	\$ 116,799.01	1	25	0	14			\$ 11,551.54	\$ 600.00	\$ 21,253.46
EHMEN, RYAN	LEAD	MS Exploratory Teacher	\$ 61,271.01	1	0	0	14			\$ 3,224.82		\$ 300.00
EHRHARD, ALICIA	LEAD	ELEM Third Grade Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 300.00
EHRMANN, JOSEPH	ADMIN	Coordinator	\$ 112,010.06	1	25	0	14			\$ 11,077.91	\$ 1,200.00	\$ 15,200.83
EICHELE, SHANNON	LEAD	ELEM Third Grade Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 9,058.56
EISENMENGER, JENNIFER	LEAD	Speech Pathologist	\$ 66,246.00	1	0	0	14			\$ 3,486.66		\$ 300.00
EKART, MATTHEW	LEAD	School Social Worker	\$ 56,542.01	1	0	0	14			\$ 2,975.92		\$ 9,176.12
ELKO, CARRIE	LEAD	ELEM Music Teacher	\$ 48,885.00	1	0	0	14			\$ 2,572.92		\$ 1,967.14
ELLETT, TAYLOR	LEAD	ELEM Second Grade Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 9,134.16
ELLIOTT, PAMELA	LEAD	ELEM Second Grade Teacher	\$ 60,711.00	1	0	0	14			\$ 3,195.34		\$ 18,271.73
ELLIS, TISHA	LEAD	HS Art Teacher	\$ 77,710.02	1	0	0	14			\$ 4,090.03		\$ 20,821.98
ELSOUSO, IENNA	LEAD	HS English Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 8,936.11
EMRICSON, JASON	ADMIN	Dir of Technology - Non-Cert	\$ 137,524.01	1	25	0	14			\$ 13,601.26	\$ 2,400.00	\$ 21,322.81
ENFIELD, KRISTEN	LEAD	HS ESL Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 15,419.50
ENGEL, AMI	ADMIN	Director	\$ 136,842.01	1	25	0	14			\$ 13,533.81	\$ 2,400.00	\$ 14,949.90
ENGEL, JAIME	LEAD	Elementary Interventionist	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 8,535.55
ENGEL, LUCAS	LEAD	MS Spanish Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 8,860.51
ENSGN, KAYLA	LEAD	Cross Categorical Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 9,134.16
EPSTEIN, ANASTASIA	LEAD	ELEM First Grade Teacher	\$ 110,693.01	1	0	0	14			\$ 5,825.99		\$ 20,999.70
ERFORT, VANESSA	LEAD	HS English Teacher	\$ 53,971.01	1	0	0	14			\$ 2,840.60		\$ 300.00
ERICKSEN, VICTORIA	LEAD	MS Exploratory Teacher	\$ 56,605.02	1	0	0	14			\$ 2,979.24		\$ 13,416.37
ESPINDOLA, PATRICIA	LEAD	ELEM Second Grade Dual Language Teacher	\$ 76,097.02	1	0	0	14			\$ 4,005.14		\$ 9,134.16
ESPOSITO, BRIAN	LEAD	HS Math Teacher	\$ 58,826.01	1	0	0	14			\$ 3,096.13		\$ 9,134.16
EVANS, TOR	LEAD	School Counselor	\$ 58,826.01	1	0	0	14			\$ 3,096.13		\$ 14,041.99
EVERETT, KENDRA	LEAD	HS English Teacher	\$ 82,370.00	1	0	0	14			\$ 4,335.30		\$ 20,821.98
FACTLY, CARA	LEAD	ELEM Fifth Grade Teacher	\$ 63,746.01	1	0	0	14			\$ 3,355.08		\$ 8,860.51
FADDEN, KRISTEN	LEAD	Elementary Interventionist	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 1,358.40
FAIN, CHRISTINA	ADMIN	Division Head	\$ 95,304.00	1	0	4	14			\$ 9,425.66	\$ 600.00	\$ 20,081.88
FALK, GEOFFREY	ADMIN	Division Head	\$ 109,475.01	1	0	4	14			\$ 10,827.19	\$ 600.00	\$ 21,237.78
FARMER, ASHLEY	LEAD	ELEM Fourth Grade Dual Language Teacher	\$ 73,113.01	1	0	0	14			\$ 3,848.08		\$ 18,271.73
FARRELL, AMY	LEAD	Elementary Interventionist	\$ 87,381.01	1	0	0	14			\$ 4,599.04		\$ 1,023.84
FAUSHER, AMANDA	LEAD	ELEM First Grade Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 300.00
FEATHERLY, HARVEY	LEAD	HS Social Studies Teacher	\$ 73,141.01	1	0	0	14			\$ 3,849.56		\$ 8,860.51
FED, CHARLES	LEAD	HS PE Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 10,106.18
FELDMANN, CHARLES	LEAD	HS PE Teacher	\$ 67,109.01	1	0	0	14			\$ 3,532.08		\$ 14,982.13
FELTEN, CRISTY	LEAD	HS Science Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 9,058.56
FELTMAN, LAURA	LEAD	Cross Categorical Teacher	\$ 61,271.02	1	0	0	14			\$ 3,224.82		\$ 14,061.66
FELTMAN, LISA	LEAD	ELEM Instructional Coach	\$ 104,429.02	1	0	0	14			\$ 5,496.31		\$ 9,072.19

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
FERBRACHE, JESSICA	LEAD	School Counselor	\$ 57,674.00	1	0	0	14			\$ 3,035.50		\$ 9,134.16
FERNANDEZ, YVET	LEAD	ELEM ESL Teacher	\$ 79,142.01	1	0	0	14			\$ 4,165.40		\$ 9,416.23
FESSLER, JILLENE	LEAD	Cognitive Disabilities Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 14,474.94
FEWELL, ALISSA	LEAD	ELEM Third Grade Teacher	\$ 73,227.01	1	0	0	14			\$ 3,854.08		\$ 20,821.98
FIELD, AMY	LEAD	HS Math Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 1,023.84
FIER, LINDSAY	LEAD	School Counselor	\$ 58,826.01	1	0	0	14			\$ 3,096.13		\$ 8,032.06
FIGUEROA, JONPAUL	LEAD	School Psychologist	\$ 80,757.43	1	0	0	14			\$ 4,250.43		\$ 14,495.82
FIGUEROLA, MICHELLE	LEAD	Cross Categorical Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 300.00
FILLIPP, KASSONDRA	LEAD	School Social Worker	\$ 56,542.01	1	0	0	14			\$ 2,975.92		\$ 341.96
FILLMORE, ERIN	LEAD	ELEM Second Grade Teacher	\$ 79,264.01	1	0	0	14			\$ 4,171.82		\$ 300.00
FILLMORE, ROBERT	LEAD	Cross Categorical Teacher	\$ 85,698.02	1	0	0	14			\$ 4,510.46		\$ 19,783.15
FISCHER, ALEXANDER	LEAD	HS Math Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 13,612.93
FISHER, MOLLY	LEAD	HS English Teacher	\$ 65,021.01	1	0	0	14			\$ 3,422.19		\$ 14,982.13
FITCHIE, JENNIFER	LEAD	ELEM ESL Teacher	\$ 77,710.02	1	0	0	14			\$ 4,090.03		\$ 20,999.70
FITCHIE, JOE	LEAD	School Counselor	\$ 74,577.01	1	0	0	14			\$ 3,925.14		\$ 300.00
FLIKKEMA, DANIELLE	LEAD	School Social Worker	\$ 60,002.01	1	0	0	14			\$ 3,158.03		\$ 15,333.10
FLONES, CATHRYN	LEAD	MS Science Teacher	\$ 110,693.01	1	0	0	14			\$ 5,825.99		\$ 19,783.15
FLORES, LORENA	LEAD	MS ESL Teacher	\$ 47,004.01	1	0	0	14			\$ 2,473.92		\$ 1,912.30
FLOWERS, TRACY	LEAD	Cross Categorical Teacher	\$ 87,381.01	1	0	0	14			\$ 4,599.04		\$ 1,358.40
FODOR, STEPHEN	LEAD	MS Computer Literacy Teacher	\$ 74,009.02	1	0	0	14			\$ 3,895.24		\$ 300.00
FOGARTY, GREGORY	LEAD	HS Business Teacher	\$ 87,381.01	1	0	0	14			\$ 4,599.04		\$ 9,134.16
FOLTA, AMY	LEAD	Cross Categorical Teacher	\$ 77,591.01	1	0	0	14			\$ 4,083.77		\$ 10,106.18
FORADAS, PETER	LEAD	School Social Worker	\$ 58,826.01	1	0	0	14			\$ 3,096.13		\$ 8,860.51
FORD, LISA	LEAD	ELEM Kindergarten Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 1,180.68
FORSYTH, ARLENE	LEAD	School Counselor	\$ 77,591.01	1	0	0	14			\$ 4,083.77		\$ 8,860.51
FORTUNATO, SCOTT	LEAD	HS English Teacher	\$ 61,271.02	1	0	0	14			\$ 3,224.82		\$ 2,042.74
FOSS, KRISTINA	LEAD	ELEM Fourth Grade Teacher	\$ 79,142.01	1	0	0	14			\$ 4,165.40		\$ 300.00
FOSTER, TERRY	LEAD	HS Orchestra Teacher	\$ 60,711.00	1	0	0	14			\$ 3,195.34		\$ 14,218.50
FOWLER, BRIANNE	LEAD	ELEM Fifth Grade Teacher	\$ 61,924.01	1	0	0	14			\$ 3,259.18		\$ 20,821.98
FOX, HOLLY	LEAD	Speech Pathologist	\$ 64,924.01	1	0	0	14			\$ 3,417.08		\$ 9,134.16
FRANK, KATHERINE	LEAD	Certified Nurse	\$ 56,174.00	1	0	0	14			\$ 2,956.55		\$ 14,686.26
FRANK, ROSEMARY	LEAD	Speech Pathologist	\$ 98,406.01	1	0	0	14			\$ 5,179.31		\$ 19,783.15
FRAZIER, HANNAH	LEAD	ELEM Fifth Grade Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 9,058.56
FREEMAN, ELIZABETH	ADMIN	Dir of Curriculum & Prof Dev	\$ 144,891.72	1	25	0	14			\$ 14,329.94	\$ 2,400.00	\$ 9,448.86
FREEMAN, PATRICIA	LEAD	Speech Pathologist	\$ 85,667.01	1	0	0	14			\$ 4,508.83		\$ 300.00
FREKE, JULIA	LEAD	ELEM Fifth Grade Teacher	\$ 84,018.01	1	0	0	14			\$ 4,422.04		\$ 14,956.93
FRENCH, ADAM	LEAD	MS Technology Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 14,652.66
FRIEDERS, KELLY	LEAD	MS Language Arts Teacher	\$ 79,142.01	1	0	0	14			\$ 4,165.40		\$ 19,783.15
FRIES, KRISTIN	LEAD	HS Social Studies Teacher	\$ 83,987.00	1	0	0	14			\$ 4,420.40		\$ 14,943.55
FRY, ALYSSA	LEAD	Cross Categorical Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 300.00
FRY, KARILYN	LEAD	HS Math Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 341.96
FRYER, JACOB	LEAD	HS Social Studies Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 9,134.16
FRYSTAK, MARK	LEAD	MS Language Arts Teacher	\$ 67,031.02	1	0	0	14			\$ 3,527.98		\$ 2,180.02
FUGLESTAD, PATRICIA	LEAD	ELEM Fourth Grade Teacher	\$ 67,544.01	1	0	0	14			\$ 3,554.98		\$ 300.00
FULLER, KIMBERLY	LEAD	HS Art Teacher	\$ 67,031.02	1	0	0	14			\$ 3,527.98		\$ 456.84
GABRIEL, LORI	LEAD	Adapted PE Teacher	\$ 98,442.01	1	0	0	14			\$ 5,181.20		\$ 15,295.09
GALASON, JESSICA	LEAD	ELEM First Grade Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 341.96
GALLIART, KATHRYN	LEAD	Media Teacher	\$ 61,271.02	1	0	0	14			\$ 3,224.82		\$ 19,960.87
GALLOWAY, DOMINIQUE	LEAD	Cognitive Disabilities Teacher	\$ 50,859.01	1	0	0	14			\$ 2,676.81		\$ 1,967.14
GALYON, MARY	LEAD	Literacy Teacher	\$ 76,069.01	1	0	0	14			\$ 4,003.66		\$ 8,860.51
GAMBARDELLA, MICHELLE	ADMIN	Education Service Specialist	\$ 113,641.91	88	1	25	0	14		\$ 11,239.30	\$ 1,200.00	\$ 15,488.80
GARAND, LAURA	LEAD	MS Language Arts Teacher	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 2,042.74
GARAY, LESLIE	LEAD	MS Exploratory Teacher	\$ 50,801.02	1	0	0	14			\$ 2,673.76		\$ 8,144.46
GARCIA BOYANO, CRISTINA	LEAD	MS ESL Teacher	\$ 84,018.01	1	0	0	14			\$ 4,422.04		\$ 700.56

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
GARCIA PEREZ, XIOMARA	LEAD	MS Dual Language	\$ 68,373.00	1	0	0	14			\$ 3,598.61		\$ 14,998.89
GARCIA SILVA, ROSALBA	LEAD	ELEM Fifth Grade Dual Language Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 20,821.98
GARCIA, STEPHANIE	LEAD	ELEM Fourth Grade Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 370.44
GARD, JULIE	LEAD	Certified Technology Support	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 300.00
GARRARD, KAREN	LEAD	Voc Ed/300 Plus	\$ 85,013.00	1	0	0	14			\$ 4,474.40		\$ 1,967.14
GARRISON, LORA	ADMIN	Human Resources Manager	\$ 89,508.02	1	25	0	14			\$ 8,852.43	\$ -	\$ 1,697.85
GASPER, KELLIE	LEAD	HS Tutor	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 9,134.16
GATES, CHRISTOPHER	LEAD	Speech Pathologist	\$ 89,162.01	1	0	0	14			\$ 4,692.77		\$ 19,783.15
GAVELEK, GINA	LEAD	ELEM Kindergarten Teacher	\$ 73,113.01	1	0	0	14			\$ 3,848.08		\$ 8,860.51
GAVIN, ALEXANDRA	LEAD	ELEM Kindergarten Dual Language Teacher	\$ 77,710.02	1	0	0	14			\$ 4,090.03		\$ 14,355.97
GAVINA, ADRIANA	LEAD	ELEM Second Grade Dual Language Teacher	\$ 70,382.01	1	0	0	14			\$ 3,704.35		\$ 300.00
GAWLIK, MELISSA	LEAD	Pre-Primary Facilitator	\$ 60,711.00	1	0	0	14			\$ 3,195.34		\$ 1,023.84
GEANNOPOULOS, NICHOLAS	LEAD	HS Science Teacher	\$ 47,926.02	1	0	0	14			\$ 2,522.44		\$ 341.96
GENDE, SARAH	LEAD	Cross Categorical Teacher	\$ 63,672.02	1	0	0	14			\$ 3,351.19		\$ 300.00
GENSON, CALLY	LEAD	MS Instructional Coach	\$ 84,866.00	1	0	0	14			\$ 4,466.67		\$ 14,672.25
GENTILE, EMMA	LEAD	Speech Pathologist	\$ 58,826.02	1	0	0	14			\$ 3,096.13		\$ 8,860.51
GENTILE, WENDY	LEAD	ELEM Fifth Grade Teacher	\$ 70,382.01	1	0	0	14			\$ 3,704.35		\$ 19,059.31
GEORGITSIS, NATALIE	LEAD	MS Math Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 14,516.90
GEORGOU, EMILY	LEAD	School Social Worker	\$ 56,542.01	1	0	0	14			\$ 2,975.92		\$ 341.96
GERKE, CAITLIN	LEAD	MS Math Teacher	\$ 50,859.01	1	0	0	14			\$ 2,676.81		\$ 15,241.78
GERLOFF-BANKER, LISA	LEAD	MS Social Studies Teacher	\$ 90,912.01	1	0	0	14			\$ 4,784.88		\$ 9,134.16
GERMANN, BARBARA	LEAD	ELEM Fifth Grade Teacher	\$ 81,713.01	1	0	0	14			\$ 4,300.72		\$ 20,665.14
GERTZ, STEVEN	ADMIN	HS Athletic Director	\$ 125,002.01	1	25	0	14			\$ 12,362.82	\$ 1,200.00	\$ 21,094.08
GESKIE, JEANNETTE	LEAD	Certified Nurse	\$ 53,971.01	1	0	0	14			\$ 2,840.60		\$ 9,058.56
GESUNDHEIT, JOSE	LEAD	ELEM Fourth Grade Dual Language Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 827.42
GIACHETTI, THERESA	LEAD	MS Title I Teacher	\$ 63,650.01	1	0	0	14			\$ 3,350.03		\$ 300.00
GIANGREGO, KRISTIN	LEAD	ELEM ESL Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 14,652.66
GIDLUND, DEANE	LEAD	MS Language Arts Teacher	\$ 80,633.00	1	0	0	14			\$ 4,243.88		\$ 15,241.78
GIERMAN, NICHOLAS	LEAD	HS Science Teacher	\$ 57,737.01	1	0	0	14			\$ 3,038.81		\$ 20,999.70
GILBERT, ANN	LEAD	MS Math Teacher	\$ 82,466.01	1	0	0	14			\$ 4,340.35		\$ 300.00
GILBERT, BRIAN	LEAD	ELEM PE Teacher	\$ 89,162.01	1	0	0	14			\$ 4,692.77		\$ 20,821.98
GISCH, KIMBERLY	LEAD	School Counselor	\$ 62,426.01	1	0	0	14			\$ 3,285.61		\$ 9,058.56
GLENN, GARY	ADMIN	Division Head	\$ 101,137.01	1	0	4	14			\$ 10,002.55	\$ 600.00	\$ 520.19
GLENN, JANINE	ADMIN	Supervisory Dean	\$ 106,265.15	1	0	4	14			\$ 10,509.73	\$ 600.00	\$ 20,821.98
GNAGNI, ERIN	LEAD	ELEM PE Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 14,786.71
GNUTEK, ANTHONY	LEAD	HS Band Teacher	\$ 85,797.00	1	0	0	14			\$ 4,515.67		\$ 19,783.15
GNUTEK, MELANIE	LEAD	MS Social Studies Teacher	\$ 82,370.00	1	0	0	14			\$ 4,335.30		\$ 300.00
GODFREY, AARON	LEAD	MS PE Teacher	\$ 80,111.01	1	0	0	14			\$ 4,216.40		\$ 9,058.56
GOEDEKE, BRENT	LEAD	MS Social Studies Teacher	\$ 83,987.00	1	0	0	14			\$ 4,420.40		\$ 14,956.93
GOEDEKE, MELISSA	LEAD	MS Spanish Teacher	\$ 85,667.01	1	0	0	14			\$ 4,508.83		\$ 300.00
GOERLITZ, SHERRY	LEAD	ELEM Second Grade Teacher	\$ 92,764.00	1	0	0	14			\$ 4,882.35		\$ 9,058.56
GOETZ, KATHRYN	LEAD	ELEM Third Grade Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 1,967.14
GOETZ, MATTHEW	LEAD	ELEM PE Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 1,967.14
GOLBECK, MICHELLE	LEAD	MS Language Arts Teacher	\$ 51,817.00	1	0	0	14			\$ 2,727.23		\$ 18,606.29
GOLDSTEIN, KAREN	LEAD	ELEM Second Grade Teacher	\$ 84,116.00	1	0	0	14			\$ 4,427.19		\$ 300.00
GOLUCH, CRISTA	LEAD	Certified Technology Support	\$ 53,971.01	1	0	0	14			\$ 2,840.60		\$ 20,821.98
GOMBERG, MOLLY	LEAD	HS Spanish Teacher	\$ 52,934.01	1	0	0	14			\$ 2,786.02		\$ 2,042.74
GONZALEZ, CARLOS	LEAD	HS ESL Teacher	\$ 49,862.01	1	0	0	14			\$ 2,624.34		\$ 1,912.30
GONZALEZ, JENNY	LEAD	ELEM ESL Teacher	\$ 89,129.02	1	0	0	14			\$ 4,691.04		\$ 19,783.15
GONZALEZ, JOEL	LEAD	ELEM First Grade Dual Language Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 340.46
GONZALEZ, YADHIRA	LEAD	School Psychologist	\$ 89,164.85	1	0	0	14			\$ 4,692.92		\$ 456.84
GOOD, LISA	LEAD	ELEM Title Resource Teacher	\$ 82,370.00	1	0	0	14			\$ 4,335.30		\$ 300.00
GOODEN, JENNIFER	LEAD	Hearing Impaired Teacher	\$ 85,013.00	1	0	0	14			\$ 4,474.40		\$ 300.00
GOODMAN, BRITANY	LEAD	HS English Teacher	\$ 79,142.02	1	0	0	14			\$ 4,165.40		\$ 300.00

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
GOODMAN, TIFFANY	LEAD	HS English Teacher	\$ 71,790.01	1	0	0	14			\$ 3,778.45		\$ 20,821.98
GORBY, JOHN	ADMIN	MS Assistant Principal	\$ 105,518.02	1	25	0	14			\$ 10,435.84	\$ 600.00	\$ 21,229.15
GORBY, LORI	LEAD	MS Language Arts Teacher	\$ 56,605.02	1	0	0	14			\$ 2,979.24		\$ 300.00
GORHAM, SONJA	LEAD	ELEM Kindergarten Teacher	\$ 85,797.00	1	0	0	14			\$ 4,515.67		\$ 20,999.70
GOSLING, JOHN	LEAD	HS PE Teacher	\$ 55,073.01	1	0	0	14			\$ 2,898.60		\$ 300.00
GOSSEN, KARLA	LEAD	HS Science Teacher	\$ 49,862.01	1	0	0	14			\$ 2,624.34		\$ 9,058.56
GOUDY, ELIZABETH	LEAD	MS Language Arts Teacher	\$ 84,866.00	1	0	0	14			\$ 4,466.67		\$ 15,439.09
GOULD, SUSAN	LEAD	Pre-Primary Spec Ed Teacher	\$ 62,496.01	1	0	0	14			\$ 3,289.29		\$ 1,967.14
GOY, ELIZABETH	LEAD	HS English Teacher	\$ 57,737.01	1	0	0	14			\$ 3,038.81		\$ 14,652.66
GRABOWSKI, CASSANDRA	LEAD	MS Orchestra Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 9,058.56
GRACIOUS, AMANDA	LEAD	MS Social Studies Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 300.00
GRADY, GEORGETTE	LEAD	School Social Worker	\$ 80,725.00	1	0	0	14			\$ 4,248.72		\$ 300.00
GRAHAM, ERIN	LEAD	Cross Categorical Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 1,912.30
GRAHAM, KATHLEEN	LEAD	Cross Categorical Teacher	\$ 60,711.00	1	0	0	14			\$ 3,195.34		\$ 14,388.54
GRANITO, AMBER	LEAD	ELEM Second Grade Teacher	\$ 85,667.01	1	0	0	14			\$ 4,508.83		\$ 300.00
GRANZOW, ALLISON	LEAD	Elementary Interventionist	\$ 73,227.01	1	0	0	14			\$ 3,854.08		\$ 1,967.14
GRAVEL, MELANIE	ADMIN	Elementary Principal	\$ 123,669.73	1	25	0	14			\$ 12,231.06	\$ 1,200.00	\$ 1,449.45
GRAVER, JAMIE	LEAD	Literacy Teacher	\$ 71,707.01	1	0	0	14			\$ 3,774.08		\$ 370.44
GRAY, KAREN	LEAD	Literacy Teacher	\$ 79,264.01	1	0	0	14			\$ 4,171.82		\$ 14,474.94
GREEN, JENNIFER	LEAD	Cross Categorical Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 1,972.30
GREEN, MATTHEW	LEAD	School Psychologist	\$ 108,732.37	1	0	0	14			\$ 5,722.80		\$ 14,765.83
GREENBERG, ANGELA	LEAD	MS Science Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 9,058.56
GRIFFITH, CATHERINE	LEAD	MS RTI Teacher	\$ 63,650.01	1	0	0	14			\$ 3,350.03		\$ 9,058.56
GRIFFITHS, AMY	LEAD	ELEM Fifth Grade Teacher	\$ 89,162.01	1	0	0	14			\$ 4,692.77		\$ 14,765.83
GROCHOWSKI, KIRT	LEAD	MS Social Studies Teacher	\$ 79,142.01	1	0	0	14			\$ 4,165.40		\$ 20,821.98
GROE, VICKI	LEAD	Cross Categorical Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 20,842.86
GROFF, MADELEINE	LEAD	HS English Teacher	\$ 60,002.01	1	0	0	14			\$ 3,158.03		\$ 1,841.86
GRONTKOWSKI, KARA	LEAD	ELEM Kindergarten Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 9,058.56
GROSSMAYER, MICHELLE	LEAD	Elementary Interventionist	\$ 90,945.01	1	0	0	14			\$ 4,786.62		\$ 14,652.66
GROSSO, GLORIA	LEAD	ELEM Fourth Grade Dual Language Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 14,218.50
GROVE, NANCY	LEAD	Autism Teacher	\$ 56,174.00	1	0	0	14			\$ 2,956.55		\$ 14,982.13
GRUETER, JEANNE	LEAD	ELEM Second Grade Teacher	\$ 73,227.01	1	0	0	14			\$ 3,854.08		\$ 2,614.18
GUETSCHOW, HEATHER	LEAD	ELEM PE Teacher	\$ 68,373.00	1	0	0	14			\$ 3,598.61		\$ 14,982.13
GURKLIS, KATIE	LEAD	Speech Pathologist	\$ 63,672.02	1	0	0	14			\$ 3,351.19		\$ 1,912.30
GURKLIS, MATTHEW	LEAD	Cross Categorical Teacher	\$ 51,817.01	1	0	0	14			\$ 2,727.23		\$ 9,058.56
GURNEY, ASIA	ADMIN	HS Associate Principal	\$ 133,863.85	1	25	0	14			\$ 13,239.27	\$ 600.00	\$ 2,257.91
HAASE, MICHAEL	LEAD	MS Math Teacher	\$ 67,031.02	1	0	0	14			\$ 3,527.98		\$ 19,783.15
HAASE, TONYA	LEAD	Hearing Impaired Teacher	\$ 80,850.00	1	0	0	14			\$ 4,255.30		\$ 19,059.31
HAEFFNER, TAMARA	LEAD	MS Science Teacher	\$ 79,142.01	1	0	0	14			\$ 4,165.40		\$ 19,960.87
HAGENDORN, KATHERINE	LEAD	Cross Categorical Teacher	\$ 104,429.02	1	0	0	14			\$ 5,496.31		\$ 15,554.74
HAGER, KELLI	LEAD	ELEM Instructional Coach	\$ 79,173.00	1	0	0	14			\$ 4,167.03		\$ 19,783.15
HAINES, MELANIE	LEAD	Cross Categorical Tchr - Resource - EL	\$ 60,711.00	1	0	0	14			\$ 3,195.34		\$ 1,201.56
HALEVY, VICTORIA	LEAD	MS Science Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 8,988.12
HALL, LEIA	LEAD	ELEM PE Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 8,988.12
HALL, ROSE	LEAD	School Psychologist	\$ 63,701.10	1	0	0	14			\$ 3,352.72		\$ 15,241.78
HALLES, JAMES	LEAD	MS Social Studies Teacher	\$ 76,186.01	1	0	0	14			\$ 4,009.82		\$ 300.00
HALLIGAN, JANE	LEAD	Cross Categorical Teacher	\$ 112,985.00	1	0	0	14			\$ 5,946.63		\$ 10,419.14
HALLOCK, ALMA	LEAD	MS AVID Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 9,058.56
HAM, JADE	LEAD	ELEM Second Grade Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 20,821.98
HAMBLEN, JILL	LEAD	ELEM Alternative Learn Op Tchr	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 9,068.06
HAMILTON, LESLIE	LEAD	ELEM Second Grade Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 700.56
HAMMOND, ANGELA	LEAD	ELEM Third Grade Teacher	\$ 80,266.01	1	0	0	14			\$ 4,224.56		\$ 9,233.36
HAMRICK, TAMMY	LEAD	MS Social Studies Teacher	\$ 85,013.00	1	0	0	14			\$ 4,474.40		\$ 14,652.66
HAND, CAROLYN	LEAD	Pre-Primary Spec Ed Teacher	\$ 70,382.01	1	0	0	14			\$ 3,704.35		\$ 20,821.98

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
HANETHO, KOLLEEN	LEAD	School Social Worker	\$ 110,693.01	1	0	0	14			\$ 5,825.99		\$ 14,787.90
HANEY, JOSEPH	ADMIN	Supervisory Dean	\$ 73,968.00	1	0	4	14			\$ 7,315.51	\$ 600.00	\$ 2,127.79
HANIGAN, CHERYL	LEAD	Cross Categorical Teacher	\$ 71,790.01	1	0	0	14			\$ 3,778.45		\$ 20,821.98
HANKLA, DEVON	LEAD	ELEM First Grade Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 14,426.41
HANLEY, DANIELLE	LEAD	ELEM Fourth Grade Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 15,073.45
HANLEY, MICHAEL	LEAD	HS Science Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 9,134.16
HANRAHAN, MELISSA	LEAD	MS Math Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 20,821.98
HAPANOVICH, NICOLE	LEAD	MS Science Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 9,058.56
HARBUCK, MARCUS	LEAD	School Counselor	\$ 62,426.01	1	0	0	14			\$ 3,285.61		\$ 20,999.70
HARKIN, SUSAN	ADMIN	Chief Financial Officer	\$ 212,002.84	1	25	0	14	\$ 10,000.00		\$ 20,967.29	\$ 2,400.00	\$ 15,532.45
HARMON, LEIGH	LEAD	School Psychologist	\$ 77,649.57	1	0	0	14			\$ 4,086.85		\$ 300.00
HARNER, BETH	LEAD	Emotional Disorder Teacher	\$ 90,912.01	1	0	0	14			\$ 4,784.88		\$ 9,058.56
HARRIS, KAITLYN	LEAD	HS English Teacher	\$ 53,910.02	1	0	0	14			\$ 2,837.39		\$ 1,967.14
HARRIS, LISA	LEAD	Speech Pathologist	\$ 89,129.02	1	0	0	14			\$ 4,691.04		\$ 19,960.87
HARRIS, SUSAN	LEAD	ELEM Kindergarten Teacher	\$ 80,111.02	1	0	0	14			\$ 4,216.40		\$ 19,783.15
HART, DANIEL	LEAD	ELEM Fifth Grade Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 8,047.66
HARTIGAN, STACEY	LEAD	ELEM Third Grade Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 9,134.16
HARTLEY, STACY	LEAD	Cross Categorical Teacher	\$ 78,540.01	1	0	0	14			\$ 4,133.72		\$ 10,106.18
HASAPIS, STEPHANIE	LEAD	HS Math Teacher	\$ 53,971.02	1	8	0	14			\$ 2,840.60		\$ 9,058.56
HASTINGS, LEISA	LEAD	ELEM Fourth Grade Teacher	\$ 102,381.00	1	0	0	14			\$ 5,388.52		\$ 14,474.94
HAUCK, ERIN	LEAD	ELEM Music Teacher	\$ 53,910.01	1	8	0	14			\$ 2,837.39		\$ 300.00
HAUGEN, JANINE	LEAD	Cross Categorical Teacher	\$ 84,018.01	1	0	0	14			\$ 4,422.04		\$ 14,474.94
HAUGENS, EDWARD	LEAD	HS Math Teacher	\$ 90,912.01	1	0	0	14			\$ 4,784.88		\$ 19,783.15
HAUGENS, MELISSA	LEAD	HS Math Teacher	\$ 76,069.01	1	0	0	14			\$ 4,003.66		\$ 300.00
HAUGHEE, NORA	LEAD	Cross Categorical Teacher	\$ 100,411.02	1	0	0	14			\$ 5,284.83		\$ 14,956.93
HAWLEY, JULIE	LEAD	MS ESL Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 8,749.54
HAYES, TIMOTHY	LEAD	HS Social Studies Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 14,218.50
HAYWARD, ALEXANDER	LEAD	MS Language Arts Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 14,495.82
HEER, LAUREN	LEAD	Cognitive Disabilities Teacher	\$ 60,711.00	1	0	0	14			\$ 3,195.34		\$ 1,180.68
HEICHEL, DANIELLE	LEAD	Cognitive Disabilities Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 9,058.56
HEID, FREDERICK	ADMIN	Superintendent	\$ 227,682.02	1	25	0	14	\$ 10,146.00		\$ 22,517.98	\$ 2,400.00	\$ 15,256.09
HEIKKINEN, DAMON	LEAD	MS Orchestra Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 1,967.14
HEINISCH, JENNIFER	LEAD	Speech Pathologist	\$ 85,698.02	1	0	0	14			\$ 4,510.46		\$ 19,960.87
HEJNY, AMANDA	LEAD	Behavior Disorder Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 300.00
HELMINSKI, CARA	LEAD	Cross Categorical Teacher	\$ 110,693.01	1	8	0	14			\$ 5,825.99		\$ 9,058.56
HENDRIKSEN, REBECCA	LEAD	ELEM Title Teacher	\$ 58,419.02	1	0	0	14			\$ 3,074.71		\$ 1,967.14
HENKEN, ALYSSA	LEAD	Cross Categorical Teacher	\$ 49,862.01	1	0	0	14			\$ 2,624.34		\$ 10,575.91
HENNESSY, KELLY	LEAD	ELEM Pre-Primary Teacher	\$ 57,274.01	1	0	0	14			\$ 3,014.45		\$ 1,358.40
HENNING, KYLE	LEAD	MS Math Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 1,912.30
HERB, JEFFREY	ADMIN	MS Principal	\$ 136,534.69	1	25	0	14			\$ 13,503.42	\$ 1,200.00	\$ 14,949.45
HERFF, JAMES	ADMIN	Supervisory Dean	\$ 88,399.01	1	0	4	14			\$ 8,742.75	\$ 600.00	\$ 20,153.23
HERMAN, JEFFREY	LEAD	Emotional Disorder Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 9,058.56
HERMANN, BROOKE	LEAD	ELEM Fifth Grade Teacher	\$ 71,790.01	1	0	0	14			\$ 3,778.45		\$ 14,652.66
HERNANDEZ, ANDREA	LEAD	School Social Worker	\$ 57,674.00	1	0	0	14			\$ 3,035.50		\$ 1,967.14
HERNANDEZ, CARMEN	LEAD	ELEM Kindergarten Dual Language Teacher	\$ 62,496.01	1	0	0	14			\$ 3,289.29		\$ 300.00
HERNANDEZ, GRISELDA	LEAD	School Social Worker	\$ 76,097.02	1	0	0	14			\$ 4,005.14		\$ 9,003.72
HERNANDEZ, MEGHAN	LEAD	ELEM Second Grade Teacher	\$ 70,300.00	1	0	0	14			\$ 3,700.03		\$ 9,134.16
HERNANDEZ, PHILIP	LEAD	HS Industrial Tech Teacher	\$ 67,109.01	1	0	0	14			\$ 3,532.08		\$ 19,783.15
HERNUQUIST, ALEXSONDRA	LEAD	School Social Worker	\$ 58,893.00	1	0	0	14			\$ 3,099.66		\$ 14,516.90
HEROLDT, JEREMY	LEAD	MS PE Teacher	\$ 75,489.00	1	0	0	14			\$ 3,973.14		\$ 14,474.94
HERRENBRUCK, ANGELINA	LEAD	ELEM Kindergarten Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 10,753.63
HERRERA, FRANCESCA	LEAD	ELEM Third Grade Teacher	\$ 85,013.00	1	0	0	14			\$ 4,474.40		\$ 300.00
HERRMANN, DIANNE	LEAD	ELEM Kindergarten Teacher	\$ 92,764.00	1	0	0	14			\$ 4,882.35		\$ 1,180.68
HERRNOBLER, DANIELLE	LEAD	HS Alternative Learn Op Coach	\$ 50,801.02	1	0	0	14			\$ 2,673.76		\$ 8,137.60

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
HERRON, PATRICIA	LEAD	Speech Pathologist	\$ 70,300.00	1	0	0	14			\$ 3,700.03		\$ 14,652.66
HERTEL, ALEXANDRA	LEAD	Cross Categorical Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 2,042.74
HEVESY, MICHELLE	LEAD	Bilingual Special Ed Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 1,967.14
HEVESY, NICHOLAS	LEAD	ELEM STEM Teacher	\$ 51,817.00	1	0	0	14			\$ 2,727.23		\$ 2,042.74
HEWITT, SUZANNE	LEAD	ELEM Third Grade Teacher	\$ 83,347.01	1	0	0	14			\$ 4,386.72		\$ 300.00
HIBBELER, KELLY	LEAD	Speech Pathologist	\$ 80,756.01	1	0	0	14			\$ 4,250.35		\$ 300.00
HICE, WILLIAM	LEAD	Cognitive Disabilities Teacher	\$ 48,885.00	1	0	0	14			\$ 2,572.92		\$ 14,694.62
HILL, REBECCA	LEAD	ELEM Instructional Coach	\$ 55,495.02	1	0	0	14			\$ 2,920.81		\$ 300.00
HILLYARD, SARA	LEAD	School Counselor	\$ 57,674.00	1	0	0	14			\$ 3,035.50		\$ 8,102.50
HILTON, KRISTEN	LEAD	ELEM Art Teacher	\$ 51,896.02	1	0	0	14			\$ 2,731.39		\$ 18,428.57
HO, ELLEN	LEAD	HS Math Teacher	\$ 53,910.01	1	0	0	14			\$ 2,837.39		\$ 1,967.14
HOBLIN-LAMORENA, KELLY	LEAD	MS Band Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 9,220.56
HOCHBERG, JORDON	LEAD	HS Math Teacher	\$ 50,859.01	1	0	0	14			\$ 2,676.81		\$ 1,912.30
HODAL, HEATHER	LEAD	ELEM Fifth Grade Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 14,218.50
HOFFMAN, ERIKA	LEAD	School Psychologist	\$ 68,948.70	1	0	0	14			\$ 3,628.91		\$ 1,912.30
HOFFMANN, MARIE ANNE	LEAD	Speech Pathologist	\$ 76,069.01	1	0	0	14			\$ 4,003.66		\$ 19,783.15
HOGY, GRETCHEN	LEAD	Cross Categorical Teacher	\$ 85,667.01	1	0	0	14			\$ 4,508.83		\$ 1,358.40
HOLLANDER, LORIE	LEAD	Cross Categorical Teacher	\$ 75,489.00	1	0	0	14			\$ 3,973.14		\$ 20,821.98
HOLLIS, KATHRYN	LEAD	ELEM Fourth Grade Teacher	\$ 50,859.01	1	0	0	14			\$ 2,676.81		\$ 1,967.14
HOLLISTER, RYAN	LEAD	HS Social Studies Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 1,967.14
HOLLOWAY, ROBERT	LEAD	HS Science Teacher	\$ 52,934.01	1	0	0	14			\$ 2,786.02		\$ 10,106.18
HOLM, KRISTINE	LEAD	Elementary Interventionist	\$ 85,667.01	1	0	0	14			\$ 4,508.83		\$ 9,134.16
HOLMER, AARON	LEAD	HS Math Teacher	\$ 85,667.01	1	0	0	14			\$ 4,508.83		\$ 20,999.70
HOLMES, CHRISTINA	LEAD	ELEM Second Grade Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 14,982.13
HOLSTEIN, JEFFREY	LEAD	Emotional Disorder Teacher	\$ 74,009.02	1	8	0	14			\$ 3,895.24		\$ 19,960.87
HOLTZ, DEREK	LEAD	ELEM PE Teacher	\$ 64,945.01	1	0	0	14			\$ 3,418.19		\$ 20,821.98
HOLZE, TINA	ADMIN	Education Service Specialist	\$ 99,154.00	1	25	0	14			\$ 9,806.43	\$ 1,200.00	\$ 9,274.44
HOMOLA, ROBERT	LEAD	Cross Categorical Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 14,652.66
HOOD, JESSICA	LEAD	School Social Worker	\$ 64,945.01	1	0	0	14			\$ 3,418.19		\$ 300.00
HOOPER, DEANN	LEAD	ELEM First Grade Teacher	\$ 82,370.00	1	0	0	14			\$ 4,335.30		\$ 300.00
HOORMANN, JILL	LEAD	MS Language Arts Teacher	\$ 47,004.01	1	0	0	14			\$ 2,473.92		\$ 1,912.30
HOOSIER, CIERA	LEAD	HS Alternative Learn Op Coach	\$ 50,801.02	1	0	0	14			\$ 2,673.76		\$ 1,962.26
HOPKINS, BERTHA	LEAD	MS Dual Language	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 341.96
HOPKINS-MUEHL, CHRISTINE	LEAD	HS Health Teacher	\$ 85,667.01	1	0	0	14			\$ 4,508.83		\$ 9,058.56
HOPLEY-DEBOER, HOLLY	LEAD	HS Spanish Teacher	\$ 68,373.00	1	0	0	14			\$ 3,598.61		\$ 20,821.98
HOPP, ERICA	LEAD	Cross Categorical Teacher	\$ 56,151.01	1	0	0	14			\$ 2,955.34		\$ 20,999.70
HOPPE, MICHELLE	LEAD	Speech Pathologist	\$ 60,002.01	1	0	0	14			\$ 3,158.03		\$ 341.96
HORGAN, BARBARA	LEAD	ELEM First Grade Teacher	\$ 90,912.01	1	0	0	14			\$ 4,784.88		\$ 1,180.68
HORNBERG, ERICK	LEAD	HS Social Studies Teacher	\$ 85,667.01	1	0	0	14			\$ 4,508.83		\$ 1,358.40
HORTON, JOSHUA	LEAD	MS Language Arts Teacher	\$ 68,373.00	1	0	0	14			\$ 3,598.61		\$ 20,821.98
HOSTETLER, DEBORAH	LEAD	MS Orchestra Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 9,058.56
HOTH, JENNIFER	LEAD	HS FACS Teacher	\$ 67,571.01	1	0	0	14			\$ 3,556.40		\$ 14,652.66
HOUGH, KIMBERLY	LEAD	ELEM Fifth Grade Teacher	\$ 84,018.01	1	4	0	14			\$ 4,422.04		\$ 14,474.94
HOUGH, SEAN	LEAD	ELEM PE Teacher	\$ 89,162.01	1	0	0	14			\$ 4,692.77		\$ 300.00
HOUK, MARY	LEAD	MS Science Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 8,102.50
HOVING, KATHRYN	LEAD	HS English Teacher	\$ 76,069.01	1	0	0	14			\$ 4,003.66		\$ 300.00
HOWARD, JEANNE	LEAD	Pre-Primary Facilitator	\$ 84,116.00	1	0	0	14			\$ 4,427.19		\$ 10,106.18
HOWE, JEFFREY	LEAD	HS Social Studies Teacher	\$ 81,713.01	1	0	0	14			\$ 4,300.72		\$ 9,792.00
HOWE, JENNIFER	LEAD	ELEM Kindergarten Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 1,967.14
HUBER, KRISTIN	LEAD	School Counselor	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 300.00
HUBER, LANCE	LEAD	HS Business Teacher	\$ 98,406.01	1	0	0	14			\$ 5,179.31		\$ 20,096.11
HUELLEN, COURTNEY	LEAD	Speech Pathologist	\$ 56,542.01	1	0	0	14			\$ 2,975.92		\$ 341.96
HUME, EMILIE	LEAD	ELEM First Grade Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 13,594.09
HUMMEL, JOHONNA	LEAD	ELEM Fifth Grade Teacher	\$ 63,672.02	1	0	0	14			\$ 3,351.19		\$ 456.84

COMMUNITY UNIT SCHOOL DISTRICT 300

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Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
HUNT, ERIC	LEAD	Cross Categorical Teacher	\$ 54,408.00	1	0	0	14			\$ 2,863.60		\$ 14,061.66
HURLEY, AMANDA	LEAD	School Counselor	\$ 63,672.02	1	0	0	14			\$ 3,351.19		\$ 300.00
HURLEY, GINA	LEAD	MS PE Teacher	\$ 52,934.01	1	0	0	14			\$ 2,786.02		\$ 9,134.16
HURST, JENNIFER	LEAD	HS Math Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 2,042.74
INGOLD, MEGAN	LEAD	HS Math Teacher	\$ 63,746.01	1	0	0	14			\$ 3,355.08		\$ 15,241.78
IOSSI, BRIAN	LEAD	MS PE Teacher	\$ 53,971.01	1	0	0	14			\$ 2,840.60		\$ 14,474.94
IRWIN, JOY	LEAD	ELEM Alternative Learn Op Tchr	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 2,366.02
ISBRANDT, BRIANNA	LEAD	Cognitive Disabilities Teacher	\$ 58,893.00	1	0	0	14			\$ 3,099.66		\$ 7,847.98
ISRAEL, NANCY	ADMIN	Supervisory Dean	\$ 73,968.00	1	0	4	14			\$ 7,315.51	\$ 600.00	\$ 2,203.39
IZBICKI, DANIEL	LEAD	HS Science Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 8,102.50
JACOBS, EMILY	LEAD	HS AVID Teacher	\$ 71,678.01	1	0	0	14			\$ 3,772.56		\$ 8,860.51
JACOBS, JACLYN	LEAD	HS Math Teacher	\$ 57,737.01	1	0	0	14			\$ 3,038.81		\$ 8,178.10
JAEGER, ASHLEE	LEAD	ELEM Title Resource Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 14,652.66
JAGIELO, JESSICA	LEAD	School Counselor	\$ 63,672.02	1	0	0	14			\$ 3,351.19		\$ 20,999.70
JAIME, SONIA	LEAD	School Social Worker	\$ 58,826.01	1	0	0	14			\$ 3,096.13		\$ 14,652.66
JAKUBIK, KATHRYN	LEAD	School Social Worker	\$ 58,826.01	1	0	0	14			\$ 3,096.13		\$ 14,652.66
JAKUBOWSKI, MICHAEL	LEAD	HS Industrial Tech Teacher	\$ 87,513.01	1	0	0	14			\$ 4,605.98		\$ 456.84
JAMROZY, SHANNON	ADMIN	Supervisory Dean	\$ 86,666.01	1	0	4	14			\$ 8,571.36	\$ 600.00	\$ 20,149.29
JANCZAK, LAUREN	LEAD	HS Math Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 341.96
JARVIS, BETH	LEAD	Literacy Teacher	\$ 55,495.02	1	0	0	14			\$ 2,920.81		\$ 14,652.66
JENISCH, BRADLEY	LEAD	HS Spanish Teacher	\$ 50,859.01	1	0	0	14			\$ 2,676.81		\$ 9,058.56
JENSEN, ERIK	LEAD	Cross Categorical Teacher	\$ 71,678.01	1	0	0	14			\$ 3,772.56		\$ 14,474.94
JENSKY, ANA	LEAD	ELEM Fifth Grade Teacher	\$ 48,885.00	1	0	0	14			\$ 2,572.92		\$ 14,652.66
JETER, ERICA	LEAD	MS Science Teacher	\$ 51,817.00	1	0	0	14			\$ 2,727.23		\$ 2,042.74
JIMENEZ ALFARO, MARTA	LEAD	Speech Pathologist	\$ 76,069.02	1	0	0	14			\$ 4,003.66		\$ 1,967.14
JIMENEZ, ELIZETTE	LEAD	Speech Pathologist	\$ 56,542.01	1	0	0	14			\$ 2,975.92		\$ 341.96
JOBST, CORIE	LEAD	Cross Categorical Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 14,474.94
JOHANSON, KATHRYN	LEAD	ELEM Music Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 9,100.52
JOHNSON, ERIN	LEAD	Emotional Disorder Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 14,765.83
JOHNSON, JACQUELYN	ADMIN	Director	\$ 123,941.02	1	25	0	14			\$ 12,257.89	\$ 2,400.00	\$ 8,927.40
JOHNSON, JASON	LEAD	School Counselor	\$ 83,987.00	1	0	0	14			\$ 4,420.40		\$ 300.00
JOHNSON, KIYO	LEAD	ELEM Kindergarten Dual Language Teacher	\$ 59,520.00	1	0	0	14			\$ 3,132.66		\$ 13,950.78
JOHNSON, NIKISHA	LEAD	ELEM First Grade Teacher	\$ 64,924.01	1	0	0	14			\$ 3,417.08		\$ 2,266.42
JOHNSON, PAMELA	LEAD	ELEM Third Grade Teacher	\$ 104,807.13	1	0	0	14			\$ 5,516.21		\$ 14,765.83
JONAS, LINDSAY	ADMIN	Assistant Superintendent	\$ 135,560.01	1	25	0	14			\$ 13,407.02	\$ 2,400.00	\$ 15,429.31
JONES, AMY	LEAD	MS Orchestra Teacher	\$ 73,227.01	1	0	0	14			\$ 3,854.08		\$ 14,956.93
JONES, ELIZABETH	LEAD	ELEM Third Grade Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 14,982.13
JOPLIN, MANDI	LEAD	Speech Pathologist	\$ 66,221.00	1	0	0	14			\$ 3,485.34		\$ 1,967.14
JOSLYN, MATTHEW	LEAD	MS PE Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 18,606.29
JOUSTRA, ASHLEY	LEAD	HS Art Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 456.84
JOUSTRA, SARAH	LEAD	Cross Categorical Teacher	\$ 60,711.00	1	0	0	14			\$ 3,195.34		\$ 1,358.40
JOYCE, JANE	LEAD	HS FACS Teacher	\$ 63,650.01	1	0	0	14			\$ 3,350.03		\$ 9,134.16
JURGENSEN, DANIEL	LEAD	MS Science Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 15,159.85
KACZAR, DEBORAH	LEAD	Media Teacher	\$ 70,273.01	1	0	0	14			\$ 3,698.61		\$ 15,241.78
KAHLEY, JENNIFER	LEAD	HS Social Studies Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 1,201.56
KAISER, MEGAN	LEAD	ELEM Third Grade Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 20,821.98
KAKAREKA, SARAH	LEAD	ELEM Kindergarten Teacher	\$ 59,520.00	1	0	0	14			\$ 3,132.66		\$ 9,792.00
KALAMATAS, KATRINA	LEAD	Literacy Teacher	\$ 63,746.01	1	0	0	14			\$ 3,355.08		\$ 14,982.13
KAMINSKI, ALISON	ADMIN	MS Assistant Principal	\$ 84,866.00	1	25	0	14			\$ 8,393.33		\$ 498.81
KAMMINGA, SHELLIE	LEAD	MS Math Teacher	\$ 63,650.01	1	0	0	14			\$ 3,350.03		\$ 19,960.87
KAMPHAUSEN, DAWN	LEAD	Cross Categorical Teacher	\$ 85,569.02	1	0	0	14			\$ 4,503.67		\$ 20,999.70
KANN, KATHLEEN	LEAD	ELEM Second Grade Teacher	\$ 89,129.02	1	0	0	14			\$ 4,691.04		\$ 9,614.28
KAPITAN, SARAH	LEAD	HS Spanish Teacher	\$ 77,591.01	1	0	0	14			\$ 4,083.77		\$ 19,960.87
KAROUMI, AERENIA	LEAD	ELEM Kindergarten Teacher	\$ 80,850.00	1	0	0	14			\$ 4,255.30		\$ 15,419.50

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
KASPER, MICHAEL	LEAD	MS Band Teacher	\$ 65,021.01	1	0	0	14			\$ 3,422.19		\$ 2,042.74
KASPROWICZ, ADAM	LEAD	HS Industrial Tech Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 14,652.66
KATZBECK, JASON	LEAD	ELEM Fifth Grade Dual Language Teacher	\$ 71,790.01	1	0	0	14			\$ 3,778.45		\$ 1,841.86
KEATY, ROBERT	LEAD	HS Math Teacher	\$ 79,264.01	1	0	0	14			\$ 4,171.82		\$ 20,999.70
KEEN, BETH	LEAD	Hearing Impaired Teacher	\$ 56,174.00	1	0	0	14			\$ 2,956.55		\$ 456.84
KELLER ALEMAN, MARFIL	LEAD	ELEM First Grade Dual Language Teacher	\$ 63,238.02	1	0	0	14			\$ 3,328.34		\$ 341.38
KELLER, CHRISTOPHER	LEAD	HS Science Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 14,218.50
KELLY, MICHELLE	LEAD	HS Spanish Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 9,134.16
KEMPER, ELISA	LEAD	Cognitive Disabilities Teacher	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 9,134.16
KENDALL-SMITH, LORI	LEAD	ELEM Third Grade Teacher	\$ 110,982.39	1	0	0	14			\$ 5,841.23		\$ 15,554.74
KERLEY, AMY	LEAD	ELEM Fifth Grade Teacher	\$ 92,730.01	1	0	0	14			\$ 4,880.57		\$ 300.00
KESTING, NATALIE	LEAD	HS Math Teacher	\$ 77,710.02	1	0	0	14			\$ 4,090.03		\$ 15,241.78
KHOKHER, NAILA	LEAD	HS English Teacher	\$ 53,341.00	1	0	0	14			\$ 2,807.44		\$ 2,094.20
KIEFFER, KRISTIN	LEAD	ELEM Third Grade Teacher	\$ 69,739.01	1	0	0	14			\$ 3,670.50		\$ 8,102.50
KILE, ERICA	LEAD	ELEM Instructional Coach	\$ 58,893.00	1	0	0	14			\$ 3,099.66		\$ 1,642.18
KIND, EMILY	LEAD	Speech Pathologist	\$ 64,924.01	1	0	0	14			\$ 3,417.08		\$ 2,042.74
KING, LAUREN	LEAD	MS PE Teacher	\$ 47,004.01	1	0	0	14			\$ 2,473.92		\$ 300.00
KING, SAMANTHA	LEAD	School Counselor	\$ 67,571.01	1	0	0	14			\$ 3,556.40		\$ 8,571.82
KINIKIN, JULIE	LEAD	MS Math Teacher	\$ 77,000.01	1	0	0	14			\$ 4,052.66		\$ 300.00
KIPP, ASHLEY	LEAD	HS Interim	\$ 72,518.01	1	0	0	14			\$ 3,816.77		\$ 2,083.03
KIRCH, BESS	LEAD	MS Instructional Coach	\$ 96,477.00	1	0	0	14			\$ 5,077.78		\$ 1,201.56
KIRCHMEYER, KATHERINE	LEAD	HS Math Teacher	\$ 32,382.61	0.6	0	0	14			\$ 1,704.36		\$ 13,751.10
KIRMSE, VALENE	LEAD	Voc Ed/300 Plus	\$ 52,934.01	1	0	0	14			\$ 2,786.02		\$ 8,102.50
KIRSTEN, KRISTINA	LEAD	Cross Categorical Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 300.00
KISIEL, ANNA	LEAD	ELEM ESL Teacher	\$ 76,097.02	1	0	0	14			\$ 4,005.14		\$ 14,982.13
KISSAMIS, JEFF	LEAD	ELEM Fourth Grade Teacher	\$ 84,018.01	1	0	0	14			\$ 4,422.04		\$ 14,652.66
KISSNER, COLLEEN	LEAD	MS Science Teacher	\$ 59,979.00	1	0	0	14			\$ 3,156.81		\$ 300.00
KITZ, SARAH	LEAD	MS Math Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 300.00
KLEIN, ALICIA	LEAD	HS Social Studies Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 19,804.03
KLEIN, KARI	LEAD	ELEM Title Resource Teacher	\$ 62,426.01	1	0	0	14			\$ 3,285.61		\$ 9,058.56
KLEIN, MELISSA	LEAD	ELEM First Grade Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 300.00
KLEINER, ANNE	LEAD	HS Social Studies Teacher	\$ 51,817.01	1	0	0	14			\$ 2,727.23		\$ 8,535.55
KLEINER, LINDA	LEAD	MS Language Arts Teacher	\$ 66,246.00	1	0	0	14			\$ 3,486.66		\$ 19,059.31
KLEINSCHMIDT, MEGAN	LEAD	ELEM Fourth Grade Dual Language Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 1,642.18
KLEM, NICHOLE	LEAD	Autism Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 9,058.56
KLEPARSKI, PATRICK	LEAD	ELEM PE Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 1,912.30
KLINN, NORMA	ADMIN	Education Service Specialist	\$ 91,604.01	1	25	0	14			\$ 9,059.73	\$ 1,200.00	\$ 499.18
KLOTTER, MEGAN	LEAD	ELEM Second Grade Teacher	\$ 70,382.01	1	0	0	14			\$ 3,704.35		\$ 19,783.15
KMIECIAK, JANET	LEAD	ELEM Third Grade Teacher	\$ 102,771.33	1	0	0	14			\$ 5,409.06		\$ 21,134.94
KNAPP, GREGORY	LEAD	Speech Pathologist	\$ 57,674.00	1	0	0	14			\$ 3,035.50		\$ 300.00
KOCH, SARAH	LEAD	School Social Worker	\$ 60,002.01	1	0	0	14			\$ 3,158.03		\$ 9,058.56
KOLAKOWSKI, BARBARA	LEAD	Vision Impaired Teacher	\$ 62,426.01	1	0	0	14			\$ 3,285.61		\$ 15,241.78
KOLAKOWSKI, ZACHARY	LEAD	Cross Categorical Teacher	\$ 51,817.01	1	0	0	14			\$ 2,727.23		\$ 8,988.12
KONAJESKI, NANNETTE	LEAD	HS Spanish Teacher	\$ 76,069.01	1	0	0	14			\$ 4,003.66		\$ 1,358.40
KOPETSKY, TRACI	LEAD	MS PE Teacher	\$ 102,381.00	1	0	0	14			\$ 5,388.52		\$ 14,474.94
KOSCINSKI, LESLIE	LEAD	ELEM Fifth Grade Teacher	\$ 53,971.01	1	0	0	14			\$ 2,840.60		\$ 1,972.30
KOSI, LISA	LEAD	Speech Pathologist	\$ 73,141.02	1	0	0	14			\$ 3,849.56		\$ 19,783.15
KOSTER, EMILY	LEAD	ELEM Fourth Grade Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 341.96
KOTECKI, BRITT	LEAD	School Social Worker	\$ 74,605.01	1	0	0	14			\$ 3,926.61		\$ 19,783.15
KOTEL, SAMANTHA	LEAD	ELEM STEM Teacher	\$ 63,672.02	1	0	0	14			\$ 3,351.19		\$ 2,042.74
KOTTKE, MOLLY	LEAD	ELEM Third Grade Dual Language Teacher	\$ 57,274.01	1	0	0	14			\$ 3,014.45		\$ 14,895.73
KOTWICA, LAURA	LEAD	ELEM Fifth Grade Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 18,606.29
KOURI, DOUGLAS	ADMIN	MS Assistant Principal	\$ 91,861.01	1	25	0	14			\$ 9,085.15	\$ 600.00	\$ 14,674.51
KOVAR, ROBYN	LEAD	MS Social Studies Teacher	\$ 57,209.02	1	0	0	14			\$ 3,011.03		\$ 20,821.98

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
KOVELL, ERIN	LEAD	ELEM Title Resource Teacher	\$ 66,321.01	1	0	0	14			\$ 3,490.61		\$ 10,575.91
KOWALL, MELISSA	LEAD	ELEM Third Grade Teacher	\$ 48,885.00	1	0	0	14			\$ 2,572.92		\$ 9,614.28
KOZIOL, RENATA	LEAD	MS Language Arts Teacher	\$ 47,004.01	1	0	0	14			\$ 2,473.92		\$ 554.52
KRAUSKA, PRESTON	LEAD	HS Orchestra Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 2,522.86
KREPEL, JEFFREY	LEAD	School Psychologist	\$ 66,273.99	1	0	0	14			\$ 3,488.13		\$ 9,058.56
KREPEL, JULIE	LEAD	Cross Categorical Teacher	\$ 74,577.01	1	0	0	14			\$ 3,925.14		\$ 9,058.56
KRIBS, STACY	LEAD	Cross Categorical Teacher	\$ 63,164.00	1	0	0	14			\$ 3,324.45		\$ 14,943.55
KRIEGEL, KIMBERLY	LEAD	Certified Technology Support	\$ 61,271.02	1	0	0	14			\$ 3,224.82		\$ 1,094.28
KRIEGEL, LESLEE	LEAD	Cross Categorical Tchrr - Resource - EL	\$ 68,373.00	1	0	0	14			\$ 3,598.61		\$ 14,474.94
KRIESMAN, SUSAN	LEAD	Media Teacher	\$ 50,165.96	1	0	0	14			\$ 2,640.33		\$ 316.80
KROHN, KELLY	LEAD	Cognitive Disabilities Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 9,058.56
KROLIKOWSKI, MARTA	LEAD	HS English Teacher	\$ 67,544.01	1	0	0	14			\$ 3,554.98		\$ 300.00
KRONBERG, KRISTIN	LEAD	HS English Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 20,999.70
KROTSEY, PAUL	LEAD	HS Art Teacher	\$ 70,273.01	1	0	0	14			\$ 3,698.61		\$ 14,318.10
KRUEGER JR., MICHAEL	LEAD	MS PE Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 15,159.85
KRUIT, MERIAH	LEAD	School Social Worker	\$ 56,542.01	1	0	0	14			\$ 2,975.92		\$ 341.96
KUCZMANSKI, ERICA	LEAD	ELEM First Grade Teacher	\$ 53,971.01	1	0	0	14			\$ 2,840.60		\$ 767.40
KUHN, WHITFORD	LEAD	ELEM Third Grade Teacher	\$ 68,373.00	1	0	0	14			\$ 3,598.61		\$ 19,941.30
KUKULSKI, KYLE	LEAD	Cross Categorical Teacher	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 1,967.14
KULBEDA, BRITTANY	LEAD	ELEM First Grade Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 2,042.74
KUMM, PATRICIA	LEAD	ELEM Second Grade Teacher	\$ 89,129.02	1	0	0	14			\$ 4,691.04		\$ 20,999.70
KURKOWSKI, RACHEL	LEAD	HS Science Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 1,912.30
KUSSIN, HALEY	LEAD	Cross Categorical Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 10,753.63
KUZYNOWSKI, COURTNEY	LEAD	ELEM Kindergarten Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 14,652.66
KWARTA, GLENN	LEAD	Cross Categorical Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 1,896.70
KYLLOE, JUSTINE	LEAD	Vision Impaired Teacher	\$ 60,002.01	1	0	0	14			\$ 3,158.03		\$ 1,912.30
KYRIAZIS, SOPHIA	LEAD	ELEM First Grade Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 20,821.98
LA BRIE III, LEO	ADMIN	HS Associate Principal	\$ 101,680.01	1	25	0	14			\$ 10,056.25	\$ 600.00	\$ 14,539.10
LA GRIPPE, SUSAN	LEAD	MS Science Teacher	\$ 104,429.02	1	0	0	14			\$ 5,496.31		\$ 8,985.79
LA RUE, DEBRA	LEAD	Literacy Teacher	\$ 96,477.00	1	0	0	14			\$ 5,077.78		\$ 9,058.56
LA RUE, LAURA	LEAD	HS Art Teacher	\$ 74,009.02	1	0	0	14			\$ 3,895.24		\$ 300.00
LABNO, BERNADETTE	LEAD	School Social Worker	\$ 58,826.01	1	0	0	14			\$ 3,096.13		\$ 10,233.07
LABONAR, MICHELLE	LEAD	Cross Categorical Teacher	\$ 64,945.01	1	0	0	14			\$ 3,418.19		\$ 300.00
LAIPPLE, MAREN	LEAD	ELEM Fifth Grade Teacher	\$ 92,764.00	1	0	0	14			\$ 4,882.35		\$ 8,102.50
LAKE, EDWARD	LEAD	MS ESL Teacher	\$ 50,801.02	1	0	0	14			\$ 2,673.76		\$ 341.96
LANE, LISA	LEAD	Certified Nurse	\$ 57,297.02	1	0	0	14			\$ 3,015.66		\$ 9,058.56
LANG, TONYA	LEAD	Cross Categorical Teacher	\$ 60,711.00	1	0	0	14			\$ 3,195.34		\$ 2,522.86
LANGLAND, PAMELA	LEAD	Pre-Primary Spec Ed Teacher	\$ 64,945.01	1	0	0	14			\$ 3,418.19		\$ 10,019.78
LANGTON, MATTHEW	ADMIN	Supervisory Dean	\$ 73,968.00	1	0	4	14			\$ 7,315.51	\$ 600.00	\$ 19,687.36
LAROCCO, JENNIFER	LEAD	ELEM Third Grade Teacher	\$ 90,912.01	1	0	0	14			\$ 4,784.88		\$ 20,999.70
LARSEN, KATHRYN	LEAD	Autism Teacher	\$ 58,443.02	1	0	0	14			\$ 3,075.97		\$ 300.00
LARSON, AMANDA	LEAD	ELEM Music Teacher	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 14,495.82
LARSON, DESIREE	LEAD	Certified Technology Support	\$ 66,221.00	1	0	0	14			\$ 3,485.34		\$ 13,751.10
LARSON, SUSAN	LEAD	ELEM Fourth Grade Teacher	\$ 85,698.02	1	0	0	14			\$ 4,510.46		\$ 9,058.56
LATENDRESSE, PATRICK	LEAD	HS Alternative Learn Op Tchrr	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 9,058.56
LATIMER, JUDITH	LEAD	ELEM Fifth Grade Teacher	\$ 56,174.00	1	0	0	14			\$ 2,956.55		\$ 20,999.70
LATOWICZ, COURTNEY	LEAD	ELEM Third Grade Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 9,100.52
LAWRENCE, MEGAN	LEAD	MS Social Studies Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 300.00
LAZARE, JEANETTE	LEAD	ELEM Kindergarten Teacher	\$ 52,934.01	1	0	0	14			\$ 2,786.02		\$ 14,652.66
LAZOWSKI, MARY	LEAD	Cross Categorical Teacher	\$ 50,859.01	1	0	0	14			\$ 2,676.81		\$ 9,058.56
LEARY, JEFFREY	LEAD	HS Spanish Teacher	\$ 55,495.02	1	0	0	14			\$ 2,920.81		\$ 15,241.78
LECLAIR, HANNAH	LEAD	ELEM Music Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 1,954.26
LEHECHKA, JACKIE	LEAD	Speech Pathologist	\$ 60,002.00	1	0	0	14			\$ 3,158.03		\$ 9,100.52
LEIB, ERIN	LEAD	Speech Pathologist	\$ 77,620.00	1	0	0	14			\$ 4,085.30		\$ 9,792.00

COMMUNITY UNIT SCHOOL DISTRICT 300

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Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
LEIBENGGOOD, JULIE	LEAD	ELEM Fourth Grade Teacher	\$ 98,406.01	1	0	0	14			\$ 5,179.31		\$ 10,575.91
LEIFELD, SHANE	LEAD	HS Social Studies Teacher	\$ 81,713.01	1	0	0	14			\$ 4,300.72		\$ 20,821.98
LEIST, JESSICA	LEAD	MS Science Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 14,956.93
LEITON, MIRIAM	LEAD	ELEM Third Grade Dual Language Teacher	\$ 61,924.01	1	0	0	14			\$ 3,259.18		\$ 14,474.94
LEJA, ALLISON	LEAD	HS English Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 9,063.72
LELAND, EMMA	LEAD	HS Orchestra Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 7,777.54
LEMANSKI, RYAN	ADMIN	Education Service Specialist	\$ 97,209.01	1	25	0	14			\$ 9,614.07	\$ 1,200.00	\$ 18,817.91
LEMLEY, KALYNN	LEAD	ELEM Second Grade Teacher	\$ 77,591.01	1	0	0	14			\$ 4,083.77		\$ 19,960.87
LENTINO, DANIEL	LEAD	HS Industrial Tech Teacher	\$ 64,502.01	1	0	0	14			\$ 3,394.87		\$ 300.00
LENTS, MELIA	LEAD	School Social Worker	\$ 62,426.01	1	0	0	14			\$ 3,285.61		\$ 8,102.50
LENTZ, JASON	ADMIN	MS Principal	\$ 126,421.01	1	25	0	14			\$ 12,503.16	\$ 1,200.00	\$ 9,135.41
LEONARD, SHANNON	LEAD	ELEM Fourth Grade Teacher	\$ 75,489.00	1	0	0	14			\$ 3,973.14		\$ 20,821.98
LEPKOWSKI, ALEXANDER	LEAD	HS Math Teacher	\$ 58,419.02	1	0	0	14			\$ 3,074.71		\$ 14,474.94
LERETTE-KAUFFMAN, HEIDI	LEAD	Vision Impaired Teacher	\$ 56,542.01	1	0	0	14			\$ 2,975.92		\$ 341.96
LESCHMAN, SHALON	LEAD	ELEM Fifth Grade Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 14,652.66
LESKO, SHANNON	LEAD	MS Language Arts Teacher	\$ 73,141.01	1	0	0	14			\$ 3,849.56		\$ 1,180.68
LEVY, LISA	LEAD	ELEM ESL Teacher	\$ 84,116.00	1	42	0	14			\$ 4,427.19		\$ 20,821.98
LEWANDOWSKI, NOLAN	LEAD	Cross Categorical Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 2,042.74
LEWANDOWSKI, TARAH	LEAD	Cross Categorical Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 1,896.70
LEWARCHICK, KRISTEN	LEAD	ELEM ESL Teacher	\$ 83,987.00	1	0	0	14			\$ 4,420.40		\$ 14,652.66
LEYDEN, HOLLY	LEAD	ELEM Band Teacher	\$ 49,881.00	1	0	0	14			\$ 2,625.34		\$ 8,178.10
LIBERT, CHRISTOPHER	LEAD	HS English Teacher	\$ 53,910.02	1	0	0	14			\$ 2,837.39		\$ 9,058.56
LICHTENBERG, CHRISTINA	LEAD	MS Language Arts Teacher	\$ 67,648.01	1	0	0	14			\$ 3,560.45		\$ 1,023.84
LICHTENHELD, ALLISON	LEAD	Media Teacher	\$ 61,924.01	1	0	0	14			\$ 3,259.18		\$ 9,058.56
LIEDTKE, CAROLYN	LEAD	ELEM Fifth Grade Teacher	\$ 58,419.02	1	0	0	14			\$ 3,074.71		\$ 456.84
LIGHT, KRISTIN	LEAD	MS Language Arts Teacher	\$ 79,142.01	1	0	0	14			\$ 4,165.40		\$ 19,783.15
LINDAHL, DANIEL	ADMIN	Division Head	\$ 99,154.00	1	8	4	14			\$ 9,806.43	\$ 600.00	\$ 515.88
LINDEN, NICHOLAS	LEAD	HS Industrial Tech Teacher	\$ 83,347.01	1	0	0	14			\$ 4,386.72		\$ 14,474.94
LINDLEY, ANDREW	ADMIN	Division Head	\$ 91,604.01	1	0	4	14			\$ 9,059.73	\$ 600.00	\$ 14,851.44
LINDSAY, JESSICA	LEAD	Autism Teacher	\$ 50,801.02	1	0	0	14			\$ 2,673.76		\$ 9,100.52
LIPPERER, JESSICA	LEAD	Vision Impaired Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 9,220.56
LIS, ANTHONY	LEAD	School Counselor	\$ 76,069.01	1	0	0	14			\$ 4,003.66		\$ 19,960.87
LISS, ASHLEY	LEAD	Certified Technology Support	\$ 58,893.00	1	0	0	14			\$ 3,099.66		\$ 15,159.85
LITTLE, DAVID	LEAD	ELEM Second Grade Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 300.00
LODI, NICHOLAS	LEAD	MS Science Teacher	\$ 50,801.02	1	0	0	14			\$ 2,673.76		\$ 341.96
LODICO, MICHAEL	LEAD	MS Science Teacher	\$ 77,710.02	1	0	0	14			\$ 4,090.03		\$ 9,058.56
LOEHRKE, CONNOR	LEAD	HS Spanish Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 9,058.56
LOFTUS, KYLE	LEAD	ELEM PE Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 8,107.66
LOGA, TINA	LEAD	School Social Worker	\$ 73,113.01	1	0	0	14			\$ 3,848.08		\$ 8,860.51
LOMAX, KERRI	LEAD	ELEM Third Grade Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 9,134.16
LOMELI, IRENE	LEAD	MS Language Arts Teacher	\$ 47,004.01	1	4	0	14			\$ 2,473.92		\$ 1,972.30
LONGO, LUKE	LEAD	Emotional Disorder Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 20,665.14
LONIGRO, COURTNEY	LEAD	ELEM Fifth Grade Teacher	\$ 46,082.00	1	4	0	14			\$ 2,425.39		\$ 9,176.12
LOPEZ, JAMES	LEAD	ELEM PE Teacher	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 1,841.86
LOPEZ, NICOLETTE	LEAD	ELEM Third Grade Teacher	\$ 50,859.01	1	0	0	14			\$ 2,676.81		\$ 300.00
LOPEZ, YOLANDA	LEAD	ELEM ESL Teacher	\$ 74,009.02	1	0	0	14			\$ 3,895.24		\$ 20,821.98
LORINCZI, QUINTEN	LEAD	HS English Teacher	\$ 47,004.02	1	4	0	14			\$ 2,473.92		\$ 624.96
LOTZER, JACLYN	LEAD	HS Science Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 9,058.56
LOUIS, SHARON	LEAD	HS FACS Teacher	\$ 74,577.01	1	0	0	14			\$ 3,925.14		\$ 300.00
LOVAGLIA, JOANNE	LEAD	ELEM Kindergarten Teacher	\$ 66,221.00	1	0	0	14			\$ 3,485.34		\$ 20,999.70
LOVE, HANNAH	LEAD	School Counselor	\$ 57,674.00	1	0	0	14			\$ 3,035.50		\$ 370.44
LUCARELLI, JESSICA	LEAD	ELEM First Grade Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 300.00
LUCAS, MELISSA	LEAD	Cross Categorical Teacher	\$ 74,009.02	1	8	0	14			\$ 3,895.24		\$ 14,474.94
LUDWIG, SANDRA	LEAD	ELEM ESL Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 2,522.86

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
LUKASIK, JACKIE	LEAD	Cross Categorical Teacher	\$ 104,429.02	1	0	0	14			\$ 5,496.31		\$ 21,134.94
LUNA, ELIZA	LEAD	ELEM First Grade Dual Language Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 1,967.14
LUNA, LISA	ADMIN	Division Head	\$ 97,209.00	1	0	4	14			\$ 9,614.07	\$ 600.00	\$ 21,211.32
LUNDE, BJANA	LEAD	MS Art Teacher	\$ 61,924.01	1	0	0	14			\$ 3,259.18		\$ 300.00
LUPO, JENNIFER	LEAD	ELEM Kindergarten Teacher	\$ 82,466.01	1	0	0	14			\$ 4,340.35		\$ 19,960.87
LUTES, AMY	LEAD	HS Business Teacher	\$ 58,419.02	1	0	0	14			\$ 3,074.71		\$ 15,241.78
LYCOS, TIMOTHY	LEAD	MS Social Studies Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 1,912.30
MACK, KATHLEEN	LEAD	MS Science Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 19,960.87
MACK, TONI	LEAD	ELEM Third Grade Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 1,358.40
MADISON, KELLY	LEAD	ELEM Art Teacher	\$ 49,881.02	1	0	0	14			\$ 2,625.34		\$ 1,967.14
MAHER, ELISA	LEAD	ELEM Fifth Grade Dual Language Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 341.96
MAHER, LINDA	LEAD	ELEM Fourth Grade Teacher	\$ 100,374.00	1	0	0	14			\$ 5,282.88		\$ 14,474.94
MAHONEY, PAMELA	LEAD	Pre-Primary Spec Ed Teacher	\$ 83,987.00	1	0	0	14			\$ 4,420.40		\$ 15,159.85
MAINOLFI, KELLIE	ADMIN	HS Assistant Principal	\$ 97,209.01	1	25	0	14			\$ 9,614.07	\$ 600.00	\$ 21,033.60
MAJEWSKI, STEPHEN	LEAD	MS Social Studies Teacher	\$ 56,542.01	1	0	0	14			\$ 2,975.92		\$ 20,863.94
MALINOWSKI, KELLY	LEAD	MS Math Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 9,134.16
MALONE, MEGAN	LEAD	MS Math Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 8,988.12
MANCINI, KARA	LEAD	MS Science Teacher	\$ 47,004.01	1	0	0	14			\$ 2,473.92		\$ 14,982.13
MANKIVSKY, ROBERT	LEAD	Cross Categorical Teacher	\$ 66,221.00	1	0	0	14			\$ 3,485.34		\$ 1,180.68
MANNELLA, MICHELE	LEAD	ELEM Fifth Grade Teacher	\$ 90,945.01	1	0	0	14			\$ 4,786.62		\$ 9,614.28
MANTHEY, DENISE	LEAD	Mental Health Counselor	\$ 64,924.01	1	0	0	14			\$ 3,417.08		\$ 341.96
MARCHETTI, JAMIE	LEAD	ELEM Fourth Grade Teacher	\$ 77,591.01	1	0	0	14			\$ 4,083.77		\$ 14,474.94
MARINAS, KATHRYN	LEAD	ELEM Second Grade Teacher	\$ 76,097.02	1	0	0	14			\$ 4,005.14		\$ 19,960.87
MARINELLI, SUSAN	LEAD	ELEM Kindergarten Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 21,041.66
MARKHAM, LYDIA	LEAD	HS English Teacher	\$ 77,591.01	1	0	0	14			\$ 4,083.77		\$ 8,804.04
MARKS, BRADLEY	LEAD	ELEM Fifth Grade Teacher	\$ 55,073.01	1	0	0	14			\$ 2,898.60		\$ 14,982.13
MARKS, DENISE	LEAD	HS Health Teacher	\$ 50,859.01	1	0	0	14			\$ 2,676.81		\$ 300.00
MARLOWE, KATIE	LEAD	ELEM Second Grade Teacher	\$ 73,141.01	1	0	0	14			\$ 3,849.56		\$ 10,106.18
MARMOL, WENDY	LEAD	ELEM Fifth Grade Dual Language Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 14,103.62
MARQUIS, MARCIE	LEAD	MS Language Arts Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 14,061.66
MARSHALL, ABBY	LEAD	Cross Categorical Teacher	\$ 65,021.01	1	0	0	14			\$ 3,422.19		\$ 300.00
MARSHALL, LORI	ADMIN	MS Assistant Principal	\$ 94,626.03	1	25	0	14			\$ 9,358.61	\$ 600.00	\$ 20,999.70
MARSHALL, NOELIA	LEAD	ELEM Fourth Grade Dual Language Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 9,058.56
MARTENS, CAITLIN	LEAD	MS ESL Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 14,474.94
MARTENS, DANIEL	LEAD	MS PE Teacher	\$ 83,347.01	1	0	0	14			\$ 4,386.72		\$ 9,058.56
MARTIN, ANNA	LEAD	MS Math Teacher	\$ 67,031.02	1	0	0	14			\$ 3,527.98		\$ 1,180.68
MARTIN, JENNIFER	LEAD	MS Language Arts Teacher	\$ 48,885.00	1	0	0	14			\$ 2,572.92		\$ 18,606.29
MARTIN, NICHOLAS	LEAD	Cross Categorical Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 9,058.56
MARTINEZ, CHAYANNE	LEAD	ELEM Second Grade Dual Language Teacher	\$ 54,987.00	1	894	0	14			\$ 2,894.08		\$ 20,821.98
MARTINEZ, LINDSEY	LEAD	School Social Worker	\$ 58,826.01	1	0	0	14			\$ 3,096.13		\$ 300.00
MARTINO, FAITH	LEAD	MS Exploratory Teacher	\$ 82,370.00	1	0	0	14			\$ 4,335.30		\$ 14,474.94
MASON, DEBORAH	ADMIN	Director of Transportation	\$ 91,604.01	1	25	0	14			\$ 9,059.73	\$ 2,400.00	\$ 1,567.08
MASON, GREGORY	LEAD	HS Social Studies Teacher	\$ 68,895.01	1	0	0	14			\$ 3,626.08		\$ 20,821.98
MASSANISSO, JULIE	LEAD	HS Science Teacher	\$ 53,910.02	1	0	0	14			\$ 2,837.39		\$ 9,058.56
MASTALERZ, CHRISTOPHER	LEAD	MS Art Teacher	\$ 76,069.01	1	0	0	14			\$ 4,003.66		\$ 1,358.40
MASTERS, ETHAN	LEAD	HS Social Studies Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 341.96
MATHER, HEATHER	LEAD	ELEM ESL Teacher	\$ 63,672.02	1	0	0	14			\$ 3,351.19		\$ 10,283.90
MATHISEN, LINDSEY	LEAD	HS English Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 20,821.98
MATTHIESSEN, JENNIFER	LEAD	Cognitive Disabilities Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 300.00
MATUSHEK, GREGORY	LEAD	HS Band Teacher	\$ 48,885.00	1	0	0	14			\$ 2,572.92		\$ 8,102.50
MATUSZEWSKI, EMALIE	LEAD	HS FACS Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 300.00
MAUGER, ELIZABETH	LEAD	Elementary Interventionist	\$ 82,466.01	1	0	0	14			\$ 4,340.35		\$ 14,765.83
MAXA, FELICIA	LEAD	HS Science Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 14,652.66
MAZUR, KEVIN	LEAD	HS Science Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 1,912.30

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
McCURDY, NICOLE	LEAD	School Social Worker	\$ 79,173.00	1	0	0	14			\$ 4,167.03		\$ 20,821.98
MCDougall, Gina	LEAD	Cross Categorical Teacher	\$ 102,381.00	1	0	0	14			\$ 5,388.52		\$ 15,419.50
MCDowell, Jessica	LEAD	MS PE Teacher	\$ 52,934.01	1	0	0	14			\$ 2,786.02		\$ 2,042.74
McGill, David	LEAD	HS English Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 8,178.10
McGinn, Anthony	ADMIN	Director of Communication Svcs	\$ 103,160.02	1	25	0	14			\$ 10,202.63	\$ 2,400.00	\$ 9,292.64
McKENNEY, MATTHEW	LEAD	HS Science Teacher	\$ 71,678.01	1	0	0	14			\$ 3,772.56		\$ 14,652.66
McKinney, Elizabeth	LEAD	School Counselor	\$ 66,221.00	1	0	0	14			\$ 3,485.34		\$ 14,652.66
McMAHON, KARA	ADMIN	Associate Superintendent	\$ 186,459.00	1	25	0	14			\$ 18,440.98	\$ 2,400.00	\$ 21,380.09
McNAMARA, JULIANA	LEAD	HS English Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 300.00
McNEES, SCOTT	LEAD	HS Science Teacher	\$ 55,073.01	1	0	0	14			\$ 2,898.60		\$ 20,821.98
MCQUADE, REBECCA	LEAD	ELEM Fifth Grade Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 300.00
MEAD, AMANDA	LEAD	School Counselor	\$ 57,674.00	1	0	0	14			\$ 3,035.50		\$ 1,912.30
MEAR, ANDREA	LEAD	ELEM Instructional Coach	\$ 62,402.01	1	0	0	14			\$ 3,284.34		\$ 20,821.98
MEDCALF, KATHERINE	LEAD	MS RTI Teacher	\$ 63,746.01	1	0	0	14			\$ 3,355.08		\$ 9,134.16
MEDINA, CATHERINE	LEAD	Cross Categorical Teacher	\$ 77,710.02	1	0	0	14			\$ 4,090.03		\$ 10,753.63
MEDINA, FERNANDO	LEAD	HS Industrial Tech Teacher	\$ 71,135.01	1	0	0	14			\$ 3,743.98		\$ 9,949.34
MELFI, JACK	LEAD	Cross Categorical Teacher	\$ 86,713.01	1	0	0	14			\$ 4,563.88		\$ 14,474.94
MENDONCA, IRENE	LEAD	Cross Categorical Teacher	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 20,999.70
MENO, NATHAN	LEAD	HS English Teacher	\$ 53,971.01	1	0	0	14			\$ 2,840.60		\$ 9,058.56
MENOS, STEPHANIE	LEAD	School Social Worker	\$ 58,826.01	1	0	0	14			\$ 3,096.13		\$ 9,425.18
MENSCHING, DAVID	LEAD	HS Industrial Tech Teacher	\$ 98,406.01	1	0	0	14			\$ 5,179.31		\$ 10,575.91
MEREDITH, LAURA	LEAD	HS Social Studies Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 300.00
MERK, MICHELLE	LEAD	MS Exploratory Teacher	\$ 61,924.01	1	0	0	14			\$ 3,259.18		\$ 20,821.98
MERTOGLU, DAVID	LEAD	ELEM Fifth Grade Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 14,474.94
METZ, CHARLES	LEAD	HS Business Teacher	\$ 73,141.01	1	0	0	14			\$ 3,849.56		\$ 9,144.96
MEYER, REBECCA	LEAD	ELEM PE Teacher	\$ 71,303.21	0.72	0	0	14			\$ 3,752.83		\$ 19,783.15
MICELI-RANDOLPH, VICTORIA	LEAD	School Psychologist	\$ 104,352.14	1	0	0	14			\$ 5,492.26		\$ 18,902.47
MICHALSKI, MAGDALENA	LEAD	ELEM ESL Teacher	\$ 52,934.01	1	0	0	14			\$ 2,786.02		\$ 13,664.70
MICHALSKI, MATTHEW	LEAD	HS Social Studies Teacher	\$ 78,540.01	1	0	0	14			\$ 4,133.72		\$ 14,982.13
MICKLE, JONATHAN	ADMIN	Facilities Manager	\$ 95,572.01	1	25	0	14			\$ 9,452.17	\$ 600.00	\$ 14,869.99
MILADINOVIC, VERA	ADMIN	Education Service Specialist	\$ 95,304.02	1	25	0	14			\$ 9,425.66	\$ 1,200.00	\$ 2,473.83
MILLARD, KIMBERLY	LEAD	Cross Categorical Teacher	\$ 70,273.01	1	0	0	14			\$ 3,698.61		\$ 14,426.41
MILLARD, TAYLOR	LEAD	ELEM Kindergarten Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 700.56
MILLER, ANGELA	LEAD	HS English Teacher	\$ 53,971.01	1	0	0	14			\$ 2,840.60		\$ 8,988.12
MILLER, CATHERINE	LEAD	ELEM Third Grade Teacher	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 9,003.72
MILLER, DEBRA	LEAD	School Social Worker	\$ 56,542.01	1	0	0	14			\$ 2,975.92		\$ 341.96
MILLER, JANNA	LEAD	ELEM Music Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 554.52
MILLER, KIM	LEAD	ELEM Title Resource Teacher	\$ 96,477.00	1	0	0	14			\$ 5,077.78		\$ 10,106.18
MILLER, RONNE	LEAD	MS Science Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 8,178.10
MILLIGAN, MATTHEW	LEAD	MS Science Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 9,058.56
MINNER, KRISTEN	LEAD	Literacy Teacher	\$ 71,790.01	1	0	0	14			\$ 3,778.45		\$ 300.00
MINOGUE, MELISSA	LEAD	MS Math Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 300.00
MINOR, STEPHANIE	LEAD	School Psychologist	\$ 79,172.10	1	0	0	14			\$ 4,166.99		\$ 2,042.74
MINSTER, AMANDA	LEAD	ELEM Fourth Grade Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 13,416.37
MIRANDA, JENNIFER	LEAD	School Psychologist	\$ 70,327.19	1	0	0	14			\$ 3,701.46		\$ 14,474.94
MIRON, LUC	LEAD	Elementary Interventionist	\$ 89,026.01	1	0	0	14			\$ 4,685.62		\$ 20,821.98
MITCHELL, KATHLEEN	LEAD	ELEM Band Teacher	\$ 55,048.00	1	0	0	14			\$ 2,897.29		\$ 9,063.72
MITCHELL, STACEY	LEAD	Media Teacher	\$ 82,370.00	1	0	0	14			\$ 4,335.30		\$ 20,999.70
MITTY, RANDALL	LEAD	ELEM Art Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 9,058.56
MOCKUS, ANDREA	LEAD	Pre-School For All	\$ 82,370.00	1	0	0	14			\$ 4,335.30		\$ 14,982.13
MOELLER, MARK	LEAD	School Psychologist	\$ 67,599.44	1	0	0	14			\$ 3,557.89		\$ 9,058.56
MOHUNDRO, AMANDA	LEAD	ELEM Third Grade Teacher	\$ 64,945.01	1	0	0	14			\$ 3,418.19		\$ 20,821.98
MONDRAGON, DIANA	LEAD	School Counselor	\$ 61,202.00	1	0	0	14			\$ 3,221.18		\$ 1,967.14
MONTGOMERY, DANIELLE	LEAD	HS Math Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 1,967.14

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRS	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
MOORE, JENNIFER	LEAD	ELEM Fifth Grade Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 300.00
MORA, EBERTO	ADMIN	Director of Human Resources	\$ 143,080.02	1	25	0	14			\$ 14,150.76	\$ 2,400.00	\$ 15,268.24
MORALES, MONIKA	LEAD	HS Spanish Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 8,936.11
MORAN, TIMOTHY	LEAD	HS Social Studies Teacher	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 300.00
MORGAN, JACQUELYNN	LEAD	ELEM Kindergarten Teacher	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 9,058.56
MORRISON, AMY	LEAD	Literacy Teacher	\$ 102,771.33	1	0	0	14			\$ 5,409.06		\$ 8,860.51
MORTON, ALLYSON	LEAD	HS English Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 8,144.46
MOSTACCI, STEPHANIE	LEAD	School Social Worker	\$ 56,542.01	1	0	0	14			\$ 2,975.92		\$ 341.96
MOULTON, ROB	LEAD	Adapted PE Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 341.96
MRZLAK, EMILY	LEAD	HS English Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 8,107.66
MUCHA, MELLISSA	LEAD	Pre-School For All	\$ 64,427.00	1	0	0	14			\$ 3,390.92		\$ 1,967.14
MUDGE, BETH	LEAD	Speech Pathologist	\$ 79,142.01	1	0	0	14			\$ 4,165.40		\$ 14,652.66
MUELLER, ASHLEY	LEAD	Cross Categorical Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 9,176.12
MUELLER, BRIAN	LEAD	Cross Categorical Teacher	\$ 89,129.02	1	0	0	14			\$ 4,691.04		\$ 13,329.97
MUELLER, THERESE	LEAD	ELEM First Grade Teacher	\$ 78,540.01	1	0	0	14			\$ 4,133.72		\$ 14,982.13
MULLEN, KELLY	LEAD	HS English Teacher	\$ 85,013.00	1	0	0	14			\$ 4,474.40		\$ 1,493.64
MUNOZ, MARLENE	LEAD	ELEM Instructional Coach	\$ 78,692.02	1	0	0	14			\$ 4,141.72		\$ 14,658.97
MUNOZ-GARCIA, LUZ	LEAD	ELEM Kindergarten Dual Language Teacher	\$ 83,987.00	1	0	0	14			\$ 4,420.40		\$ 456.84
MUNSON, TAYLOR	LEAD	Autism Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 9,058.56
MURO, DALILA	LEAD	ELEM Title Resource Teacher	\$ 68,373.00	1	0	0	14			\$ 3,598.61		\$ 18,428.57
MURPHY, ANGELA	LEAD	MS Social Studies Teacher	\$ 48,885.00	1	0	0	14			\$ 2,572.92		\$ 13,594.09
MURPHY, ASHLEY	LEAD	ELEM Kindergarten Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 9,058.56
MURPHY, KELLEY	ADMIN	ELEM Assistant Principal	\$ 99,686.00	1	25	4	14			\$ 9,859.05	\$ 600.00	\$ 8,319.17
MURPHY, NICHOLE	LEAD	Media Teacher	\$ 80,756.01	1	0	0	14			\$ 4,250.35		\$ 1,967.14
MURPHY, STEPHANIE	LEAD	ELEM Fourth Grade Teacher	\$ 53,971.01	1	0	0	14			\$ 2,840.60		\$ 10,753.63
MURRAY, ROBERT	LEAD	Cross Categorical Teacher	\$ 82,341.01	1	0	0	14			\$ 4,333.77		\$ 20,999.70
MUSSACHIO, STEPHANIE	LEAD	ELEM Third Grade Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 14,474.94
MUTOLO, JENNETTE	LEAD	MS Language Arts Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 300.00
NACKE, SHELLEY	ADMIN	Assist Supt Ed Services	\$ 175,360.00	1	25	0	14			\$ 17,343.28	\$ 2,400.00	\$ 9,422.30
NALBONO, NICOLE	LEAD	ELEM Kindergarten Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 300.00
NANGLE, KATE	LEAD	ELEM Third Grade Teacher	\$ 96,477.00	1	0	0	14			\$ 5,077.78		\$ 9,058.56
NAPPER, DANIEL	LEAD	HS English Teacher	\$ 61,924.01	1	0	0	14			\$ 3,259.18		\$ 13,994.82
NATALE, JOSEPH	LEAD	HS Math Teacher	\$ 53,971.01	1	0	0	14			\$ 2,840.60		\$ 14,474.94
NAVARRO, MARIA	LEAD	ELEM Instructional Coach	\$ 104,429.02	1	0	0	14			\$ 5,496.31		\$ 19,783.15
NECHVATAL, JULIE	LEAD	ELEM First Grade Teacher	\$ 53,993.01	1	0	0	14			\$ 2,841.76		\$ 8,936.11
NEENAN, ELIZABETH	LEAD	Speech Pathologist	\$ 71,707.01	1	0	0	14			\$ 3,774.08		\$ 1,967.14
NEGI, KATHLEEN	LEAD	ELEM Second Grade Teacher	\$ 67,031.02	1	0	0	14			\$ 3,527.98		\$ 19,783.15
NEITZEL, CATHRYN	LEAD	ELEM First Grade Teacher	\$ 80,850.00	1	0	0	14			\$ 4,255.30		\$ 14,258.29
NELIS, THERESA	LEAD	School Social Worker	\$ 92,764.00	1	0	0	14			\$ 4,882.35		\$ 20,999.70
NELSEN, HOLLY	LEAD	ELEM Kindergarten Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 300.00
NELSEN, JENNA	LEAD	ELEM Fourth Grade Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 9,058.56
NELSEN, JODI	LEAD	Certified Nurse	\$ 58,443.02	1	0	0	14			\$ 3,075.97		\$ 456.84
NELSEN, ZACHARY	LEAD	HS Math Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 10,319.47
NELSON, ASHLEY	LEAD	HS Alternative Learn Op Coach	\$ 64,924.01	1	0	0	14			\$ 3,417.08		\$ 9,058.56
NELSON, MATTHEW	LEAD	ELEM PE Teacher	\$ 83,987.00	1	0	0	14			\$ 4,420.40		\$ 19,960.87
NELSON, NICOLE	LEAD	Emotional Disorder Teacher	\$ 71,707.01	1	0	0	14			\$ 3,774.08		\$ 8,032.06
NERJA, PATRICK	LEAD	HS Math Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 1,967.14
NEUMAN, SARAH	LEAD	Cross Categorical Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 300.00
NEUZIL, ANGELA	LEAD	MS Math Teacher	\$ 48,885.00	1	0	0	14			\$ 2,572.92		\$ 8,178.10
NEWTON, THERESA	LEAD	Elementary Interventionist	\$ 87,413.01	1	0	0	14			\$ 4,600.72		\$ 19,960.87
NICHOLS, MEGAN	LEAD	Speech Pathologist	\$ 62,402.02	1	0	0	14			\$ 3,284.34		\$ 13,612.93
NICKELS, CELESTINE	LEAD	ELEM Fourth Grade Teacher	\$ 58,893.00	1	0	0	14			\$ 3,099.66		\$ 1,358.40
NIEMIEC, BRYNN	LEAD	MS Math Teacher	\$ 79,142.01	1	0	0	14			\$ 4,165.40		\$ 14,474.94
NIETO, PILAR	LEAD	ELEM Kindergarten Dual Language Teacher	\$ 71,790.01	1	0	0	14			\$ 3,778.45		\$ 8,936.11

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
NISI, ERIN	LEAD	ELEM Fifth Grade Teacher	\$ 62,426.01	1	0	0	14			\$ 3,285.61		\$ 456.84
NOGA, NICOLE	LEAD	Autism Teacher	\$ 56,605.02	1	0	0	14			\$ 2,979.24		\$ 9,058.56
NOLAN, JENNIFER	LEAD	ELEM First Grade Teacher	\$ 85,698.02	1	0	0	14			\$ 4,510.46		\$ 19,783.15
NOLTE, REBECCA	LEAD	HS Social Studies Teacher	\$ 53,910.02	1	0	0	14			\$ 2,837.39		\$ 14,355.97
NORDEEN, VICKY	LEAD	HS Alternative Learn Op Tch	\$ 57,674.00	1	0	0	14			\$ 3,035.50		\$ 14,982.13
NORK, ALLISON	LEAD	ELEM Fourth Grade Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 9,058.56
NORKUS, KATE	LEAD	HS Art Teacher	\$ 75,489.00	1	0	0	14			\$ 3,973.14		\$ 300.00
NORTON, TINA	LEAD	HS Social Studies Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 456.84
NOSBISCH, REED	LEAD	Cross Categorical Teacher	\$ 85,013.00	1	4	0	14			\$ 4,474.40		\$ 21,134.94
NOSEWICZ, JOHN	LEAD	School Psychologist	\$ 96,551.13	1	0	0	14			\$ 5,081.68		\$ 14,218.50
NOTTOLINI, CHARLENE	LEAD	HS English Teacher	\$ 74,577.01	1	0	0	14			\$ 3,925.14		\$ 20,821.98
NOVAK, LORI	ADMIN	Internal Auditor	\$ 76,381.02	1	25	0	14			\$ 7,554.16	\$ -	\$ 20,136.64
NOWAK, DAVID	ADMIN	Coordinator	\$ 99,154.00	1	25	0	14			\$ 9,806.43	\$ 1,200.00	\$ 21,037.86
NOXON, KIMBERLY	LEAD	Cross Categorical Teacher	\$ 51,817.01	1	0	0	14			\$ 2,727.23		\$ 8,971.21
NUNEZ, SHANNON	LEAD	Bilingual Special Ed Teacher	\$ 74,577.01	1	0	0	14			\$ 3,925.14		\$ 13,751.10
O'BRIEN, JILLIAN	LEAD	HS PE Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 13,919.22
O'BRIEN, KATHRYN	LEAD	HS Math Teacher	\$ 62,496.00	1	0	0	14			\$ 3,289.29		\$ 8,936.11
O'BRIEN, KEVIN	LEAD	HS PE Teacher	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 554.52
O'BRIEN, PATRICK	LEAD	HS Social Studies Teacher	\$ 83,987.00	1	0	0	14			\$ 4,420.40		\$ 370.44
OBRZUT HOFMANN, HEIDE	LEAD	ELEM Fifth Grade Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 456.84
O'CONNOR, ELIZABETH	LEAD	MS Science Teacher	\$ 50,859.01	1	0	0	14			\$ 2,676.81		\$ 9,134.16
O'CONNOR, MICHAEL	LEAD	ELEM Fifth Grade Teacher	\$ 73,141.01	1	0	0	14			\$ 3,849.56		\$ 300.00
ODENTHAL, KATIE	LEAD	MS Alternative Learn Op Coach	\$ 61,271.02	1	0	0	14			\$ 3,224.82		\$ 18,606.29
ODOM, ALEXANDER	LEAD	ELEM Second Grade Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 20,821.98
O'DONNELL, AMY	LEAD	ELEM Third Grade Teacher	\$ 66,221.00	1	0	0	14			\$ 3,485.34		\$ 14,474.94
OEFFLING, SHARON	LEAD	School Social Worker	\$ 87,413.01	1	0	0	14			\$ 4,600.72		\$ 20,821.98
OESTERREICH, NANCY	ADMIN	Director	\$ 97,209.01	1	25	0	14			\$ 9,614.07	\$ 1,200.00	\$ 8,389.72
O'HARA, MARIA	LEAD	HS Math Teacher	\$ 47,926.01	1	0	0	14			\$ 2,522.44		\$ 9,100.52
O'HARA, MELISSA	LEAD	Certified Technology Support	\$ 64,924.01	1	0	0	14			\$ 3,417.08		\$ 20,999.70
O'HERRON, AMY	LEAD	MS Math Teacher	\$ 61,271.01	1	0	0	14			\$ 3,224.82		\$ 8,936.11
O'KEEFE, COLLEEN	ADMIN	Chief Legal Counsel	\$ 197,427.24	1	25	0	14			\$ 19,525.75	\$ 2,400.00	\$ 9,357.10
OKRZESIK, KRISTEN	LEAD	School Social Worker	\$ 61,202.00	1	0	0	14			\$ 3,221.18		\$ 341.96
OLIVA, SANDRA	LEAD	ELEM Third Grade Teacher	\$ 56,605.02	1	0	0	14			\$ 2,979.24		\$ 300.00
OLIVER, MICHELLE	LEAD	MS Science Teacher	\$ 61,202.00	1	0	0	14			\$ 3,221.18		\$ 2,109.58
OLLER, REBECCA	LEAD	School Social Worker	\$ 68,922.01	1	0	0	14			\$ 3,627.50		\$ 14,652.66
OLSEN, ANDREW	LEAD	MS Alternative Learn Op Teache	\$ 50,859.01	1	0	0	14			\$ 2,676.81		\$ 9,058.56
OLSON, JENNIFER	LEAD	Certified Technology Support	\$ 53,993.01	1	0	0	14			\$ 2,841.76		\$ 1,967.14
OLSON, JOAN	LEAD	Speech Pathologist	\$ 80,756.01	1	0	0	14			\$ 4,250.35		\$ 8,936.11
OMSBERG, LAUREN	LEAD	MS PE Teacher	\$ 66,221.00	1	0	0	14			\$ 3,485.34		\$ 1,967.14
OPELS, DANIEL	ADMIN	Director of Facilities	\$ 132,184.02	1	25	0	14			\$ 13,073.13	\$ 2,400.00	\$ 21,133.72
O'REILLY, JENNIFER	LEAD	ELEM Pre-Primary Teacher	\$ 67,648.01	1	0	0	14			\$ 3,560.45		\$ 1,180.68
OROS, LINDSEY	LEAD	ELEM Pre-Primary Teacher	\$ 49,862.01	1	0	0	14			\$ 2,624.34		\$ 9,058.56
OROZCO, DANIELA	LEAD	ELEM Fourth Grade Dual Language Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 300.00
ORTIZ, CARMEN	LEAD	Elementary Interventionist	\$ 79,142.01	1	0	0	14			\$ 4,165.40		\$ 10,753.63
ORTLOFF, SARAH	LEAD	ELEM Instructional Coach	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 8,936.11
OSBORN, SYDNEY	LEAD	HS ESL Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 8,988.12
O'TOOLE, SARA	LEAD	HS Science Teacher	\$ 64,945.01	1	0	0	14			\$ 3,418.19		\$ 1,967.14
OTTINGER, NICOLE	LEAD	Cognitive Disabilities Teacher	\$ 53,971.01	1	0	0	14			\$ 2,840.60		\$ 14,218.50
OZARKA, NICHOLAS	LEAD	HS Science Teacher	\$ 61,202.00	1	0	0	14			\$ 3,221.18		\$ 8,102.50
PAALMAN, PAULINE	LEAD	Cross Categorical Teacher	\$ 61,271.02	1	0	0	14			\$ 3,224.82		\$ 14,982.13
PAGANO, BRITTANY	LEAD	ELEM First Grade Teacher	\$ 63,164.00	1	0	0	14			\$ 3,324.45		\$ 1,912.30
PALARZ, AMANDA	LEAD	HS Science Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 1,180.68
PALAZZO, MISTY	LEAD	ELEM First Grade Teacher	\$ 52,934.01	1	0	0	14			\$ 2,786.02		\$ 18,606.29
PALOMBIT, DANIEL	ADMIN	Coordinator	\$ 109,227.95	1	25	0	14			\$ 10,802.75	\$ 1,200.00	\$ 21,237.40

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
PANDI, VARVARA	LEAD	School Psychologist	\$ 71,708.93	1	0	0	14			\$ 3,774.18		\$ 20,821.98
PANKAU, MARGUERITE	LEAD	Cross Categorical Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 370.44
PANTALEON, ENRIQUE	LEAD	ELEM Fourth Grade Dual Language Teacher	\$ 71,135.01	1	0	0	14			\$ 3,743.98		\$ 1,912.30
PANZARELLA, ALLISON	LEAD	ELEM Music Teacher	\$ 47,004.01	1	0	0	14			\$ 2,473.92		\$ 300.00
PAPECK, LISA	LEAD	ELEM Fifth Grade Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 1,841.86
PAREDERO, JENNIFER	LEAD	ELEM First Grade Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 630.12
PARISE, ANTHONY	LEAD	MS Social Studies Teacher	\$ 85,667.01	1	0	0	14			\$ 4,508.83		\$ 20,821.98
PARISI, THOMAS	ADMIN	Director	\$ 123,948.01	1	25	0	14			\$ 12,258.58	\$ 2,400.00	\$ 9,332.90
PARKER, ABIGAIL	LEAD	Emotional Disorder Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 2,009.10
PARKER, JENNIFER	LEAD	HS Vocal Music Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 8,733.60
PARMAN, LAURA	LEAD	HS FACS Teacher	\$ 98,293.01	1	0	0	14			\$ 5,173.36		\$ 14,979.44
PARTRIDGE, SARAH	LEAD	ELEM Fifth Grade Teacher	\$ 58,419.02	1	0	0	14			\$ 3,074.71		\$ 20,821.98
PASCO, ANNE	ADMIN	Director	\$ 123,941.02	1	25	0	14			\$ 12,257.89	\$ 2,400.00	\$ 21,268.88
PASENELLI, JAIMY	LEAD	ELEM First Grade Teacher	\$ 50,801.02	1	0	0	14			\$ 2,673.76		\$ 341.96
PASQUALE, MARY	LEAD	HS Math Teacher	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 7,777.54
PATEL, RICHA	LEAD	HS English Teacher	\$ 57,209.02	1	0	0	14			\$ 3,011.03		\$ 9,849.74
PAUKOVITS, NICOLE	LEAD	ELEM Alternative Learn Op Tch	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 1,912.30
PAUSTIAN, HANNA	LEAD	Pre-Primary Spec Ed Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 300.00
PAUZUOLIS, NICOLE	LEAD	Cross Categorical Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 8,178.10
PAZ, JENNIFER	LEAD	Pre-School For All	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 13,416.37
PEARA, SARAH	LEAD	ELEM Fourth Grade Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 1,912.30
PEARSALL, ANGELA	LEAD	ELEM Fourth Grade Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 300.00
PENAR, AMY	LEAD	School Social Worker	\$ 63,650.01	1	0	0	14			\$ 3,350.03		\$ 20,821.98
PENNELLA, SARA	LEAD	HS Reading Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 2,042.74
PENNINGTON, RICHARD	LEAD	MS Exploratory Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 1,896.70
PERDOMO, JOSHUA	ADMIN	Director	\$ 119,128.02	1	25	0	14			\$ 11,781.88	\$ 2,400.00	\$ 9,317.83
PEREZ, MINERVA	LEAD	ELEM ESL Teacher	\$ 104,429.02	1	0	0	14			\$ 5,496.31		\$ 15,159.85
PERKINS, RUTH	LEAD	MS Title I Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 300.00
PERRIN, ANTJE	LEAD	HS German Teacher	\$ 70,273.01	1	0	0	14			\$ 3,698.61		\$ 300.00
PESTEL, LYNETTE	LEAD	Speech Pathologist	\$ 87,381.01	1	0	0	14			\$ 4,599.04		\$ 8,102.50
PETERS, GAIL	LEAD	Speech Pathologist	\$ 104,429.02	1	0	0	14			\$ 5,496.31		\$ 9,144.96
PETERS, JENNIFER	LEAD	Pre-School For All	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 1,912.30
PETERSEN, DORENE	LEAD	ELEM Fourth Grade Teacher	\$ 104,429.02	1	0	0	14			\$ 5,496.31		\$ 14,982.13
PETERSEN, PATRICIA	LEAD	Elementary Interventionist	\$ 85,667.01	1	0	0	14			\$ 4,508.83		\$ 15,134.65
PETERSEN, WILLIAM	LEAD	HS Social Studies Teacher	\$ 86,713.01	1	0	0	14			\$ 4,563.88		\$ 2,092.42
PETERSON, BRIAN	ADMIN	HS Assistant Principal	\$ 97,209.01	1	25	0	14			\$ 9,614.07	\$ 600.00	\$ 9,432.18
PETERSON, EMILY	LEAD	MS Language Arts Teacher	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 1,642.18
PETERSON, JACQUELINE	LEAD	HS English Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 300.00
PETERSON, KATHERINE	LEAD	HS Social Studies Teacher	\$ 76,069.01	1	0	0	14			\$ 4,003.66		\$ 9,614.28
PETERSON, ZACHARY	LEAD	ELEM Fourth Grade Teacher	\$ 53,971.01	1	0	0	14			\$ 2,840.60		\$ 2,522.86
PETGES, AMANDA	LEAD	School Social Worker	\$ 58,826.02	1	0	0	14			\$ 3,096.13		\$ 1,967.14
PETRY, SHANNON	LEAD	HS ESL Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 8,220.06
PFLDERER, MARY	LEAD	Literacy Teacher	\$ 102,381.00	1	0	0	14			\$ 5,388.52		\$ 19,783.15
PICOLOTTI, HEATHER	LEAD	MS Language Arts Teacher	\$ 71,790.01	1	0	0	14			\$ 3,778.45		\$ 14,982.13
PIEL, JILLIAN	LEAD	MS Vocal Music Teacher	\$ 52,934.01	1	0	0	14			\$ 2,786.02		\$ 300.00
PIEPER, JENNIFER	LEAD	Cross Categorical Teacher	\$ 74,577.01	1	0	0	14			\$ 3,925.14		\$ 1,912.30
PILUT, DONNA	LEAD	ELEM Kindergarten Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 300.00
PINGEL, SARAH	LEAD	HS Math Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 1,896.70
PINGITORE, VIRGINIA	LEAD	Cross Categorical Teacher	\$ 60,711.00	1	0	0	14			\$ 3,195.34		\$ 9,058.56
PIOTROWSKI, ANGELINA	LEAD	School Social Worker	\$ 64,945.01	1	0	0	14			\$ 3,418.19		\$ 300.00
PITTNER, STEVEN	LEAD	MS Social Studies Teacher	\$ 100,411.02	1	0	0	14			\$ 5,284.83		\$ 1,493.64
PIZZOLATO, KRISTINE	LEAD	MS Math Teacher	\$ 79,173.00	1	0	0	14			\$ 4,167.03		\$ 300.00
PLACZEK, SAMANTHA	LEAD	ELEM Kindergarten Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 8,865.67
PLACZKOWSKI, EMILY	LEAD	HS Spanish Teacher	\$ 53,971.02	1	0	0	14			\$ 2,840.60		\$ 9,058.56

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
PLEASANT, ALEXIS	LEAD	MS Math Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 9,614.28
PLUMMER, MICHELLE	LEAD	MS Math Teacher	\$ 69,739.01	1	0	0	14			\$ 3,670.50		\$ 1,972.30
POCIASK, DAWN	LEAD	ELEM Fifth Grade Teacher	\$ 79,173.00	1	0	0	14			\$ 4,167.03		\$ 15,241.78
POCZTOWSKI, JOSEPH	LEAD	ELEM PE Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 14,652.66
PODGORSKI, KELSEY	LEAD	HS Spanish Teacher	\$ 58,419.02	1	0	0	14			\$ 3,074.71		\$ 8,988.12
POE, RUSSELL	LEAD	MS Science Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 18,606.29
POGGENSEE, TIA	LEAD	School Social Worker	\$ 71,678.01	1	0	0	14			\$ 3,772.56		\$ 20,999.70
POKORNY, KEVIN	LEAD	ELEM Fifth Grade Teacher	\$ 100,411.02	1	0	0	14			\$ 5,284.83		\$ 19,783.15
POLICHT, ALEXIA	LEAD	School Counselor	\$ 82,341.01	1	0	0	14			\$ 4,333.77		\$ 9,058.56
POLLACK, STACY	LEAD	HS English Teacher	\$ 58,893.00	1	0	0	14			\$ 3,099.66		\$ 1,967.14
POLLOCK, VICTORIA	LEAD	ELEM Music Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 13,603.59
POLO MOLINA, JUAN	LEAD	ELEM Fifth Grade Dual Language Teacher	\$ 63,164.00	1	0	0	14			\$ 3,324.45		\$ 1,180.68
PONTE, GASPAR	LEAD	MS Dual Language	\$ 74,693.02	1	0	0	14			\$ 3,931.24		\$ 14,474.94
POOL, NICOLAS	ADMIN	MS Assistant Principal	\$ 86,563.03	1	25	0	14			\$ 8,561.17	\$ 600.00	\$ 2,100.56
POORE, JANET	LEAD	Cross Categorical Teacher	\$ 61,997.01	1	0	0	14			\$ 3,263.03		\$ 14,982.13
POPE, NICHOLAS	LEAD	HS Math Teacher	\$ 71,790.01	1	0	0	14			\$ 3,778.45		\$ 14,943.55
PORSCHKE, BRITTANY	ADMIN	Elementary Principal	\$ 112,263.02	1	25	0	14			\$ 11,102.92	\$ 1,200.00	\$ 20,027.43
PORTER, JENNIFER	ADMIN	Director of Finance	\$ 126,421.01	1	25	0	14			\$ 12,503.16	\$ 2,400.00	\$ 21,274.60
PORTH, BRANDON	LEAD	HS Industrial Tech Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 742.52
PORTOKALIS, LEANDER	LEAD	HS Industrial Tech Teacher	\$ 64,502.01	1	0	0	14			\$ 3,394.87		\$ 341.96
POTTER, SAMANTHA	LEAD	Cross Categorical Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 9,058.56
POWERS, LAURA	LEAD	MS Title I Teacher	\$ 57,737.01	1	0	0	14			\$ 3,038.81		\$ 1,201.56
PRANTALOS, CAREY	LEAD	MS Math Teacher	\$ 56,174.00	1	0	0	14			\$ 2,956.55		\$ 20,821.98
PRETELT, MARIA TERESA	LEAD	ELEM Second Grade Dual Language Teacher	\$ 81,713.01	1	0	0	14			\$ 4,300.72		\$ 20,999.70
PRICE JR, BRIAN	LEAD	Cross Categorical Teacher	\$ 53,971.01	1	0	0	14			\$ 2,840.60		\$ 1,967.14
PROSSER, PATRICIA	LEAD	HS Science Teacher	\$ 67,544.01	1	0	0	14			\$ 3,554.98		\$ 14,474.94
PURKIS, JANEA	LEAD	MS Math Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 19,696.75
PUTMAN, DEVIN	LEAD	School Counselor	\$ 62,402.01	1	0	0	14			\$ 3,284.34		\$ 8,102.50
QUEFFELEC, JILL	LEAD	School Social Worker	\$ 98,442.01	1	0	0	14			\$ 5,181.20		\$ 14,982.13
QUENETT, ELAINE	LEAD	MS Math Teacher	\$ 63,672.02	1	0	0	14			\$ 3,351.19		\$ 19,783.15
QUICK, HEATHER	LEAD	Cross Categorical Teacher	\$ 68,895.01	1	0	0	14			\$ 3,626.08		\$ 9,134.16
QUINTANILLA, ESTHER	LEAD	Bilingual Special Ed Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 8,102.50
QUIROZ, MONICA	LEAD	HS English Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 1,967.14
QUITNO, ROBERT	ADMIN	HS Assistant Principal	\$ 111,665.01	1	25	0	14			\$ 11,043.78	\$ 600.00	\$ 14,717.64
RAHIMI, STEPHANIE	LEAD	HS Math Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 1,023.84
RAHN, KEVIN	LEAD	ELEM Fourth Grade Teacher	\$ 89,129.02	1	0	0	14			\$ 4,691.04		\$ 14,218.50
RAISTRICK, KAREN	LEAD	ELEM Instructional Coach	\$ 58,826.01	1	0	0	14			\$ 3,096.13		\$ 8,733.60
RAISTRICK, MARK	LEAD	HS PE Teacher	\$ 57,737.01	1	0	0	14			\$ 3,038.81		\$ 15,159.85
RAKOWSKI, ANDREW	LEAD	ELEM PE Teacher	\$ 66,221.00	1	0	0	14			\$ 3,485.34		\$ 1,358.40
RANDL, JAMIE	ADMIN	Education Service Specialist	\$ 95,304.02	1	25	0	14			\$ 9,425.66	\$ 1,200.00	\$ 14,682.35
RANDL, RONDA	LEAD	ELEM First Grade Teacher	\$ 74,577.01	1	0	0	14			\$ 3,925.14		\$ 14,652.66
RASMUS, RENITA	LEAD	HS Science Teacher	\$ 88,447.01	1	0	0	14			\$ 4,655.14		\$ 9,058.56
RASMUSSEN, PATRICIA	LEAD	ELEM Kindergarten Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 300.00
RATH, TAMMY	LEAD	ELEM Third Grade Teacher	\$ 79,142.01	1	0	0	14			\$ 4,165.40		\$ 14,956.93
RAU, EMILY	LEAD	MS Language Arts Teacher	\$ 46,386.27	1	0	0	14			\$ 2,441.40		\$ 341.96
RAUE, SHEREE	LEAD	ELEM Second Grade Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 300.00
RAY, KELLY	LEAD	Cross Categorical Teacher	\$ 70,273.01	1	0	0	14			\$ 3,698.61		\$ 9,058.56
RAYMOND, JOHN	LEAD	Speech Pathologist	\$ 100,776.08	1	0	0	14			\$ 5,304.05		\$ 14,318.10
RAYNER, CHRISTINA	LEAD	Literacy Teacher	\$ 85,698.02	1	0	0	14			\$ 4,510.46		\$ 20,821.98
REBODOS, JEAN	LEAD	Certified Nurse	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 14,652.66
RECZEK, STEPHEN	LEAD	MS Math Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 2,042.74
REDMER, STEPHANIE	LEAD	ELEM First Grade Teacher	\$ 52,934.01	1	0	0	14			\$ 2,786.02		\$ 15,419.50
REGUL, NANCY	ADMIN	Elementary Principal	\$ 107,903.01	1	25	0	14			\$ 10,671.72	\$ 1,200.00	\$ 15,216.51
REIBEL, JONATHON	LEAD	HS English Teacher	\$ 56,605.02	1	0	0	14			\$ 2,979.24		\$ 14,218.50

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
REIBEL, ROBERT	LEAD	Cross Categorical Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 8,936.11
REID, JENNIFER	LEAD	Speech Pathologist	\$ 76,097.02	1	0	0	14			\$ 4,005.14		\$ 20,999.70
REIG, DAWN	ADMIN	MS Assistant Principal	\$ 123,630.01	1	25	0	14			\$ 12,227.13	\$ 600.00	\$ 9,183.84
REINCKE, ANGELA	ADMIN	Elementary Principal	\$ 121,244.05	1	25	0	14			\$ 11,991.16	\$ 1,200.00	\$ 9,857.73
REISNER, NATALIE	LEAD	ELEM Fifth Grade Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 1,967.14
REITER, KAITLYN	LEAD	Speech Pathologist	\$ 58,826.02	1	0	0	14			\$ 3,096.13		\$ 8,733.60
REMEDIOS SANCHEZ, ELENA	LEAD	ELEM First Grade Dual Language Teacher	\$ 68,373.00	1	0	0	14			\$ 3,598.61		\$ 1,912.30
RENDONE, LISA	LEAD	Cross Categorical Teacher	\$ 71,790.01	1	0	0	14			\$ 3,778.45		\$ 20,821.98
REPPENING, RENEE	LEAD	ELEM Kindergarten Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 1,912.30
REUTER, PATRICIA	LEAD	ELEM Kindergarten Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 1,967.14
REYMANN-GOLAT, SHANNON	LEAD	Cross Categorical Teacher	\$ 51,817.01	1	0	0	14			\$ 2,727.23		\$ 9,063.72
REYNOLDS, CARRIE	LEAD	School Counselor	\$ 67,571.01	1	0	0	14			\$ 3,556.40		\$ 9,614.28
RICHARD, JENNIFER	LEAD	ELEM Pre-Primary Teacher	\$ 56,605.02	1	0	0	14			\$ 2,979.24		\$ 14,474.94
RICHARDSON, RACHEL	LEAD	ELEM First Grade Teacher	\$ 77,000.01	1	0	0	14			\$ 4,052.66		\$ 14,474.94
RICHMOND, MADELINE	LEAD	HS Art Teacher	\$ 51,817.00	1	0	0	14			\$ 2,727.23		\$ 9,058.56
RILEY, SHANNON	LEAD	School Psychologist	\$ 100,298.94	1	0	0	14			\$ 5,278.93		\$ 20,821.98
RIOS, CYNTHIA	LEAD	MS Language Arts Teacher	\$ 60,711.00	1	0	0	14			\$ 3,195.34		\$ 300.00
RIVERA RIVERA, MARY	LEAD	Bilingual Special Ed Teacher	\$ 70,273.01	1	0	0	14			\$ 3,698.61		\$ 341.96
ROBERTS, EMILY	LEAD	Cognitive Disabilities Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 9,100.52
ROBERTS, JAMES	LEAD	HS Alternative Ed Teacher	\$ 66,221.00	1	0	0	14			\$ 3,485.34		\$ 14,474.94
ROBERTSON, MARJORIE	LEAD	ELEM Fourth Grade Teacher	\$ 67,109.01	1	0	0	14			\$ 3,532.08		\$ 15,442.01
ROBERTSON, SARAH	LEAD	HS Science Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 14,982.13
ROBINSON, MOLLY	LEAD	ELEM Kindergarten Teacher	\$ 69,739.01	1	0	0	14			\$ 3,670.50		\$ 14,982.13
ROCK, KRISTIN	LEAD	ELEM Orchestra Teacher	\$ 51,896.00	1	0	0	14			\$ 2,731.39		\$ 9,058.56
RODMAN, ROSARIO	LEAD	HS Spanish Teacher	\$ 56,605.02	1	0	0	14			\$ 2,979.24		\$ 924.24
RODMAN, THOMAS	LEAD	HS Business Teacher	\$ 87,281.01	1	0	0	14			\$ 4,593.77		\$ 18,606.29
RODRIGUEZ JR, ROBERTO	LEAD	ELEM Second Grade Dual Language Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 8,733.60
RODRIGUEZ PEREZ, VANESSA	LEAD	ELEM Third Grade Dual Language Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 14,526.40
RODRIGUEZ, AMI	LEAD	HS TPI Teacher	\$ 66,221.00	1	0	0	14			\$ 3,485.34		\$ 2,266.42
RODRIGUEZ, EMILY	LEAD	ELEM STEM Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 1,912.30
RODRIGUEZ, MARIA	LEAD	ELEM First Grade Dual Language Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 2,042.74
RODRIGUEZ, RACHEL	LEAD	School Counselor	\$ 57,674.00	1	0	0	14			\$ 3,035.50		\$ 14,652.66
ROGERS, CONRAD	LEAD	HS Science Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 10,575.91
ROGERS, WINIFRED	LEAD	Hearing Impaired Teacher	\$ 100,776.08	1	0	0	14			\$ 5,304.05		\$ 9,183.84
ROGGENBUCK, MEGHAN	LEAD	ELEM Fifth Grade Dual Language Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 19,960.87
ROHDE, SONYA	LEAD	ELEM Music Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 1,201.56
ROHLWING, SUSAN	ADMIN	Elementary Principal	\$ 122,715.00	1	25	0	14			\$ 12,136.64	\$ 1,200.00	\$ 300.00
ROHLWING, TODD	ADMIN	Safety Officer	\$ 95,304.02	1	25	0	14			\$ 9,425.66	\$ 2,400.00	\$ 516.91
ROJAS, LOURDES	LEAD	ELEM Kindergarten Dual Language Teacher	\$ 65,021.01	1	0	0	14			\$ 3,422.19		\$ 1,912.30
ROLLER, AMY	LEAD	School Psychologist	\$ 87,448.50	1	0	0	14			\$ 4,602.59		\$ 14,474.94
ROMERO, LAURA	LEAD	Speech Pathologist	\$ 64,924.01	1	0	0	14			\$ 3,417.08		\$ 9,134.16
ROSBOROUGH, ALEXANDRA	LEAD	School Counselor	\$ 54,408.00	1	0	0	14			\$ 2,863.60		\$ 456.84
ROSENBERG, HEATHER	LEAD	MS Social Studies Teacher	\$ 55,495.02	1	0	0	14			\$ 2,920.81		\$ 1,967.14
ROSS, KAITLIN	LEAD	MS PE Teacher	\$ 63,672.02	1	0	0	14			\$ 3,351.19		\$ 1,180.68
ROSSLER, AMBER	LEAD	Elementary Interventionist	\$ 80,850.00	1	0	0	14			\$ 4,255.30		\$ 14,474.94
ROTEBERRY, BETHANY	LEAD	ELEM Fourth Grade Teacher	\$ 80,725.00	1	0	0	14			\$ 4,248.72		\$ 20,821.98
ROTHECKER, KRISTA	LEAD	HS Spanish Teacher	\$ 60,781.01	1	0	0	14			\$ 3,199.03		\$ 1,358.40
ROTONDI, VINCENT	LEAD	School Counselor	\$ 62,426.01	1	0	0	14			\$ 3,285.61		\$ 1,201.56
ROUTSON, EILEEN	LEAD	MS Science Teacher	\$ 61,271.02	1	0	0	14			\$ 3,224.82		\$ 14,218.50
ROY, MONA	LEAD	MS Vocal Music Teacher	\$ 64,427.00	1	0	0	14			\$ 3,390.92		\$ 19,626.31
RUFER, WILLIAM	LEAD	School Social Worker	\$ 100,776.08	1	0	0	14			\$ 5,304.05		\$ 1,967.14
RUIZ, PATRICIA	LEAD	HS Spanish Teacher	\$ 63,164.00	1	0	0	14			\$ 3,324.45		\$ 14,260.46
RUMORO, DAVID	ADMIN	MS Assistant Principal	\$ 93,698.01	1	25	0	14			\$ 9,266.83	\$ 600.00	\$ 2,170.82
RUPNICK, SONYA	LEAD	ELEM First Grade Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 300.00

COMMUNITY UNIT SCHOOL DISTRICT 300

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RUSSELL, JASON	LEAD	MS PE Teacher	\$ 85,013.00	1	0	0	14			\$ 4,474.40		\$ 20,999.70
RUSSELL, KRISTEN	LEAD	Speech Pathologist	\$ 68,895.01	1	0	0	14			\$ 3,626.08		\$ 14,652.66
RUSSELL, MICHELLE	LEAD	ELEM Fifth Grade Teacher	\$ 85,698.02	1	0	0	14			\$ 4,510.46		\$ 300.00
RUSO, ZOKI	LEAD	ELEM Third Grade Teacher	\$ 76,069.01	1	0	0	14			\$ 4,003.66		\$ 20,821.98
RUZINOK, THOMAS	ADMIN	MS Principal	\$ 127,050.02	1	25	0	14			\$ 12,565.37	\$ 1,200.00	\$ 14,495.03
RYAN, ASHLEY	LEAD	ELEM Fifth Grade Dual Language Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 250.00
RYAN, KERRIE	LEAD	Cognitive Disabilities Teacher	\$ 91,604.01	1	0	0	14			\$ 4,821.30		\$ 9,257.74
RYAN, KEVIN	LEAD	HS PE Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 9,058.56
RYDZ, GERI	LEAD	MS Language Arts Teacher	\$ 82,370.00	1	0	0	14			\$ 4,335.30		\$ 10,106.18
RYTINA, JENNIFER	LEAD	ELEM First Grade Teacher	\$ 73,113.01	1	0	0	14			\$ 3,848.08		\$ 456.84
SABO, KEVIN	LEAD	MS PE Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 14,218.50
SABROWSKIE, LAURA	LEAD	MS Language Arts Teacher	\$ 67,544.00	1	0	0	14			\$ 3,554.98		\$ 10,106.18
SAINSBURY, AARON	LEAD	Cross Categorical Teacher	\$ 71,678.01	1	0	0	14			\$ 3,772.56		\$ 9,058.56
SAINSBURY, KRISTIN	ADMIN	Assistant Superintendent	\$ 132,902.01	1	25	0	14			\$ 13,144.14	\$ 2,400.00	\$ 15,054.49
SALAZAR, BASILIO	ADMIN	Coordinator	\$ 135,812.16	1	25	0	14			\$ 13,431.96	\$ 1,200.00	\$ 21,294.74
SALGADO, LEON	LEAD	ELEM Second Grade Dual Language Teacher	\$ 87,413.01	1	0	0	14			\$ 4,600.72		\$ 300.00
SALIFOSKI, DANIELLE	LEAD	MS Social Studies Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 14,474.94
SALINAS, JONELLE	LEAD	ELEM Third Grade Teacher	\$ 57,737.01	1	0	0	14			\$ 3,038.81		\$ 300.00
SAMARGIS, ELAINA	LEAD	ELEM Kindergarten Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 8,102.50
SAMUELSON, ERIC	LEAD	HS Business Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 10,283.90
SANCHEZ, ANDREA	LEAD	Elementary Interventionist	\$ 54,408.00	1	0	0	14			\$ 2,863.60		\$ 300.00
SANDERS, LUCINDA	LEAD	MS Instructional Coach	\$ 93,488.06	1	0	0	14			\$ 4,920.46		\$ 516.28
SANFORD, BRIAN	LEAD	MS Science Teacher	\$ 67,648.01	1	0	0	14			\$ 3,560.45		\$ 9,058.56
SANKEY, STEVEN	LEAD	MS PE Teacher	\$ 70,382.01	1	0	0	14			\$ 3,704.35		\$ 14,474.94
SANTANIELLO, KRYSTAL	LEAD	HS Math Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 8,178.10
SANTELLA, PATRICIA	ADMIN	Division Head	\$ 97,209.00	1	0	4	14			\$ 9,614.07	\$ 600.00	\$ 9,270.18
SANTUCCI, JOSEPH	LEAD	ELEM Instructional Coach	\$ 66,221.00	1	0	0	14			\$ 3,485.34		\$ 2,042.74
SARNA, JOHN	LEAD	HS PE Teacher	\$ 87,381.00	1	0	0	14			\$ 4,599.04		\$ 14,982.13
SARNWICK, LAUREN	LEAD	ELEM Second Grade Teacher	\$ 83,987.00	1	0	0	14			\$ 4,420.40		\$ 14,474.94
SARTHER, JAMES	LEAD	HS Business Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 300.00
SARTO, JILL	LEAD	ELEM Third Grade Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 20,098.14
SARULLO, CRISTINA	LEAD	School Counselor	\$ 58,826.01	1	0	0	14			\$ 3,096.13		\$ 300.00
SAUCEDA, AMANDA	LEAD	ELEM Title Teacher	\$ 71,678.01	1	0	0	14			\$ 3,772.56		\$ 20,821.98
SAVAGE, SAMANTHA	LEAD	ELEM Fourth Grade Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 341.96
SAWYER, KERRY	LEAD	ELEM Third Grade Teacher	\$ 89,162.01	1	0	0	14			\$ 4,692.77		\$ 20,821.98
SCHAAF, NILE	LEAD	ELEM STEM Teacher	\$ 57,209.02	1	0	0	14			\$ 3,011.03		\$ 15,159.85
SCHAEFER, BRANDON	ADMIN	Education Service Specialist	\$ 97,209.01	1	25	0	14			\$ 9,614.07	\$ 1,200.00	\$ 14,686.56
SCHAEFER, RACHAEL	LEAD	ELEM Kindergarten Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 300.00
SCHAFER, JESSICA	LEAD	HS English Teacher	\$ 61,202.00	1	0	0	14			\$ 3,221.18		\$ 8,535.55
SCHAMROWSKI, ZACKERY	LEAD	MS Social Studies Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 1,912.30
SCHARLAU, WADE	LEAD	HS Industrial Tech Teacher	\$ 71,135.01	1	0	0	14			\$ 3,743.98		\$ 14,474.94
SCHECHEL, MEGAN	LEAD	ELEM Fourth Grade Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 8,988.12
SCHUCK, LAUREN	LEAD	Certified Technology Support	\$ 57,737.01	1	0	0	14			\$ 3,038.81		\$ 1,967.14
SCHURICH, MARK	LEAD	MS PE Teacher	\$ 75,489.00	1	0	0	14			\$ 3,973.14		\$ 14,474.94
SCHIESTEL, APRIL	LEAD	School Social Worker	\$ 57,674.00	1	0	0	14			\$ 3,035.50		\$ 14,652.66
SCHILLING, RACHEL	ADMIN	ELEM Assistant Principal	\$ 81,872.01	1	0	4	14			\$ 8,097.22	\$ 600.00	\$ 1,358.54
SCHLIMGEN, BETSY	LEAD	HS Math Teacher	\$ 61,271.01	1	0	0	14			\$ 3,224.82		\$ 300.00
SCHLOSS, ANDREA	LEAD	Cognitive Disabilities Teacher	\$ 74,605.01	1	0	0	14			\$ 3,926.61		\$ 14,474.94
SCHLUNZ-JOHNSON, DEBRA	LEAD	ELEM Kindergarten Teacher	\$ 63,650.01	1	0	0	14			\$ 3,350.03		\$ 9,058.56
SCHMIDT, CHRISTY	LEAD	Elementary Interventionist	\$ 79,264.00	1	0	0	14			\$ 4,171.82		\$ 14,474.94
SCHMIDT, JULIE	LEAD	ELEM Fourth Grade Teacher	\$ 57,674.00	1	0	0	14			\$ 3,035.50		\$ 19,526.71
SCHMIDT, PATRICIA	ADMIN	Dir Acctnblty & Assmnt	\$ 123,941.02	1	25	0	14			\$ 12,257.89	\$ 2,400.00	\$ 15,688.68
SCHMIDT, SHERRIE	ADMIN	School Hlth Svcs Coordinator	\$ 123,287.00	1	25	0	14			\$ 12,193.21	\$ 1,200.00	\$ 9,253.98
SCHMIT, JILLIAN	LEAD	Literacy Teacher	\$ 71,707.01	1	0	0	14			\$ 3,774.08		\$ 14,474.94

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
SCHNABEL, LINDA	LEAD	Cross Categorical Teacher	\$ 50,801.02	1	0	0	14			\$ 2,673.76		\$ 9,100.52
SCHOLTEN STORRIE, KIMBERLY	LEAD	Pre-Primary Facilitator	\$ 60,711.00	1	0	0	14			\$ 3,195.34		\$ 14,652.66
SCHOUREK, KIRK	LEAD	Cross Categorical Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 15,159.85
SCHROEDER, VICKY	LEAD	Pre-School For All	\$ 73,113.01	1	0	0	14			\$ 3,848.08		\$ 9,134.16
SCHROTH, CHERYL	LEAD	MS Language Arts Teacher	\$ 90,217.01	1	0	0	14			\$ 4,748.30		\$ 15,419.50
SCHUBERT, KRISTIN	LEAD	Multi Needs Teacher	\$ 52,934.01	1	0	0	14			\$ 2,786.02		\$ 8,178.10
SCHUCK, STEPHANIE	LEAD	HS PE Teacher	\$ 61,271.02	1	0	0	14			\$ 3,224.82		\$ 300.00
SCHULTZ, TIMOTHY	LEAD	HS English Teacher	\$ 47,004.02	0.6	0	0	14			\$ 2,473.92		\$ 8,733.60
SCHULZE, AMANDA	LEAD	Speech Pathologist	\$ 60,002.01	1	0	0	14			\$ 3,158.03		\$ 14,652.66
SCHUMACHER, JOSEPH	ADMIN	Assistant Superintendent	\$ 152,318.90	1	25	0	14			\$ 15,064.49	\$ 2,400.00	\$ 15,272.75
SCHUMACHER, NICOLE	LEAD	MS Math Teacher	\$ 58,893.00	1	0	0	14			\$ 3,099.66		\$ 1,896.70
SCHWAB, KATLYN	LEAD	ELEM Kindergarten Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 300.00
SCHWARTZ, ROSE	LEAD	ELEM Second Grade Teacher	\$ 67,544.01	1	0	0	14			\$ 3,554.98		\$ 14,786.71
SEAGER, LYNN	LEAD	Voc Ed/300 Plus	\$ 90,945.01	1	0	0	14			\$ 4,786.62		\$ 554.52
SEAGREN, KIMBERLY	LEAD	HS Business Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 14,652.66
SEGER, SARA	LEAD	Multi Needs Teacher	\$ 79,264.01	1	0	0	14			\$ 4,171.82		\$ 20,821.98
SEGURA, STEPHANIE	LEAD	Cross Categorical Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 1,912.30
SEKLECKI, KELLY	LEAD	ELEM First Grade Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 9,058.56
SERRITELLA, VINCENT	LEAD	HS Industrial Tech Teacher	\$ 79,142.01	1	0	0	14			\$ 4,165.40		\$ 554.52
SETTANNI, JANIS	LEAD	MS Math Teacher	\$ 100,411.02	1	0	0	14			\$ 5,284.83		\$ 20,096.11
SEWARD, TISHA	ADMIN	Education Service Specialist	\$ 93,435.02	1	25	0	14			\$ 9,240.82	\$ 1,200.00	\$ 1,561.68
SHACKELFORD, JILL	LEAD	Speech Pathologist	\$ 90,912.01	1	0	0	14			\$ 4,784.88		\$ 15,159.85
SHADEL, MATTHEW	LEAD	School Counselor	\$ 56,542.01	1	0	0	14			\$ 2,975.92		\$ 9,176.12
SHANAHAN, LYNETTE	LEAD	HS Health Teacher	\$ 62,496.00	1	0	0	14			\$ 3,289.29		\$ 20,821.98
SHANNON, KAYLENE	LEAD	Cross Categorical Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 15,159.85
SHARP, LINDSAY	ADMIN	Coordinator	\$ 125,752.02	1	25	0	14			\$ 12,437.00	\$ 1,200.00	\$ 9,295.75
SHARPE, SERAFINA MARIA	LEAD	Speech Pathologist	\$ 77,591.01	1	0	0	14			\$ 4,083.77		\$ 15,159.85
SHEEHAN, KATHRYN	LEAD	School Counselor	\$ 66,221.00	1	0	0	14			\$ 3,485.34		\$ 300.00
SHEFCIK, VANESSA	LEAD	ELEM Third Grade Dual Language Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 10,753.63
SHEYKER, MARY	LEAD	MS Technology Teacher	\$ 56,605.02	1	0	0	14			\$ 2,979.24		\$ 15,159.85
SHONDY, SHERRY	LEAD	Speech Pathologist	\$ 89,129.02	0.6	0	0	14			\$ 4,691.04		\$ 9,134.16
SIBIGTROT, JESSICA	LEAD	HS RTI Teacher	\$ 72,518.01	1	0	0	14			\$ 3,816.77		\$ 2,083.03
SICURE, SUSY	LEAD	School Social Worker	\$ 90,912.01	1	0	0	14			\$ 4,784.88		\$ 8,860.51
SIDLIN, EIKO	LEAD	ELEM Title Teacher	\$ 84,018.01	1	0	0	14			\$ 4,422.04		\$ 1,967.14
SIDLO, PAIGE	LEAD	ELEM Instructional Coach	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 14,081.22
SIEGFORT, ELIZABETH	LEAD	Speech Pathologist	\$ 92,730.01	1	0	0	14			\$ 4,880.57		\$ 9,058.56
SIEKER, JOHN	LEAD	HS English Teacher	\$ 77,591.01	1	0	0	14			\$ 4,083.77		\$ 9,058.56
SIELIG, LYNNAE	LEAD	HS FACS Teacher	\$ 63,164.00	1	0	0	14			\$ 3,324.45		\$ 1,201.56
SIMONCELLI, FRANK	LEAD	School Counselor	\$ 63,672.02	1	0	0	14			\$ 3,351.19		\$ 14,652.66
SIMONS, GINNY	LEAD	Cognitive Disabilities Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 300.00
SIMPSON, JAY	LEAD	HS Math Teacher	\$ 60,711.00	1	0	0	14			\$ 3,195.34		\$ 2,042.74
SITKIE, JEANNE	LEAD	MS Math Teacher	\$ 71,790.01	1	0	0	14			\$ 3,778.45		\$ 300.00
SITKIE, THOMAS	LEAD	MS Science Teacher	\$ 90,912.01	1	0	0	14			\$ 4,784.88		\$ 19,783.15
SITKO, ALEXANDRA	LEAD	HS Math Teacher	\$ 56,605.02	1	0	0	14			\$ 2,979.24		\$ 9,134.16
SITKO, SARAH	LEAD	MS Art Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 1,967.14
SITTER, MICHAEL	ADMIN	HS Athletic Director	\$ 98,562.00	1	25	0	14			\$ 9,747.88	\$ 1,200.00	\$ 514.33
SKIDMORE, MATTHEW	LEAD	MS Science Teacher	\$ 89,162.01	1	0	0	14			\$ 4,692.77		\$ 554.52
SKILLMAN, ROBERT	LEAD	HS Social Studies Teacher	\$ 104,429.02	1	0	0	14			\$ 5,496.31		\$ 300.00
SKOLAR, KRISTEN	ADMIN	Education Service Specialist	\$ 95,304.02	1	25	0	14			\$ 9,425.66	\$ 1,200.00	\$ 14,682.35
SKOOG, DEBRA	LEAD	Cross Categorical Teacher	\$ 80,111.02	1	0	0	14			\$ 4,216.40		\$ 300.00
SKRABACZ FUCHS, SARAH	LEAD	ELEM Fifth Grade Teacher	\$ 76,069.01	1	0	0	14			\$ 4,003.66		\$ 1,358.40
SLOVACEK, SANDRA	LEAD	Cross Categorical Teacher	\$ 58,443.02	1	0	0	14			\$ 3,075.97		\$ 1,912.30
SLOWIK, REBECCA	LEAD	Certified Technology Support	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 1,358.40
SMEELE, BRADLEY	LEAD	HS PE Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 9,058.56

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
SMETAK, MARTIN	LEAD	Cross Categorical Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 10,575.91
SMILEY, AMANDA	LEAD	Cross Categorical Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 300.00
SMITH, ALISON	LEAD	Cross Categorical Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 8,032.06
SMITH, ANDREA	LEAD	HS Alternative Learn Op Tch	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 13,416.37
SMITH, DUSTIN	LEAD	HS Business Teacher	\$ 50,801.02	1	0	0	14			\$ 2,673.76		\$ 341.96
SMITH, JASON	ADMIN	Supervisory Dean	\$ 86,666.01	1	0	4	14			\$ 8,571.36	\$ 600.00	\$ 15,170.55
SMITH, LISA	LEAD	Speech Pathologist	\$ 74,605.01	1	0	0	14			\$ 3,926.61		\$ 300.00
SMITH, MARTINA	ADMIN	MS Principal	\$ 121,511.00	1	25	0	14			\$ 12,017.56	\$ 1,200.00	\$ 9,398.34
SMITH, MARY	LEAD	Speech Pathologist	\$ 76,097.02	1	0	0	14			\$ 4,005.14		\$ 456.84
SMITH, MATTHEW	LEAD	HS PE Teacher	\$ 79,142.01	1	0	0	14			\$ 4,165.40		\$ 300.00
SMITH, MICHELLE	ADMIN	Elementary Principal	\$ 105,787.01	1	25	0	14			\$ 10,462.44	\$ 1,200.00	\$ 14,882.52
SMITH, PATRICK	LEAD	HS Industrial Tech Teacher	\$ 63,164.00	1	0	0	14			\$ 3,324.45		\$ 14,318.10
SMITH, STACY	LEAD	ELEM Fifth Grade Teacher	\$ 57,737.01	1	0	0	14			\$ 3,038.81		\$ 17,565.46
SOCACIU, AMBER	LEAD	MS Instructional Coach	\$ 78,692.02	1	0	0	14			\$ 4,141.72		\$ 20,919.61
SONNEMAN, SAMANTHA	LEAD	School Counselor	\$ 57,674.00	1	0	0	14			\$ 3,035.50		\$ 1,967.14
SORG, BETHANY	LEAD	Autism Teacher	\$ 58,893.00	1	0	0	14			\$ 3,099.66		\$ 14,982.13
SOTA BERNAD, PAULA	LEAD	ELEM Kindergarten Dual Language Teacher	\$ 46,082.00	1	425	0	14			\$ 2,425.39		\$ 341.96
SOWADSKI, JULIE	LEAD	MS Science Teacher	\$ 68,373.00	1	0	0	14			\$ 3,598.61		\$ 14,474.94
SPEARS, ANN	LEAD	MS Language Arts Teacher	\$ 88,447.01	1	65	0	14			\$ 4,655.14		\$ 711.36
SPINA, ANDREA	LEAD	ELEM First Grade Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 18,606.29
SPINDLER, SARAH	LEAD	ELEM Kindergarten Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 19,960.87
SPIRO, KELLEY	LEAD	Pre-Primary Spec Ed Teacher	\$ 52,914.01	1	0	0	14			\$ 2,784.97		\$ 1,358.40
SPODEN, MARTHA	LEAD	HS FACS Teacher	\$ 77,591.01	1	0	0	14			\$ 4,083.77		\$ 15,419.50
SPOERLEIN, MICHELE	LEAD	Cross Categorical Teacher	\$ 65,793.01	1	0	0	14			\$ 3,462.82		\$ 1,180.68
SPOHR, ANDREA	LEAD	HS Science Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 9,058.56
SPORTUN, MELISSA	LEAD	MS Science Teacher	\$ 85,667.01	1	0	0	14			\$ 4,508.83		\$ 14,474.94
SPRIGINGS, LORA	LEAD	HS Social Studies Teacher	\$ 57,274.01	1	0	0	14			\$ 3,014.45		\$ 15,419.50
SPRINGBORN, ANGELA	LEAD	Elementary Interventionist	\$ 80,725.00	1	0	0	14			\$ 4,248.72		\$ 2,614.18
STACHOWICZ, KATHRYN	LEAD	ELEM STEM Teacher	\$ 64,427.00	1	0	0	14			\$ 3,390.92		\$ 300.00
STADTFELD, EMILIE	LEAD	MS PE Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 9,058.56
STAHLHUT, JENNY	LEAD	MS Social Studies Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 300.00
STAM, AMANDA	LEAD	ELEM Kindergarten Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 8,835.94
STANEK, CRISTIE	LEAD	ELEM Second Grade Teacher	\$ 110,982.39	1	0	0	14			\$ 5,841.23		\$ 20,096.11
STANLEY, KATELYN	LEAD	HS English Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 300.00
STANTON, STEPHANIE	LEAD	Autism Teacher	\$ 60,711.00	1	0	0	14			\$ 3,195.34		\$ 14,652.66
STAWYCHNY, KARLIE	LEAD	Emotional Disorder Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 15,241.78
STEC, ALISON	LEAD	MS Language Arts Teacher	\$ 51,817.01	1	0	0	14			\$ 2,727.23		\$ 14,652.66
STEC, DIANA	LEAD	HS Math Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 1,967.14
STEELMAN, AMANDA	LEAD	ELEM Third Grade Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 9,058.56
STEGENGA, BRITTANY	LEAD	MS ESL Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 14,218.50
STEGGE, KIMBERLY	LEAD	Hearing Impaired Teacher	\$ 56,151.01	1	0	0	14			\$ 2,955.34		\$ 14,807.79
STEIN, BRITTA	LEAD	MS Math Teacher	\$ 69,002.01	1	0	0	14			\$ 3,631.71		\$ 19,960.87
STEINHAUS, MICHAEL	LEAD	HS PE Teacher	\$ 56,151.01	1	0	0	14			\$ 2,955.34		\$ 14,474.94
STELTER, KATHERINE	LEAD	MS ESL Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 341.96
STEPHENSON, DEBORAH	LEAD	MS Language Arts Teacher	\$ 96,477.00	1	0	0	14			\$ 5,077.78		\$ 15,078.79
STEPHENSON, TERIE	LEAD	ELEM Fourth Grade Teacher	\$ 65,793.01	1	0	0	14			\$ 3,462.82		\$ 300.00
STEVENSON, BREANNA	LEAD	Cognitive Disabilities Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 14,388.54
STILWELL, DENISE	LEAD	ELEM Music Teacher	\$ 100,411.02	1	0	0	14			\$ 5,284.83		\$ 19,960.87
STINGER, DENISE	LEAD	ELEM First Grade Teacher	\$ 80,850.00	1	0	0	14			\$ 4,255.30		\$ 18,172.13
STOBBE, JASON	LEAD	HS PE Teacher	\$ 85,698.02	1	0	0	14			\$ 4,510.46		\$ 20,821.98
STOBER, JENNA	LEAD	ELEM Kindergarten Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 20,999.70
STOBER, JOSHUA	LEAD	School Counselor	\$ 57,674.00	1	0	0	14			\$ 3,035.50		\$ 2,042.74
STORER, MICHAEL	LEAD	ELEM Band Teacher	\$ 77,710.00	1	0	0	14			\$ 4,090.03		\$ 14,474.94
STOUFFER, JACOB	ADMIN	HS Associate Principal	\$ 107,903.01	1	25	0	14			\$ 10,671.72	\$ 600.00	\$ 8,412.48

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRS	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
STOUT, DEBORAH	ADMIN	HS Associate Principal	\$ 119,135.02	1	25	0	14			\$ 11,782.57	\$ 600.00	\$ 14,734.21
STOVER, ALVINA	LEAD	MS Language Arts Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 14,652.66
STRATTON, KARIN	LEAD	ELEM STEM Teacher	\$ 48,903.02	1	0	0	14			\$ 2,573.86		\$ 340.46
STRATTON, PIPER	LEAD	School Psychologist	\$ 106,438.84	1	0	0	14			\$ 5,602.09		\$ 19,783.15
STRAUS, ROBERT	LEAD	MS Math Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 9,058.56
STRECK, KATHRYN	LEAD	School Social Worker	\$ 57,674.00	1	0	0	14			\$ 3,035.50		\$ 9,100.52
STRECKERT, TAMMY	LEAD	Pre-School For All	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 300.00
STREETER, KATHERINE	LEAD	ELEM Music Teacher	\$ 55,073.01	1	0	0	14			\$ 2,898.60		\$ 15,241.78
STRICKER, SALLY	LEAD	Cross Categorical Teacher	\$ 89,129.02	1	0	0	14			\$ 4,691.04		\$ 14,474.94
STROMBERG, ADAM	LEAD	HS Math Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 20,665.14
STUART, SARAH	LEAD	MS Language Arts Teacher	\$ 71,790.01	1	0	0	14			\$ 3,778.45		\$ 1,967.14
STUKENBERG, STEVEN	LEAD	HS Social Studies Teacher	\$ 90,945.01	1	0	0	14			\$ 4,786.62		\$ 13,612.93
SUAREZ, AMANDA	LEAD	Cross Categorical Teacher	\$ 61,924.01	1	0	0	14			\$ 3,259.18		\$ 19,783.15
SUERTH, REBECCA	LEAD	MS ESL Teacher	\$ 60,070.01	1	0	0	14			\$ 3,161.60		\$ 9,058.56
SULLIVAN, SUSAN	LEAD	MS Language Arts Teacher	\$ 82,370.00	1	0	0	14			\$ 4,335.30		\$ 14,474.94
SUPPLE, KEVIN	LEAD	MS Language Arts Teacher	\$ 50,801.02	1	0	0	14			\$ 2,673.76		\$ 8,220.06
SUTTON, JORIE	LEAD	School Counselor	\$ 61,178.00	1	0	0	14			\$ 3,219.92		\$ 8,102.50
SVERCAUSKI, MOLLY	LEAD	ELEM STEM Teacher	\$ 67,031.02	1	0	0	14			\$ 3,527.98		\$ 1,912.30
SWADER, BARBARA	LEAD	ELEM Fourth Grade Teacher	\$ 49,862.01	1	0	0	14			\$ 2,624.34		\$ 1,967.14
SWANSON, BRITTANY	LEAD	HS Social Studies Teacher	\$ 58,893.00	1	0	0	14			\$ 3,099.66		\$ 14,318.10
SWANSON, KELLI	LEAD	HS Science Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 700.56
SWANSON, KENDALL	LEAD	MS Social Studies Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 8,178.10
SWANSON, MELISSA	LEAD	Cross Categorical Teacher	\$ 58,893.00	1	0	0	14			\$ 3,099.66		\$ 9,058.56
SWEENEY, ROBERT	LEAD	HS Health Teacher	\$ 104,826.96	1	0	0	14			\$ 5,517.25		\$ 8,605.99
SWINEY, ANGELA	LEAD	ELEM Fourth Grade Teacher	\$ 73,113.01	1	0	0	14			\$ 3,848.08		\$ 15,419.50
SYE, COLLEEN	LEAD	MS Vocal Music Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 15,241.78
SYMBAL, JOSHUA	LEAD	School Counselor	\$ 57,674.00	1	0	0	14			\$ 3,035.50		\$ 1,912.30
SZABO, CRYSTAL	LEAD	MS Language Arts Teacher	\$ 70,273.01	1	0	0	14			\$ 3,698.61		\$ 8,988.12
SZYMANSKI, SARAH	LEAD	ELEM Kindergarten Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 9,058.56
SZYMCZAK, JAMES	ADMIN	MS Principal	\$ 123,941.02	1	25	0	14			\$ 12,257.89	\$ 1,200.00	\$ 14,744.12
SZYMONIK, MORGAN	LEAD	MS Language Arts Teacher	\$ 82,341.01	1	0	0	14			\$ 4,333.77		\$ 14,474.94
TAEGE, BRIAN	LEAD	HS Alternative Ed Teacher	\$ 62,496.00	1	0	0	14			\$ 3,289.29		\$ 1,967.14
TAMILLO, ERIN	LEAD	Cross Categorical Teacher	\$ 64,427.00	1	0	0	14			\$ 3,390.92		\$ 8,860.51
TAMMS, DOUGLAS	LEAD	HS Math Teacher	\$ 50,859.01	1	0	0	14			\$ 2,676.81		\$ 20,821.98
TANNHEIMER, KRISTI	LEAD	School Counselor	\$ 73,113.01	1	0	0	14			\$ 3,848.08		\$ 1,180.68
TAYLOR, ELIZABETH	LEAD	ELEM First Grade Teacher	\$ 62,426.01	1	0	0	14			\$ 3,285.61		\$ 20,999.70
TEIPEL, SARAH	LEAD	HS PE Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 1,896.70
TENNYSON, SARAH	LEAD	ELEM Third Grade Teacher	\$ 63,672.02	1	0	0	14			\$ 3,351.19		\$ 14,825.29
TEST, TEST	LEAD	ELEM Fourth Grade Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 341.96
THAIN, RACHEL	LEAD	Speech Pathologist	\$ 56,542.01	1	0	0	14			\$ 2,975.92		\$ 341.96
THALHAMMER, MANDY	LEAD	ELEM Instructional Coach	\$ 110,693.01	1	0	0	14			\$ 5,825.99		\$ 21,134.94
THOMAS, LINDSEY	LEAD	MS Language Arts Teacher	\$ 69,739.01	1	0	0	14			\$ 3,670.50		\$ 10,106.18
THOMAS, SARAH	LEAD	HS Social Studies Teacher	\$ 63,672.02	1	0	0	14			\$ 3,351.19		\$ 8,860.51
THOMPSON JR, JAMES	LEAD	MS Social Studies Teacher	\$ 65,793.01	1	0	0	14			\$ 3,462.82		\$ 8,102.50
THOMPSON, ALAN	LEAD	MS PE Teacher	\$ 81,713.01	1	0	0	14			\$ 4,300.72		\$ 300.00
THOMPSON, TRACY	LEAD	MS Language Arts Teacher	\$ 92,764.00	1	0	0	14			\$ 4,882.35		\$ 14,787.90
THOMSON, BETH	LEAD	MS Social Studies Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 10,575.91
THOREN, STEPHANIE	LEAD	Pre-Primary Spec Ed Teacher	\$ 61,271.02	1	0	0	14			\$ 3,224.82		\$ 14,652.66
THYFAULT, JACLYN	LEAD	HS English Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 9,134.16
TIBBOTT, ELEANOR	LEAD	Vision Impaired Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 341.96
TIERI, CHERIE	LEAD	Cross Categorical Teacher	\$ 71,707.01	1	0	0	14			\$ 3,774.08		\$ 10,283.90
TIERNEY, JOAN	LEAD	School Psychologist	\$ 117,516.62	1	0	0	14			\$ 6,185.13		\$ 19,960.87
TIMM, PHILLIP	LEAD	HS Science Teacher	\$ 100,411.02	1	0	0	14			\$ 5,284.83		\$ 35,196.04
TIMONEN, AMY	ADMIN	Education Service Specialist	\$ 99,154.00	1	25	0	14			\$ 9,806.43	\$ 1,200.00	\$ 515.88

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
TODD, CAITLIN	LEAD	MS Language Arts Teacher	\$ 57,737.01	1	0	0	14			\$ 3,038.81		\$ 300.00
TODD, KARA	LEAD	School Psychologist	\$ 106,600.19	1	0	0	14			\$ 5,610.58		\$ 14,474.94
TODD, MATTHEW	LEAD	Cognitive Disabilities Teacher	\$ 57,737.01	1	0	0	14			\$ 3,038.81		\$ 19,783.15
TOKARZ, FELICIA	LEAD	ELEM Kindergarten Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 1,023.84
TOMPKINS, LIANNE	LEAD	ELEM PE Teacher	\$ 79,264.01	1	0	0	14			\$ 4,171.82		\$ 2,042.74
TORRES, ISABEL	LEAD	ELEM Pre-Primary Teacher - Bilingual	\$ 84,116.00	1	0	0	14			\$ 4,427.19		\$ 300.00
TOSBY, LUCY	LEAD	ELEM Second Grade Dual Language Teacher	\$ 71,707.01	1	0	0	14			\$ 3,774.08		\$ 14,474.94
TOULON, ALEXANDER	LEAD	ELEM Second Grade Teacher	\$ 53,971.01	1	0	0	14			\$ 2,840.60		\$ 1,912.30
TRAC, KATHRYN	LEAD	Cross Categorical Teacher	\$ 56,174.00	1	0	0	14			\$ 2,956.55		\$ 300.00
TRACY, MEGAN	LEAD	Speech Pathologist	\$ 66,246.00	1	0	0	14			\$ 3,486.66		\$ 300.00
TREDE, SUSAN	LEAD	Speech Pathologist	\$ 106,882.35	1	0	0	14			\$ 5,625.43		\$ 15,554.74
TREGLER, ERIN	LEAD	ELEM First Grade Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 9,058.56
TREJO, ISELA	LEAD	MS ESL Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 2,042.74
TRELLA, TEAGEN	LEAD	ELEM Fifth Grade Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 341.96
TROSSEN, NICHOLAS	LEAD	HS Social Studies Teacher	\$ 47,004.02	0.8	0	0	14			\$ 2,473.92		\$ 300.00
TROTZ, CAROLYN	LEAD	School Social Worker	\$ 76,097.02	1	0	0	14			\$ 4,005.14		\$ 19,783.15
TROY, JENNIFER	ADMIN	ELEM Assistant Principal	\$ 86,883.02	1	0	4	14			\$ 8,592.82	\$ 600.00	\$ 14,841.40
TRUESDELL, ERIN	LEAD	MS Vocal Music Teacher	\$ 67,031.02	1	0	0	14			\$ 3,527.98		\$ 19,783.15
TRUGER, DAYNA	LEAD	School Social Worker	\$ 57,674.00	1	0	0	14			\$ 3,035.50		\$ 9,176.12
TSOHAS, CHRISTINE	LEAD	School Psychologist	\$ 74,633.78	1	0	0	14			\$ 3,928.13		\$ 9,134.16
TSUKIDA, YUTO	LEAD	HS Math Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 8,936.11
TUMA, KRISTIN	LEAD	HS Math Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 9,058.56
TUMILTY, KELLY	LEAD	ELEM Art Teacher	\$ 57,737.00	1	0	0	14			\$ 3,038.81		\$ 8,936.11
TUMINO, SAMANTHA	LEAD	School Counselor	\$ 57,674.00	1	0	0	14			\$ 3,035.50		\$ 9,134.16
TUSHINSKI, NINA	LEAD	ELEM Second Grade Teacher	\$ 47,926.01	1	0	0	14			\$ 2,522.44		\$ 14,694.62
TUTTLE, THERESA	LEAD	ELEM Third Grade Teacher	\$ 70,382.01	1	0	0	14			\$ 3,704.35		\$ 1,180.68
TYLKA, JEFF	LEAD	MS Exploratory Teacher	\$ 50,801.02	1	0	0	14			\$ 2,673.76		\$ 341.96
UEHLEIN, KELLY	LEAD	ELEM Third Grade Dual Language Teacher	\$ 85,797.00	1	0	0	14			\$ 4,515.67		\$ 2,700.58
ULLRICH, DANA	LEAD	ELEM Kindergarten Teacher	\$ 62,426.01	1	0	0	14			\$ 3,285.61		\$ 300.00
UNDERHILL, MARY	LEAD	ELEM Third Grade Teacher	\$ 104,807.13	1	0	0	14			\$ 5,516.21		\$ 20,096.11
UNGER, ROSEMARY	LEAD	ELEM First Grade Dual Language Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 20,821.98
UNRUH, BRETT	LEAD	MS Social Studies Teacher	\$ 83,891.00	1	0	0	14			\$ 4,415.35		\$ 19,059.31
UNRUH, LESLIE	LEAD	HS Social Studies Teacher	\$ 74,605.02	1	0	0	14			\$ 3,926.61		\$ 8,107.66
UNTERBERGER, BRADLEY	LEAD	HS English Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 8,988.12
UPSHAW, LONNIE	LEAD	Cross Categorical Teacher	\$ 56,088.01	1	0	0	14			\$ 2,952.02		\$ 1,912.30
VALLE, BARBARA	ADMIN	HS Principal	\$ 162,005.02	1	25	0	14			\$ 16,022.46	\$ 1,200.00	\$ 21,343.43
VAN DER KOLK, GRAZIA	LEAD	ELEM Kindergarten Teacher	\$ 68,922.01	1	0	0	14			\$ 3,627.50		\$ 14,956.93
VAN DRIL, EMILY	LEAD	ELEM First Grade Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 1,912.30
VAN HORN, JAIME	LEAD	HS AVID Teacher	\$ 85,698.02	1	0	0	14			\$ 4,510.46		\$ 14,982.13
VAN WAGENINGEN, LISA	ADMIN	Elementary Principal	\$ 110,061.01	1	25	0	14			\$ 10,885.14	\$ 1,200.00	\$ 14,714.57
VAN ZANDT, KATHLEEN	LEAD	Pre-Primary Spec Ed Teacher	\$ 56,151.01	1	0	0	14			\$ 2,955.34		\$ 14,474.94
VANKO, MELANIE	LEAD	MS Science Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 456.84
VANPUYENBROECK, EMILY	LEAD	ELEM Music Teacher	\$ 56,174.00	1	0	0	14			\$ 2,956.55		\$ 14,218.50
VARGAS, KRISTEN	LEAD	ELEM Fourth Grade Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 300.00
VARGAS, REYNALDO	LEAD	HS Business Teacher	\$ 77,000.01	1	0	0	14			\$ 4,052.66		\$ 10,106.18
VASQUEZ, MARISA	LEAD	School Psychologist	\$ 80,757.43	1	0	0	14			\$ 4,250.43		\$ 20,821.98
VAZIRI, BARZEEN	ADMIN	Supervisory Dean	\$ 73,968.00	1	0	4	14			\$ 7,315.51	\$ 600.00	\$ 18,589.22
VAZQUEZ, MICHELLE	LEAD	MS Band Teacher	\$ 52,852.00	1	0	0	14			\$ 2,781.71		\$ 20,821.98
VEHRS, LISA	LEAD	School Counselor	\$ 64,924.01	1	0	0	14			\$ 3,417.08		\$ 14,652.66
VELAZQUEZ, HEATHER	LEAD	Cross Categorical Teacher	\$ 74,693.02	1	0	0	14			\$ 3,931.24		\$ 14,652.66
VENEGAS, NOEMI	LEAD	MS Dual Language	\$ 46,082.00	1	4	0	14			\$ 2,425.39		\$ 1,952.76
VICTOR, CHRISTINA	LEAD	HS Reading Teacher	\$ 57,737.00	1	0	0	14			\$ 3,038.81		\$ 14,474.94
VICTOR, DAVID	LEAD	ELEM Orchestra Teacher	\$ 52,934.00	1	0	0	14			\$ 2,786.02		\$ 10,319.47
VIDAL, KATIE	LEAD	HS Spanish Teacher	\$ 65,021.01	1	0	0	14			\$ 3,422.19		\$ 15,419.50

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRs	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
VILLAMAR, YASMIN	LEAD	Pre-School For All	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 300.00
VLACHOPOULOS, MARIA	LEAD	MS Social Studies Teacher	\$ 51,817.00	1	0	0	14			\$ 2,727.23		\$ 300.00
VODVARKA, JAMIE	LEAD	MS PE Teacher	\$ 58,443.02	1	0	0	14			\$ 3,075.97		\$ 14,652.66
VOJIK, GLORIA	LEAD	ELEM Art Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 8,988.12
VON OHLEN, ANNA	LEAD	MS Orchestra Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 9,058.56
VONDRASEK, CYNTHIA	LEAD	Cross Categorical Teacher	\$ 94,727.00	1	0	0	14			\$ 4,985.67		\$ 300.00
VOREL, TAYLOR	LEAD	Speech Pathologist	\$ 56,542.01	1	0	0	14			\$ 2,975.92		\$ 341.96
VOSS, JULIE	LEAD	Autism Teacher	\$ 89,162.01	1	0	0	14			\$ 4,692.77		\$ 33,737.12
VOSS, ROBERT	LEAD	HS Math Teacher	\$ 53,910.02	1	0	0	14			\$ 2,837.39		\$ 300.00
VROMAN, MICHAEL	LEAD	HS Science Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 20,999.70
WADE, ELLEN	LEAD	School Counselor	\$ 73,113.01	1	0	0	14			\$ 3,848.08		\$ 19,783.15
WAGENAAR, LAUREN	LEAD	MS Language Arts Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 300.00
WAGNER, DANIEL	LEAD	MS Language Arts Teacher	\$ 71,790.01	1	0	0	14			\$ 3,778.45		\$ 9,416.23
WAGNER, HEIDI	LEAD	ELEM Fifth Grade Teacher	\$ 69,002.01	1	0	0	14			\$ 3,631.71		\$ 9,134.16
WAGNER, JOSEPH	LEAD	HS Industrial Tech Teacher	\$ 61,428.60	0.3	0	0	7			\$ 3,233.11		\$ 300.00
WAGNER, LINDSAY	LEAD	School Counselor	\$ 70,273.01	1	0	0	14			\$ 3,698.61		\$ 14,982.13
WALA, GABRIELA	LEAD	HS ESL Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 341.96
WALL, NICOLE	LEAD	ELEM Second Grade Teacher	\$ 62,426.01	1	0	0	14			\$ 3,285.61		\$ 20,821.98
WALLACE, HEATHER	LEAD	ELEM Alternative Learn Op Tch	\$ 90,912.01	1	0	0	14			\$ 4,784.88		\$ 14,474.94
WALLACE, JENNIFER	LEAD	Elementary Interventionist	\$ 76,069.01	1	0	0	14			\$ 4,003.66		\$ 14,474.94
WALLACE, STEVEN	LEAD	HS Social Studies Teacher	\$ 76,069.02	1	0	0	14			\$ 4,003.66		\$ 300.00
WALLER, KARI	ADMIN	Division Head	\$ 97,209.00	1	0	4	14			\$ 9,614.07	\$ 600.00	\$ 1,392.30
WALSH, PATRICIA	LEAD	Cross Categorical Teacher	\$ 66,221.00	1	0	0	14			\$ 3,485.34		\$ 2,042.74
WALTERS, CARI	LEAD	ELEM Fifth Grade Teacher	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 300.00
WAPOLE, ERICA	LEAD	MS Science Teacher	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 300.00
WARD, AMY	LEAD	ELEM First Grade Teacher	\$ 52,934.01	1	0	0	14			\$ 2,786.02		\$ 9,792.00
WARFEL, AMY	LEAD	ELEM Fifth Grade Teacher	\$ 80,111.02	1	0	0	14			\$ 4,216.40		\$ 20,821.98
WASHINGTON, JEAN	LEAD	School Social Worker	\$ 73,141.01	1	0	0	14			\$ 3,849.56		\$ 9,058.56
WASHINGTON, RACQUEL	LEAD	Adapted PE Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 300.00
WASILEWSKI, JAMIE	LEAD	ELEM Second Grade Teacher	\$ 69,739.01	1	0	0	14			\$ 3,670.50		\$ 456.84
WASILEWSKI, KELLY	LEAD	HS PE Teacher	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 14,652.66
WATSON, YVONNE	LEAD	Pre-School For All	\$ 85,667.01	1	0	0	14			\$ 4,508.83		\$ 10,106.18
WATT, VALERIE	LEAD	Speech Pathologist	\$ 66,246.00	1	0	0	14			\$ 3,486.66		\$ 2,042.74
WATZLAWICK, JOSEPH	LEAD	HS Math Teacher	\$ 90,912.01	1	0	0	14			\$ 4,784.88		\$ 8,988.12
WAY, KATHLEEN	LEAD	MS Band Teacher	\$ 63,238.02	1	0	0	14			\$ 3,328.34		\$ 15,269.89
WEATHERS, CHRISTINE	LEAD	HS English Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 9,457.44
WEBB, ANDREW	LEAD	Speech Pathologist	\$ 64,945.01	1	0	0	14			\$ 3,418.19		\$ 300.00
WEBB, MOLLY	LEAD	Speech Pathologist	\$ 64,945.00	1	0	0	14			\$ 3,418.19		\$ 14,388.54
WEBER, KRISTINA	LEAD	Media Teacher	\$ 71,597.01	1	0	0	14			\$ 3,768.29		\$ 9,134.16
WEBER, STACY	LEAD	ELEM STEM Teacher	\$ 57,209.02	1	0	0	14			\$ 3,011.03		\$ 2,180.02
WEILER, REBECCA	LEAD	ELEM Band Teacher	\$ 50,879.00	1	0	0	14			\$ 2,677.86		\$ 9,058.56
WEINANDY, SHELLY	LEAD	ELEM Art Teacher	\$ 94,619.01	1	0	0	14			\$ 4,979.99		\$ 20,096.11
WEINHAMMER, JENNIFER	LEAD	MS Science Teacher	\$ 82,370.00	1	0	0	14			\$ 4,335.30		\$ 9,058.56
WEIR, JESSICA	LEAD	ELEM Instructional Coach	\$ 62,496.01	1	0	0	14			\$ 3,289.29		\$ 20,821.98
WELLS, AMY	LEAD	ELEM Fourth Grade Teacher	\$ 83,987.00	1	0	0	14			\$ 4,420.40		\$ 14,474.94
WELLS, LINDSAY	LEAD	Elementary Interventionist	\$ 58,353.01	1	0	0	14			\$ 3,071.24		\$ 8,865.67
WENDERSKI, MARCY	LEAD	HS Math Teacher	\$ 82,341.01	1	0	0	14			\$ 4,333.77		\$ 1,358.40
WENDT, JESSICA	LEAD	MS Language Arts Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 8,936.11
WERNER, KARISSA	LEAD	MS Spanish Teacher	\$ 59,587.01	1	0	0	14			\$ 3,136.18		\$ 13,416.37
WESSELL, JULIA	LEAD	ELEM Pre-Primary Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 14,218.50
WESTABY, BRITNI	LEAD	HS PE Teacher	\$ 49,862.01	1	0	0	14			\$ 2,624.34		\$ 9,058.56
WESTERMEIER, LAURA	LEAD	Cognitive Disabilities Teacher	\$ 77,620.00	1	0	0	14			\$ 4,085.30		\$ 10,106.18
WESTLOVE, BRIDGET	LEAD	School Social Worker	\$ 58,826.01	1	0	0	14			\$ 3,096.13		\$ 9,058.56
WESTMORELAND, ELDEN	LEAD	Cross Categorical Teacher	\$ 63,650.01	1	0	0	14			\$ 3,350.03		\$ 20,842.86

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRS	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
WETZEL, MARK	ADMIN	Director	\$ 119,128.02	1	25	0	14			\$ 11,781.88	\$ 2,400.00	\$ 21,081.25
WHITE, DIANE	ADMIN	Director - Purchasing	\$ 105,224.00	1	25	0	14			\$ 10,406.76	\$ 2,400.00	\$ 1,596.92
WHITE, KATHERINE	LEAD	MS Art Teacher	\$ 85,667.01	1	0	0	14			\$ 4,508.83		\$ 1,967.14
WHITE, MEGAN	LEAD	MS Language Arts Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 14,474.94
WHITE, TODD	LEAD	HS Art Teacher	\$ 96,366.01	1	0	0	14			\$ 5,071.94		\$ 14,652.66
WHITECOTTON, STEPHANIE	LEAD	HS English Teacher	\$ 62,496.00	1	0	0	14			\$ 3,289.29		\$ 9,058.56
WHITEHAIR, KRISTA	LEAD	HS Science Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 300.00
WHITEHOUSE, BENJAMIN	LEAD	HS PE Teacher	\$ 79,142.01	1	0	0	14			\$ 4,165.40		\$ 14,765.83
WICKER, DONALD	LEAD	MS Social Studies Teacher	\$ 89,263.01	1	0	0	14			\$ 4,698.09		\$ 20,999.70
WIGTION, DEREK	LEAD	ELEM Third Grade Dual Language Teacher	\$ 49,862.01	1	0	0	14			\$ 2,624.34		\$ 20,821.98
WIGTION, NICOLE	LEAD	ELEM First Grade Dual Language Teacher	\$ 49,862.01	1	0	0	14			\$ 2,624.34		\$ 300.00
WIKIERAK, LINDA	LEAD	Autism Teacher	\$ 70,273.01	1	0	0	14			\$ 3,698.61		\$ 9,635.16
WILKEN, TAMMY	LEAD	Cross Categorical Teacher	\$ 94,619.02	1	0	0	14			\$ 4,979.99		\$ 14,474.94
WILKINSON, STACY	ADMIN	Alternative Ed Principal	\$ 112,263.02	1	25	0	14			\$ 11,102.92	\$ 1,200.00	\$ 14,462.78
WILL, KARIE	LEAD	MS Math Teacher	\$ 83,987.00	1	0	0	14			\$ 4,420.40		\$ 19,960.87
WILLIAMS, CATHERINE	LEAD	HS English Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 9,100.52
WILLIAMS, KATHLEEN	LEAD	MS Science Teacher	\$ 56,151.01	1	0	0	14			\$ 2,955.34		\$ 14,652.66
WILLIAMS, MEGAN	LEAD	School Psychologist	\$ 71,736.00	1	0	0	14			\$ 3,775.61		\$ 19,941.30
WILLIAMS, TRACY	LEAD	HS Driver Ed Teacher	\$ 100,411.02	1	0	0	14			\$ 5,284.83		\$ 20,821.98
WILLIAMSON, MICHAEL	LEAD	LEAD IEA Representative	\$ 63,238.02	1	0	0	14			\$ 3,328.34		\$ 9,058.56
WILQUET, CARRIE	LEAD	Cognitive Disabilities Teacher	\$ 57,274.01	1	0	0	14			\$ 3,014.45		\$ 456.84
WILSON, GABRIELA	LEAD	HS Spanish Teacher	\$ 74,605.01	1	0	0	14			\$ 3,926.61		\$ 19,783.15
WILSON, MEGHAN	LEAD	MS Social Studies Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 18,606.29
WILSON, SUSAN	LEAD	Cognitive Disabilities Teacher	\$ 96,366.01	1	0	0	14			\$ 5,071.94		\$ 14,982.13
WILTBERGER, ERICA	LEAD	MS PE Teacher	\$ 63,746.00	1	0	0	14			\$ 3,355.08		\$ 1,180.68
WINBURN, JODI	LEAD	MS Social Studies Teacher	\$ 79,264.01	1	0	0	14			\$ 4,171.82		\$ 20,821.98
WINSAUER, SANDRA	LEAD	ELEM Fourth Grade Teacher	\$ 89,162.01	1	0	0	14			\$ 4,692.77		\$ 9,058.56
WINTERSTEEN, ELIZABETH	LEAD	HS Science Teacher	\$ 87,381.01	1	0	0	14			\$ 4,599.04		\$ 9,058.56
WIRTZ, TRACY	LEAD	School Social Worker	\$ 56,542.01	1	0	0	14			\$ 2,975.92		\$ 9,176.12
WISHOWSKI-WETZEL, KATIE	ADMIN	HS Principal	\$ 138,271.01	1	25	0	14			\$ 13,675.14	\$ 1,200.00	\$ 21,300.43
WITEK, MELANIE	LEAD	Speech Pathologist	\$ 104,429.02	1	0	0	14			\$ 5,496.31		\$ 15,269.89
WOCHNER, CHRISTINA	ADMIN	Education Service Specialist	\$ 95,304.02	1	25	0	14			\$ 9,425.66	\$ 1,200.00	\$ 9,821.69
WOLBER, DAWN	LEAD	ELEM Third Grade Dual Language Teacher	\$ 77,591.01	1	0	0	14			\$ 4,083.77		\$ 1,094.28
WOLF, CARA	LEAD	School Psychologist	\$ 66,248.00	1	0	0	14			\$ 3,486.76		\$ 9,058.56
WOLVERTON, PATRICIA	LEAD	Cross Categorical Teacher	\$ 66,221.00	1	0	0	14			\$ 3,485.34		\$ 20,999.70
WOOD, BETH	LEAD	MS Orchestra Teacher	\$ 79,264.01	1	0	0	14			\$ 4,171.82		\$ 19,783.15
WOOD, KATHRYN	LEAD	Vision Impaired Teacher	\$ 60,781.01	1	0	0	14			\$ 3,199.03		\$ 9,058.56
WOODBURY, NICOLE	ADMIN	MS Assistant Principal	\$ 76,097.02	1	25	0	14			\$ 7,526.07	\$ 600.00	\$ 377.30
WOODS, RIAN	LEAD	MS Science Teacher	\$ 47,944.00	1	0	0	14			\$ 2,523.39		\$ 1,841.86
WOODS, SUSAN	LEAD	MS PE Teacher	\$ 82,341.01	1	0	0	14			\$ 4,333.77		\$ 300.00
WORDEN, LINDSEY	LEAD	ELEM Fourth Grade Teacher	\$ 73,141.01	1	0	0	14			\$ 3,849.56		\$ 300.00
WORMSLEY, LAURA	LEAD	Cross Categorical Teacher	\$ 61,997.01	1	0	0	14			\$ 3,263.03		\$ 924.24
WOZNIAK, DENNIS	LEAD	HS Math Teacher	\$ 85,667.01	1	0	0	14			\$ 4,508.83		\$ 19,960.87
WOZNIAK, KIMBERLY	LEAD	HS Math Teacher	\$ 84,116.00	1	0	0	14			\$ 4,427.19		\$ 14,652.66
WRIGHT, JASON	LEAD	HS Science Teacher	\$ 47,004.02	1	0	0	14			\$ 2,473.92		\$ 300.00
WRIGHT, KYLE	LEAD	HS Social Studies Teacher	\$ 54,987.00	1	0	0	14			\$ 2,894.08		\$ 1,967.14
YAKES, JOANNE	LEAD	School Counselor	\$ 76,069.01	1	0	0	14			\$ 4,003.66		\$ 1,180.68
YANG, CLAIRE	LEAD	ELEM Second Grade Dual Language Teacher	\$ 70,382.01	1	0	0	14			\$ 3,704.35		\$ 14,652.66
YBARRA, LAURA	LEAD	HS Science Teacher	\$ 76,069.01	1	0	0	14			\$ 4,003.66		\$ 14,218.50
YESTER, JAMIE	LEAD	ELEM STEM Teacher	\$ 32,902.81	0.74	0	0	14			\$ 1,731.74		\$ 9,058.56
YORK, DIANE	LEAD	ELEM STEM Teacher	\$ 98,442.00	110	1	0	0	14		\$ 5,181.20		\$ 300.00
YORK, MICHAEL	LEAD	MS Language Arts Teacher	\$ 104,807.13	1	0	0	14			\$ 5,516.21		\$ 14,787.90
YOUKHANA, MICHAEL	LEAD	MS Technology Teacher	\$ 66,221.00	1	0	0	14			\$ 3,485.34		\$ 10,753.63
YOUNG, LAURA	ADMIN	MS Assistant Principal	\$ 88,294.00	1	25	0	14			\$ 8,732.36	\$ 600.00	\$ 492.20

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0256

Administrators and Teachers - Salary Report for 2020-2021 School Year

NAME	POSITION	JOB TITLE - PRIMARY POSITION	BASE SALARY	FTE TOTAL	VACATION DAYS/HRS	FLEX DAYS	SICK & PERSONAL DAYS	BONUS	ANNUITIES	RETIREMENT ENHANCEMENTS (Board Paid TRS Employee Portion, HRA Retiree Deposits)	MILEAGE	OTHER BENEFITS (Board Paid Insurance Premiums, HSA&HRA Deposits)
YUVAN, JUDITH	LEAD	Cross Categorical Teacher	\$ 98,406.01	1	0	0	14			\$ 5,179.31		\$ 14,318.10
YUZEITIS, TAMMY	LEAD	ELEM Fourth Grade Teacher	\$ 53,971.01	1	0	0	14			\$ 2,840.60		\$ 300.00
ZABRAN, JACOB	LEAD	ELEM Fifth Grade Teacher	\$ 46,082.00	1	0	0	14			\$ 2,425.39		\$ 2,009.10
ZAHHARI, CATHERINE	LEAD	MS Language Arts Teacher	\$ 57,674.00	1	0	0	14			\$ 3,035.50		\$ 20,821.98
ZANE, SHELBY	LEAD	ELEM Second Grade Teacher	\$ 58,893.00	1	0	0	14			\$ 3,099.66		\$ 8,860.51
ZARATE JR, HUGO	LEAD	HS Spanish Teacher	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 300.00
ZAVALA, MELISSA	LEAD	Pre-School For All	\$ 50,879.01	1	0	0	14			\$ 2,677.86		\$ 9,416.23
ZAWILLA, JENNIFER	LEAD	ELEM Third Grade Teacher	\$ 51,876.01	1	0	0	14			\$ 2,730.34		\$ 12,860.65
ZBINDEN, JOSHUA	LEAD	HS Alternative Learn Op Tch	\$ 48,903.01	1	0	0	14			\$ 2,573.86		\$ 8,805.67
ZBINDEN, RACHEL	LEAD	Cross Categorical Teacher	\$ 53,993.01	1	0	0	14			\$ 2,841.76		\$ 8,805.67
ZEGADLO, MARY	LEAD	HS FACS Teacher	\$ 49,881.01	1	0	0	14			\$ 2,625.34		\$ 9,134.16
ZEHRER, KIRSTEN	LEAD	School Social Worker	\$ 62,426.01	1	0	0	14			\$ 3,285.61		\$ 1,896.70
ZEID-BRANDSTEDT, KARI	LEAD	Literacy Teacher	\$ 110,693.01	1	0	0	14			\$ 5,825.99		\$ 14,982.13
ZIELENIOWSKI, CRAIG	ADMIN	Elementary Principal	\$ 136,541.16	1	25	0	14			\$ 13,504.06	\$ 1,200.00	\$ 14,685.33
ZILLER, ERIN	LEAD	ELEM Fifth Grade Teacher	\$ 51,896.01	1	0	0	14			\$ 2,731.39		\$ 456.84
ZIMMERMAN, BRIAN	LEAD	Cross Categorical Teacher	\$ 63,672.02	1	0	0	14			\$ 3,351.19		\$ 14,652.66
ZIMMERMAN, GEORGETTE	LEAD	ELEM Kindergarten Teacher	\$ 63,672.02	1	0	0	14			\$ 3,351.19		\$ 1,180.68
ZIMMERMAN, LINDSAY	LEAD	Multi Needs Teacher	\$ 53,993.01	1	0	0	14			\$ 2,841.76		\$ 19,960.87
ZINKUS, PALMIRA	LEAD	MS Social Studies Teacher	\$ 77,000.01	1	0	0	14			\$ 4,052.66		\$ 300.00
ZIOLS, JILLIAN	LEAD	Certified Technology Support	\$ 57,209.01	1	0	0	14			\$ 3,011.02		\$ 300.00
ZOELLNER, KELLY	LEAD	Cognitive Disabilities Teacher	\$ 89,129.02	1	0	0	14			\$ 4,691.04		\$ 14,474.94
ZOLOTAR, NICOLE	LEAD	ELEM Kindergarten Teacher	\$ 73,227.01	1	0	0	14			\$ 3,854.08		\$ 8,860.51
ZUERCHER, ROSITA	LEAD	ELEM Kindergarten Dual Language Teacher	\$ 59,587.01	1	0	0	14			\$ 3,136.18		\$ 1,954.26
ZURSIN, JAMES	ADMIN	Elementary Principal	\$ 126,427.02	1	25	0	14			\$ 12,503.76	\$ 1,200.00	\$ 15,434.77

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0609

Compensation Package (\$75,000+) for 2020-2021 School Year

NAME	JOB TITLE - PRIMARY POSITION	SALARY W/PENSION CONTRIBUTIONS	HEALTH, DENTAL, VISION & LIFE INSURANCE	MILEAGE	HRA DEPOSITS	VACATION / FLEX TIME VALUE	SICK / PERSONAL TIME VALUE	TOTAL COMPENSATION PACKAGE
ABOY, CRISTINA	ELEM Kindergarten Dual Language Teacher	\$ 80,102.16	\$ 3,755.14	\$ -	\$ 250.00			\$ 84,107.30
ADAME, ELIZABETH	Benefits Coordinator	\$ 65,052.62	\$ 12,463.92					\$ 77,516.54
ADAMS, BELINDA	Behavior Disorder Teacher	\$ 80,102.16	\$ 3,755.14	\$ -	\$ 250.00			\$ 84,107.30
ADAMSON, STEPHANIE	MS Math Teacher	\$ 59,831.40	\$ 29,478.20					\$ 89,309.60
ADLER, LEIGH	School Counselor	\$ 105,695.85	\$ 5,034.83	\$ -	\$ 250.00			\$ 110,980.69
AGENLIAN, JULI	ELEM Third Grade Teacher	\$ 73,488.84	\$ 29,377.28					\$ 102,866.12
AGUINAGA, JANICE	HS Math Teacher	\$ 74,989.94	\$ 1,215.66					\$ 76,205.60
AGUIRRE, DEBORAH	Cross Categorical Teacher	\$ 97,646.35	\$ 4,632.35	\$ -	\$ 250.00			\$ 102,528.71
AHR, THEODORE	School Social Worker	\$ 93,854.78	\$ 4,442.77	\$ -	\$ 250.00			\$ 98,547.56
ALDAY, BEATRIZ	HS Math Teacher	\$ 80,102.16	\$ 3,755.14	\$ -	\$ 250.00			\$ 84,107.30
ALLEN, AUBREY	Division Head	\$ 104,729.66	\$ 9,125.66	\$ 600.00	\$ 300.00	\$ 1,698.49	\$ 5,944.71	\$ 122,398.52
ALLISON, CORINNE	Certified Technology Support	\$ 60,383.18	\$ 29,602.52				\$ 4,210.72	\$ 94,196.42
ALMANZA, JILL	Inclusion Facilitator	\$ 73,369.48	\$ 8,355.44				\$ 5,174.24	\$ 86,899.16
ALMEIDA, SANDRA	ELEM First Grade Dual Language Teacher	\$ 85,006.36	\$ 4,000.35	\$ -	\$ 250.00		\$ 6,183.96	\$ 95,440.67
ALMODOVAR, KIMBERLY	Cross Categorical Tchr - Resource - EL	\$ 71,522.51	\$ 4,108.44					\$ 75,630.95
ALPERSTEIN, MARCELLE	Cross Categorical Tchr - Resource - EL	\$ 69,155.52	\$ 21,537.50				\$ 4,875.88	\$ 95,568.90
ALTERS JR, DAVID	HS Alternative Ed Teacher	\$ 86,705.30	\$ 4,085.30	\$ -	\$ 250.00		\$ 6,307.60	\$ 97,348.19
AMARO, MANUELA	ELEM Second Grade Dual Language Teacher	\$ 85,006.36	\$ 4,000.35	\$ -	\$ 250.00		\$ 6,183.96	\$ 95,440.67
AMBROSINI, KATELYNN	ELEM Fourth Grade Teacher	\$ 61,030.14	\$ 28,100.90				\$ 4,215.50	\$ 93,346.54
ANDERSEN, RYAN	Cross Categorical Teacher	\$ 69,297.75	\$ 8,456.46				\$ 4,875.88	\$ 82,630.09
ANDERSON, JONATHAN	Supervisory Dean	\$ 82,908.81	\$ 7,161.79	\$ 600.00	\$ 300.00	\$ 1,344.61	\$ 4,706.15	\$ 97,021.36
ANDERSON-WOLF, SARAH	MS Assistant Principal	\$ 100,946.16	\$ 8,785.15	\$ 600.00	\$ 300.00	\$ 8,591.86	\$ 4,811.44	\$ 124,034.60
ANDREJEK, DAVID	HS Industrial Tech Teacher	\$ 84,327.42	\$ 3,966.40	\$ -	\$ 250.00		\$ 6,134.47	\$ 94,678.30
AREND, DENISE	Speech Pathologist	\$ 80,102.16	\$ 3,755.14	\$ -	\$ 250.00		\$ 5,827.11	\$ 89,934.41
ARIAS, ALEJANDRO	Head Custodian	\$ 59,424.91	\$ 17,470.28			\$ 4,281.23	\$ 2,996.86	\$ 84,173.27
ARMS, DEANNA	ELEM Fourth Grade Teacher	\$ 85,105.30	\$ 4,005.30	\$ -	\$ 250.00		\$ 6,191.04	\$ 95,551.64
ARNESON, KAYDI	ELEM Third Grade Teacher	\$ 71,508.12	\$ 20,109.12				\$ 5,235.57	\$ 96,852.81
ARREDONDO-BRANA, MARUXA	ELEM Kindergarten Dual Language Teacher	\$ 97,757.94	\$ 4,637.93	\$ -	\$ 250.00		\$ 7,111.45	\$ 109,757.33
ASHER, LAURA	HS FACS Teacher	\$ 72,078.99	\$ 19,803.92				\$ 5,277.72	\$ 97,160.63
ASTACIO, CONSTANCE	Certified Nurse	\$ 59,916.77	\$ 29,840.06				\$ 4,387.58	\$ 94,144.41
AUGUST II, JAMES	Tech Coordinator II - JHS Zone	\$ 65,643.02	\$ 11,794.87			\$ 3,576.14	\$ 3,337.74	\$ 84,351.77
AUKES, MELISSA	MS Band Teacher	\$ 70,755.95	\$ 28,338.44				\$ 4,933.47	\$ 104,027.86
BACH, LISA	Speech Pathologist	\$ 91,980.05	\$ 4,349.04	\$ -	\$ 250.00		\$ 6,433.63	\$ 103,012.71
BACHMAN, CHERYL	School Psychologist	\$ 77,948.31	\$ 13,099.02				\$ 5,275.65	\$ 96,322.98
BACKOFEN, LESLEY	Interventionist - Math	\$ 64,075.59	\$ 20,109.12				\$ 4,686.50	\$ 88,871.21
BAHR, ANNIE	ELEM First Grade Teacher	\$ 67,896.16	\$ 8,355.44				\$ 4,971.48	\$ 81,223.08
BAILY, ANDREW	MS Technology Teacher	\$ 59,855.96	\$ 28,113.20				\$ 4,380.82	\$ 92,349.98
BAKER, DEBORAH	Cross Categorical Teacher	\$ 80,195.83	\$ 3,759.82	\$ -	\$ 250.00		\$ 5,833.96	\$ 90,039.62
BALCHUNAS, ANTHONY	ELEM PE Teacher	\$ 57,607.90	\$ 29,602.52				\$ 4,217.17	\$ 91,427.59
BALLARD, KEVIN	Certified Technology Support	\$ 114,234.78	\$ 5,461.78	\$ -	\$ 250.00		\$ 8,310.06	\$ 128,256.63
BALLERINE, RENEE	Cross Categorical Teacher	\$ 85,105.30	\$ 4,005.30	\$ -	\$ 250.00		\$ 6,191.04	\$ 95,551.64
BARNETT, ROBERT	HS PE Teacher	\$ 99,712.67	\$ 4,735.67	\$ -	\$ 250.00		\$ 7,398.82	\$ 112,097.16
BARNICK, MEAGHAN	Instructional Coach - ELA	\$ 67,969.16	\$ 12,745.06				\$ 4,691.84	\$ 85,406.06
BARONE, KIM	School Counselor	\$ 88,440.05	\$ 4,172.04	\$ -	\$ 250.00		\$ 5,780.59	\$ 98,642.67
BARTELS, SAMANTHA	HS FACS Teacher	\$ 67,994.84	\$ 20,346.66				\$ 4,978.97	\$ 93,320.47
BARTLETT, ERIKA	Cross Categorical Teacher	\$ 55,343.30	\$ 21,162.26					\$ 76,505.56
BASSO, KRISTIN	Instructional Coach - ELA	\$ 57,524.28	\$ 20,346.66					\$ 77,870.94

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0609

Compensation Package (\$75,000+) for 2020-2021 School Year

NAME	JOB TITLE - PRIMARY POSITION	SALARY W/PENSION CONTRIBUTIONS	HEALTH, DENTAL, VISION & LIFE INSURANCE	MILEAGE	HRA DEPOSITS	VACATION / FLEX TIME VALUE	SICK / PERSONAL TIME VALUE	TOTAL COMPENSATION PACKAGE
BATES, LAURA	ELEM Fifth Grade Teacher	\$ 79,462.14	\$ 3,723.14	\$ -	\$ 250.00		\$ 5,780.59	\$ 89,215.86
BAUER, JEREMY	MS PE Teacher	\$ 86,705.30	\$ 4,085.30	\$ -	\$ 250.00		\$ 6,307.60	\$ 97,348.19
BAUMANN, ALISHA	ELEM Fourth Grade Teacher	\$ 91,980.05	\$ 4,349.04	\$ -	\$ 250.00		\$ 6,691.12	\$ 103,270.20
BAYLESS GALLIGAR, GINA	Speech Pathologist	\$ 93,820.06	\$ 4,441.04	\$ -	\$ 250.00			\$ 98,511.10
BAYS, JILL	School Psychologist	\$ 83,371.00	\$ 3,918.58	\$ -	\$ 250.00		\$ 5,600.78	\$ 93,140.36
BEGORA, SEAN	HS Social Studies Teacher	\$ 88,543.19	\$ 4,177.19	\$ -	\$ 250.00		\$ 6,441.12	\$ 99,411.50
BELICK, BENJAMIN	ELEM Third Grade Teacher	\$ 72,928.74	\$ 20,109.12				\$ 5,340.34	\$ 98,378.20
BENDING, BRETT	HS Principal	\$ 177,629.13	\$ 15,686.61	\$ 1,200.00	\$ 300.00	\$ 15,118.45	\$ 8,466.33	\$ 218,400.52
BENNETT, KRISTEN	MS Spanish Teacher	\$ 124,717.46	\$ 9,979.69				\$ 5,607.23	\$ 140,304.38
BENNETT, SANDRA	ELEM First Grade Teacher	\$ 114,234.78	\$ 5,461.78	\$ -	\$ 250.00		\$ 8,310.06	\$ 128,256.63
BENNETT, TAMMY	Literacy Teacher	\$ 111,993.74	\$ 5,349.73	\$ -	\$ 250.00		\$ 8,147.22	\$ 125,740.69
BENOIT, JOSEPH	HS Athletic Director	\$ 108,309.88	\$ 9,447.88	\$ 1,200.00	\$ 300.00	\$ 9,218.50	\$ 5,162.36	\$ 133,638.62
BENTSEN, KURT	HS PE Teacher	\$ 76,546.86	\$ 23.22				\$ 5,600.78	\$ 82,170.86
BERKIEL, LORI	School Counselor	\$ 93,102.15	\$ 4,405.14	\$ -	\$ 250.00		\$ 6,772.86	\$ 104,530.15
BERNAKY, SARAH	MS Assistant Principal	\$ 97,026.36	\$ 8,432.36	\$ 600.00	\$ 300.00	\$ 8,258.28	\$ 4,624.64	\$ 119,241.65
BETTS, JONATHAN	ELEM Fourth Grade Teacher	\$ 81,674.78	\$ 3,833.77	\$ -	\$ 250.00		\$ 5,941.44	\$ 91,699.99
BIALLAS, LISA	ELEM First Grade Teacher	\$ 109,925.33	\$ 5,246.31	\$ -	\$ 250.00		\$ 7,842.73	\$ 123,264.37
BIEGELMANN, KRISTINA	Education Service Specialist	\$ 125,827.48	\$ 11,024.46	\$ 1,200.00	\$ 300.00	\$ 9,273.93	\$ 5,193.40	\$ 152,819.29
BIGLER, JOHN	HS English Teacher	\$ 79,462.14	\$ 3,723.14	\$ -	\$ 250.00		\$ 5,780.59	\$ 89,215.86
BILLINGS, JESSICA	HS English Teacher	\$ 90,175.84	\$ 4,258.83	\$ -	\$ 250.00		\$ 6,559.91	\$ 101,244.57
BIRKHEAD, BRADFORD	MS Social Studies Teacher	\$ 76,577.86	\$ 23.22				\$ 5,600.78	\$ 82,201.86
BIRKHEAD, VIDA	ELEM First Grade Teacher	\$ 93,854.78	\$ 4,442.77	\$ -	\$ 250.00		\$ 6,827.51	\$ 105,375.07
BLADES, TERRY	Cross Categorical Teacher	\$ 76,485.20	\$ 1,215.66				\$ 5,600.78	\$ 83,301.64
BLASECK, JAMES	Adapted PE Teacher	\$ 99,599.01	\$ 4,729.99	\$ -	\$ 250.00		\$ 7,245.45	\$ 111,824.45
BLAUS, KERRI	ELEM Second Grade Teacher	\$ 103,585.32	\$ 4,929.31	\$ -	\$ 250.00		\$ 7,535.45	\$ 116,300.07
BLOCK, MEGAN	ELEM First Grade Teacher	\$ 52,161.83	\$ 29,602.52				\$ 3,819.63	\$ 85,583.98
BLOCK, MICHAEL	HS Science Teacher	\$ 85,006.36	\$ 4,000.35	\$ -	\$ 250.00		\$ 6,183.96	\$ 95,440.67
BLOMQUIST, JOHN	MS Language Arts Teacher	\$ 101,554.78	\$ 4,827.78	\$ -	\$ 250.00		\$ 7,103.41	\$ 113,735.96
BLOOMBERG, BRYAN	MS PE Teacher	\$ 101,437.95	\$ 4,821.94	\$ -	\$ 250.00		\$ 6,961.51	\$ 113,471.39
BLUM, KELLY	HS English Teacher	\$ 80,195.83	\$ 3,759.82	\$ -	\$ 250.00			\$ 84,205.65
BODY, CLINTON	School Psychologist	\$ 101,595.20	\$ 4,829.80	\$ -	\$ 250.00		\$ 6,825.04	\$ 113,500.03
BOHLEN, TRACI	Cross Categorical Teacher	\$ 59,828.54	\$ 25,199.22				\$ 4,380.82	\$ 89,408.58
BOLAS, KELLY	Elementary Interventionist	\$ 84,973.72	\$ 3,998.72	\$ -	\$ 250.00		\$ 6,181.48	\$ 95,403.92
BOLDING, LYNDA	HS Social Studies Teacher	\$ 80,102.16	\$ 3,755.14	\$ -	\$ 250.00		\$ 5,497.29	\$ 89,604.58
BOLDT, RYAN	Technology Support Supervisor	\$ 66,516.27	\$ 19,150.60			\$ 2,344.94	\$ 3,282.92	\$ 91,294.73
BOLHOUS, JAYCE	Dir of IT - Non Cert	\$ 117,942.85	\$ 10,314.85	\$ 2,400.00	\$ 300.00	\$ 10,038.47	\$ 5,621.54	\$ 146,617.71
BONCUORE, STEPHANIE	Non Certified Nurse	\$ 101,903.15	\$ 14,362.47					\$ 116,265.62
BONE, MANDY	ELEM Second Grade Teacher	\$ 81,674.78	\$ 3,833.77	\$ -	\$ 250.00		\$ 5,712.79	\$ 91,471.34
BONHAM, STEPHANIE	ELEM Second Grade Teacher	\$ 59,126.58	\$ 20,109.12				\$ 4,380.82	\$ 83,616.52
BORHART, JASON	HS Math Teacher	\$ 88,440.05	\$ 4,172.04	\$ -	\$ 250.00		\$ 6,433.63	\$ 99,295.71
BORKOWSKI, EVAN	MS Instructional Coach	\$ 81,800.05	\$ 3,840.03	\$ -	\$ 250.00		\$ 5,667.14	\$ 91,557.23
BOSCARINO, KATHLEEN	ELEM Third Grade Teacher	\$ 59,832.84	\$ 20,109.12				\$ 4,380.82	\$ 84,322.78
BOULNOIS, ROSEANNE	Secretary to the Principal	\$ 59,425.24	\$ 17,470.28			\$ 4,281.23	\$ 2,996.86	\$ 84,173.60
BOWEN, KIMBERLY	MS Language Arts Teacher	\$ 83,307.41	\$ 3,915.40	\$ -	\$ 250.00		\$ 6,060.39	\$ 93,533.20
BOWERS, JUSTIN	HS Science Teacher	\$ 78,026.35	\$ 29,602.52				\$ 5,710.56	\$ 113,339.43
BOYNTON, CYNTHIA	HS Math Teacher	\$ 78,033.70	\$ 8,355.44				\$ 5,712.79	\$ 92,101.93
BRADSTREET, SARAH	MS Math Teacher	\$ 70,101.44	\$ 29,602.52				\$ 5,132.88	\$ 104,836.84

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0609

Compensation Package (\$75,000+) for 2020-2021 School Year

NAME	JOB TITLE - PRIMARY POSITION	SALARY W/PENSION CONTRIBUTIONS	HEALTH, DENTAL, VISION & LIFE INSURANCE	MILEAGE	HRA DEPOSITS	VACATION / FLEX TIME VALUE	SICK / PERSONAL TIME VALUE	TOTAL COMPENSATION PACKAGE
BRADY, MARGARET	ELEM Music Teacher	\$ 73,196.91	\$ 13,641.76				\$ 5,375.24	\$ 92,213.91
BRAKER, CALVIN	HS Social Studies Teacher	\$ 73,488.24	\$ 19,696.92				\$ 5,381.13	\$ 98,566.29
BRAM, KENNETH	HS Science Teacher	\$ 80,102.15	\$ 3,755.14	\$ -	\$ 250.00		\$ 5,827.11	\$ 89,934.40
BRANDT, MITCHELL	HS Science Teacher	\$ 76,341.55	\$ 21,775.04				\$ 5,592.17	\$ 103,708.76
BRANNAN, AMY	HS Health Teacher	\$ 78,016.02	\$ 29,602.52				\$ 5,712.79	\$ 113,331.33
BREEZE, JENNIFER	Elementary Principal	\$ 111,736.26	\$ 9,756.25	\$ 1,200.00	\$ 300.00	\$ 9,510.21	\$ 5,325.72	\$ 137,828.44
BROCKWAY, ANDREA	Cross Categorical Teacher	\$ 61,024.76	\$ 20,346.66					\$ 81,371.42
BRODERICK, SANDRA	Technology Support Supervisor	\$ 65,499.76	\$ 20,127.24			\$ 4,618.18	\$ 3,232.73	\$ 93,477.91
BROWN, SEAN	MS Math Teacher	\$ 89,487.40	\$ 4,224.40	\$ -	\$ 250.00		\$ 6,509.95	\$ 100,471.76
BRUHN, STEVEN	MS Health Teacher	\$ 85,105.30	\$ 4,005.30	\$ -	\$ 250.00		\$ 6,191.04	\$ 95,551.64
BRUNSTRUM, JEFFREY	Division Head	\$ 106,823.07	\$ 9,314.07	\$ 600.00	\$ 300.00	\$ 1,732.46	\$ 6,063.61	\$ 124,833.20
BRYERTON, JENNIFER	MS Language Arts Teacher	\$ 56,450.18	\$ 20,021.74					\$ 76,471.92
BRYSON, SERENA	Speech Pathologist	\$ 86,674.78	\$ 4,083.77	\$ -	\$ 250.00		\$ 6,305.12	\$ 97,313.68
BUCKLEY, SHANNON	HS English Teacher	\$ 72,063.33	\$ 12,467.72				\$ 5,072.66	\$ 89,603.71
BUDNICK, STEVEN	Building Manager	\$ 72,064.27	\$ 27,892.36			\$ 3,810.85	\$ 3,556.79	\$ 107,324.26
BUHROW, MICHELLE	HS Business Teacher	\$ 91,980.05	\$ 4,349.04	\$ -	\$ 250.00		\$ 6,691.12	\$ 103,270.20
BUHROW, RENEE	ELEM Second Grade Teacher	\$ 99,712.67	\$ 4,735.67	\$ -	\$ 250.00		\$ 7,398.82	\$ 112,097.16
BUJAK, KATHLEEN	ELEM Third Grade Teacher	\$ 57,505.83	\$ 20,109.12					\$ 77,614.95
BURGER, TERESA	ELEM Third Grade Dual Language Teacher	\$ 84,327.42	\$ 3,966.40	\$ -	\$ 250.00		\$ 6,134.47	\$ 94,678.30
BURGESS, JACQUELINE	School Social Worker	\$ 76,526.03	\$ 12,753.98				\$ 5,598.54	\$ 94,878.55
BURGWALDT, MICHELLE	Multi Needs Teacher	\$ 89,487.40	\$ 4,224.40	\$ -	\$ 250.00		\$ 6,509.95	\$ 100,471.76
BURKE, TRACY	ELEM Third Grade Teacher	\$ 103,585.32	\$ 4,929.31	\$ -	\$ 250.00		\$ 7,535.45	\$ 116,300.07
BURKEY, NIKI	Elementary Principal	\$ 113,970.34	\$ 9,957.32	\$ 1,200.00	\$ 300.00	\$ 9,700.39	\$ 5,432.21	\$ 140,560.26
BUSTAMANTE, KRISTINA	Speech Pathologist	\$ 66,562.09	\$ 10,680.40				\$ 4,873.96	\$ 82,116.45
BUTERA, JAYNE	ELEM Third Grade Teacher	\$ 87,733.73	\$ 4,136.72	\$ -	\$ 250.00		\$ 6,382.32	\$ 98,502.77
BUTLER, KIMBERLY	Media Teacher	\$ 63,997.22	\$ 28,338.44				\$ 4,686.50	\$ 97,022.16
CABRERA-COLOMER, MIREIA	HS Spanish Teacher	\$ 69,184.72	\$ 7,914.26					\$ 77,098.98
CAHILL, DAVID	ELEM Music Teacher	\$ 64,771.94	\$ 20,346.66				\$ 4,741.96	\$ 89,860.56
CAIN, JENNIFER	ELEM Second Grade Teacher	\$ 74,387.36	\$ 12,467.72				\$ 5,447.09	\$ 92,302.17
CAMACHO, LACEY	ELEM Kindergarten Teacher	\$ 53,205.39	\$ 25,199.22					\$ 78,404.61
CAMPBELL, ANN	MS Science Teacher	\$ 95,731.63	\$ 4,536.62	\$ -	\$ 250.00		\$ 6,570.02	\$ 107,088.27
CAMPBELL, ANTHONY	MS Language Arts Teacher	\$ 109,925.33	\$ 5,246.31	\$ -	\$ 250.00		\$ 8,156.54	\$ 123,578.18
CANO, JESSICA	ELEM Third Grade Dual Language Teacher	\$ 61,036.02	\$ 20,121.42				\$ 4,468.37	\$ 85,625.81
CAPPAS, JOHN	MS Social Studies Teacher	\$ 74,424.29	\$ 19,286.69			\$ 1,488.29	\$ 5,209.02	\$ 100,408.29
CAPPELLO, ANTHONY	Certified Technology Support	\$ 75,091.34	\$ 20,109.12				\$ 5,490.91	\$ 100,691.37
CAMELA, CHRISTOPHER	Division Head	\$ 106,823.07	\$ 9,314.07	\$ 600.00	\$ 300.00	\$ 1,732.46	\$ 6,063.61	\$ 124,833.20
CARBERRY, DARCIA	Cross Categorical Teacher	\$ 55,270.96	\$ 29,602.52				\$ 4,047.24	\$ 88,920.72
CARIOSCIA, KRISTINA	ELEM Fourth Grade Teacher	\$ 75,078.86	\$ 28,100.90				\$ 5,235.57	\$ 108,415.33
CARLON, DONALD	MS Exploratory Teacher	\$ 81,674.78	\$ 3,833.77	\$ -	\$ 250.00		\$ 5,941.44	\$ 91,699.99
CARLOS, PAMELA	Elementary Principal	\$ 113,970.34	\$ 9,957.32	\$ 1,200.00	\$ 300.00	\$ 9,700.39	\$ 5,432.21	\$ 140,560.26
CARR, CHRISTOPHER	HS Industrial Tech Teacher	\$ 66,658.07	\$ 12,366.70				\$ 4,873.96	\$ 83,898.73
CARROZZA, SANDY	School Psychologist	\$ 116,700.70	\$ 5,585.08	\$ -	\$ 250.00		\$ 7,839.86	\$ 130,375.63
CASEY, ALLISON	School Counselor	\$ 65,500.68	\$ 10,861.92					\$ 76,362.60
CASTILLOVEITIA-MALDONADO, TIARA	Bilingual Special Ed Teacher	\$ 63,564.75	\$ 21,537.50				\$ 4,654.16	\$ 89,756.41
CHABI, DEBORAH	HS Science Teacher	\$ 75,151.19	\$ 17,703.62				\$ 5,235.57	\$ 98,090.38
CHAVEZ, JESSE	Technology Support Supervisor	\$ 64,057.96	\$ 18,644.04			\$ 3,387.39	\$ 3,161.55	\$ 89,250.95
CHERRY, CHRISTOPHER	HS Vocal Music Teacher	\$ 73,006.32	\$ 12,366.70				\$ 5,340.34	\$ 90,713.36

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0609

Compensation Package (\$75,000+) for 2020-2021 School Year

NAME	JOB TITLE - PRIMARY POSITION	SALARY W/PENSION CONTRIBUTIONS	HEALTH, DENTAL, VISION & LIFE INSURANCE	MILEAGE	HRA DEPOSITS	VACATION / FLEX TIME VALUE	SICK / PERSONAL TIME VALUE	TOTAL COMPENSATION PACKAGE
CHIAPPETTA-MURRAY, CHERYL	MS Art Teacher	\$ 75,080.07	\$ 20,346.66				\$ 5,497.29	\$ 100,924.02
CHILCUTT, RONALD	Dir Pupil Personnel Services	\$ 104,729.68	\$ 9,125.66	\$ 2,400.00	\$ 300.00	\$ 10,923.71	\$ 6,117.27	\$ 133,596.32
CHISM, STACY	ELEM First Grade Teacher	\$ 81,705.30	\$ 3,835.30	\$ -	\$ 250.00		\$ 5,607.23	\$ 91,397.82
CHLEBOUN, ROBERT	Elementary Principal	\$ 144,543.97	\$ 12,708.95	\$ 1,200.00	\$ 300.00	\$ 12,302.61	\$ 6,889.45	\$ 177,944.97
CHMELIK, TAMMY	ELEM Kindergarten Teacher	\$ 80,072.67	\$ 3,753.66	\$ -	\$ 250.00		\$ 5,600.78	\$ 89,677.12
CHRISTIAN, JENNIFER	Division Head	\$ 120,302.20	\$ 10,527.19	\$ 600.00	\$ 300.00	\$ 1,951.04	\$ 6,828.62	\$ 140,509.04
CHRISTIAN, KEVIN	HS Math Teacher	\$ 84,973.72	\$ 3,998.72	\$ -	\$ 250.00		\$ 6,181.48	\$ 95,403.92
CHURCH, ALEXANDER	Voice Systems Coordinator	\$ 84,936.92	\$ 26,358.05			\$ 4,504.80	\$ 4,204.48	\$ 120,004.25
CHUY, AMANDA	ELEM Third Grade Dual Language Teacher	\$ 64,790.29	\$ 20,109.12				\$ 4,741.96	\$ 89,641.37
CIMERA, LYNN	Autism Teacher	\$ 109,925.33	\$ 5,246.31	\$ -	\$ 250.00		\$ 8,156.54	\$ 123,578.18
CLANCY, JENNIFER	MS Language Arts Teacher	\$ 59,857.09	\$ 19,982.60				\$ 4,380.82	\$ 84,220.51
CLINTON, GINA	School Psychologist	\$ 78,066.93	\$ 12,753.98				\$ 5,277.72	\$ 96,098.63
CNOTA, SYLVIA	Cognitive Disabilities Teacher	\$ 69,121.59	\$ 8,298.06					\$ 77,419.65
COLEMAN, HEIDI	ELEM Assistant Principal	\$ 89,969.23	\$ 7,797.22	\$ 600.00	\$ 300.00			\$ 98,666.46
COLLINS, KERI	ELEM Second Grade Teacher	\$ 93,820.06	\$ 4,441.04	\$ -	\$ 250.00		\$ 6,562.38	\$ 105,073.47
COLUMBARO, CHRISTOPHER	Elementary Principal	\$ 136,206.59	\$ 11,958.58	\$ 1,200.00	\$ 300.00	\$ 11,592.91	\$ 6,492.03	\$ 167,750.11
CONNELL, ELIZABETH	MS Social Studies Teacher	\$ 101,437.95	\$ 4,821.94	\$ -	\$ 250.00		\$ 7,379.22	\$ 113,889.10
CONSIGLIO, DONNA	ELEM Fourth Grade Teacher	\$ 61,021.01	\$ 18,467.08				\$ 4,468.37	\$ 83,956.46
COOK, AMANDA	ELEM First Grade Teacher	\$ 54,268.86	\$ 29,602.52				\$ 3,973.95	\$ 87,845.33
CORRIVEAU, KRISTIN	Director	\$ 162,842.84	\$ 14,355.84	\$ 2,400.00	\$ 300.00	\$ 14,676.23	\$ 8,218.69	\$ 202,793.61
CORTESE, CYNTHIA	HS PE Teacher	\$ 105,695.85	\$ 5,034.83	\$ -	\$ 250.00		\$ 7,842.73	\$ 118,823.41
CREEGAN, MICHELLE	ELEM Fifth Grade Teacher	\$ 81,674.78	\$ 3,833.77	\$ -	\$ 250.00		\$ 5,941.44	\$ 91,699.99
CROSS, CHARLENE	Education Service Specialist	\$ 138,189.02	\$ 12,137.00	\$ 1,200.00	\$ 300.00	\$ 11,761.66	\$ 6,586.53	\$ 170,174.21
CROTTY KAGAN, SHEILA	Coordinator	\$ 104,729.68	\$ 9,125.66	\$ 1,200.00	\$ 300.00	\$ 8,913.83	\$ 4,991.74	\$ 129,260.91
CROWLEY, SHONDA	Speech Pathologist	\$ 74,985.65	\$ 28,338.44				\$ 5,490.91	\$ 108,815.00
CUKIERSKI, JOSEPH	HS Science Teacher	\$ 54,268.86	\$ 21,537.50					\$ 75,806.36
CULLOTTA, LAURIE	Speech Pathologist	\$ 92,013.73	\$ 4,350.72	\$ -	\$ 250.00		\$ 6,693.59	\$ 103,308.04
CUMPATA, KAREN	Elementary Principal	\$ 118,574.73	\$ 10,371.72	\$ 1,200.00	\$ 300.00	\$ 10,092.23	\$ 5,651.65	\$ 146,190.32
CURRY, CARRIE	MS Language Arts Teacher	\$ 90,175.84	\$ 4,258.83	\$ -	\$ 250.00		\$ 6,559.91	\$ 101,244.57
CWICK, CHRISTINA	Non Certified Nurse	\$ 83,702.48	\$ 9,382.95					\$ 93,085.43
CZAJKOWSKI, EMMA	ELEM Kindergarten Teacher	\$ 70,180.25	\$ 19,784.20				\$ 5,138.86	\$ 95,103.31
DACY, MEGGAN	Education Service Specialist	\$ 98,689.02	\$ 8,582.00	\$ -	\$ 300.00			\$ 107,571.03
DAHLBERG, CHRISTINA	ELEM First Grade Teacher	\$ 70,742.14	\$ 29,840.06				\$ 5,180.13	\$ 105,762.33
DANG, VINH	ELEM Fourth Grade Teacher	\$ 56,377.76	\$ 20,109.12					\$ 76,486.88
DANIELSON, NATHAN	HS Associate Principal	\$ 125,834.09	\$ 11,025.06	\$ 600.00	\$ 300.00	\$ 10,710.03	\$ 5,997.62	\$ 154,466.80
DATTILO, DYANNA	Speech Pathologist	\$ 67,924.04	\$ 12,366.70				\$ 4,973.23	\$ 85,263.97
DAVIS, MICHAEL	HS Social Studies Teacher	\$ 89,487.40	\$ 4,224.40	\$ -	\$ 250.00		\$ 6,509.95	\$ 100,471.76
DE JESUS HILL, DIANA DEL CARME	ELEM Third Grade Dual Language Teacher	\$ 86,674.78	\$ 4,083.77	\$ -	\$ 250.00			\$ 91,008.55
DE LA PAZ, ARTURO	ELEM ESL Teacher	\$ 75,072.26	\$ 28,519.30				\$ 5,497.29	\$ 109,088.85
DE LA PAZ, KARIN	Facilitator	\$ 105,334.72	\$ 5,016.78	\$ -	\$ 250.00		\$ 6,559.91	\$ 117,161.40
DE MOSTEYRIN GORDILLO, MARIA CRISTINA	ELEM ESL Teacher	\$ 80,072.68	\$ 3,753.66	\$ -	\$ 250.00		\$ 5,824.96	\$ 89,901.31
DEAN, STEPHANIE	ELEM Second Grade Teacher	\$ 59,860.56	\$ 29,840.06				\$ 4,380.82	\$ 94,081.44
DEDIC, CURT	HS Science Teacher	\$ 67,918.18	\$ 21,775.04				\$ 4,973.23	\$ 94,666.45
DeFAUW, GARRETT	Multimedia Communications Manager	\$ 74,108.89	\$ 22,416.95			\$ 3,931.32	\$ 3,669.23	\$ 104,126.40
DEGIULIO, LAURA	MS Language Arts Teacher	\$ 80,072.67	\$ 3,753.66	\$ -	\$ 250.00		\$ 5,824.96	\$ 89,901.30
DEIHS, KELSEY	Instructional Coach - ELA	\$ 69,352.06	\$ 27,227.48				\$ 5,072.66	\$ 101,652.20
DELANEY, ALYSON	ELEM Pre-Primary Teacher	\$ 55,341.42	\$ 29,602.52				\$ 4,051.87	\$ 88,995.81

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0609

Compensation Package (\$75,000+) for 2020-2021 School Year

NAME	JOB TITLE - PRIMARY POSITION	SALARY W/PENSION CONTRIBUTIONS	HEALTH, DENTAL, VISION & LIFE INSURANCE	MILEAGE	HRA DEPOSITS	VACATION / FLEX TIME VALUE	SICK / PERSONAL TIME VALUE	TOTAL COMPENSATION PACKAGE
DELONG, JENNIFER	MS Language Arts Teacher	\$ 84,327.42	\$ 3,966.40	\$ -	\$ 250.00		\$ 6,134.47	\$ 94,678.30
DeMARCO, CHERYL	School Social Worker	\$ 74,985.65	\$ 19,745.06				\$ 5,490.91	\$ 100,221.62
DEMARS, BONNIE	ELEM Fourth Grade Teacher	\$ 62,816.70	\$ 29,602.52					\$ 92,419.22
DEMETRIOU, BRIDGET	ELEM ESL Teacher	\$ 86,674.78	\$ 4,083.77	\$ -	\$ 250.00		\$ 6,305.12	\$ 97,313.68
DEMUTH, KATHLEEN	ELEM Kindergarten Teacher	\$ 55,343.16	\$ 28,338.44				\$ 4,051.87	\$ 87,733.47
DENG, JESSICA	ELEM Fourth Grade Teacher	\$ 66,859.81	\$ 9,954.20				\$ 5,072.66	\$ 81,886.67
DEVORE, MARY	ELEM Pre-Primary Teacher	\$ 70,741.89	\$ 20,109.12				\$ 5,180.13	\$ 96,031.14
DEWEES, MARY	Cross Categorical Teacher	\$ 82,673.73	\$ 3,883.72	\$ -	\$ 250.00		\$ 6,014.18	\$ 92,821.63
DEZELAN, CHRISTINA	Interventionist - ELA	\$ 74,907.28	\$ 12,652.96				\$ 5,490.91	\$ 93,051.15
DIAZ GURRIERI, JEANNE	MS ESL Teacher	\$ 81,800.05	\$ 3,840.03	\$ -	\$ 250.00		\$ 5,950.60	\$ 91,840.69
DIDRICKSEN, JEFFREY	ELEM Second Grade Teacher	\$ 56,461.66	\$ 25,199.22				\$ 4,134.48	\$ 85,795.36
DIFATTA, ELISA	ELEM Title Teacher	\$ 99,563.21	\$ 4,728.20	\$ -	\$ 250.00		\$ 7,242.83	\$ 111,784.23
DILLER, JOHN	Maintenance-Trades G-II	\$ 65,608.25	\$ 26,140.58			\$ 2,361.54	\$ 3,306.16	\$ 97,416.53
DILL-LENTZ, MARGARET	Cognitive Disabilities Teacher	\$ 109,925.33	\$ 5,246.31	\$ -	\$ 250.00		\$ 7,842.73	\$ 123,264.37
DITTMAN, ROSEMARY	Bilingual Special Ed Teacher	\$ 66,060.44	\$ 12,652.96				\$ 4,836.67	\$ 83,550.07
DIXON, MICHELLE	Cross Categorical Teacher	\$ 72,064.12	\$ 29,840.06				\$ 5,275.65	\$ 107,179.83
DODSON, EVERLEAN	Archives Manager	\$ 66,085.89	\$ 17,953.85			\$ 3,506.39	\$ 3,272.63	\$ 90,818.76
DOHENY, LISA	School Psychologist	\$ 93,890.83	\$ 4,444.58	\$ -	\$ 250.00		\$ 6,307.60	\$ 104,893.00
DOKTOR, AMANDA	Cognitive Disabilities Teacher	\$ 51,140.26	\$ 29,840.06					\$ 80,980.32
DOLD, DANIEL	Building Manager	\$ 75,343.59	\$ 19,150.60			\$ 3,984.22	\$ 3,718.60	\$ 102,197.00
DOMENZ, THOMAS	HS Art Teacher	\$ 88,440.05	\$ 4,172.04	\$ -	\$ 250.00		\$ 6,433.63	\$ 99,295.71
DOMICH, AMBER	Pre-Primary Spec Ed Teacher	\$ 48,899.92	\$ 29,602.52					\$ 78,502.44
DOMINGUEZ, ARIANIS	Office Secretary	\$ 51,243.24	\$ 26,349.38					\$ 77,592.62
DORAN, WILLIAM	Assistant Superintendent	\$ 204,039.29	\$ 18,063.52	\$ 2,400.00	\$ 300.00	\$ 17,366.40	\$ 9,725.18	\$ 251,894.38
DORNBOIS, KIMBERLY	ELEM Fifth Grade Teacher	\$ 103,585.32	\$ 4,929.31	\$ -	\$ 250.00		\$ 7,245.45	\$ 116,010.07
DOUGLAS, SHERRY	MS Exploratory Teacher	\$ 86,674.78	\$ 4,083.77	\$ -	\$ 250.00		\$ 6,305.12	\$ 97,313.68
DOZIER, DENYSE	Cross Categorical Teacher	\$ 61,361.54	\$ 18,229.54					\$ 79,591.08
DRISCOLL, AMY	ELEM First Grade Teacher	\$ 85,006.36	\$ 4,000.35	\$ -	\$ 250.00		\$ 6,183.96	\$ 95,440.67
DROBNY, VLADKO	ELEM Kindergarten Teacher	\$ 56,311.18	\$ 19,745.06					\$ 76,056.24
DROLEN, ALLISON	ELEM Third Grade Teacher	\$ 61,165.65	\$ 20,109.12				\$ 4,564.76	\$ 85,839.53
DRZIK, BRIDGET	HS Math Teacher	\$ 62,481.20	\$ 25,199.22				\$ 4,380.82	\$ 92,061.24
DUFFEY, KIMBERLY	Cross Categorical Teacher	\$ 109,925.33	\$ 5,246.31	\$ -	\$ 250.00		\$ 8,156.54	\$ 123,578.18
DUGGER, JACLYN	HS Science Teacher	\$ 64,074.99	\$ 20,346.66				\$ 4,691.84	\$ 89,113.49
DUGINSKE, JACQUIE	Director	\$ 147,094.80	\$ 12,938.52	\$ 2,400.00	\$ 300.00	\$ 12,519.70	\$ 7,011.03	\$ 182,264.06
DULEY, KIM	Registrar Secretary	\$ 52,832.30	\$ 26,140.58					\$ 78,972.88
DUMAS, TIFFANY	HS PE Teacher	\$ 58,653.17	\$ 20,346.66				\$ 4,294.85	\$ 83,294.68
DURAY, MICHELLE	ELEM Fourth Grade Teacher	\$ 82,673.73	\$ 3,883.72	\$ -	\$ 250.00		\$ 6,014.18	\$ 92,821.63
DUTTON, JENNIFER	HS French Teacher	\$ 66,463.32	\$ 21,162.26				\$ 4,599.90	\$ 92,225.48
DWYER, LISA	HS Math Teacher	\$ 103,623.21	\$ 4,931.20	\$ -	\$ 250.00		\$ 7,538.16	\$ 116,342.57
EHARDT, JEFFREY	HS Associate Principal	\$ 128,350.55	\$ 11,251.54	\$ 600.00	\$ 300.00	\$ 10,924.29	\$ 6,117.60	\$ 157,543.98
EHRMANN, JOSEPH	Coordinator	\$ 123,087.97	\$ 10,777.91	\$ 1,200.00	\$ 300.00	\$ 9,819.48	\$ 5,498.91	\$ 150,684.27
ELLIOTT, PAMELA	ELEM First Grade Teacher	\$ 63,508.37	\$ 24,973.98				\$ 4,648.89	\$ 93,131.24
ELLIS, TISHA	HS Art Teacher	\$ 81,800.05	\$ 3,840.03	\$ -	\$ 250.00		\$ 5,950.60	\$ 91,840.69
EMRICSON, JASON	Dir of Technology - Non-Cert	\$ 151,125.27	\$ 13,301.26	\$ 2,400.00	\$ 300.00	\$ 12,862.62	\$ 7,203.07	\$ 187,192.22
ENGEL, AMI	Director	\$ 150,375.82	\$ 13,233.81	\$ 2,400.00	\$ 300.00	\$ 13,090.01	\$ 7,330.41	\$ 186,730.05
ENRIQUEZ, FLORISCILLA	Accounting Coordinator	\$ 84,959.58	\$ 12,017.82			\$ 4,492.72	\$ 4,193.19	\$ 105,663.31
EPSTEIN, ANASTASIA	ELEM First Grade Teacher	\$ 116,519.00	\$ 5,575.99	\$ -	\$ 250.00		\$ 8,645.86	\$ 130,990.86

COMMUNITY UNIT SCHOOL DISTRICT 300

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NAME	JOB TITLE - PRIMARY POSITION	SALARY W/PENSION CONTRIBUTIONS	HEALTH, DENTAL, VISION & LIFE INSURANCE	MILEAGE	HRA DEPOSITS	VACATION / FLEX TIME VALUE	SICK / PERSONAL TIME VALUE	TOTAL COMPENSATION PACKAGE
ERICKSEN, VICTORIA	MS Language Arts Teacher	\$ 59,187.14	\$ 18,229.54					\$ 77,416.68
ESPINDOLA, PATRICIA	ELEM Second Grade Dual Language Teacher	\$ 80,102.16	\$ 3,755.14	\$ -	\$ 250.00		\$ 5,827.11	\$ 89,934.41
ETIENNE, JABEZ	Secretary to the Principal	\$ 59,430.07	\$ 25,022.80			\$ 4,281.23	\$ 2,996.86	\$ 91,730.95
EVANS, TOR	School Counselor	\$ 61,644.37	\$ 19,882.32					\$ 81,526.69
EVERETT, KENDRA	HS English Teacher	\$ 86,705.30	\$ 4,085.30	\$ -	\$ 250.00		\$ 5,950.60	\$ 96,991.19
FACTLY, CARA	ELEM Fourth Grade Teacher	\$ 66,716.14	\$ 12,366.70				\$ 4,881.37	\$ 83,964.21
FAIN, CHRISTINA	Division Head	\$ 104,729.66	\$ 9,125.66	\$ 600.00	\$ 300.00	\$ 1,698.49	\$ 5,944.71	\$ 122,398.52
FALK, GEOFFREY	Division Head	\$ 120,302.20	\$ 10,527.19	\$ 600.00	\$ 300.00	\$ 1,951.04	\$ 6,828.62	\$ 140,509.04
FARMER, ASHLEY	ELEM Fourth Grade Dual Language Teacher	\$ 76,492.91	\$ 24,973.98				\$ 5,598.54	\$ 107,065.43
FARRELL, AMY	Elementary Interventionist	\$ 91,980.05	\$ 4,349.04	\$ -	\$ 250.00		\$ 6,433.63	\$ 103,012.71
FEATHERLY, HARVEY	HS Social Studies Teacher	\$ 76,537.16	\$ 12,366.70				\$ 5,600.78	\$ 94,504.64
FED, CHARLES	HS PE Teacher	\$ 61,049.07	\$ 19,745.06				\$ 4,468.37	\$ 85,262.50
FELDMANN, CHARLES	HS PE Teacher	\$ 70,382.12	\$ 21,162.26				\$ 5,138.86	\$ 96,683.24
FELTEN, CRISTY	HS Science Teacher	\$ 59,852.71	\$ 20,676.87					\$ 80,529.58
FELTMAN, LAURA	Cognitive Disabilities Teacher	\$ 64,078.32	\$ 19,578.68				\$ 4,691.84	\$ 88,348.84
FELTMAN, LISA	ELEM Instructional Coach	\$ 109,925.33	\$ 5,246.31	\$ -	\$ 250.00		\$ 8,156.54	\$ 123,578.18
FERNANDEZ, YVET	ELEM ESL Teacher	\$ 83,307.41	\$ 3,915.40	\$ -	\$ 250.00		\$ 5,827.11	\$ 93,299.93
FERRIS, CHARLOTTE	HR Coordinator	\$ 66,516.27	\$ 18,431.88			\$ 2,344.94	\$ 3,282.92	\$ 90,576.01
FEWELL, ALISSA	ELEM Third Grade Teacher	\$ 76,574.99	\$ 29,602.52				\$ 5,340.34	\$ 111,517.85
FIGUEROA, JONPAUL	School Psychologist	\$ 85,007.86	\$ 4,000.43	\$ -	\$ 250.00		\$ 5,710.56	\$ 94,968.84
FILLMORE, ERIN	ELEM Second Grade Teacher	\$ 83,435.83	\$ 3,921.82	\$ -	\$ 250.00		\$ 6,069.63	\$ 93,677.28
FILLMORE, ROBERT	Cross Categorical Teacher	\$ 90,208.48	\$ 4,260.46	\$ -	\$ 250.00		\$ 6,562.38	\$ 101,281.31
FINGER, DANIEL	Technology Support	\$ 66,408.91	\$ 9,662.47					\$ 76,071.38
FITCHIE, JENNIFER	ELEM ESL Teacher	\$ 81,800.05	\$ 3,840.03	\$ -	\$ 250.00		\$ 5,950.60	\$ 91,840.69
FITZPATRICK, SHEILA	Non Certified Nurse	\$ 102,017.83	\$ 16.83					\$ 102,034.66
FLIKKEMA, DANIELLE	School Social Worker	\$ 62,746.59	\$ 21,650.72				\$ 4,594.73	\$ 88,992.04
FLONES, CATHRYN	MS Science Teacher	\$ 116,519.00	\$ 5,575.99	\$ -	\$ 250.00		\$ 8,645.86	\$ 130,990.86
FLOWERS, TRACY	Cross Categorical Teacher	\$ 91,980.05	\$ 4,349.04	\$ -	\$ 250.00		\$ 6,691.12	\$ 103,270.20
FODOR, STEPHEN	MS Computer Literacy Teacher	\$ 77,434.79	\$ 23.22				\$ 5,667.14	\$ 83,125.15
FOGARTY, GREGORY	HS Business Teacher	\$ 91,980.05	\$ 4,349.04	\$ -	\$ 250.00		\$ 6,691.12	\$ 103,270.20
FOLTA, AMY	Cross Categorical Teacher	\$ 81,674.78	\$ 3,833.77	\$ -	\$ 250.00		\$ 5,941.44	\$ 91,699.99
FORSYTH, ARLENE	School Counselor	\$ 81,674.78	\$ 3,833.77	\$ -	\$ 250.00		\$ 5,132.88	\$ 90,891.43
FOSS, KRISTINA	ELEM Fourth Grade Teacher	\$ 83,307.41	\$ 3,915.40	\$ -	\$ 250.00		\$ 6,060.39	\$ 93,533.20
FOSTER, TERRY	HS Orchestra Teacher	\$ 63,599.31	\$ 19,803.92				\$ 4,648.89	\$ 88,052.12
FOWLER, BRIANNE	ELEM Fifth Grade Teacher	\$ 64,612.79	\$ 29,602.52				\$ 4,473.47	\$ 98,688.78
FOX, HOLLY	Speech Pathologist	\$ 67,892.56	\$ 12,753.98				\$ 4,971.48	\$ 85,618.02
FRANK, ROSEMARY	Speech Pathologist	\$ 103,585.32	\$ 4,929.31	\$ -	\$ 250.00		\$ 7,535.45	\$ 116,300.07
FREEMAN, BRANDANN	Head Custodian	\$ 58,596.37	\$ 18,684.08			\$ 4,217.95	\$ 2,952.57	\$ 84,450.97
FREEMAN, ELIZABETH	Dir of Curriculum & Prof Dev	\$ 159,221.66	\$ 14,029.94	\$ 2,400.00	\$ 300.00	\$ 13,551.85	\$ 7,589.04	\$ 197,092.49
FREEMAN, PATRICIA	Speech Pathologist	\$ 90,175.84	\$ 4,258.83	\$ -	\$ 250.00		\$ 6,559.91	\$ 101,244.57
FREKE, JULIA	ELEM Fifth Grade Teacher	\$ 88,440.05	\$ 4,172.04	\$ -	\$ 250.00		\$ 6,069.63	\$ 98,931.71
FRENCH, ADAM	MS Technology Teacher	\$ 61,021.01	\$ 20,346.66				\$ 4,468.37	\$ 85,836.04
FRIEDERS, KELLY	MS Language Arts Teacher	\$ 83,307.41	\$ 3,915.40	\$ -	\$ 250.00		\$ 6,060.39	\$ 93,533.20
FRIES, KRISTIN	HS Social Studies Teacher	\$ 88,407.40	\$ 4,170.40	\$ -	\$ 250.00		\$ 6,431.32	\$ 99,259.13
FRYSTAK, MARK	MS Language Arts Teacher	\$ 70,096.28	\$ 8,677.18				\$ 5,132.88	\$ 83,906.34
GABRIEL, LORI	Adapted PE Teacher	\$ 103,623.21	\$ 4,931.20	\$ -	\$ 250.00		\$ 7,538.16	\$ 116,342.57
GALLIART, KATHRYN	Media Teacher	\$ 64,027.13	\$ 28,338.44				\$ 4,691.84	\$ 97,057.41

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0609

Compensation Package (\$75,000+) for 2020-2021 School Year

NAME	JOB TITLE - PRIMARY POSITION	SALARY W/PENSION CONTRIBUTIONS	HEALTH, DENTAL, VISION & LIFE INSURANCE	MILEAGE	HRA DEPOSITS	VACATION / FLEX TIME VALUE	SICK / PERSONAL TIME VALUE	TOTAL COMPENSATION PACKAGE
GALYON, MARY	Literacy Teacher	\$ 80,072.67	\$ 3,753.66	\$ -	\$ 250.00		\$ 5,824.96	\$ 89,901.30
GAMBARDELLA, MICHELLE	Education Service Specialist	\$ 124,881.21	\$ 10,939.30	\$ 1,200.00	\$ 300.00	\$ 10,628.94	\$ 5,952.21	\$ 153,901.65
GARCIA BOYANO, CRISTINA	MS ESL Teacher	\$ 88,440.05	\$ 4,172.04	\$ -	\$ 250.00		\$ 6,433.63	\$ 99,295.71
GARCIA SILVA, ROSALBA	ELEM Fifth Grade Dual Language Teacher	\$ 59,751.22	\$ 29,602.52				\$ 4,132.89	\$ 93,486.63
GARRARD, KAREN	Voc Ed/300 Plus	\$ 89,487.40	\$ 4,224.40	\$ -	\$ 250.00		\$ 6,509.95	\$ 100,471.76
GARRISON, LORA	Human Resources Manager	\$ 98,360.45	\$ 8,552.43	\$ -	\$ 300.00	\$ 8,371.80	\$ 4,688.21	\$ 120,272.89
GARZA, MARIA	Assistant to Teach and Learning	\$ 59,479.79	\$ 17,945.18			\$ 4,997.26	\$ 3,041.82	\$ 85,464.05
GASPERS, KELLIE	HS Tutor	\$ 62,899.62	\$ 12,753.98					\$ 75,653.60
GATES, CHRISTOPHER	Speech Pathologist	\$ 93,854.78	\$ 4,442.77	\$ -	\$ 250.00		\$ 6,827.51	\$ 105,375.07
GAUL, CHARLENE	Secretary to the Principal	\$ 59,449.44	\$ 17,736.38			\$ 4,281.23	\$ 2,996.86	\$ 84,463.90
GAVELEK, GINA	ELEM Kindergarten Teacher	\$ 76,470.20	\$ 12,366.70				\$ 5,598.54	\$ 94,435.44
GAVIN, ALEXANDRA	ELEM Kindergarten Dual Language Teacher	\$ 81,800.05	\$ 3,840.03	\$ -	\$ 250.00		\$ 5,950.60	\$ 91,840.69
GENSON, CALLY	MS Instructional Coach	\$ 89,332.67	\$ 4,216.67	\$ -	\$ 250.00			\$ 93,799.33
GERLOFF-BANKER, LISA	MS Social Studies Teacher	\$ 95,696.89	\$ 4,534.88	\$ -	\$ 250.00		\$ 6,961.51	\$ 107,443.28
GERMANN, BARBARA	ELEM Fifth Grade Teacher	\$ 86,013.73	\$ 4,050.72	\$ -	\$ 250.00		\$ 6,257.17	\$ 96,571.62
GERTZ, STEVEN	HS Athletic Director	\$ 137,364.83	\$ 12,062.82	\$ 1,200.00	\$ 300.00	\$ 11,691.39	\$ 6,547.17	\$ 169,166.22
GIANGREGO, KRISTIN	ELEM ESL Teacher	\$ 62,816.70	\$ 20,346.66				\$ 4,599.90	\$ 87,763.26
GIDLUND, DEANE	MS Language Arts Teacher	\$ 84,876.88	\$ 3,993.88	\$ -	\$ 250.00		\$ 6,174.47	\$ 95,295.22
GIERMAN, NICHOLAS	HS Science Teacher	\$ 60,381.49	\$ 29,840.06				\$ 4,210.72	\$ 94,432.27
GILBERT, ANN	MS Math Teacher	\$ 86,806.36	\$ 4,090.35	\$ -	\$ 250.00		\$ 6,314.92	\$ 97,461.63
GILBERT, BRIAN	ELEM PE Teacher	\$ 93,854.78	\$ 4,442.77	\$ -	\$ 250.00		\$ 6,827.51	\$ 105,375.07
GISCH, KIMBERLY	School Counselor	\$ 65,559.71	\$ 12,652.96					\$ 78,212.67
GLENN, GARY	Division Head	\$ 111,139.56	\$ 9,702.55	\$ 600.00	\$ 300.00	\$ 1,802.46	\$ 6,308.62	\$ 129,853.19
GLENN, JANINE	Supervisory Dean	\$ 116,774.88	\$ 10,209.73	\$ 600.00	\$ 300.00	\$ 10,524.33	\$ 5,893.63	\$ 144,302.57
GNAGNI, ERIN	ELEM PE Teacher	\$ 62,486.62	\$ 21,772.58				\$ 4,599.90	\$ 88,859.10
GNUTEK, ANTHONY	HS Band Teacher	\$ 90,312.67	\$ 4,265.67	\$ -	\$ 250.00		\$ 6,570.02	\$ 101,398.36
GNUTEK, MELANIE	MS Social Studies Teacher	\$ 86,705.30	\$ 4,085.30	\$ -	\$ 250.00		\$ 6,307.60	\$ 97,348.19
GODFREY, AARON	MS PE Teacher	\$ 84,327.41	\$ 3,966.40	\$ -	\$ 250.00		\$ 6,134.47	\$ 94,678.29
GOEDEKE, BRENT	MS Social Studies Teacher	\$ 88,407.40	\$ 4,170.40	\$ -	\$ 250.00		\$ 6,431.32	\$ 99,259.13
GOEDEKE, MELISSA	MS Spanish Teacher	\$ 90,175.84	\$ 4,258.83	\$ -	\$ 250.00		\$ 6,559.91	\$ 101,244.57
GOERLITZ, SHERRY	ELEM Second Grade Teacher	\$ 97,646.35	\$ 4,632.35	\$ -	\$ 250.00		\$ 7,103.41	\$ 109,632.11
GOLBECK, MICHELLE	MS Language Arts Teacher	\$ 54,191.47	\$ 25,436.76					\$ 79,628.23
GOLDSTEIN, KAREN	ELEM Second Grade Teacher	\$ 88,543.19	\$ 4,177.19	\$ -	\$ 250.00		\$ 6,441.12	\$ 99,411.50
GOLUCH, CRISTA	Certified Technology Support	\$ 56,487.23	\$ 29,602.52				\$ 4,132.89	\$ 90,222.64
GONZALEZ, JENNY	ELEM ESL Teacher	\$ 93,820.06	\$ 4,441.04	\$ -	\$ 250.00		\$ 6,825.04	\$ 105,336.13
GONZALEZ, YADHIRA	School Psychologist	\$ 93,857.77	\$ 4,442.92	\$ -	\$ 250.00		\$ 6,305.12	\$ 104,855.82
GOOD, LISA	ELEM Title Resource Teacher	\$ 86,705.30	\$ 4,085.30	\$ -	\$ 250.00		\$ 6,307.60	\$ 97,348.19
GOODEN, JENNIFER	Hearing Impaired Teacher	\$ 89,487.40	\$ 4,224.40	\$ -	\$ 250.00		\$ 6,509.95	\$ 100,471.76
GOODMAN, BRITANY	HS English Teacher	\$ 83,307.42	\$ 3,915.40	\$ -	\$ 250.00		\$ 6,060.39	\$ 93,533.21
GORBY, JOHN	MS Assistant Principal	\$ 115,953.86	\$ 10,135.84	\$ 600.00	\$ 300.00	\$ 9,869.23	\$ 5,526.76	\$ 142,385.69
GORHAM, SONJA	ELEM Kindergarten Teacher	\$ 90,312.67	\$ 4,265.67	\$ -	\$ 250.00		\$ 6,570.02	\$ 101,398.36
GOROG, WENDY	Grant Management Manager	\$ 66,752.53	\$ 11,266.87			\$ 3,541.58	\$ 3,305.48	\$ 84,866.46
GOUDY, ELIZABETH	MS Language Arts Teacher	\$ 89,332.67	\$ 4,216.67	\$ -	\$ 250.00			\$ 93,799.33
GOY, ELIZABETH	HS English Teacher	\$ 60,376.04	\$ 20,346.66					\$ 80,722.70
GRADY, GEORGETTE	School Social Worker	\$ 84,973.72	\$ 3,998.72	\$ -	\$ 250.00		\$ 6,181.48	\$ 95,403.92
GRANITO, AMBER	ELEM Second Grade Teacher	\$ 90,175.84	\$ 4,258.83	\$ -	\$ 250.00		\$ 6,559.91	\$ 101,244.57
GRANZOW, ALLISON	Interventionist - Math	\$ 76,562.68	\$ 8,355.44				\$ 5,340.34	\$ 90,258.46

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0609

Compensation Package (\$75,000+) for 2020-2021 School Year

NAME	JOB TITLE - PRIMARY POSITION	SALARY W/PENSION CONTRIBUTIONS	HEALTH, DENTAL, VISION & LIFE INSURANCE	MILEAGE	HRA DEPOSITS	VACATION / FLEX TIME VALUE	SICK / PERSONAL TIME VALUE	TOTAL COMPENSATION PACKAGE
GRAVEL, MELANIE	Elementary Principal	\$ 135,900.79	\$ 11,931.06	\$ 1,200.00	\$ 300.00	\$ 11,566.84	\$ 6,477.43	\$ 167,376.12
GRAVER, JAMIE	Interventionist - ELA	\$ 74,943.51	\$ 124.14					\$ 75,067.65
GRAY, KAREN	Literacy Teacher	\$ 83,435.83	\$ 3,921.82	\$ -	\$ 250.00		\$ 6,069.63	\$ 93,677.28
GREEN, MATTHEW	School Psychologist	\$ 114,455.17	\$ 5,472.80	\$ -	\$ 250.00		\$ 7,842.73	\$ 128,020.70
GRIFFITH, CATHERINE	MS Interventionist	\$ 66,582.46	\$ 12,652.96				\$ 4,873.96	\$ 84,109.38
GRIFFITHS, AMY	ELEM Fifth Grade Teacher	\$ 93,854.78	\$ 4,442.77	\$ -	\$ 250.00		\$ 6,827.51	\$ 105,375.07
GROCHOWSKI, KIRT	MS Social Studies Teacher	\$ 83,307.41	\$ 3,915.40	\$ -	\$ 250.00		\$ 6,060.39	\$ 93,533.20
GROSSMAYER, MICHELLE	Elementary Interventionist	\$ 95,731.63	\$ 4,536.62	\$ -	\$ 250.00		\$ 6,964.14	\$ 107,482.38
GROSSO, GLORIA	ELEM Fourth Grade Dual Language Teacher	\$ 58,677.89	\$ 19,803.92				\$ 5,174.24	\$ 83,656.05
GROVE, NANCY	Autism Teacher	\$ 58,795.60	\$ 21,162.26				\$ 4,301.54	\$ 84,259.40
GRUETER, JEANNE	ELEM Second Grade Teacher	\$ 76,574.99	\$ 8,274.41				\$ 5,607.23	\$ 90,456.63
GUETSCHOW, HEATHER	ELEM PE Teacher	\$ 71,520.44	\$ 21,162.26				\$ 5,235.57	\$ 97,918.27
GURNEY, ASIA	HS Associate Principal	\$ 147,103.12	\$ 12,939.27	\$ 600.00	\$ 300.00	\$ 13,125.78	\$ 7,350.44	\$ 181,418.61
GUTH, SARAH	Non Certified Nurse	\$ 103,119.31	\$ 20,024.73					\$ 123,144.04
HAASE, MICHAEL	MS Math Teacher	\$ 70,155.27	\$ 28,100.90				\$ 5,132.88	\$ 103,389.05
HAASE, TONYA	Hearing Impaired Teacher	\$ 85,105.30	\$ 4,005.30	\$ -	\$ 250.00		\$ 6,191.04	\$ 95,551.64
HAEFFNER, TAMARA	MS Science Teacher	\$ 83,307.41	\$ 3,915.40	\$ -	\$ 250.00		\$ 6,060.39	\$ 93,533.20
HAGENDORN, KATHERINE	Cross Categorical Teacher	\$ 109,925.33	\$ 5,246.31	\$ -	\$ 250.00		\$ 8,156.54	\$ 123,578.18
HAGER, KELLI	ELEM Instructional Coach	\$ 83,340.03	\$ 3,917.03	\$ -	\$ 250.00		\$ 6,062.61	\$ 93,569.68
HALLES, JAMES	MS Social Studies Teacher	\$ 80,195.83	\$ 3,759.82	\$ -	\$ 250.00		\$ 5,833.96	\$ 90,039.62
HALLOCK, ALMA	MS ESL Teacher	\$ 62,834.99	\$ 12,652.96					\$ 75,487.95
HAM, JADE	ELEM Second Grade Teacher	\$ 58,665.72	\$ 29,602.52				\$ 4,294.85	\$ 92,563.09
HAMMOND, ANGELA	ELEM Third Grade Teacher	\$ 84,490.57	\$ 3,974.56	\$ -	\$ 250.00		\$ 5,283.78	\$ 93,998.91
HAMRICK, TAMMY	MS Social Studies Teacher	\$ 89,487.40	\$ 4,224.40	\$ -	\$ 250.00		\$ 6,509.95	\$ 100,471.76
HAND, CAROLYN	Pre-Primary Spec Ed Teacher	\$ 73,600.13	\$ 29,602.52				\$ 5,389.50	\$ 108,592.15
HANETHO, KOLLEEN	School Social Worker	\$ 116,519.00	\$ 5,575.99	\$ -	\$ 250.00		\$ 8,645.86	\$ 130,990.86
HANEY, JOSEPH	Supervisory Dean	\$ 80,649.58	\$ 8,254.16			\$ 1,318.25	\$ 4,613.87	\$ 94,835.86
HANIGAN, CHERYL	Cross Categorical Teacher	\$ 75,074.14	\$ 29,602.52				\$ 5,497.29	\$ 110,173.95
HANKLA, DEVON	ELEM First Grade Teacher	\$ 59,825.35	\$ 20,411.00				\$ 4,380.82	\$ 84,617.17
HANLEY, DANIELLE	ELEM Fourth Grade Teacher	\$ 60,878.38	\$ 21,275.48					\$ 82,153.86
HANRAHAN, MELISSA	MS Math Teacher	\$ 53,240.39	\$ 29,602.52				\$ 3,896.03	\$ 86,738.94
HARBUCK, MARCUS	School Counselor	\$ 65,513.19	\$ 29,840.06				\$ 4,294.85	\$ 99,648.10
HARKIN, SUSAN	Chief Financial Officer	\$ 232,970.13	\$ 15,232.35	\$ 2,400.00	\$ 300.00	\$ 20,229.28	\$ 11,328.39	\$ 282,460.16
HARMON, LEIGH	School Psychologist	\$ 81,736.42	\$ 3,836.85	\$ -	\$ 250.00		\$ 5,490.91	\$ 91,314.18
HARNER, BETH	Emotional Disorder Teacher	\$ 95,696.89	\$ 4,534.88	\$ -	\$ 250.00		\$ 6,961.51	\$ 107,443.28
HARRIS, LISA	Speech Pathologist	\$ 93,820.06	\$ 4,441.04	\$ -	\$ 250.00		\$ 6,825.04	\$ 105,336.13
HARRIS, SUSAN	ELEM Kindergarten Teacher	\$ 84,327.42	\$ 3,966.40	\$ -	\$ 250.00		\$ 6,134.47	\$ 94,678.30
HARTLEY, STACY	Cross Categorical Teacher	\$ 82,673.73	\$ 3,883.72	\$ -	\$ 250.00		\$ 6,014.18	\$ 92,821.63
HASTINGS, LEISA	ELEM Fourth Grade Teacher	\$ 107,769.52	\$ 5,138.52	\$ -	\$ 250.00		\$ 7,538.16	\$ 120,696.19
HAUGEN, JANINE	Cross Categorical Teacher	\$ 88,440.05	\$ 4,172.04	\$ -	\$ 250.00		\$ 6,433.63	\$ 99,295.71
HAUGENS, EDWARD	HS Math Teacher	\$ 95,696.89	\$ 4,534.88	\$ -	\$ 250.00		\$ 6,961.51	\$ 107,443.28
HAUGENS, MELISSA	HS Math Teacher	\$ 80,072.67	\$ 3,753.66	\$ -	\$ 250.00		\$ 5,824.96	\$ 89,901.30
HAUGHEE, NORA	Cross Categorical Teacher	\$ 105,695.85	\$ 5,034.83	\$ -	\$ 250.00		\$ 7,842.73	\$ 118,823.41
HAYES, KAREN	Non Certified Nurse	\$ 90,148.47	\$ 16.83					\$ 90,165.30
HEDRICH, CARLA	Payroll Coordinator	\$ 81,262.43	\$ 19,866.78			\$ 2,864.81	\$ 4,010.74	\$ 108,004.76
HEID, FREDERICK	Superintendent	\$ 250,200.00	\$ 22,217.98	\$ 2,400.00	\$ 300.00	\$ 22,377.14	\$ 12,531.20	\$ 310,026.32
HEINISCH, JENNIFER	Speech Pathologist	\$ 90,208.48	\$ 4,260.46	\$ -	\$ 250.00		\$ 6,562.38	\$ 101,281.31

COMMUNITY UNIT SCHOOL DISTRICT 300

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Compensation Package (\$75,000+) for 2020-2021 School Year

NAME	JOB TITLE - PRIMARY POSITION	SALARY W/PENSION CONTRIBUTIONS	HEALTH, DENTAL, VISION & LIFE INSURANCE	MILEAGE	HRA DEPOSITS	VACATION / FLEX TIME VALUE	SICK / PERSONAL TIME VALUE	TOTAL COMPENSATION PACKAGE
HELMINSKI, CARA	Cross Categorical Teacher	\$ 116,519.00	\$ 5,575.99	\$ -	\$ 250.00			\$ 122,345.00
HERB, JEFFREY	MS Principal	\$ 150,038.11	\$ 13,203.42	\$ 1,200.00	\$ 300.00	\$ 11,824.16	\$ 6,621.53	\$ 183,187.22
HERFF, JAMES	Supervisory Dean	\$ 97,141.76	\$ 8,442.75	\$ 600.00	\$ 300.00	\$ 1,575.45	\$ 5,514.07	\$ 113,574.03
HERMANN, BROOKE	ELEM Fifth Grade Teacher	\$ 75,066.92	\$ 20,346.66				\$ 5,497.29	\$ 100,910.87
HERNANDEZ, GRISELDA	School Social Worker	\$ 80,102.16	\$ 3,755.14	\$ -	\$ 250.00		\$ 5,827.11	\$ 89,934.41
HEROLDT, JEREMY	MS PE Teacher	\$ 79,462.14	\$ 3,723.14	\$ -	\$ 250.00		\$ 5,780.59	\$ 89,215.86
HERRERA, FRANCESCA	ELEM Third Grade Teacher	\$ 89,487.40	\$ 4,224.40	\$ -	\$ 250.00		\$ 6,509.95	\$ 100,471.76
HERRMANN, DIANNE	ELEM Kindergarten Teacher	\$ 97,646.35	\$ 4,632.35	\$ -	\$ 250.00		\$ 6,701.31	\$ 109,230.02
HERRON, PATRICIA	Speech Pathologist	\$ 73,514.34	\$ 20,346.66				\$ 5,383.28	\$ 99,244.28
HEWITT, SUZANNE	ELEM Third Grade Teacher	\$ 87,733.73	\$ 4,136.72	\$ -	\$ 250.00		\$ 6,382.32	\$ 98,502.77
HIBBELER, KELLY	Speech Pathologist	\$ 85,006.36	\$ 4,000.35	\$ -	\$ 250.00		\$ 6,183.96	\$ 95,440.67
HILTON, KRISTEN	ELEM Art Teacher	\$ 54,285.32	\$ 25,199.22					\$ 79,484.54
HODAL, HEATHER	ELEM Fifth Grade Teacher	\$ 62,705.62	\$ 19,803.92				\$ 4,380.82	\$ 86,890.36
HOFFMANN, MARIE ANNE	Speech Pathologist	\$ 80,072.67	\$ 3,753.66	\$ -	\$ 250.00		\$ 5,600.78	\$ 89,677.12
HOGY, GRETCHEN	Cross Categorical Teacher	\$ 90,175.84	\$ 4,258.83	\$ -	\$ 250.00		\$ 6,559.91	\$ 101,244.57
HOLLANDER, LORIE	Cross Categorical Teacher	\$ 79,462.14	\$ 3,723.14	\$ -	\$ 250.00		\$ 5,780.59	\$ 89,215.86
HOLLOWAY, ROBERT	HS Science Teacher	\$ 55,365.54	\$ 19,745.06					\$ 75,110.60
HOLM, KRISTINE	Elementary Interventionist	\$ 90,175.84	\$ 4,258.83	\$ -	\$ 250.00		\$ 6,559.91	\$ 101,244.57
HOLMER, AARON	HS Math Teacher	\$ 90,175.84	\$ 4,258.83	\$ -	\$ 250.00		\$ 6,559.91	\$ 101,244.57
HOLMES, CHRISTINA	ELEM Second Grade Teacher	\$ 58,671.28	\$ 21,162.26				\$ 4,294.85	\$ 84,128.39
HOLSTEIN, JEFFREY	Emotional Disorder Teacher	\$ 77,415.90	\$ 28,338.44				\$ 5,667.14	\$ 111,421.48
HOLTZ, DEREK	ELEM PE Teacher	\$ 67,914.52	\$ 29,602.52				\$ 4,973.23	\$ 102,490.27
HOLZE, TINA	Education Service Specialist	\$ 108,960.43	\$ 9,506.43	\$ 1,200.00	\$ 300.00	\$ 9,273.93	\$ 5,193.40	\$ 134,434.20
HOMOLA, ROBERT	Cross Categorical Teacher	\$ 57,562.26	\$ 20,346.66					\$ 77,908.92
HOOPER, DEANN	ELEM First Grade Teacher	\$ 86,705.30	\$ 4,085.30	\$ -	\$ 250.00		\$ 6,307.60	\$ 97,348.19
HOPKINS-MUEHL, CHRISTINE	HS Health Teacher	\$ 90,175.84	\$ 4,258.83	\$ -	\$ 250.00		\$ 6,559.91	\$ 101,244.57
HOPLEY-DEBOER, HOLLY	HS Spanish Teacher	\$ 71,509.45	\$ 29,602.52				\$ 5,235.57	\$ 106,347.54
HOPP, ERICA	Cross Categorical Teacher	\$ 58,767.42	\$ 29,840.06				\$ 4,299.63	\$ 92,907.11
HORGAN, BARBARA	ELEM First Grade Teacher	\$ 95,696.89	\$ 4,534.88	\$ -	\$ 250.00		\$ 6,961.51	\$ 107,443.28
HORNBERG, ERICK	HS Social Studies Teacher	\$ 90,175.84	\$ 4,258.83	\$ -	\$ 250.00		\$ 6,559.91	\$ 101,244.57
HORTON, JOSHUA	MS Language Arts Teacher	\$ 71,542.12	\$ 29,602.52				\$ 5,235.57	\$ 106,380.21
HOTH, JENNIFER	HS FACS Teacher	\$ 70,670.88	\$ 20,346.66				\$ 5,174.24	\$ 96,191.78
HOUGH, KIMBERLY	ELEM Fifth Grade Teacher	\$ 88,440.05	\$ 4,172.04	\$ -	\$ 250.00		\$ 6,433.63	\$ 99,295.71
HOUGH, SEAN	ELEM PE Teacher	\$ 93,854.78	\$ 4,442.77	\$ -	\$ 250.00		\$ 6,827.51	\$ 105,375.07
HOVING, KATHRYN	HS English Teacher	\$ 80,072.67	\$ 3,753.66	\$ -	\$ 250.00		\$ 5,824.96	\$ 89,901.30
HOWARD, JEANNE	Pre-Primary Facilitator	\$ 88,543.19	\$ 4,177.19	\$ -	\$ 250.00		\$ 6,441.12	\$ 99,411.50
HOWE, JEFFREY	HS Social Studies Teacher	\$ 86,013.73	\$ 4,050.72	\$ -	\$ 250.00		\$ 6,257.17	\$ 96,571.62
HUBER, LANCE	HS Business Teacher	\$ 103,585.32	\$ 4,929.31	\$ -	\$ 250.00		\$ 7,535.45	\$ 116,300.07
HUME, EMILEE	ELEM First Grade Teacher	\$ 58,519.27	\$ 18,467.08					\$ 76,986.35
HUNT, ERIC	Cross Categorical Teacher	\$ 56,654.26	\$ 19,578.68					\$ 76,232.94
INGOLD, MEGAN	HS Math Teacher	\$ 66,685.98	\$ 16,829.78					\$ 83,515.76
IOSSI, BRIAN	MS PE Teacher	\$ 56,538.38	\$ 20,109.12					\$ 76,647.50
ISRAEL, NANCY	Supervisory Dean	\$ 80,480.62	\$ 8,348.88			\$ 1,318.25	\$ 4,613.87	\$ 94,761.62
JACOBS, EMILY	HS AVID Teacher	\$ 74,987.27	\$ 12,366.70				\$ 5,488.77	\$ 92,842.74
JAEGER, ASHLEE	Interventionist - ELA	\$ 57,369.54	\$ 20,346.66					\$ 77,716.20
JAGIELO, JESSICA	School Counselor	\$ 66,586.22	\$ 29,840.06				\$ 4,380.82	\$ 100,807.10
JAIME, SONIA	School Social Worker	\$ 61,520.81	\$ 20,346.66				\$ 4,504.69	\$ 86,372.16

COMMUNITY UNIT SCHOOL DISTRICT 300

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JAKUBIK, KATHRYN	School Social Worker	\$ 61,515.79	\$ 20,346.66				\$ 4,504.69	\$ 86,367.14
JAKUBOWSKI, MICHAEL	HS Industrial Tech Teacher	\$ 92,118.99	\$ 4,355.98	\$ -	\$ 250.00		\$ 6,701.31	\$ 103,426.29
JAMROZY, SHANNON	Supervisory Dean	\$ 95,237.37	\$ 8,271.36	\$ 600.00	\$ 300.00	\$ 1,544.56	\$ 5,405.97	\$ 111,359.24
JARVIS, BETH	Interventionist - ELA	\$ 57,939.72	\$ 20,346.66					\$ 78,286.38
JENSEN, ERIK	Cross Categorical Teacher	\$ 75,132.19	\$ 20,109.12				\$ 5,488.77	\$ 100,730.08
JIMENEZ ALFARO, MARTA	Speech Pathologist	\$ 80,072.68	\$ 3,753.66	\$ -	\$ 250.00		\$ 5,824.96	\$ 89,901.31
JOHNSON, ERIN	Emotional Disorder Teacher	\$ 58,686.44	\$ 20,849.52				\$ 4,294.85	\$ 83,830.81
JOHNSON, JACQUELYN	Director	\$ 136,198.91	\$ 11,957.89	\$ 2,400.00	\$ 300.00	\$ 11,592.32	\$ 6,491.70	\$ 168,940.82
JOHNSON, JASON	School Counselor	\$ 88,407.40	\$ 4,170.40	\$ -	\$ 250.00		\$ 6,431.32	\$ 99,259.13
JONAS, LINDSAY	Assistant Superintendent	\$ 148,967.03	\$ 13,107.02	\$ 2,400.00	\$ 300.00	\$ 12,679.03	\$ 7,100.25	\$ 184,553.34
JONES, AMY	MS Orchestra Teacher	\$ 76,605.84	\$ 21,125.92				\$ 5,607.23	\$ 103,338.99
JOPLIN, MANDI	Speech Pathologist	\$ 69,312.37	\$ 8,355.44				\$ 5,070.98	\$ 82,738.79
JOSLYN, MATTHEW	MS PE Teacher	\$ 62,873.30	\$ 25,436.76				\$ 4,599.90	\$ 92,909.96
JOYCE, JANE	HS FACS Teacher	\$ 66,651.47	\$ 12,753.98				\$ 4,686.50	\$ 84,091.95
JURGENSEN, DANIEL	MS Science Teacher	\$ 54,259.57	\$ 21,399.80					\$ 75,659.37
KACZAR, DEBORAH	Media Teacher	\$ 73,488.93	\$ 21,538.14				\$ 5,381.13	\$ 100,408.20
KAISER, MEGAN	ELEM Third Grade Teacher	\$ 59,821.43	\$ 29,602.52				\$ 4,380.82	\$ 93,804.77
KAKAREKA, SARAH	ELEM Kindergarten Teacher	\$ 62,246.66	\$ 13,641.76					\$ 75,888.42
KALAMATAS, KATRINA	Interventionist - ELA	\$ 66,637.09	\$ 20,138.34				\$ 4,648.89	\$ 91,424.32
KAMINSKI, ALISON	MS Assistant Principal	\$ 93,259.33	\$ 8,093.33	\$ -	\$ 300.00			\$ 101,652.66
KAMMINGA, SHELLIE	MS Math Teacher	\$ 66,615.79	\$ 28,338.44				\$ 4,873.96	\$ 99,828.19
KAMPHAUSEN, DAWN	Cross Categorical Teacher	\$ 90,072.69	\$ 4,253.67	\$ -	\$ 250.00		\$ 6,552.42	\$ 101,128.77
KANN, KATHLEEN	ELEM Second Grade Teacher	\$ 93,820.06	\$ 4,441.04	\$ -	\$ 250.00		\$ 6,562.38	\$ 105,073.47
KAPITAN, SARAH	HS Spanish Teacher	\$ 81,674.78	\$ 3,833.77	\$ -	\$ 250.00		\$ 5,941.44	\$ 91,699.99
KAROUMI, AERENIA	ELEM Kindergarten Teacher	\$ 85,105.30	\$ 4,005.30	\$ -	\$ 250.00		\$ 6,191.04	\$ 95,551.64
KASPER, MICHAEL	MS Band Teacher	\$ 68,113.68	\$ 8,456.46				\$ 4,978.97	\$ 81,549.11
KATZBECK, JASON	ELEM Fifth Grade Dual Language Teacher	\$ 75,108.24	\$ 8,197.14				\$ 5,497.29	\$ 88,802.67
KEATY, ROBERT	HS Math Teacher	\$ 83,435.83	\$ 3,921.82	\$ -	\$ 250.00		\$ 6,069.63	\$ 93,677.28
KENT, LINDA	Technology Support Supervisor	\$ 93,769.46	\$ 23.22			\$ 4,958.51	\$ 4,627.94	\$ 103,379.14
KERLEY, AMY	ELEM Fifth Grade Teacher	\$ 97,610.58	\$ 4,630.57	\$ -	\$ 250.00		\$ 7,100.78	\$ 109,591.92
KESTING, NATALIE	HS Math Teacher	\$ 81,800.05	\$ 3,840.03	\$ -	\$ 250.00		\$ 5,950.60	\$ 91,840.69
KEYES, LINDA	Superintendent Exec Secretary	\$ 86,104.62	\$ 11,923.10			\$ 4,553.28	\$ 4,249.72	\$ 106,830.72
KIEFFER, KRISTIN	ELEM Third Grade Teacher	\$ 72,927.61	\$ 10,861.92				\$ 5,340.34	\$ 89,129.87
KIND, EMILY	Speech Pathologist	\$ 67,892.56	\$ 8,456.46				\$ 4,971.48	\$ 81,320.50
KINIKIN, JULIE	MS Math Teacher	\$ 81,052.67	\$ 3,802.66	\$ -	\$ 250.00		\$ 5,896.18	\$ 91,001.52
KIPP, ASHLEY	Supervisory Dean	\$ 76,796.48	\$ 7,940.20					\$ 84,736.68
KIRCH, BESS	MS Instructional Coach	\$ 101,554.78	\$ 4,827.78	\$ -	\$ 250.00		\$ 7,387.66	\$ 114,020.22
KISIEL, ANNA	ELEM ESL Teacher	\$ 80,102.16	\$ 3,755.14	\$ -	\$ 250.00		\$ 5,827.11	\$ 89,934.41
KISSAMIS, JEFF	ELEM Fourth Grade Teacher	\$ 88,440.05	\$ 4,172.04	\$ -	\$ 250.00		\$ 6,433.63	\$ 99,295.71
KLEIN, ALICIA	HS Social Studies Teacher	\$ 59,907.11	\$ 28,113.20				\$ 4,380.82	\$ 92,401.13
KLINN, NORMA	Education Service Specialist	\$ 100,663.74	\$ 8,759.73	\$ 1,200.00	\$ 300.00	\$ 8,567.67	\$ 4,797.89	\$ 124,289.03
KLOTTER, MEGAN	ELEM Second Grade Teacher	\$ 73,604.41	\$ 28,100.90				\$ 5,389.50	\$ 107,094.81
KOBOS, FRED	Tech Systems/WAN Manager	\$ 97,356.48	\$ 19,904.52			\$ 6,864.29	\$ 4,805.00	\$ 128,930.29
KOCH, SARAH	School Social Worker	\$ 62,848.00	\$ 12,652.96					\$ 75,500.96
KOLAKOWSKI, BARBARA	Vision Impaired Teacher	\$ 65,280.38	\$ 21,537.50				\$ 4,780.27	\$ 91,598.15
KONAJESKI, NANNETTE	HS Spanish Teacher	\$ 80,072.67	\$ 3,753.66	\$ -	\$ 250.00		\$ 5,600.78	\$ 89,677.12
KOPETSKY, TRACI	MS PE Teacher	\$ 107,769.52	\$ 5,138.52	\$ -	\$ 250.00		\$ 7,839.86	\$ 120,997.89

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0609

Compensation Package (\$75,000+) for 2020-2021 School Year

NAME	JOB TITLE - PRIMARY POSITION	SALARY W/PENSION CONTRIBUTIONS	HEALTH, DENTAL, VISION & LIFE INSURANCE	MILEAGE	HRA DEPOSITS	VACATION / FLEX TIME VALUE	SICK / PERSONAL TIME VALUE	TOTAL COMPENSATION PACKAGE
KOSI, LISA	Speech Pathologist	\$ 76,482.86	\$ 28,100.90				\$ 5,600.78	\$ 110,184.54
KOTECKI, BRITT	School Social Worker	\$ 78,035.48	\$ 28,100.90				\$ 5,712.79	\$ 111,849.17
KOTTKE, MOLLY	ELEM Third Grade Dual Language Teacher	\$ 59,913.38	\$ 21,037.94				\$ 4,385.75	\$ 85,337.07
KOTWICA, LAURA	ELEM Fifth Grade Teacher	\$ 50,136.45	\$ 25,436.76					\$ 75,573.21
KOURI, DOUGLAS	MS Assistant Principal	\$ 100,946.16	\$ 8,785.15	\$ 600.00	\$ 300.00	\$ 8,591.86	\$ 4,811.44	\$ 124,034.60
KOVAR, MICHELLE	Accounting Coordinator	\$ 68,012.58	\$ 19,150.60			\$ 3,596.55	\$ 3,356.77	\$ 94,116.50
KOVELL, ERIN	Interventionist - ELA	\$ 69,373.27	\$ 19,784.20				\$ 4,836.67	\$ 93,994.14
KREPEL, JEFFREY	School Psychologist	\$ 69,343.36	\$ 12,652.96				\$ 4,594.73	\$ 86,591.05
KRIBS, STACY	Cross Categorical Teacher	\$ 66,111.56	\$ 21,087.06				\$ 4,836.67	\$ 92,035.29
KRONBERG, KRISTIN	HS English Teacher	\$ 58,655.47	\$ 29,840.06				\$ 4,294.85	\$ 92,790.38
KROTZER, PAUL	HS Art Teacher	\$ 73,535.24	\$ 19,883.88				\$ 5,381.13	\$ 98,800.25
KRUEGER JR., MICHAEL	MS PE Teacher	\$ 54,421.42	\$ 21,399.80					\$ 75,821.22
KUHN, WHITFORD	ELEM Third Grade Teacher	\$ 71,499.29	\$ 28,410.08				\$ 5,235.57	\$ 105,144.94
KUMM, PATRICIA	ELEM Second Grade Teacher	\$ 93,820.06	\$ 4,441.04	\$ -	\$ 250.00		\$ 6,825.04	\$ 105,336.13
KYRIAZIS, SOPHIA	ELEM First Grade Teacher	\$ 53,209.59	\$ 29,602.52				\$ 3,896.03	\$ 86,708.14
LA BRIE III, LEO	HS Associate Principal	\$ 111,736.26	\$ 9,756.25	\$ 600.00	\$ 300.00	\$ 9,510.21	\$ 5,325.72	\$ 137,228.44
LA GRIPPE, SUSAN	MS Science Teacher	\$ 109,925.33	\$ 5,246.31	\$ -	\$ 250.00		\$ 8,156.54	\$ 123,578.18
LA RUE, DEBRA	Literacy Teacher	\$ 101,554.78	\$ 4,827.78	\$ -	\$ 250.00		\$ 7,387.66	\$ 114,020.22
LABNO, BERNADETТА	School Social Worker	\$ 61,515.79	\$ 19,354.68				\$ 4,504.69	\$ 85,375.16
LAIPPLE, MAREN	ELEM Fifth Grade Teacher	\$ 97,646.35	\$ 4,632.35	\$ -	\$ 250.00		\$ 7,103.41	\$ 109,632.11
LANGLAND, PAMELA	Pre-Primary Spec Ed Teacher	\$ 67,914.46	\$ 19,620.74				\$ 4,973.23	\$ 92,508.43
LANGTON, MATTHEW	Supervisory Dean	\$ 80,468.62	\$ 26,231.14			\$ 1,318.25	\$ 4,613.87	\$ 112,631.88
LAROCCO, JENNIFER	ELEM Third Grade Teacher	\$ 95,696.89	\$ 4,534.88	\$ -	\$ 250.00		\$ 6,961.51	\$ 107,443.28
LARSON, AMANDA	ELEM Music Teacher	\$ 55,344.33	\$ 20,121.42					\$ 75,465.75
LARSON, SUSAN	ELEM Fourth Grade Teacher	\$ 90,208.48	\$ 4,260.46	\$ -	\$ 250.00		\$ 6,562.38	\$ 101,281.31
LATHROP, CHRISTINE	HR Administrative Sec	\$ 61,300.18	\$ 17,953.85					\$ 79,254.03
LATIMER, JUDITH	ELEM Fifth Grade Teacher	\$ 58,763.76	\$ 29,840.06				\$ 4,301.54	\$ 92,905.36
LAZARE, JEANETTE	ELEM Kindergarten Teacher	\$ 55,354.23	\$ 20,346.66					\$ 75,700.89
LEARY, JEFREY	HS Spanish Teacher	\$ 58,037.18	\$ 21,537.50					\$ 79,574.68
LEIB, ERIN	Speech Pathologist	\$ 81,705.30	\$ 3,835.30	\$ -	\$ 250.00		\$ 5,943.67	\$ 91,734.26
LEIBENGOOD, JULIE	ELEM Fourth Grade Teacher	\$ 103,585.32	\$ 4,929.31	\$ -	\$ 250.00		\$ 7,535.45	\$ 116,300.07
LEIFELD, SHANE	HS Social Studies Teacher	\$ 86,013.73	\$ 4,050.72	\$ -	\$ 250.00		\$ 6,257.17	\$ 96,571.62
LEITON, MIRIAM	ELEM Third Grade Dual Language Teacher	\$ 64,778.73	\$ 20,109.12				\$ 4,741.96	\$ 89,629.81
LEMANSKI, RYAN	Education Service Specialist	\$ 106,823.08	\$ 9,314.07	\$ 1,200.00	\$ 300.00	\$ 9,092.11	\$ 5,091.58	\$ 131,820.83
LEMLEY, KALYNN	ELEM Second Grade Teacher	\$ 81,674.78	\$ 3,833.77	\$ -	\$ 250.00		\$ 5,389.50	\$ 91,148.05
LENTS, MELIA	School Social Worker	\$ 65,297.19	\$ 10,861.92				\$ 4,780.27	\$ 80,939.38
LENTZ, JASON	MS Principal	\$ 138,924.17	\$ 12,203.16	\$ 1,200.00	\$ 300.00	\$ 11,824.16	\$ 6,621.53	\$ 171,073.03
LEONARD, SHANNON	ELEM Fourth Grade Teacher	\$ 79,462.14	\$ 3,723.14	\$ -	\$ 250.00		\$ 5,780.59	\$ 89,215.86
LEPKOWSKI, ALEXANDER	HS Math Teacher	\$ 61,141.90	\$ 20,109.12				\$ 4,473.47	\$ 85,724.49
LESCHMAN, SHALON	ELEM Fifth Grade Teacher	\$ 60,891.77	\$ 22,569.86					\$ 83,461.63
LESKO, SHANNON	MS Language Arts Teacher	\$ 76,490.42	\$ 1,215.66				\$ 5,600.78	\$ 83,306.86
LEUZZI, TRICIA	Non Certified Nurse	\$ 78,591.60	\$ 11,947.93					\$ 90,539.53
LEVY, LISA	ELEM ESL Teacher	\$ 88,543.19	\$ 4,177.19	\$ -	\$ 250.00		\$ 6,441.12	\$ 99,411.50
LEWARCHICK, KRISTEN	ELEM ESL Teacher	\$ 88,407.40	\$ 4,170.40	\$ -	\$ 250.00		\$ 6,431.32	\$ 99,259.13
LICHTENHELD, ALLISON	Media Teacher	\$ 64,338.98	\$ 12,652.96				\$ 4,741.96	\$ 81,733.90
LIGHT, KRISTIN	MS Language Arts Teacher	\$ 83,307.41	\$ 3,915.40	\$ -	\$ 250.00		\$ 5,827.11	\$ 93,299.93
LINDAHL, DANIEL	Division Head	\$ 108,960.43	\$ 9,506.43	\$ 600.00	\$ 300.00	\$ 1,767.11	\$ 6,184.88	\$ 127,318.85

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0609

Compensation Package (\$75,000+) for 2020-2021 School Year

NAME	JOB TITLE - PRIMARY POSITION	SALARY W/PENSION CONTRIBUTIONS	HEALTH, DENTAL, VISION & LIFE INSURANCE	MILEAGE	HRA DEPOSITS	VACATION / FLEX TIME VALUE	SICK / PERSONAL TIME VALUE	TOTAL COMPENSATION PACKAGE
LINDEN, NICHOLAS	HS Industrial Tech Teacher	\$ 87,733.73	\$ 4,136.72	\$ -	\$ 250.00		\$ 6,382.32	\$ 98,502.77
LINDLEY, ANDREW	Division Head	\$ 100,663.74	\$ 8,759.73	\$ 600.00	\$ 300.00	\$ 1,632.53	\$ 5,713.86	\$ 117,669.86
LIS, ANTHONY	School Counselor	\$ 80,072.67	\$ 3,753.66	\$ -	\$ 250.00		\$ 5,600.78	\$ 89,677.12
LISS, ASHLEY	Certified Technology Support	\$ 61,617.75	\$ 21,399.80				\$ 4,509.64	\$ 87,527.19
LODICO, MICHAEL	MS Science Teacher	\$ 81,800.05	\$ 3,840.03	\$ -	\$ 250.00		\$ 5,950.60	\$ 91,840.69
LOGA, TINA	School Social Worker	\$ 76,478.69	\$ 12,366.70				\$ 5,598.54	\$ 94,443.93
LONDON, WADE	Technology Support	\$ 82,899.00	\$ 26,149.25			\$ 4,393.87	\$ 4,100.95	\$ 117,543.06
LONGO, LUKE	Emotional Disorder Teacher	\$ 62,737.77	\$ 29,377.28				\$ 4,380.82	\$ 96,495.87
LOPEZ, CARISA	Human Resources Specialist	\$ 79,164.77	\$ 7,694.48					\$ 86,859.25
LOUIS, SHARON	HS FACS Teacher	\$ 78,037.44	\$ 23.22				\$ 5,710.56	\$ 83,771.22
LOVAGLIA, JOANNE	ELEM Kindergarten Teacher	\$ 69,264.34	\$ 29,840.06				\$ 4,875.88	\$ 103,980.28
LUKASIK, JACKIE	Cross Categorical Teacher	\$ 109,925.33	\$ 5,246.31	\$ -	\$ 250.00		\$ 7,842.73	\$ 123,264.37
LUNA, LISA	Division Head	\$ 106,823.07	\$ 9,314.07	\$ 600.00	\$ 300.00	\$ 1,732.46	\$ 6,063.61	\$ 124,833.20
LUPO, JENNIFER	ELEM Kindergarten Teacher	\$ 86,806.36	\$ 4,090.35	\$ -	\$ 250.00		\$ 6,314.92	\$ 97,461.63
LUTES, AMY	HS Business Teacher	\$ 61,091.14	\$ 21,537.50				\$ 4,473.47	\$ 87,102.11
MACK, KATHLEEN	MS Science Teacher	\$ 61,054.29	\$ 28,338.44				\$ 4,468.37	\$ 93,861.10
MAHER, LINDA	ELEM Fourth Grade Teacher	\$ 105,656.88	\$ 5,032.88	\$ -	\$ 250.00		\$ 7,390.37	\$ 118,330.14
MAHONEY, PAMELA	Pre-Primary Spec Ed Teacher	\$ 88,407.40	\$ 4,170.40	\$ -	\$ 250.00		\$ 6,431.32	\$ 99,259.13
MAINOLFI, KELLIE	HS Assistant Principal	\$ 106,823.08	\$ 9,314.07	\$ 600.00	\$ 300.00	\$ 9,092.11	\$ 5,091.58	\$ 131,220.83
MANELLA, MEGHANN	Student Info System Specialist	\$ 56,882.27	\$ 22,408.28					\$ 79,290.55
MANNELLA, MICHELE	ELEM Fifth Grade Teacher	\$ 95,731.63	\$ 4,536.62	\$ -	\$ 250.00		\$ 6,570.02	\$ 107,088.27
MARCHETTI, JAMIE	ELEM Fourth Grade Teacher	\$ 81,674.78	\$ 3,833.77	\$ -	\$ 250.00		\$ 5,712.79	\$ 91,471.34
MARINAS, KATHRYN	ELEM Second Grade Teacher	\$ 80,102.16	\$ 3,755.14	\$ -	\$ 250.00		\$ 5,497.29	\$ 89,604.58
MARKHAM, LYDIA	HS English Teacher	\$ 81,674.78	\$ 3,833.77	\$ -	\$ 250.00		\$ 5,941.44	\$ 91,699.99
MARKS, BRADLEY	ELEM Fifth Grade Teacher	\$ 57,600.44	\$ 21,162.26				\$ 4,217.17	\$ 82,979.87
MARLOWE, KATIE	ELEM Second Grade Teacher	\$ 76,485.20	\$ 19,745.06				\$ 5,283.78	\$ 101,514.04
MARQUIS, MARCIE	MS Language Arts Teacher	\$ 59,825.82	\$ 19,578.68				\$ 4,380.82	\$ 83,785.32
MARSHALL, LORI	MS Assistant Principal	\$ 103,984.64	\$ 9,058.61	\$ 600.00	\$ 300.00	\$ 9,117.66	\$ 5,105.90	\$ 128,166.81
MARTENS, CAITLIN	MS ESL Teacher	\$ 58,615.21	\$ 20,109.12					\$ 78,724.33
MARTENS, DANIEL	MS PE Teacher	\$ 87,733.73	\$ 4,136.72	\$ -	\$ 250.00		\$ 6,382.32	\$ 98,502.77
MARTINEZ, CHAYANNE	ELEM Second Grade Dual Language Teacher	\$ 57,520.39	\$ 27,606.32					\$ 85,126.71
MARTINO, FAITH	MS Exploratory Teacher	\$ 86,705.30	\$ 4,085.30	\$ -	\$ 250.00		\$ 6,307.60	\$ 97,348.19
MASON, DEBORAH	Director of Transportation	\$ 100,663.74	\$ 8,759.73	\$ 2,400.00	\$ 300.00	\$ 8,567.67	\$ 4,797.89	\$ 125,489.03
MASTALERZ, CHRISTOPHER	MS Art Teacher	\$ 80,072.67	\$ 3,753.66	\$ -	\$ 250.00		\$ 5,824.96	\$ 89,901.30
MATHER, HEATHER	ELEM ESL Teacher	\$ 66,602.72	\$ 19,982.60				\$ 4,599.90	\$ 91,185.22
MATHISEN, LINDSEY	HS English Teacher	\$ 57,510.21	\$ 29,602.52				\$ 4,210.72	\$ 91,323.45
MAUGER, ELIZABETH	Elementary Interventionist	\$ 86,806.36	\$ 4,090.35	\$ -	\$ 250.00		\$ 6,314.92	\$ 97,461.63
MCCARTHY, RICHARD	Maintenance-Trades G-II	\$ 75,319.90	\$ 13.26					\$ 75,333.16
MCCURDY, NICOLE	School Social Worker	\$ 83,340.03	\$ 3,917.03	\$ -	\$ 250.00		\$ 6,062.61	\$ 93,569.68
MCDUGALL, GINA	Cross Categorical Teacher	\$ 107,769.52	\$ 5,138.52	\$ -	\$ 250.00		\$ 7,839.86	\$ 120,997.89
MCGINN, ANTHONY	Director of Communication Svcs	\$ 113,362.65	\$ 9,902.63	\$ 2,400.00	\$ 300.00	\$ 9,648.59	\$ 5,403.20	\$ 141,017.07
McKENNEY, MATTHEW	HS Science Teacher	\$ 74,955.37	\$ 20,346.66				\$ 5,488.77	\$ 100,790.80
McKINNEY, ELIZABETH	School Counselor	\$ 69,581.09	\$ 20,346.66				\$ 4,599.90	\$ 94,527.65
MCMAHON, ANN	Secretary to the Principal	\$ 59,404.31	\$ 17,940.76			\$ 4,281.23	\$ 2,996.86	\$ 84,623.15
MCMAHON, KARA	Associate Superintendent	\$ 204,899.98	\$ 18,140.98	\$ 2,400.00	\$ 300.00	\$ 17,439.63	\$ 9,766.19	\$ 252,946.79
McNEES, SCOTT	HS Science Teacher	\$ 57,635.50	\$ 29,602.52				\$ 4,217.17	\$ 91,455.19
MEAR, ANDREA	Instructional Coach - ELA	\$ 65,322.78	\$ 29,602.52				\$ 4,778.36	\$ 99,703.66

COMMUNITY UNIT SCHOOL DISTRICT 300

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NAME	JOB TITLE - PRIMARY POSITION	SALARY W/PENSION CONTRIBUTIONS	HEALTH, DENTAL, VISION & LIFE INSURANCE	MILEAGE	HRA DEPOSITS	VACATION / FLEX TIME VALUE	SICK / PERSONAL TIME VALUE	TOTAL COMPENSATION PACKAGE
MEDCALF, KATHERINE	MS Math Teacher	\$ 66,786.45	\$ 12,753.98					\$ 79,540.43
MEDINA, CATHERINE	Cross Categorical Teacher	\$ 81,800.05	\$ 3,840.03	\$ -	\$ 250.00		\$ 5,950.60	\$ 91,840.69
MEECH, MICHELLE	Secretary to the Principal	\$ 59,416.93	\$ 19,224.40			\$ 4,281.23	\$ 2,996.86	\$ 85,919.41
MELFI, JACK	Cross Categorical Teacher	\$ 91,276.89	\$ 4,313.88	\$ -	\$ 250.00		\$ 6,640.05	\$ 102,480.82
MELGOZA, JESUS	Head Custodian - High School	\$ 63,090.70	\$ 18,104.16			\$ 5,757.82	\$ 3,224.38	\$ 90,177.07
MENDONCA, IRENE	Cross Categorical Teacher	\$ 55,334.64	\$ 29,840.06				\$ 4,051.87	\$ 89,226.57
MENSCHING, DAVID	HS Industrial Tech Teacher	\$ 103,585.32	\$ 4,929.31	\$ -	\$ 250.00		\$ 7,535.45	\$ 116,300.07
MERK, MICHELLE	MS Exploratory Teacher	\$ 64,770.34	\$ 29,602.52				\$ 4,741.96	\$ 99,114.82
METZ, CHARLES	HS Business Teacher	\$ 76,485.20	\$ 12,777.28				\$ 5,600.78	\$ 94,863.26
MICELI-RANDOLPH, VICTORIA	School Psychologist	\$ 109,844.40	\$ 5,242.26	\$ -	\$ 250.00		\$ 7,379.22	\$ 122,715.88
MICHALSKI, MATTHEW	HS Social Studies Teacher	\$ 82,673.73	\$ 3,883.72	\$ -	\$ 250.00		\$ 6,014.18	\$ 92,821.63
MICKLE, JONATHAN	Facilities Manager	\$ 105,024.18	\$ 9,152.17	\$ 600.00	\$ 300.00	\$ 8,938.89	\$ 5,005.78	\$ 129,021.01
MILADINOVIC, VERA	Education Service Specialist	\$ 104,729.68	\$ 9,125.66	\$ 1,200.00	\$ 300.00	\$ 8,913.83	\$ 4,991.74	\$ 129,226.91
MILLARD, KIMBERLY	Cross Categorical Teacher	\$ 73,474.25	\$ 21,324.84				\$ 5,174.24	\$ 99,973.33
MILLER, KIM	ELEM Title Resource Teacher	\$ 101,554.78	\$ 4,827.78	\$ -	\$ 250.00		\$ 7,387.66	\$ 114,020.22
MINNER, KRISTEN	Interventionist - ELA	\$ 75,068.01	\$ 23.22				\$ 5,497.29	\$ 80,588.52
MINOR, STEPHANIE	School Psychologist	\$ 83,339.09	\$ 3,916.99	\$ -	\$ 250.00		\$ 5,598.54	\$ 93,104.62
MIRANDA, JENNIFER	School Psychologist	\$ 73,557.94	\$ 20,109.12				\$ 4,973.23	\$ 98,640.29
MIRON, LUC	Elementary Interventionist	\$ 93,711.63	\$ 4,435.62	\$ -	\$ 250.00		\$ 6,817.24	\$ 105,214.48
MITCHELL, STACEY	Media Teacher	\$ 86,705.30	\$ 4,085.30	\$ -	\$ 250.00		\$ 6,307.60	\$ 97,348.19
MOCKUS, ANDREA	Pre-School For All	\$ 86,705.30	\$ 4,085.30	\$ -	\$ 250.00		\$ 6,307.60	\$ 97,348.19
MOHUNDRO, AMANDA	ELEM Third Grade Teacher	\$ 67,970.25	\$ 29,602.52				\$ 4,973.23	\$ 102,546.00
MORA, EBERTO	Director of Human Resources	\$ 157,230.78	\$ 13,850.76	\$ 2,400.00	\$ 300.00	\$ 13,382.34	\$ 7,494.10	\$ 194,657.98
MORENO DE GAVINA, PATRICIA	Family School Liaison	\$ 52,747.97	\$ 24,814.00					\$ 77,561.97
MUCHA, MELLISSA	Pre-School For All	\$ 67,372.69	\$ 8,355.44				\$ 4,933.47	\$ 80,661.60
MUDGE, BETH	Speech Pathologist	\$ 83,307.41	\$ 3,915.40	\$ -	\$ 250.00		\$ 6,060.39	\$ 93,533.20
MUELLER, BRIAN	Cross Categorical Teacher	\$ 93,820.06	\$ 4,441.04	\$ -	\$ 250.00		\$ 6,825.04	\$ 105,336.13
MUELLER, THERESE	ELEM First Grade Teacher	\$ 82,673.73	\$ 3,883.72	\$ -	\$ 250.00		\$ 6,014.18	\$ 92,821.63
MULLEN, KELLY	HS English Teacher	\$ 89,487.40	\$ 4,224.40	\$ -	\$ 250.00		\$ 6,509.95	\$ 100,471.76
MUNOZ, MARLENE	ELEM Instructional Coach	\$ 82,833.74	\$ 3,891.72	\$ -	\$ 250.00		\$ 5,827.11	\$ 92,802.57
MUNOZ-GARCIA, LUZ	ELEM Kindergarten Dual Language Teacher	\$ 88,407.40	\$ 4,170.40	\$ -	\$ 250.00		\$ 6,431.32	\$ 99,259.13
MURO, DALILA	Interventionist - Bilingual	\$ 71,499.29	\$ 25,199.22				\$ 5,235.57	\$ 101,934.08
MURPHY, KELLEY	ELEM Assistant Principal	\$ 109,545.05	\$ 9,559.05	\$ 600.00	\$ 300.00	\$ 1,459.09	\$ 5,106.80	\$ 126,569.98
MURPHY, NICHOLE	Media Teacher	\$ 85,006.36	\$ 4,000.35	\$ -	\$ 250.00		\$ 6,183.96	\$ 95,440.67
MURRAY, JAMES	Maintenance-Trades G-II	\$ 65,585.09	\$ 26,140.58			\$ 2,361.54	\$ 3,306.16	\$ 97,393.37
MURRAY, ROBERT	Cross Categorical Teacher	\$ 86,674.78	\$ 4,083.77	\$ -	\$ 250.00		\$ 6,305.12	\$ 97,313.68
MUSSACHIO, STEPHANIE	ELEM Third Grade Teacher	\$ 59,532.91	\$ 20,109.12				\$ 4,380.82	\$ 84,022.85
NACKE, SHELLEY	Assist Supt Ed Services	\$ 192,703.28	\$ 17,043.28	\$ 2,400.00	\$ 300.00	\$ 16,401.58	\$ 9,184.88	\$ 238,033.02
NANGLE, KATE	ELEM Third Grade Teacher	\$ 101,554.78	\$ 4,827.78	\$ -	\$ 250.00		\$ 7,103.41	\$ 113,735.96
NAPPER, DANIEL	HS English Teacher	\$ 64,765.83	\$ 19,458.88				\$ 4,741.96	\$ 88,966.67
NATALE, JOSEPH	HS Math Teacher	\$ 56,542.13	\$ 20,109.12					\$ 76,651.25
NAVARRO, MARIA	ELEM Instructional Coach	\$ 109,925.33	\$ 5,246.31	\$ -	\$ 250.00		\$ 8,156.54	\$ 123,578.18
NEENAN, ELIZABETH	Speech Pathologist	\$ 75,128.43	\$ 8,355.44				\$ 5,710.56	\$ 89,194.43
NEGI, KATHLEEN	ELEM Second Grade Teacher	\$ 70,095.91	\$ 28,100.90				\$ 5,132.88	\$ 103,329.69
NEITZEL, CATHRYN	ELEM First Grade Teacher	\$ 85,105.30	\$ 4,005.30	\$ -	\$ 250.00		\$ 6,191.04	\$ 95,551.64
NELIS, THERESA	School Social Worker	\$ 97,646.35	\$ 4,632.35	\$ -	\$ 250.00		\$ 7,103.41	\$ 109,632.11
NELSON, ASHLEY	HS Alternative Learn Op Coach	\$ 68,133.44	\$ 12,652.96				\$ 4,780.27	\$ 85,566.67

COMMUNITY UNIT SCHOOL DISTRICT 300

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Compensation Package (\$75,000+) for 2020-2021 School Year

NAME	JOB TITLE - PRIMARY POSITION	SALARY W/PENSION CONTRIBUTIONS	HEALTH, DENTAL, VISION & LIFE INSURANCE	MILEAGE	HRA DEPOSITS	VACATION / FLEX TIME VALUE	SICK / PERSONAL TIME VALUE	TOTAL COMPENSATION PACKAGE
NELSON, MATTHEW	ELEM PE Teacher	\$ 88,407.40	\$ 4,170.40	\$ -	\$ 250.00		\$ 6,431.32	\$ 99,259.13
NEWTON, THERESA	Elementary Interventionist	\$ 92,013.73	\$ 4,350.72	\$ -	\$ 250.00		\$ 6,314.92	\$ 102,929.37
NICHOLS, MEGAN	Speech Pathologist	\$ 65,300.24	\$ 18,502.88				\$ 4,778.36	\$ 88,581.48
NIEMIEC, BRYNN	MS Math Teacher	\$ 83,307.41	\$ 3,915.40	\$ -	\$ 250.00		\$ 6,060.39	\$ 93,533.20
NIETO, PILAR	ELEM Kindergarten Dual Language Teacher	\$ 75,085.85	\$ 12,467.72				\$ 5,497.29	\$ 93,050.86
NOLAN, JENNIFER	ELEM First Grade Teacher	\$ 90,208.48	\$ 4,260.46	\$ -	\$ 250.00		\$ 6,191.04	\$ 100,909.98
NOLTE, REBECCA	HS Social Studies Teacher	\$ 56,265.82	\$ 20,310.08					\$ 76,575.90
NORDEEN, VICKY	HS Alternative Learn Op Tchr	\$ 60,263.13	\$ 21,162.26					\$ 81,425.39
NORKUS, KATE	HS Art Teacher	\$ 79,462.14	\$ 3,723.14	\$ -	\$ 250.00		\$ 5,780.59	\$ 89,215.86
NOSBISCH, REED	Cross Categorical Teacher	\$ 89,487.40	\$ 4,224.40	\$ -	\$ 250.00		\$ 6,509.95	\$ 100,471.76
NOSEWICZ, JOHN	School Psychologist	\$ 101,632.81	\$ 4,831.68	\$ -	\$ 250.00		\$ 6,827.51	\$ 113,542.00
NOTTOLINI, CHARLENE	HS English Teacher	\$ 77,987.30	\$ 29,602.52				\$ 5,710.56	\$ 113,300.38
NOVAK, LORI	Internal Auditor	\$ 83,935.18	\$ 7,254.16	\$ -	\$ 300.00	\$ 7,143.96	\$ 4,000.61	\$ 102,633.91
NOWAK, DAVID	Coordinator	\$ 108,960.43	\$ 9,506.43	\$ 1,200.00	\$ 300.00	\$ 9,273.93	\$ 5,193.40	\$ 134,434.20
O'BRIEN, PATRICK	HS Social Studies Teacher	\$ 88,407.40	\$ 4,170.40	\$ -	\$ 250.00		\$ 6,431.32	\$ 99,259.13
ODENTHAL, KATIE	MS Alternative Learn Op Coach	\$ 64,187.47	\$ 25,436.76				\$ 4,691.84	\$ 94,316.07
ODOM, ALEXANDER	ELEM Fifth Grade Teacher	\$ 54,262.18	\$ 29,602.52				\$ 3,972.43	\$ 87,837.13
O'DONNELL, AMY	ELEM Third Grade Teacher	\$ 69,162.35	\$ 20,109.12				\$ 4,875.88	\$ 94,147.35
OEFFLING, SHARON	School Social Worker	\$ 92,013.73	\$ 4,350.72	\$ -	\$ 250.00		\$ 6,693.59	\$ 103,308.04
OESTERREICH, NANCY	Director	\$ 106,823.08	\$ 9,314.07	\$ 1,200.00	\$ 300.00	\$ 9,092.11	\$ 5,091.58	\$ 131,820.83
O'HERRON, AMY	MS Math Teacher	\$ 64,161.82	\$ 12,468.36					\$ 76,630.18
O'KEEFE, COLLEEN	Chief Legal Counsel	\$ 216,952.99	\$ 19,225.75	\$ 2,400.00	\$ 300.00	\$ 18,465.52	\$ 10,340.70	\$ 267,684.96
OLLER, REBECCA	School Social Worker	\$ 72,088.90	\$ 20,346.66				\$ 5,277.72	\$ 97,713.28
OLSON, JOAN	Speech Pathologist	\$ 85,006.36	\$ 4,000.35	\$ -	\$ 250.00		\$ 6,183.96	\$ 95,440.67
OMSBERG, LAUREN	MS PE Teacher	\$ 69,197.53	\$ 8,355.44					\$ 77,552.97
OPELS, DANIEL	Director of Facilities	\$ 145,257.15	\$ 12,773.13	\$ 2,400.00	\$ 300.00	\$ 12,363.24	\$ 6,923.41	\$ 180,016.94
ORNELAS, LAURA	Human Resources Specialist	\$ 58,561.69	\$ 17,470.28			\$ 5,272.45	\$ 2,952.57	\$ 84,256.98
ORTIZ, CARMEN	Elementary Interventionist	\$ 83,307.41	\$ 3,915.40	\$ -	\$ 250.00		\$ 6,060.39	\$ 93,533.20
O'TOOLE, SARA	HS Science Teacher	\$ 67,948.77	\$ 8,355.44					\$ 76,304.21
OTTINGER, NICOLE	Cross Categorical Teacher	\$ 56,439.29	\$ 19,803.92					\$ 76,243.21
PAALMAN, PAULINE	Cross Categorical Teacher	\$ 64,072.46	\$ 21,162.26				\$ 4,691.84	\$ 89,926.56
PALAZZO, MISTY	ELEM First Grade Teacher	\$ 55,354.23	\$ 25,436.76					\$ 80,790.99
PALOMBIT, DANIEL	Coordinator	\$ 120,030.70	\$ 10,502.75	\$ 1,200.00	\$ 300.00	\$ 9,545.66	\$ 5,345.57	\$ 146,924.68
PANDI, VARVARA	School Psychologist	\$ 74,749.51	\$ 29,602.52				\$ 5,070.98	\$ 109,423.01
PANTALEON, ENRIQUE	ELEM Fourth Grade Dual Language Teacher	\$ 74,405.96	\$ 8,298.06					\$ 82,704.02
PARISE, ANTHONY	MS Social Studies Teacher	\$ 90,175.84	\$ 4,258.83	\$ -	\$ 250.00		\$ 6,559.91	\$ 101,244.57
PARISI, THOMAS	Director	\$ 136,206.59	\$ 11,958.58	\$ 2,400.00	\$ 300.00	\$ 11,592.91	\$ 6,492.03	\$ 168,950.11
PARMAN, LAURA	HS FACS Teacher	\$ 103,466.37	\$ 4,923.36	\$ -	\$ 250.00		\$ 7,526.77	\$ 116,166.49
PARTRIDGE, SARAH	ELEM Fifth Grade Teacher	\$ 61,090.46	\$ 29,602.52				\$ 4,473.47	\$ 95,166.45
PASCO, ANNE	Director	\$ 136,198.91	\$ 11,957.89	\$ 2,400.00	\$ 300.00	\$ 11,592.32	\$ 6,491.70	\$ 168,940.82
PATEK, KAREN	Accounts Payable Specialist	\$ 50,488.25	\$ 25,022.80					\$ 75,511.05
PATEL, RICHA	HS English Teacher	\$ 59,164.88	\$ 19,439.86					\$ 78,604.74
PENAR, AMY	School Social Worker	\$ 66,560.21	\$ 29,602.52				\$ 4,873.96	\$ 101,036.69
PERDOMO, JOSHUA	Director	\$ 130,909.90	\$ 11,481.88	\$ 2,400.00	\$ 300.00	\$ 11,142.19	\$ 6,239.63	\$ 162,473.60
PEREZ, MINERVA	ELEM ESL Teacher	\$ 109,925.33	\$ 5,246.31	\$ -	\$ 250.00		\$ 8,156.54	\$ 123,578.18
PERRY, TRACY	Non Certified Nurse	\$ 84,376.40	\$ 14,203.35					\$ 98,579.75
PESTEL, LYNETTE	Speech Pathologist	\$ 91,980.05	\$ 4,349.04	\$ -	\$ 250.00		\$ 6,691.12	\$ 103,270.20

COMMUNITY UNIT SCHOOL DISTRICT 300

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NAME	JOB TITLE - PRIMARY POSITION	SALARY W/PENSION CONTRIBUTIONS	HEALTH, DENTAL, VISION & LIFE INSURANCE	MILEAGE	HRA DEPOSITS	VACATION / FLEX TIME VALUE	SICK / PERSONAL TIME VALUE	TOTAL COMPENSATION PACKAGE
PETERS, GAIL	Speech Pathologist	\$ 109,925.33	\$ 5,246.31	\$ -	\$ 250.00		\$ 8,156.54	\$ 123,578.18
PETERSEN, DORENE	ELEM Fourth Grade Teacher	\$ 109,925.33	\$ 5,246.31	\$ -	\$ 250.00		\$ 8,156.54	\$ 123,578.18
PETERSEN, PATRICIA	Elementary Interventionist	\$ 90,175.84	\$ 4,258.83	\$ -	\$ 250.00		\$ 6,559.91	\$ 101,244.57
PETERSEN, WILLIAM	HS Social Studies Teacher	\$ 91,276.89	\$ 4,313.88	\$ -	\$ 250.00		\$ 6,640.05	\$ 102,480.82
PETERSON, BRIAN	HS Assistant Principal	\$ 106,823.08	\$ 9,314.07	\$ 600.00	\$ 300.00	\$ 9,092.11	\$ 5,091.58	\$ 131,220.83
PETERSON, KATHERINE	HS Social Studies Teacher	\$ 80,072.67	\$ 3,753.66	\$ -	\$ 250.00		\$ 5,824.96	\$ 89,901.30
PFLEDERER, MARY	Literacy Teacher	\$ 107,769.52	\$ 5,138.52	\$ -	\$ 250.00		\$ 7,839.86	\$ 120,997.89
PICOLOTTI, HEATHER	MS Language Arts Teacher	\$ 75,125.68	\$ 21,162.26				\$ 5,497.29	\$ 101,785.23
PIEPER, JENNIFER	Cross Categorical Teacher	\$ 77,969.82	\$ 8,298.06				\$ 5,490.91	\$ 91,758.79
PINGITORE, VIRGINIA	Cross Categorical Teacher	\$ 63,491.55	\$ 12,652.96				\$ 4,648.89	\$ 80,793.40
PITTNER, STEVEN	MS Social Studies Teacher	\$ 105,695.85	\$ 5,034.83	\$ -	\$ 250.00		\$ 7,842.73	\$ 118,823.41
PIZZOLATO, KRISTINE	MS Math Teacher	\$ 83,340.03	\$ 3,917.03	\$ -	\$ 250.00		\$ 6,062.61	\$ 93,569.68
PLUMMER, MICHELLE	MS Math Teacher	\$ 72,884.12	\$ 8,355.54				\$ 5,340.34	\$ 86,580.00
POCIASK, DAWN	ELEM Fifth Grade Teacher	\$ 83,340.03	\$ 3,917.03	\$ -	\$ 250.00		\$ 6,062.61	\$ 93,569.68
POE, RUSSELL	MS Science Teacher	\$ 54,326.71	\$ 25,436.76					\$ 79,763.47
POGGENSEE, TIA	School Social Worker	\$ 74,955.21	\$ 29,840.06				\$ 5,488.77	\$ 110,284.04
POKORNY, KEVIN	ELEM Fifth Grade Teacher	\$ 105,695.85	\$ 5,034.83	\$ -	\$ 250.00		\$ 7,842.73	\$ 118,823.41
POLICHT, ALEXIA	School Counselor	\$ 86,674.78	\$ 4,083.77	\$ -	\$ 250.00		\$ 6,062.61	\$ 97,071.16
PONTE, GASPAR	MS Dual Language	\$ 78,058.25	\$ 20,109.12				\$ 5,447.09	\$ 103,614.46
POOL, NICOLAS	MS Assistant Principal	\$ 95,124.20	\$ 8,261.17	\$ 600.00	\$ 300.00	\$ 8,096.41	\$ 4,533.99	\$ 116,915.77
POORE, JANET	Cross Categorical Teacher	\$ 64,841.18	\$ 21,162.26				\$ 4,747.36	\$ 90,750.80
POPE, NICHOLAS	HS Math Teacher	\$ 75,072.62	\$ 21,087.06				\$ 5,497.29	\$ 101,656.97
PORSCHKE, BRITTANY	Elementary Principal	\$ 123,365.94	\$ 10,802.92	\$ 1,200.00	\$ 300.00	\$ 10,749.49	\$ 6,019.71	\$ 152,438.07
PORTER, JENNIFER	Director of Finance	\$ 138,924.17	\$ 12,203.16	\$ 2,400.00	\$ 300.00	\$ 11,824.16	\$ 6,621.53	\$ 172,273.03
POWELL, BRUCE	Maintenance-Trades H-III	\$ 74,354.40	\$ 863.48					\$ 75,217.88
PRANTALOS, CAREY	MS Math Teacher	\$ 58,748.43	\$ 29,602.52				\$ 4,301.54	\$ 92,652.49
PREHN, ROBERT	Maintenance-Trades G-II	\$ 69,355.72	\$ 18,443.50			\$ 2,472.23	\$ 3,461.12	\$ 93,732.57
PRETEL, MARIA TERESA	ELEM Second Grade Dual Language Teacher	\$ 86,013.73	\$ 4,050.72	\$ -	\$ 250.00		\$ 6,257.17	\$ 96,571.62
PROSSER, PATRICIA	HS Science Teacher	\$ 70,677.60	\$ 20,109.12				\$ 5,172.32	\$ 95,959.04
PURKIS, JANEAL	MS Math Teacher	\$ 49,540.33	\$ 29,585.94					\$ 79,126.27
PUTMAN, DEVIN	School Counselor	\$ 65,401.45	\$ 10,861.92					\$ 76,263.37
QUEFFELEC, JILL	School Social Worker	\$ 103,623.21	\$ 4,931.20	\$ -	\$ 250.00		\$ 7,538.16	\$ 116,342.57
QUENETT, ELAINE	MS Math Teacher	\$ 66,600.19	\$ 28,100.90				\$ 4,599.90	\$ 99,300.99
QUICK, HEATHER	Cross Categorical Teacher	\$ 72,060.84	\$ 12,753.98				\$ 5,275.65	\$ 90,090.47
QUITNO, ROBERT	HS Assistant Principal	\$ 122,708.79	\$ 10,743.78	\$ 600.00	\$ 300.00	\$ 10,443.98	\$ 5,848.63	\$ 150,645.18
RAHN, KEVIN	ELEM Fourth Grade Teacher	\$ 93,820.06	\$ 4,441.04	\$ -	\$ 250.00		\$ 6,825.04	\$ 105,336.13
RANDL, JAMIE	Education Service Specialist	\$ 104,729.68	\$ 9,125.66	\$ 1,200.00	\$ 300.00	\$ 8,913.83	\$ 4,991.74	\$ 129,260.91
RASMUS, RENITA	HS Science Teacher	\$ 93,102.15	\$ 4,405.14	\$ -	\$ 250.00		\$ 6,772.86	\$ 104,530.15
RATH, TAMMY	ELEM Third Grade Teacher	\$ 83,307.41	\$ 3,915.40	\$ -	\$ 250.00		\$ 6,060.39	\$ 93,533.20
RATNER, JENNI	Secretary to the Principal	\$ 58,461.24	\$ 26,349.38			\$ 3,163.47	\$ 2,952.57	\$ 90,926.66
RAY, KELLY	Cross Categorical Teacher	\$ 73,506.71	\$ 12,652.96				\$ 5,381.13	\$ 91,540.80
RAYNER, CHRISTINA	Literacy Teacher	\$ 90,208.48	\$ 4,260.46	\$ -	\$ 250.00		\$ 6,562.38	\$ 101,281.31
REDMER, STEPHANIE	ELEM First Grade Teacher	\$ 55,369.23	\$ 21,775.04					\$ 77,144.27
REGUL, NANCY	Elementary Principal	\$ 118,574.73	\$ 10,371.72	\$ 1,200.00	\$ 300.00	\$ 10,092.23	\$ 5,651.65	\$ 146,190.32
REIBEL, JONATHON	HS English Teacher	\$ 59,265.15	\$ 19,803.92				\$ 4,334.53	\$ 83,403.60
REID, JENNIFER	Speech Pathologist	\$ 80,102.16	\$ 3,755.14	\$ -	\$ 250.00		\$ 5,827.11	\$ 89,934.41
REIG, DAWN	MS Assistant Principal	\$ 135,857.14	\$ 11,927.13	\$ 600.00	\$ 300.00	\$ 11,885.23	\$ 6,655.73	\$ 167,225.23

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REILLY, HEIDE	Non Certified Nurse	\$ 93,479.27	\$ 15,385.95					\$ 108,865.22
REINCKE, ANGELA	Elementary Principal	\$ 133,235.21	\$ 11,691.16	\$ 1,200.00	\$ 300.00	\$ 11,340.01	\$ 6,350.40	\$ 164,116.78
REMEDIOS SANCHEZ, ELENA	ELEM First Grade Dual Language Teacher	\$ 68,373.00	\$ 8,298.06				\$ 5,235.57	\$ 81,906.63
RENDONE, LISA	Cross Categorical Teacher	\$ 75,075.26	\$ 29,602.52				\$ 5,497.29	\$ 110,175.07
REYNOLDS, CARRIE	School Counselor	\$ 70,867.95	\$ 13,404.22				\$ 4,648.89	\$ 88,921.06
RICHARD, JENNIFER	ELEM Pre-Primary Teacher	\$ 59,050.78	\$ 20,109.12					\$ 79,159.90
RICHARDSON, RACHEL	ELEM First Grade Teacher	\$ 81,052.67	\$ 3,802.66	\$ -	\$ 250.00		\$ 5,896.18	\$ 91,001.52
RILEY, SHANNON	School Psychologist	\$ 105,577.87	\$ 5,028.93	\$ -	\$ 250.00		\$ 7,092.57	\$ 117,949.38
ROBERTSON, MARJORIE	ELEM Fourth Grade Teacher	\$ 70,195.63	\$ 21,771.32				\$ 5,138.86	\$ 97,105.81
ROBINSON, MOLLY	ELEM Kindergarten Teacher	\$ 72,933.83	\$ 21,162.26				\$ 5,340.34	\$ 99,436.43
RODMAN, THOMAS	HS Business Teacher	\$ 91,874.78	\$ 4,343.77	\$ -	\$ 250.00		\$ 6,683.47	\$ 103,152.03
RODRIGUEZ, AMI	HS TPI Teacher	\$ 69,262.76	\$ 8,801.50				\$ 5,070.98	\$ 83,135.24
ROGERS, CONRAD	HS Science Teacher	\$ 59,828.05	\$ 19,784.20				\$ 4,380.82	\$ 83,993.07
ROHLWING, SUSAN	Elementary Principal	\$ 134,851.64	\$ 11,836.64	\$ 1,200.00	\$ 300.00	\$ 12,153.51	\$ 6,805.96	\$ 167,147.74
ROHLWING, TODD	Safety Officer	\$ 104,729.68	\$ 9,125.66	\$ 2,400.00	\$ 300.00	\$ 8,913.83	\$ 4,991.74	\$ 130,460.91
ROJAS, LOURDES	ELEM Fourth Grade Dual Language Teacher	\$ 68,011.82	\$ 8,298.06				\$ 4,978.97	\$ 81,288.85
ROLLER, AMY	School Psychologist	\$ 92,051.09	\$ 4,352.59	\$ -	\$ 250.00		\$ 6,183.96	\$ 102,837.63
ROMERO, LAURA	Speech Pathologist	\$ 67,900.67	\$ 12,753.98				\$ 4,780.27	\$ 85,434.92
ROSSLER, AMBER	Elementary Interventionist	\$ 85,105.30	\$ 4,005.30	\$ -	\$ 250.00		\$ 6,191.04	\$ 95,551.64
ROTENBERRY, BETHANY	ELEM Fourth Grade Teacher	\$ 84,973.72	\$ 3,998.72	\$ -	\$ 250.00		\$ 6,181.48	\$ 95,403.92
ROUTSON, EILEEN	MS Science Teacher	\$ 63,994.80	\$ 19,803.92					\$ 83,798.72
ROY, MONA	MS Vocal Music Teacher	\$ 67,398.93	\$ 27,875.66				\$ 4,933.47	\$ 100,208.06
RUIZ, PATRICIA	HS Spanish Teacher	\$ 64,880.74	\$ 15,142.27					\$ 80,023.01
RUMORO, DAVID	MS Assistant Principal	\$ 102,964.84	\$ 8,966.83	\$ 600.00	\$ 300.00	\$ 8,763.65	\$ 4,907.64	\$ 126,502.96
RUSSELL, JASON	MS PE Teacher	\$ 89,487.40	\$ 4,224.40	\$ -	\$ 250.00		\$ 6,509.95	\$ 100,471.76
RUSSELL, MICHELLE	ELEM Fifth Grade Teacher	\$ 90,208.48	\$ 4,260.46	\$ -	\$ 250.00		\$ 6,562.38	\$ 101,281.31
RUSSO, ZOKI	ELEM Third Grade Teacher	\$ 80,072.67	\$ 3,753.66	\$ -	\$ 250.00		\$ 5,824.96	\$ 89,901.30
RUZINOK, THOMAS	MS Principal	\$ 139,615.39	\$ 12,265.37	\$ 1,200.00	\$ 300.00	\$ 11,883.04	\$ 6,654.50	\$ 171,918.31
RYAN, KERRIE	Cognitive Disabilities Teacher	\$ 96,425.31	\$ 4,571.30	\$ -	\$ 250.00		\$ 6,691.12	\$ 107,937.73
RYDZ, GERI	MS Language Arts Teacher	\$ 86,705.30	\$ 4,085.30	\$ -	\$ 250.00		\$ 5,950.60	\$ 96,991.19
RYTINA, JENNIFER	ELEM First Grade Teacher	\$ 76,455.93	\$ 248.46				\$ 5,598.54	\$ 82,302.93
SAAVEDRA, MARIO	Night Supervisor	\$ 56,090.92	\$ 19,383.38					\$ 75,474.30
SABROWSKIE, LAURA	MS Language Arts Teacher	\$ 70,702.07	\$ 19,745.06				\$ 4,973.23	\$ 95,420.36
SAINSBURY, AARON	Cross Categorical Teacher	\$ 74,943.45	\$ 12,652.96				\$ 5,277.72	\$ 92,874.13
SAINSBURY, KRISTIN	Assistant Superintendent	\$ 146,046.15	\$ 12,844.14	\$ 2,400.00	\$ 300.00	\$ 12,430.37	\$ 6,961.01	\$ 180,981.67
SALAZAR, BASILIO	Coordinator	\$ 149,244.12	\$ 13,131.96	\$ 1,200.00	\$ 300.00	\$ 12,702.59	\$ 7,113.45	\$ 183,692.11
SALGADO, LEON	ELEM Second Grade Dual Language Teacher	\$ 92,013.73	\$ 4,350.72	\$ -	\$ 250.00		\$ 6,693.59	\$ 103,308.04
SAMUELSON, ERIC	HS Business Teacher	\$ 61,084.79	\$ 19,982.60				\$ 4,468.37	\$ 85,535.76
SANDERS, LUCINDA	MS Instructional Coach	\$ 98,408.52	\$ 4,670.46	\$ -	\$ 250.00		\$ 5,482.63	\$ 108,811.62
SANFORD, BRIAN	MS Science Teacher	\$ 70,742.94	\$ 12,652.96				\$ 4,933.47	\$ 88,329.37
SANKEY, STEVEN	MS PE Teacher	\$ 73,697.12	\$ 20,109.12				\$ 5,389.50	\$ 99,195.74
SANTELLA, PATRICIA	Division Head	\$ 106,823.07	\$ 9,314.07	\$ 600.00	\$ 300.00	\$ 1,732.46	\$ 6,063.61	\$ 124,833.20
SANTUCCI, JOSEPH	Instructional Coach - Math	\$ 69,192.65	\$ 8,456.46				\$ 4,875.88	\$ 82,524.99
SANZI, DONNA	Office Secretary	\$ 55,212.91	\$ 24,814.00			\$ 3,979.29	\$ 2,785.50	\$ 86,791.70
SARNA, JOHN	HS PE Teacher	\$ 91,980.04	\$ 4,349.04	\$ -	\$ 250.00		\$ 6,691.12	\$ 103,270.19
SARNWICK, LAUREN	ELEM Second Grade Teacher	\$ 88,407.40	\$ 4,170.40	\$ -	\$ 250.00		\$ 6,431.32	\$ 99,259.13
SARTO, JILL	ELEM Third Grade Teacher	\$ 51,140.14	\$ 28,635.32					\$ 79,775.46

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0609

Compensation Package (\$75,000+) for 2020-2021 School Year

NAME	JOB TITLE - PRIMARY POSITION	SALARY W/PENSION CONTRIBUTIONS	HEALTH, DENTAL, VISION & LIFE INSURANCE	MILEAGE	HRA DEPOSITS	VACATION / FLEX TIME VALUE	SICK / PERSONAL TIME VALUE	TOTAL COMPENSATION PACKAGE
SAUCEDA, AMANDA	Instructional Coach - ELA	\$ 75,020.57	\$ 29,602.52				\$ 5,277.72	\$ 109,900.81
SAWYER, KERRY	ELEM Third Grade Teacher	\$ 93,854.78	\$ 4,442.77	\$ -	\$ 250.00		\$ 6,827.51	\$ 105,375.07
SCHAAF, NILE	ELEM STEM Teacher	\$ 59,824.79	\$ 21,399.80				\$ 4,380.82	\$ 85,605.41
SCHAEFER, BRANDON	Education Service Specialist	\$ 106,823.08	\$ 9,314.07	\$ 1,200.00	\$ 300.00	\$ 9,092.11	\$ 5,091.58	\$ 131,820.83
SCHAFER, JESSICA	HS English Teacher	\$ 64,025.40	\$ 11,925.52				\$ 4,686.50	\$ 80,637.42
SCHARLAU, WADE	HS Industrial Tech Teacher	\$ 74,398.84	\$ 20,109.12				\$ 5,447.09	\$ 99,955.05
SCHEURICH, MARK	MS PE Teacher	\$ 79,462.14	\$ 3,723.14	\$ -	\$ 250.00		\$ 5,780.59	\$ 89,215.86
SCHIESTEL, APRIL	School Social Worker	\$ 60,316.36	\$ 20,346.66				\$ 4,416.27	\$ 85,079.29
SCHILLING, RACHEL	ELEM Assistant Principal	\$ 89,969.23	\$ 7,797.22	\$ 600.00	\$ 300.00	\$ 1,459.09	\$ 5,106.80	\$ 105,232.35
SCHLOSS, ANDREA	Cognitive Disabilities Teacher	\$ 78,016.01	\$ 20,109.12				\$ 5,712.79	\$ 103,837.92
SCHLUNZ-JOHNSON, DEBRA	ELEM Kindergarten Teacher	\$ 66,560.21	\$ 12,652.96				\$ 4,873.96	\$ 84,087.13
SCHMIDT, CHRISTY	Elementary Interventionist	\$ 83,435.82	\$ 3,921.82	\$ -	\$ 250.00		\$ 6,069.63	\$ 93,677.27
SCHMIDT, PATRICIA	Dir Acctnblty & Assmnt	\$ 136,198.91	\$ 11,957.89	\$ 2,400.00	\$ 300.00	\$ 11,592.32	\$ 6,491.70	\$ 168,940.82
SCHMIDT, SHERRIE	School Hlth Svcs Coordinator	\$ 135,480.21	\$ 11,893.21	\$ 1,200.00	\$ 300.00	\$ 11,531.09	\$ 6,457.41	\$ 166,861.91
SCHMIT, JILLIAN	Interventionist - ELA	\$ 74,985.65	\$ 20,109.12				\$ 5,180.13	\$ 100,274.90
SCHMITT, MARY	Technology Support	\$ 75,790.85	\$ 24,822.67			\$ 4,019.71	\$ 3,751.72	\$ 108,384.95
SCHOLTEN STORRIE, KIMBERLY	Pre-Primary Facilitator	\$ 63,509.30	\$ 20,346.66				\$ 4,648.89	\$ 88,504.85
SCHOUREK, KIRK	Cognitive Disabilities Teacher	\$ 54,270.51	\$ 21,399.80					\$ 75,670.31
SCHROEDER, VICKY	Pre-School For All	\$ 76,349.38	\$ 12,753.98				\$ 5,383.28	\$ 94,486.64
SCHROTH, CHERYL	MS Language Arts Teacher	\$ 94,965.31	\$ 4,498.30	\$ -	\$ 250.00		\$ 7,046.52	\$ 106,760.13
SCHULZE, AMANDA	Speech Pathologist	\$ 62,758.94	\$ 20,346.66				\$ 4,594.73	\$ 87,700.33
SCHUMACHER, JOSEPH	Assistant Superintendent	\$ 167,383.39	\$ 14,764.49	\$ 2,400.00	\$ 300.00	\$ 14,246.48	\$ 7,978.02	\$ 207,072.38
SCHWARTZ, ROSE	ELEM Second Grade Teacher	\$ 70,717.95	\$ 20,861.82				\$ 5,172.32	\$ 96,752.09
SEAGER, LYNN	Voc Ed/300 Plus	\$ 95,731.63	\$ 4,536.62	\$ -	\$ 250.00		\$ 6,964.14	\$ 107,482.38
SEATON, GAYLE	CFO Exec Secretary	\$ 72,398.43	\$ 17,953.85			\$ 3,832.72	\$ 3,577.21	\$ 97,762.21
SEEGER, SARA	Multi Needs Teacher	\$ 83,435.83	\$ 3,921.82	\$ -	\$ 250.00		\$ 6,069.63	\$ 93,677.28
SERRITELLA, VINCENT	HS Industrial Tech Teacher	\$ 83,307.41	\$ 3,915.40	\$ -	\$ 250.00		\$ 6,060.39	\$ 93,533.20
SETTANNI, JANIS	MS Math Teacher	\$ 105,695.85	\$ 5,034.83	\$ -	\$ 250.00		\$ 7,688.97	\$ 118,669.66
SEWARD, TISHA	Education Service Specialist	\$ 102,675.84	\$ 8,940.82	\$ 1,200.00	\$ 300.00	\$ 8,739.08	\$ 4,893.88	\$ 126,749.61
SHACKELFORD, JILL	Speech Pathologist	\$ 95,696.89	\$ 4,534.88	\$ -	\$ 250.00		\$ 6,693.59	\$ 107,175.36
SHANAHAN, LYNETTE	HS Health Teacher	\$ 65,356.08	\$ 29,602.52				\$ 4,785.69	\$ 99,744.29
SHANNON, KAYLENE	Cross Categorical Teacher	\$ 57,505.31	\$ 21,399.80				\$ 4,210.72	\$ 83,115.83
SHARLOG, JOYCE	Non Certified Nurse	\$ 94,449.53	\$ 16.83					\$ 94,466.36
SHARP, LINDSAY	Coordinator	\$ 138,189.02	\$ 12,137.00	\$ 1,200.00	\$ 300.00	\$ 11,761.66	\$ 6,586.53	\$ 170,174.21
SHARPE, SERAFINA MARIA	Speech Pathologist	\$ 81,674.78	\$ 3,833.77	\$ -	\$ 250.00		\$ 5,712.79	\$ 91,471.34
SHEYKER, MARY	MS Technology Teacher	\$ 59,195.03	\$ 21,399.80				\$ 4,334.53	\$ 84,929.36
SHONDY, SHERRY	Speech Pathologist	\$ 93,820.06	\$ 4,441.04	\$ -	\$ 250.00			\$ 98,511.10
SIBIGTROTH, JESSICA	Supervisory Dean	\$ 77,052.63	\$ 7,940.20					\$ 84,992.83
SICURE, SUSY	School Social Worker	\$ 95,696.89	\$ 4,534.88	\$ -	\$ 250.00		\$ 6,961.51	\$ 107,443.28
SIDLIN, EIKO	ELEM Title Teacher	\$ 88,440.05	\$ 4,172.04	\$ -	\$ 250.00		\$ 6,433.63	\$ 99,295.71
SIEGEL, LARRY	Head Custodian	\$ 59,428.14	\$ 19,015.60			\$ 4,281.23	\$ 2,996.86	\$ 85,721.82
SIEGFORT, ELIZABETH	Speech Pathologist	\$ 97,610.58	\$ 4,630.57	\$ -	\$ 250.00		\$ 7,100.78	\$ 109,591.92
SIEKER, JOHN	HS English Teacher	\$ 81,674.78	\$ 3,833.77	\$ -	\$ 250.00		\$ 5,941.44	\$ 91,699.99
SILVA, MARTIN	Night Custodian	\$ 53,170.57	\$ 26,140.58			\$ 4,060.87	\$ 2,707.24	\$ 86,079.26
SIMONCELLI, FRANK	School Counselor	\$ 67,081.51	\$ 20,346.66				\$ 4,380.82	\$ 91,808.99
SITKIE, JEANNE	MS Math Teacher	\$ 75,081.98	\$ 23.22				\$ 5,497.29	\$ 80,602.49
SITKIE, THOMAS	MS Science Teacher	\$ 95,696.89	\$ 4,534.88	\$ -	\$ 250.00		\$ 6,961.51	\$ 107,443.28

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0609

Compensation Package (\$75,000+) for 2020-2021 School Year

NAME	JOB TITLE - PRIMARY POSITION	SALARY W/PENSION CONTRIBUTIONS	HEALTH, DENTAL, VISION & LIFE INSURANCE	MILEAGE	HRA DEPOSITS	VACATION / FLEX TIME VALUE	SICK / PERSONAL TIME VALUE	TOTAL COMPENSATION PACKAGE
SITTER, MICHAEL	HS Athletic Director	\$ 108,309.88	\$ 9,447.88	\$ 1,200.00	\$ 300.00	\$ 9,218.50	\$ 5,162.36	\$ 133,638.62
SKALESKI, JACQUELINE	Non Certified Nurse	\$ 95,936.40	\$ 16.83					\$ 95,953.23
SKIDMORE, MATTHEW	MS Science Teacher	\$ 93,854.78	\$ 4,442.77	\$ -	\$ 250.00		\$ 6,827.51	\$ 105,375.07
SKILLMAN, ROBERT	HS Social Studies Teacher	\$ 109,925.33	\$ 5,246.31	\$ -	\$ 250.00		\$ 8,156.54	\$ 123,578.18
SKOLAR, KRISTEN	Education Service Specialist	\$ 104,729.68	\$ 9,125.66	\$ 1,200.00	\$ 300.00	\$ 8,913.83	\$ 4,991.74	\$ 129,260.91
SKOOG, DEBRA	Cross Categorical Teacher	\$ 84,327.42	\$ 3,966.40	\$ -	\$ 250.00		\$ 6,134.47	\$ 94,678.30
SKRABACZ FUCHS, SARAH	ELEM Fifth Grade Teacher	\$ 80,072.67	\$ 3,753.66	\$ -	\$ 250.00		\$ 5,824.96	\$ 89,901.30
SMITH, JASON	Supervisory Dean	\$ 95,237.37	\$ 8,271.36	\$ 600.00	\$ 300.00	\$ 1,544.56	\$ 5,405.97	\$ 111,359.24
SMITH, MARTINA	MS Principal	\$ 133,528.56	\$ 11,717.56	\$ 1,200.00	\$ 300.00	\$ 11,364.99	\$ 6,364.39	\$ 164,475.50
SMITH, MARY	Speech Pathologist	\$ 80,102.16	\$ 3,755.14	\$ -	\$ 250.00		\$ 5,827.11	\$ 89,934.41
SMITH, MATTHEW	HS PE Teacher	\$ 83,307.41	\$ 3,915.40	\$ -	\$ 250.00		\$ 6,060.39	\$ 93,533.20
SMITH, MICHELLE	Elementary Principal	\$ 116,249.45	\$ 10,162.44	\$ 1,200.00	\$ 300.00	\$ 9,894.39	\$ 5,540.85	\$ 143,347.13
SNOW, MICHAEL	Maintenance-Trades H-III	\$ 87,316.45	\$ 11,258.20			\$ 4,674.78	\$ 4,363.12	\$ 107,612.55
SOCACIU, AMBER	MS Instructional Coach	\$ 82,833.74	\$ 3,891.72	\$ -	\$ 250.00		\$ 4,599.90	\$ 91,575.35
SOLUDCZYK, KEVIN	Maintenance-Trades H-III	\$ 78,027.68	\$ 17,945.18			\$ 4,205.33	\$ 3,924.97	\$ 104,103.15
SORG, BETHANY	Autism Teacher	\$ 61,603.19	\$ 21,162.26				\$ 4,294.85	\$ 87,060.30
SOWADSKI, JULIE	MS Science Teacher	\$ 71,499.29	\$ 20,109.12				\$ 5,235.57	\$ 96,843.98
SPEARS, ANN	MS Language Arts Teacher	\$ 93,102.15	\$ 4,405.14	\$ -	\$ 250.00		\$ 6,772.86	\$ 104,530.15
SPINA, ANDREA	ELEM First Grade Teacher	\$ 58,652.47	\$ 25,436.76				\$ 4,294.85	\$ 88,384.08
SPINDLER, SARAH	ELEM Kindergarten Teacher	\$ 61,030.04	\$ 21,278.92					\$ 82,308.96
SPODEN, MARTHA	HS FACS Teacher	\$ 81,674.78	\$ 3,833.77	\$ -	\$ 250.00		\$ 5,712.79	\$ 91,471.34
SPOHR, ANDREA	HS Science Teacher	\$ 62,693.47	\$ 12,652.96					\$ 75,346.43
SPORTUN, MELISSA	MS Science Teacher	\$ 90,175.84	\$ 4,258.83	\$ -	\$ 250.00		\$ 6,559.91	\$ 101,244.57
SPRIGINGS, LORA	HS Social Studies Teacher	\$ 59,893.37	\$ 21,775.04				\$ 4,385.75	\$ 86,054.16
SPRINGBORN, ANGELA	Elementary Interventionist	\$ 84,973.72	\$ 3,998.72	\$ -	\$ 250.00		\$ 6,181.48	\$ 95,403.92
STANTON, STEPHANIE	Autism Teacher	\$ 63,488.00	\$ 20,346.66				\$ 4,648.89	\$ 88,483.55
STEGENGA, BRITTANY	MS ESL Teacher	\$ 59,851.55	\$ 19,803.92				\$ 4,380.82	\$ 84,036.29
STEIN, BRITTA	MS Math Teacher	\$ 72,157.44	\$ 28,338.44				\$ 5,283.78	\$ 105,779.66
STEINHAUS, MICHAEL	HS PE Teacher	\$ 58,857.56	\$ 20,109.12					\$ 78,966.68
STEPHENSON, DEBORAH	MS Language Arts Teacher	\$ 101,554.78	\$ 4,827.78	\$ -	\$ 250.00		\$ 7,387.66	\$ 114,020.22
STILWELL, DENISE	ELEM Music Teacher	\$ 105,695.85	\$ 5,034.83	\$ -	\$ 250.00		\$ 7,842.73	\$ 118,823.41
STINGER, DENISE	ELEM First Grade Teacher	\$ 85,105.30	\$ 4,005.30	\$ -	\$ 250.00		\$ 6,191.04	\$ 95,551.64
STOBBE, JASON	HS PE Teacher	\$ 90,208.48	\$ 4,260.46	\$ -	\$ 250.00		\$ 6,562.38	\$ 101,281.31
STOBER, JENNA	ELEM Kindergarten Teacher	\$ 57,511.00	\$ 29,840.06					\$ 87,351.06
STORER, MICHAEL	ELEM Band Teacher	\$ 81,800.03	\$ 3,840.03	\$ -	\$ 250.00		\$ 5,950.60	\$ 91,840.66
STOUFFER, JACOB	HS Associate Principal	\$ 118,574.73	\$ 10,371.72	\$ 600.00	\$ 300.00	\$ 10,092.23	\$ 5,651.65	\$ 145,590.32
STOUT, DEBORAH	HS Associate Principal	\$ 130,917.59	\$ 11,482.57	\$ 600.00	\$ 300.00	\$ 11,142.78	\$ 6,239.96	\$ 160,682.90
STOVER, ALVINA	MS Language Arts Teacher	\$ 62,835.81	\$ 20,346.66				\$ 4,380.82	\$ 87,563.29
STRATTON, PIPER	School Psychologist	\$ 112,040.93	\$ 5,352.09	\$ -	\$ 250.00		\$ 7,526.77	\$ 125,169.78
STREETER, KATHERINE	ELEM Music Teacher	\$ 57,618.65	\$ 21,537.50				\$ 4,217.17	\$ 83,373.32
STRICKER, SALLY	Cross Categorical Teacher	\$ 93,820.06	\$ 4,441.04	\$ -	\$ 250.00		\$ 6,825.04	\$ 105,336.13
STROMBERG, ADAM	HS Math Teacher	\$ 59,843.02	\$ 26,052.24				\$ 4,380.82	\$ 90,276.08
STUART, SARAH	MS Language Arts Teacher	\$ 75,053.38	\$ 8,355.44				\$ 5,235.57	\$ 88,644.39
STUKENBERG, STEVEN	HS Social Studies Teacher	\$ 95,731.63	\$ 4,536.62	\$ -	\$ 250.00		\$ 6,570.02	\$ 107,088.27
STUMP, ADAM	Day Custodian	\$ 72,085.64	\$ 26,140.58					\$ 98,226.22
SUAREZ, AMANDA	Cross Categorical Teacher	\$ 64,780.82	\$ 28,100.90				\$ 4,741.96	\$ 97,623.68
SUERTH, REBECCA	MS ESL Teacher	\$ 62,866.83	\$ 12,652.96					\$ 75,519.79

COMMUNITY UNIT SCHOOL DISTRICT 300

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Compensation Package (\$75,000+) for 2020-2021 School Year

NAME	JOB TITLE - PRIMARY POSITION	SALARY W/PENSION CONTRIBUTIONS	HEALTH, DENTAL, VISION & LIFE INSURANCE	MILEAGE	HRA DEPOSITS	VACATION / FLEX TIME VALUE	SICK / PERSONAL TIME VALUE	TOTAL COMPENSATION PACKAGE
SULLIVAN, SUSAN	MS Language Arts Teacher	\$ 86,705.30	\$ 4,085.30	\$ -	\$ 250.00		\$ 6,307.60	\$ 97,348.19
SUTTON, JORIE	School Counselor	\$ 64,149.65	\$ 10,861.92					\$ 75,011.57
SVERCAUSKI, MOLLY	ELEM Fourth Grade Teacher	\$ 70,101.19	\$ 8,298.06				\$ 5,132.88	\$ 83,532.13
SWINEY, ANGELA	ELEM Fifth Grade Teacher	\$ 76,456.50	\$ 21,775.04				\$ 5,598.54	\$ 103,830.08
SYE, COLLEEN	MS Vocal Music Teacher	\$ 59,867.99	\$ 21,537.50				\$ 4,380.82	\$ 85,786.31
SZABO, CRYSTAL	MS Alternative Learn Op Teache	\$ 73,387.15	\$ 12,552.04				\$ 5,174.24	\$ 91,113.43
SZYMCZAK, JAMES	MS Principal	\$ 136,198.91	\$ 11,957.89	\$ 1,200.00	\$ 300.00	\$ 11,592.32	\$ 6,491.70	\$ 167,740.82
SZYMONIK, MORGAN	MS Language Arts Teacher	\$ 86,674.78	\$ 4,083.77	\$ -	\$ 250.00		\$ 6,305.12	\$ 97,313.68
TAMILLO, ERIN	Cross Categorical Teacher	\$ 67,407.44	\$ 12,366.70				\$ 4,933.47	\$ 84,707.61
TAMMS, DOUGLAS	HS Math Teacher	\$ 53,186.03	\$ 29,602.52				\$ 3,894.51	\$ 86,683.06
TANNHEIMER, KRISTI	School Counselor	\$ 76,631.49	\$ 1,215.66					\$ 77,847.15
TAYLOR, ELIZABETH	ELEM First Grade Teacher	\$ 65,285.89	\$ 29,840.06				\$ 4,509.64	\$ 99,635.59
TENNYSON, SARAH	ELEM Third Grade Teacher	\$ 66,608.93	\$ 20,937.02				\$ 4,599.90	\$ 92,145.85
THALHAMMER, MANDY	ELEM Instructional Coach	\$ 116,519.00	\$ 5,575.99	\$ -	\$ 250.00		\$ 8,645.86	\$ 130,990.86
THOMAS, LINDSEY	MS Language Arts Teacher	\$ 72,972.81	\$ 19,745.06				\$ 5,340.34	\$ 98,058.21
THOMPSON JR, JAMES	MS Exploratory Teacher	\$ 68,804.79	\$ 10,861.92				\$ 5,038.00	\$ 84,704.71
THOMPSON, ALAN	MS PE Teacher	\$ 86,013.73	\$ 4,050.72	\$ -	\$ 250.00		\$ 6,257.17	\$ 96,571.62
THOMPSON, TRACY	MS Language Arts Teacher	\$ 97,646.35	\$ 4,632.35	\$ -	\$ 250.00		\$ 7,103.41	\$ 109,632.11
THOREN, STEPHANIE	Pre-Primary Spec Ed Teacher	\$ 64,011.43	\$ 20,346.66				\$ 4,468.37	\$ 88,826.46
TIERI, CHERIE	Cross Categorical Teacher	\$ 75,005.71	\$ 19,982.60				\$ 5,490.91	\$ 100,479.22
TIERNEY, JOAN	School Psychologist	\$ 123,701.75	\$ 5,935.13	\$ -	\$ 250.00		\$ 8,310.06	\$ 138,196.95
TIMM, PHILLIP	HS Science Teacher	\$ 105,695.85	\$ 5,034.83	\$ -	\$ 250.00		\$ 7,688.97	\$ 118,669.66
TIMONEN, AMY	Education Service Specialist	\$ 108,960.43	\$ 9,506.43	\$ 1,200.00	\$ 300.00	\$ 9,273.93	\$ 5,193.40	\$ 134,434.20
TODD, KARA	School Psychologist	\$ 112,210.77	\$ 5,360.58	\$ -	\$ 250.00		\$ 7,538.16	\$ 125,359.51
TOMPKINS, LIANNE	ELEM PE Teacher	\$ 83,435.83	\$ 3,921.82	\$ -	\$ 250.00		\$ 6,069.63	\$ 93,677.28
TORRES, ISABEL	ELEM Pre-Primary Teacher - Bilingual	\$ 88,543.19	\$ 4,177.19	\$ -	\$ 250.00		\$ 6,441.12	\$ 99,411.50
TOSBY, LUCY	ELEM Second Grade Dual Language Teacher	\$ 75,007.85	\$ 20,109.12				\$ 5,490.91	\$ 100,607.88
TRACY, MEGAN	Speech Pathologist	\$ 69,308.67	\$ 5,973.14				\$ 5,072.66	\$ 80,354.47
TRAUTH JR, ERWIN	Maintenance-Trades H-III	\$ 85,232.83	\$ 19,224.40			\$ 4,607.07	\$ 4,299.93	\$ 113,364.23
TROTZ, CAROLYN	School Social Worker	\$ 80,102.16	\$ 3,755.14	\$ -	\$ 250.00		\$ 5,827.11	\$ 89,934.41
TROY, JENNIFER	ELEM Assistant Principal	\$ 95,475.84	\$ 8,292.82	\$ 600.00	\$ 300.00	\$ 1,548.42	\$ 5,419.47	\$ 111,636.54
TRUESDELL, ERIN	MS Vocal Music Teacher	\$ 70,095.91	\$ 28,100.90				\$ 5,132.88	\$ 103,329.69
TSOHAS, CHRISTINE	School Psychologist	\$ 78,081.11	\$ 12,753.98				\$ 5,277.72	\$ 96,112.81
UEHLEIN, KELLY	ELEM Third Grade Dual Language Teacher	\$ 90,312.67	\$ 4,265.67	\$ -	\$ 250.00		\$ 6,570.02	\$ 101,398.36
ULRICH, KARL	Maintenance	\$ 56,368.00	\$ 19,011.18					\$ 75,379.18
UNGER, ROSEMARY	ELEM First Grade Dual Language Teacher	\$ 61,067.73	\$ 29,602.52					\$ 90,670.25
UNRUH, BRETT	MS Social Studies Teacher	\$ 88,306.35	\$ 4,165.35	\$ -	\$ 250.00		\$ 6,423.91	\$ 99,145.62
VALDIVIA, LETICIA	Secretary to the Principal	\$ 57,676.84	\$ 17,945.18					\$ 75,622.02
VALLE, BARBARA	HS Principal	\$ 178,027.48	\$ 15,722.46	\$ 1,200.00	\$ 300.00	\$ 15,152.51	\$ 8,485.40	\$ 218,887.84
VAN DER KOLK, GRAZIA	ELEM Kindergarten Teacher	\$ 72,104.01	\$ 21,125.92				\$ 5,277.72	\$ 98,507.65
VAN HORN, JAIME	HS AVID Teacher	\$ 90,208.48	\$ 4,260.46	\$ -	\$ 250.00		\$ 6,562.38	\$ 101,281.31
VAN WAGENINGEN, LISA	Elementary Principal	\$ 120,946.15	\$ 10,585.14	\$ 1,200.00	\$ 300.00	\$ 10,294.11	\$ 5,764.69	\$ 149,090.10
VAN ZANDT, KATHLEEN	Pre-Primary Spec Ed Teacher	\$ 58,718.35	\$ 20,109.12				\$ 4,299.63	\$ 83,127.10
VANPUYENBROECK, EMILY	ELEM Music Teacher	\$ 58,751.29	\$ 19,803.92				\$ 4,301.54	\$ 82,856.75
VARGAS, REYNALDO	HS Business Teacher	\$ 81,052.67	\$ 3,802.66	\$ -	\$ 250.00		\$ 5,896.18	\$ 91,001.52
VASQUEZ, MARISA	School Psychologist	\$ 85,007.86	\$ 4,000.43	\$ -	\$ 250.00		\$ 5,490.91	\$ 94,749.19
VAZIRI, BARZEEN	Supervisory Dean	\$ 80,649.58	\$ 23,726.16			\$ 1,318.25	\$ 4,613.87	\$ 110,307.86

COMMUNITY UNIT SCHOOL DISTRICT 300

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VAZQUEZ, MICHELLE	MS Band Teacher	\$ 55,303.82	\$ 21,537.50					\$ 76,841.32
VEHRS, LISA	School Counselor	\$ 68,045.75	\$ 20,346.66				\$ 4,509.64	\$ 92,902.05
VELAZQUEZ, HEATHER	Cross Categorical Teacher	\$ 77,955.16	\$ 20,346.66				\$ 5,447.09	\$ 103,748.91
VICTOR, CHRISTINA	HS Reading Teacher	\$ 60,387.93	\$ 20,109.12				\$ 4,421.20	\$ 84,918.25
VIDAL, KATIE	HS Spanish Teacher	\$ 67,867.46	\$ 21,775.04				\$ 4,741.96	\$ 94,384.46
VODVARKA, JAMIE	MS PE Teacher	\$ 61,189.76	\$ 20,346.66				\$ 4,475.30	\$ 86,011.72
VONDRASEK, CYNTHIA	Cross Categorical Teacher	\$ 99,712.67	\$ 4,735.67	\$ -	\$ 250.00		\$ 7,398.82	\$ 112,097.16
VOSS, JULIE	Autism Teacher	\$ 93,854.78	\$ 4,442.77	\$ -	\$ 250.00		\$ 6,827.51	\$ 105,375.07
VROMAN, MICHAEL	HS Science Teacher	\$ 53,211.93	\$ 29,840.06				\$ 3,896.03	\$ 86,948.02
WADE, ELLEN	School Counselor	\$ 76,780.63	\$ 28,100.90				\$ 5,598.54	\$ 110,480.07
WAGNER, DANIEL	MS Language Arts Teacher	\$ 75,194.61	\$ 13,117.96				\$ 5,497.29	\$ 93,809.86
WALL, NICOLE	ELEM Second Grade Teacher	\$ 65,282.95	\$ 29,602.52				\$ 4,509.64	\$ 99,395.11
WALLACE, HEATHER	ELEM Alternative Learn Op Tchr	\$ 95,696.89	\$ 4,534.88	\$ -	\$ 250.00		\$ 6,961.51	\$ 107,443.28
WALLACE, JENNIFER	Elementary Interventionist	\$ 80,072.67	\$ 3,753.66	\$ -	\$ 250.00		\$ 5,824.96	\$ 89,901.30
WALLACE, STEVEN	HS Social Studies Teacher	\$ 80,072.68	\$ 3,753.66	\$ -	\$ 250.00		\$ 5,824.96	\$ 89,901.31
WALLER, KARI	Division Head	\$ 106,823.07	\$ 9,314.07	\$ 600.00	\$ 300.00	\$ 1,732.46	\$ 6,063.61	\$ 124,833.20
WALSH, PATRICIA	Cross Categorical Teacher	\$ 69,252.16	\$ 8,456.46				\$ 5,070.98	\$ 82,779.60
WARFEL, AMY	ELEM Fifth Grade Teacher	\$ 84,327.42	\$ 3,966.40	\$ -	\$ 250.00		\$ 6,134.47	\$ 94,678.30
WASHINGTON, JEAN	School Social Worker	\$ 76,485.20	\$ 12,652.96				\$ 5,600.78	\$ 94,738.94
WATSON, YVONNE	Pre-School For All	\$ 90,175.84	\$ 4,258.83	\$ -	\$ 250.00		\$ 6,559.91	\$ 101,244.57
WATT, VALERIE	Speech Pathologist	\$ 69,294.03	\$ 8,456.46				\$ 5,072.66	\$ 82,823.15
WATZLAWICK, JOSEPH	HS Math Teacher	\$ 95,696.89	\$ 4,534.88	\$ -	\$ 250.00		\$ 6,961.51	\$ 107,443.28
WEBER, KRISTINA	Media Teacher	\$ 74,876.92	\$ 12,753.98				\$ 5,482.63	\$ 93,113.53
WEINANDY, SHELLY	ELEM Art Teacher	\$ 99,599.00	\$ 4,729.99	\$ -	\$ 250.00		\$ 7,245.45	\$ 111,824.44
WEINHAMMER, JENNIFER	MS Science Teacher	\$ 86,705.30	\$ 4,085.30	\$ -	\$ 250.00		\$ 6,307.60	\$ 97,348.19
WEIR, JESSICA	Instructional Coach - Math	\$ 65,214.94	\$ 29,602.52				\$ 4,299.63	\$ 99,117.09
WELDEN, PAUL	Technology Support Supervisor	\$ 65,499.76	\$ 11,923.10					\$ 77,422.86
WELLS, AMY	ELEM Fourth Grade Teacher	\$ 88,407.40	\$ 4,170.40	\$ -	\$ 250.00		\$ 6,431.32	\$ 99,259.13
WENDERSKI, MARCY	HS Math Teacher	\$ 86,674.78	\$ 4,083.77	\$ -	\$ 250.00		\$ 6,305.12	\$ 97,313.68
WERNER, KARISSA	MS Spanish Teacher	\$ 62,311.73	\$ 18,229.54				\$ 4,562.93	\$ 85,104.20
WESTERMEIER, LAURA	Cognitive Disabilities Teacher	\$ 81,705.30	\$ 3,835.30	\$ -	\$ 250.00		\$ 5,943.67	\$ 91,734.26
WESTMORELAND, ELDEN	Cross Categorical Teacher	\$ 66,604.04	\$ 29,614.82				\$ 4,873.96	\$ 101,092.82
WETZEL, MARK	Director	\$ 130,909.90	\$ 11,481.88	\$ 2,400.00	\$ 300.00	\$ 11,142.19	\$ 6,239.63	\$ 162,473.60
WHITE, DIANE	Director - Purchasing	\$ 115,630.76	\$ 10,106.76	\$ 2,400.00	\$ 300.00	\$ 9,841.61	\$ 5,511.30	\$ 143,790.43
WHITE, KATHERINE	MS Art Teacher	\$ 90,175.84	\$ 4,258.83	\$ -	\$ 250.00		\$ 6,559.91	\$ 101,244.57
WHITE, TODD	HS Art Teacher	\$ 101,437.95	\$ 4,821.94	\$ -	\$ 250.00		\$ 7,379.22	\$ 113,889.10
WHITECOTTON, STEPHANIE	HS English Teacher	\$ 65,378.52	\$ 12,652.96					\$ 78,031.48
WHITEHOUSE, BENJAMIN	HS PE Teacher	\$ 83,307.41	\$ 3,915.40	\$ -	\$ 250.00		\$ 6,060.39	\$ 93,533.20
WICKER, DONALD	MS Social Studies Teacher	\$ 93,961.10	\$ 4,448.09	\$ -	\$ 250.00		\$ 6,835.32	\$ 105,494.51
WIGTION, DEREK	ELEM Third Grade Dual Language Teacher	\$ 52,051.52	\$ 29,602.52					\$ 81,654.04
WIKIERAK, LINDA	Autism Teacher	\$ 73,486.10	\$ 13,416.52				\$ 5,174.24	\$ 92,076.86
WILKEN, TAMMY	Cross Categorical Teacher	\$ 99,599.01	\$ 4,729.99	\$ -	\$ 250.00		\$ 6,835.32	\$ 111,414.31
WILKINSON, STACY	Alternative Ed Principal	\$ 123,365.94	\$ 10,802.92	\$ 1,200.00	\$ 300.00	\$ 10,500.01	\$ 5,880.00	\$ 152,048.88
WILL, KARIE	MS Math Teacher	\$ 88,407.40	\$ 4,170.40	\$ -	\$ 250.00		\$ 6,431.32	\$ 99,259.13
WILLIAMS, TRACY	HS Driver Ed Teacher	\$ 105,695.85	\$ 5,034.83	\$ -	\$ 250.00		\$ 7,842.73	\$ 118,823.41
WILLIAMSON, MICHAEL	LEAD IEA Representative	\$ 66,484.18	\$ 12,652.96				\$ 4,842.33	\$ 83,979.47
WILOFF, PAUL	Supervisor B & G	\$ 68,479.32	\$ 19,150.60			\$ 3,621.26	\$ 3,379.84	\$ 94,631.03

COMMUNITY UNIT SCHOOL DISTRICT 300

Public Act 097-0609

Compensation Package (\$75,000+) for 2020-2021 School Year

NAME	JOB TITLE - PRIMARY POSITION	SALARY W/PENSION CONTRIBUTIONS	HEALTH, DENTAL, VISION & LIFE INSURANCE	MILEAGE	HRA DEPOSITS	VACATION / FLEX TIME VALUE	SICK / PERSONAL TIME VALUE	TOTAL COMPENSATION PACKAGE
WILSON, SUSAN	Cognitive Disabilities Teacher	\$ 101,437.95	\$ 4,821.94	\$ -	\$ 250.00		\$ 7,379.22	\$ 113,889.10
WINBURN, JODI	MS Social Studies Teacher	\$ 83,435.83	\$ 3,921.82	\$ -	\$ 250.00		\$ 6,069.63	\$ 93,677.28
WINSAUER, SANDRA	ELEM Fourth Grade Teacher	\$ 93,854.78	\$ 4,442.77	\$ -	\$ 250.00		\$ 6,441.12	\$ 104,988.68
WINTERSTEEN, ELIZABETH	HS Science Teacher	\$ 91,980.05	\$ 4,349.04	\$ -	\$ 250.00		\$ 6,691.12	\$ 103,270.20
WISHOWSKI-WETZEL, KATIE	HS Principal	\$ 151,946.15	\$ 13,375.14	\$ 1,200.00	\$ 300.00	\$ 12,932.60	\$ 7,242.25	\$ 186,996.14
WITEK, MELANIE	Speech Pathologist	\$ 109,925.33	\$ 5,246.31	\$ -	\$ 250.00		\$ 8,156.54	\$ 123,578.18
WOCHNER, CHRISTINA	Education Service Specialist	\$ 104,729.68	\$ 9,125.66	\$ 1,200.00	\$ 300.00	\$ 8,913.83	\$ 4,991.74	\$ 129,260.91
WOLBER, DAWN	ELEM Third Grade Dual Language Teacher	\$ 81,674.78	\$ 3,833.77	\$ -	\$ 250.00		\$ 5,941.44	\$ 91,699.99
WOLF, CARA	School Psychologist	\$ 69,270.51	\$ 12,652.96				\$ 4,504.69	\$ 86,428.16
WOLVERTON, PATRICIA	Cross Categorical Teacher	\$ 69,248.96	\$ 29,840.06				\$ 5,070.98	\$ 104,160.00
WOOD, BETH	MS Orchestra Teacher	\$ 83,435.83	\$ 3,921.82	\$ -	\$ 250.00		\$ 6,069.63	\$ 93,677.28
WOODBURY, NICOLE	MS Assistant Principal	\$ 83,623.09	\$ 7,226.07	\$ 600.00	\$ 300.00	\$ 10,066.58	\$ 5,637.28	\$ 107,453.03
WOODS, SUSAN	MS PE Teacher	\$ 86,674.78	\$ 4,083.77	\$ -	\$ 250.00		\$ 6,305.12	\$ 97,313.68
WORDEN, LINDSEY	ELEM Fourth Grade Teacher	\$ 76,489.40	\$ 23.22				\$ 5,600.78	\$ 82,113.40
WOZNIAK, DENNIS	HS Math Teacher	\$ 90,175.84	\$ 4,258.83	\$ -	\$ 250.00		\$ 6,559.91	\$ 101,244.57
WOZNIAK, KIMBERLY	HS Math Teacher	\$ 88,543.19	\$ 4,177.19	\$ -	\$ 250.00		\$ 6,441.12	\$ 99,411.50
WYSOCKI, ED	Maintenance-Trades G-II	\$ 66,652.94	\$ 11,258.20			\$ 2,398.07	\$ 3,357.29	\$ 83,666.49
YAKES, JOANNE	School Counselor	\$ 80,072.67	\$ 3,753.66	\$ -	\$ 250.00		\$ 5,824.96	\$ 89,901.30
YANG, CLAIRE	ELEM Second Grade Dual Language Teacher	\$ 73,615.21	\$ 20,346.66				\$ 5,389.50	\$ 99,351.37
YBARRA, LAURA	HS Science Teacher	\$ 80,072.67	\$ 3,753.66	\$ -	\$ 250.00		\$ 5,824.96	\$ 89,901.30
YORK, DIANE	ELEM STEM Teacher	\$ 103,623.20	\$ 4,931.20	\$ -	\$ 250.00		\$ 7,538.16	\$ 116,342.56
YOUKHANA, MICHAEL	MS Technology Teacher	\$ 69,162.76	\$ 20,022.06				\$ 4,875.88	\$ 94,060.70
YOUNG, LAURA	MS Assistant Principal	\$ 97,026.36	\$ 8,432.36	\$ 600.00	\$ 300.00	\$ 8,258.28	\$ 4,624.64	\$ 119,241.65
YUVAN, JUDITH	Cross Categorical Teacher	\$ 103,585.32	\$ 4,929.31	\$ -	\$ 250.00		\$ 7,535.45	\$ 116,300.07
ZAHARI, CATHERINE	MS ESL Teacher	\$ 60,270.23	\$ 29,602.52				\$ 4,416.27	\$ 94,289.02
ZEID-BRANDSTEDT, KARI	Literacy Teacher	\$ 116,519.00	\$ 5,575.99	\$ -	\$ 250.00		\$ 8,645.86	\$ 130,990.86
ZIELENIEWSKI, CRAIG	Elementary Principal	\$ 150,045.22	\$ 13,204.06	\$ 1,200.00	\$ 300.00	\$ 11,824.76	\$ 6,621.86	\$ 183,195.89
ZIMMERMAN, BRIAN	Cross Categorical Teacher	\$ 66,728.00	\$ 20,346.66				\$ 4,875.88	\$ 91,950.54
ZINKUS, PALMIRA	MS Social Studies Teacher	\$ 81,052.67	\$ 3,802.66	\$ -	\$ 250.00		\$ 5,896.18	\$ 91,001.52
ZOELLNER, KELLY	Cognitive Disabilities Teacher	\$ 93,820.06	\$ 4,441.04	\$ -	\$ 250.00		\$ 6,825.04	\$ 105,336.13
ZOLOTAR, NICOLE	ELEM Kindergarten Teacher	\$ 76,611.31	\$ 12,366.70				\$ 5,607.23	\$ 94,585.24
ZURSIN, JAMES	Elementary Principal	\$ 138,930.78	\$ 12,203.76	\$ 1,200.00	\$ 300.00	\$ 11,824.76	\$ 6,621.86	\$ 171,081.16



SALES QUOTATION

DATE: 8/18/2020

EXPIRES:

PREPARED BY: Jay Sensi

FOR

Community Unit School District 300

ATTN:

Description	#	Price	Amount
Guardian Case Management Software (GCM) (Annual Fee)	5 Years	\$7,200	\$36,000
Setup & Implementation	1	\$3,500	\$3,500
			\$39,500.00
SUBTOTAL			0.00%
TAX RATE			\$0.00
OTHER			\$39,500.00
TOTAL			

Travel expenses invoiced separately.

Quotation is subject to signed agreement.

If you have any questions concerning this quotation, use the following contact information:

Jay Sensi 570.677.5155 jay@campuskaizen.com

THANK YOU FOR THE OPPORTUNITY TO EARN YOUR BUSINESS!

C

Campus Kaizen

**MASTER HOSTED
SERVICES AGREEMENT**

for

Community Unit School District 300

[CONFIDENTIAL]



MASTER HOSTED SERVICES AGREEMENT

CAMPUS KAIZEN LLC, a Pennsylvania corporation (“**Campus Kaizen**”), and **Community Unit School District 300**, (“**Client**”) enter into this Master Hosted Services Agreement including any schedules, exhibits, and other attachments (collectively, this “**Agreement**”) effective as of the 22 day of September 2020 (the “**Effective Date**”).

RECITAL

Campus Kaizen has developed certain application software for use by its clients. Campus Kaizen application software is available only in the Campus Kaizen Cloud (hereinafter defined). Client desires to access the Campus Kaizen Cloud to use such Campus Kaizen software pursuant to this Agreement's terms.

In consideration of their respective rights and obligations as set forth in this Agreement, the parties agree as follows:

AGREEMENT

1. Definitions.

a. “**Campus Kaizen Cloud**” means the hardware, software, storage, firewalls, intrusion detection devices, load balancing units, switches, and other hardware that comprise the digital and physical infrastructure underlying the services provided pursuant to this Agreement.

b. “**Campus Kaizen Cloud Services**” means installation, maintenance, and service of the hardware and software comprising the Campus Kaizen Cloud.

c. “**Anniversary Date**” means the date that is 365 days after the Initiation Date, and each anniversary thereafter of the date that is 365 days after the Initiation Date, during this Agreement's Term; provided, however, that, in leap years, the Anniversary Date shall be 366 days after the Initiation date or prior Anniversary Date.

d. “**Business Purposes**” means accessing the Campus Kaizen Cloud to use the Licensed Programs and Campus Kaizen Cloud Services for Client's business purposes.

e. “**Client Data**” means the data that Designated Users transmit and/or enter into the database provided as part of the Campus Kaizen Cloud in connection with their Use of the Licensed Programs pursuant to this Agreement.

f. “**Contractor**” means a contractor who: (i) has entered into an Independent Consultant Network License Agreement with Campus Kaizen; and (ii) is a current member in good standing of Campus Kaizen's Independent Consultant Network, as such membership standards are determined in the sole discretion of Campus Kaizen. For the avoidance of doubt, Campus Kaizen may, but shall not be required to, provide to Client a copy of any Independent Consultant Network License Agreement or the active membership roster of Campus Kaizen's Independent Consultant Network.

g. “**Deliverable**” means any good or service, including, without limitation, intellectual property, delivered to Client as part of Programming Services (as defined in Section 14) or other services provided pursuant to this Agreement.

h. **“Designated User”** or **“DU”** means a Client employee or other agent designated by Client to access the Campus Kaizen Cloud and Use the Campus Kaizen Cloud Services and Licensed Programs for Business Purposes.

i. **“Fees”** means the fees identified in Schedule A, and any other fees that may become due under this Agreement.

j. **“Force Majeure Event”** means any event beyond the reasonable control of the party affected by such event, including, without limitation, fire, storm, weather, earthquake, explosion, casualty, strike, war, riot, civil disturbance, act of God, acts or omission of any third party, any state or national law, decree, or ordinance, or any executive or judicial order, which event causes a party to delay or fail to perform under this Agreement.

k. **“Initiation Date”** means the date that is two (2) weeks after the Effective Date.

l. **“Licensed Programs”** means the software program(s) identified in Schedule B. For the avoidance of doubt, Licensed Programs may also be listed in Schedule A; provided, however, that Schedule B shall be the definitive list comprising the Licensed Programs.

m. **“Licensed Programs Documentation”** means the user manuals and documentation for the Licensed Programs.

n. **“Password”** means the unique user name and password assigned by Client to each Designated User as more fully described in Section 6.

o. **“POC(s)”** means the person(s) Client identifies to Campus Kaizen as point(s) of contact for application support services and other account management purposes.

p. **“Undisputed Fees”** means all Fees due from Client under this Agreement which Client does not reasonably and in good faith dispute and provide notice of such dispute in accord with Section 18(f) within 30 days of invoice.

q. **“Use”** means authorized access to the licensed software in the Campus Kaizen Cloud and use of the Licensed Programs and Licensed Programs Documentation by Designated Users solely for Business Purposes.

2. License Grant; Restrictions; Access to Campus Kaizen Cloud.

a. **Licenses.** Campus Kaizen grants to Client a non-exclusive, non-transferable (except as expressly provided in this Agreement), limited license for Designated Users to: (i) access the Campus Kaizen Cloud and Use the Licensed Programs and Campus Kaizen Cloud Services solely for Business Purposes; and (ii) access the Licensed Programs Documentation and other content on Campus Kaizen's website solely for Business Purposes and subject to the terms set forth in the Acceptable Use Policy attached hereto and made a part hereof as Schedule C. Client may choose to purchase any or all Campus Kaizen products or services, as described in Schedule B, and/or may choose to add available products or services at a later date utilizing the standard terms of this agreement.

b. **Restrictions.** Client may only exercise the license granted in Section 2(a) through its Designated Users. Client may not rent, lease, sell, transfer (by sublicense, assignment, or otherwise, except as expressly provided by this Agreement), time share, modify, reproduce, copy, make derivative works from, distribute, publish, use to provide service bureau services, or publicly display the Licensed Programs. Client may only

Use the Licensed Programs for Business Purposes. Client may not modify, reverse engineer, decompile, or otherwise attempt to discover the source code for the Licensed Programs. Client may not permit any person or entity to breach the restrictions in this Section 2(b). Client may not copy or re-create the Licensed Programs or its objects without Campus Kaizen's prior, express written consent. Client agrees that the Licensed Programs must remain at all times in the Campus Kaizen Cloud, and may not be removed or copied to any other location at any time.

c. **Access to the Campus Kaizen Cloud.** Campus Kaizen will use commercially reasonable efforts to make the Campus Kaizen Cloud and the Licensed Programs accessible to Designated Users 24-hours per day, 7 days per week, excluding down time for maintenance and repair. Campus Kaizen may institute scheduled standing maintenance/repair/backup hours, and will notify Client of such schedule. Campus Kaizen will use commercially reasonable efforts to provide as much notice to Client as reasonably possible under the circumstances for emergency maintenance/repair downtime outside the aforementioned standing hours.

3. Term and Termination.

a. **Term.** This Agreement will commence on the Effective Date and shall remain in full force until the expiration date of the “**Initial Term**” unless earlier terminated in accord with Section 3(b). Initial Term is defined by the number of years explicitly written in Schedule A. Upon expiration of the Initial Term, this Agreement shall automatically renew for successive one (1) year terms (each a “**Renewal Term**”) unless a party provides written notice of non-renewal at least 60 days prior to expiration of the then-current (Initial or Renewal) Term. Any and all annual support or fee changes for Renewal Terms shall be communicated to Client at least 30 days prior to expiration of the then-current (Initial or Renewal) Term. The Initial Term and Renewal Term(s) shall be collectively referred to as the “**Term**.”

b. **Termination for Cause.** Either party may terminate this Agreement upon written notice to the other party if (i) the other party materially breaches this Agreement and fails to cure such breach within seven (7) days of written notice of a material breach, or, (ii) if the breaching party cannot reasonably cure the material breach within seven (7) days, the breaching party fails to initiate cure within seven (7) days and fails to continuously and diligently work to cure the breach until the breach is cured. Termination pursuant to this Section 3(b) shall be effective upon delivery of written notice after expiration of the applicable cure period.

c. **Effect of Termination.** Upon the effective date of this Agreement's termination or expiration: (i) the license for the Licensed Programs and Licensed Programs Documentation will terminate; (ii) Client will cease Use of the Campus Kaizen Cloud, Campus Kaizen Cloud Services, Licensed Programs, and Licensed Programs Documentation; (iii) Client's access to the Campus Kaizen Cloud and Licensed Programs will be disabled; and (iv) Client shall pay any Undisputed Fees to Campus Kaizen.

d. **Survival.** The parties' obligations under, and the provisions of, Sections 4, 8(b), 9, 10, 11, 13, 15, and 18 shall survive this Agreement's termination or expiration.

4. License Fees.

a. **Fees.** Client agrees to pay Campus Kaizen the Fees in accordance with the payment terms set forth in Schedule A. Client shall pay all invoices in U.S. Dollars within 30 days of Client's receipt of the invoice, unless otherwise provided in any Schedule. Terms that exceed (1) year shall be invoiced annually or in full, at the determination of Client.

b. **Failure to Pay.** Client's failure to timely pay any Undisputed Fee when due is a material breach subject to the terms of Section 3(b).

c. **Taxes.** The Fees are exclusive of any tariff, duty, or tax, however designated, levied, or based, including, without limitation, any taxes based on: (i) this Agreement; (ii) the Licensed Programs, Campus Kaizen Cloud, Campus Kaizen Cloud Services, or Deliverables; (iii) Client's Use of the Campus Kaizen Cloud, Campus Kaizen Cloud Services, or Licensed Programs; (iv) the Licensed Programs Documentation; or (v) any materials or supplies furnished by Campus Kaizen per this Agreement. Client is responsible for all applicable tariffs, duties, and taxes (exclusive of taxes based on Campus Kaizen's net income) applicable to this Agreement.

d. **Partial Fee Disputes.** If Client reasonably and in good faith disputes any Fees and provides notice thereof in accord with Section 18(f) of such dispute, Client agrees that any undisputed portion of such Fees are Undisputed Fees, and Client agrees to timely pay any such Undisputed Fees. In connection with disputed Fees, Campus Kaizen and Client shall attempt to resolve such dispute pursuant to the terms of Section 17. If the dispute on any Fee is resolved in favor of Campus Kaizen, such Fee shall be due and payable within 30 days of such resolution, including, but without limitation, late fees in connection therewith from the original due date of payment by Client for such Fees. For the avoidance of doubt, nothing herein is intended to relieve Client of its obligation to pay all Undisputed Fees, including, without limitation, late fees in connection therewith.

5. Implementation and Training.

a. **Third Party Software and Hardware Requirements.** Client is solely responsible for purchasing, installing, and maintaining, at Client's expense, any third-party software and hardware necessary for Designated Users to access the Campus Kaizen Cloud and Use the Licensed Programs and Campus Kaizen Cloud Services. Campus Kaizen shall not be liable for any such third-party software or hardware, and Client acknowledges and agrees that any assistance provided by Campus Kaizen in connection with such third party software and hardware shall not alter Client's responsibility or Campus Kaizen's liability disclaimer under this Section 5(a).

b. **Location and Fees.** Implementation and training services may (at Client's election) take place at a location specified by Client or via telecommunications. Campus Kaizen will bill Client for initial implementation/training services as indicated in Schedule A. Client may request additional on-site implementation/training services (i.e., in addition to the on-site implementation/training services set forth in Schedule A) at any time, and Campus Kaizen will make commercially reasonable efforts to timely accommodate Client's request. Additional on-site implementation/training services are subject to the parties' mutual agreement on: (i) the schedule for performance of the additional services; and (ii) Campus Kaizen's then-current fees for the additional services, whether or not listed on Schedule A.

c. **On-Sites.** Client acknowledges that in-person implementation/training service visits at a Client location require a minimum visit of eight (8) hours per visit. Client agrees to pay all reasonable expenses associated with on-site visits including, without limitation, travel to and from the site, lodging, meals, etc. Client agrees that Client must pay for any implementation/training services cancelled less than ten (10) business days prior to their scheduled date.

d. **Data Conversion.** Campus Kaizen will bill Client for electronic data conversion services, if initially ordered, at the rate stated in Schedule A. Absent an agreement to the contrary, Client shall otherwise be solely responsible for data conversion, data preparation, data entry, data verification, and any post-conversion clean-up. Additional Campus Kaizen data conversion services (i.e., in addition to any initial data conversion services set forth in Schedule A) are subject to the parties' mutual agreement on: (i) the

schedule for performance of such additional services; and (ii) Campus Kaizen's then-current fees for the additional services, whether or not listed on Schedule A.

6. Users and Passwords.

a. **Designated Users.** Client agrees that its exercise of the license granted by this Agreement shall only be through its Designated Users. Client's license to access and Use the Campus Kaizen Cloud and Licensed Programs is limited to the Use of those specific Licensed Programs listed in Schedule A. Each Designated User must have a unique Password or utilize Client's Single-Sign-On login methodology.

b. **Password Assignment.** Client's application support POC(s) will be Designated Users, will designate the other Designated Users, and will provide each other Designated User with a Password or must authorize Designated Users with access to authenticate via Single-Sign-On. Each Password shall be personal and unique to the applicable Designated User and may not be used by anyone other than such Designated User.

c. **Client Obligations with Respect to Designated Users.** Client shall inform each Designated User of this Agreement's terms and restrictions and shall enforce such restrictions. Client agrees to notify Campus Kaizen if Client becomes aware of any failure of a Designated User to adhere to the license terms and restrictions in this Agreement. Client shall disable (or Client's POC(s) will work with Campus Kaizen to disable) all Passwords associated with Designated Users who cease to be Designated Users, whether due to such individual's separation from employment by Client, or for any other reason.

7. Application Support & Upgrades.

a. **Application Support Service.** Campus Kaizen will provide application support and upgrades for the Licensed Programs as set forth in this Section 7.

b. **Client Contacts.** Client agrees to appoint application support POC(s). Client may change the application support POC(s) upon advance written notice to Campus Kaizen. Campus Kaizen shall have no obligation to contact or communicate with anyone regarding application support and maintenance issues except Client's application support POC(s). Client acknowledges that it is Client's responsibility to keep Client's application support POC(s) current and to notify Campus Kaizen of any changes.

c. **Campus Kaizen Contacts.** During initial implementation, Campus Kaizen shall appoint an account manager to Client's account. After initial implementation, Campus Kaizen will either assign Client to an account manager or an application support team. Campus Kaizen may change the identity of individual account managers from time to time upon notice to Client. Application support records relating to Client will be available to Campus Kaizen's entire application support team at all times.

d. **Application Support Services.** Campus Kaizen shall provide application support for the Licensed Programs through its account managers and technical staff to Client's application support POC(s). Application support does not include on-site installation, implementation, training, or testing of the Licensed Programs, nor does it include data conversion. Those services, if initially ordered, are specified in Schedule A. Campus Kaizen's application support service team will use commercially reasonable efforts to address and solve Client's issues but cannot guarantee satisfaction in every case.

e. **Standard Term.** Application support services are subject to this Agreement's terms and timely payment of all Undisputed Fees. Subject to the notice and cure provisions of Section 3(c), Campus Kaizen may suspend application support services if Client fails to timely make any Undisputed Fee payment.

f. **Obsolescence.** Campus Kaizen reserves the right to cease providing application support services for the Licensed Programs. Campus Kaizen agrees to notify Client if and when Campus Kaizen will cease application support services in accord with this Section 7f.

8. Client Data.

a. **Client Data Storage.** Subject to Force Majeure Events, Campus Kaizen agrees to store Client Data on a database server in the Campus Kaizen Cloud.

b. **Limited Liability for Unauthorized Client Data Access.** Campus Kaizen agrees to use: (i) firewalls and other commercially reasonable technology to prevent unauthorized 3rd party access to its computer systems storing Client Data; and (ii) commercially reasonable encryption technology to prevent unauthorized 3rd party access to Client Data transmissions. Notwithstanding the foregoing, Campus Kaizen shall not be liable to Client in the event that: (A) its use of commercially reasonable firewalls and other technology fails to prevent unauthorized third-party access to Client Data; or (B) its use of commercially reasonable encryption technology fails to prevent unauthorized third-party access to Client Data transmissions. Nothing in this Section 8(b) shall constitute a representation or warranty by Campus Kaizen that Client Data storage or transmission will be inaccessible to unauthorized third parties.

9. Confidentiality.

a. **Confidential Information Definition.** “**Confidential Information**” means all technical and non-technical information including: (i) Client Data; (ii) patent, copyright, trade secret, and other proprietary information; (iii) inventions, know-how, processes, or algorithms; (iv) software programs, software source documents, object code, source code, database dictionaries, network diagrams, UML diagrams, Licensed Programs, Licensed Programs Documentation, Licensed Programs schema, Licensed Programs functions, Licensed Programs user interface screens, SSIS code, data warehouse schema, cube specifications and configuration, the reports generated by the Licensed Programs, Campus Kaizen Cloud specifications and configuration, Campus Kaizen Cloud hardware specifications and configuration, and Campus Kaizen Cloud Services; (v) development, design details and specifications; (vi) a party's financial information; (vii) customer lists, business forecasts, sales and marketing plans, and related information; (viii) the prices offered or paid per this Agreement for Campus Kaizen's products and services; (ix) SSAE16 audit reports and PCI DSS attestations of compliance and any information related to SSAE16 audit reports and/or PCI DSS attestations of compliance; (x) this Agreement's terms; and (xi) any other information disclosed by a party, or to which a party is exposed because of this Agreement, that the disclosing party identifies as “confidential,” “restricted,” “proprietary,” or the like at the time of disclosure or which—by its nature—reasonably should be regarded as confidential. For the avoidance of doubt, Confidential Information also includes any derivative work based upon one or more piece of Confidential Information.

b. **Nondisclosure and Nonuse Obligations.** Each party (the “**Receiving Party**”) agrees that it will not disseminate, distribute, expose, or in any way disclose any Confidential Information of the other party (the “**Disclosing Party**”) to any third party. The Receiving Party may use the Disclosing Party's Confidential Information to the extent necessary to perform its obligations under this Agreement. The Receiving Party's employees or other agents may use Confidential Information only for the specific business purpose for which it was made available and not for any other purpose. The Receiving Party's employees and other agents may not use Confidential Information in any way that may compete with Disclosing Party. Client may not disclose Confidential Information to its employees or other agents for the purpose of enabling any such employees or other agents to service, maintain, or modify the Licensed Programs. The Receiving Party agrees that it will treat all Confidential Information with the same degree of care as the Receiving Party accords its own Confidential Information, but in no event less than reasonable care. The Receiving Party agrees that it shall disclose Confidential Information only to those of its

employees and other agents who need to know such information, and the Receiving Party certifies that such employees and other agents have previously agreed, either as a condition of employment or in order to obtain the Confidential Information, to be bound by terms and conditions applicable to the Receiving Party under this Agreement. The Receiving Party shall immediately give notice to the Disclosing Party of any unauthorized use or disclosure of the Disclosing Party's Confidential Information. The Receiving Party agrees to assist the Disclosing Party in remedying any such unauthorized use or disclosure of Disclosing Party's Confidential Information.

c. **Exclusions from Nondisclosure and Nonuse Obligations.** The Receiving Party's obligations under Section 9(b) shall not apply to Confidential Information that the Receiving Party can document: (i) was, through no fault of the Receiving Party, in the public domain at or subsequent to the time the Disclosing Party disclosed the information to the Receiving Party; (ii) was rightfully in the Receiving Party's possession free of any confidentiality obligation at or subsequent to the time the Disclosing Party disclosed it to the Receiving Party; or (iii) was developed by the Receiving Party's employees or agents independent of, and without reference to, any information communicated to the Receiving Party by the Disclosing Party. A Confidential Information disclosure by the Receiving Party either: (A) in response to an enforceable order by a court or other governmental body; (B) as otherwise required by law; or (C) necessary to establish the rights of either party under this Agreement, shall not be a breach of this Agreement by the Receiving Party or a waiver of confidentiality for other purposes; provided, however, that the Receiving Party shall provide prompt, prior, written notice of any such Confidential Information disclosure to the Disclosing Party (to the extent allowed by applicable law) to enable the Disclosing Party to seek a protective order or otherwise prevent such disclosure.

d. **Ownership and Return of Confidential Information and Other Materials.** The Disclosing Party's Confidential Information is and shall remain the Disclosing Party's property, and this Agreement does not grant or imply any license or other rights to the Disclosing Party's Confidential Information except as expressly set forth in this Agreement. Within five (5) business days after the Disclosing Party's request, the Receiving Party will promptly either (at the Disclosing Party's election) destroy or deliver to the Disclosing Party all Confidential Information and materials furnished to the Receiving Party, and the Receiving Party agrees, at the Disclosing Party's request, to provide a written officer's certification of the Receiving Party's compliance with the foregoing obligation.

e. **Third Party Information Disclosure.** The Disclosing Party shall not communicate any information to the Receiving Party in violation of the proprietary rights of any third party.

f. **Privacy and FERPA Policy.** Campus Kaizen will at all times comply with the Privacy and FERPA policy attached hereto and made a part hereof as Schedule D, and such schedule comprise the sole responsibility of Campus Kaizen with respect to the subject matter thereof, and, in the event of conflict between the terms thereof and of the principal body of this Agreement, such Schedule shall supersede this Agreement only to the extent necessary to resolve such conflict.

10. Warranties.

a. **Limited Software Warranty.** Campus Kaizen warrants that the Licensed Programs will perform substantially as specified in the Licensed Programs Documentation. Campus Kaizen does not warrant, guarantee, accept any condition, or make any representation that the licensed programs will meet client's requirements or expectations, operate without interruption, or be error-free.

b. **Remedy for Limited Software Warranty Breach.** If Campus Kaizen breaches the warranty set forth in Section 10(a), Campus Kaizen agrees to use commercially reasonable efforts to modify the Licensed Programs so that the Licensed Programs conform to that warranty. If such modification is not

commercially reasonable, then Campus Kaizen will notify Client and Client may terminate this Agreement. In the event Client terminates this Agreement per this Section 10(b), Campus Kaizen will refund to Client, on a pro-rata basis, the annual Fees paid by Client to Campus Kaizen since the most recent Anniversary Date prior to the effective date of Client's termination. The foregoing remedy is client's sole remedy in the event of a breach of the warranty set forth in section 10(a).

c. **Warranty disclaimer.** Except as expressly set forth in this agreement, and to the fullest extent allowed under applicable law, Campus Kaizen disclaims all express, implied, and statutory warranties with regard to the licensed programs including, without limitation, the implied warranties of title, merchantability, and fitness for a particular purpose. No other verbal or written information provided by Campus Kaizen (including, without limitation, the licensed programs documentation) will create a warranty or in any way increase Campus Kaizen's liability, and client agrees not to rely on such information.

d. **Internet Performance Disclaimer.** Campus Kaizen does not and cannot control the flow of data via the internet. Such flow depends in large part on the performance of internet services provided or controlled by third parties. At times, actions or the inaction of such third parties can impair or disrupt the internet. Campus Kaizen will use commercially reasonable efforts to remedy and avoid such events but cannot guarantee that such events will not occur. Accordingly, Campus Kaizen disclaims any liability resulting from or relating to such events.

e. **Limited Programming Services Warranty.** The Programming Services performed by Campus Kaizen will be performed in accordance with generally accepted industry standards. Campus Kaizen does not warrant, guarantee, accept any condition, or make any representation that the deliverables will meet client's requirements or expectations, operate without interruption, or be error-free.

f. **Warranty Disclaimer for Deliverables.** Campus Kaizen has no liability to the extent that a claim of infringement is made against client arising out of deliverables provided by campus kaizen to client in accordance with specifications provided by client or use of the Campus Kaizen cloud, campus kaizen cloud services, or licensed programs in combination with other software or equipment not recommended by Campus Kaizen, if such infringement would not have occurred without such provision of deliverables or combined use.

11. Limitation of Liability. Notwithstanding anything to the contrary, Client and Campus Kaizen have agreed upon the limitations on liability and damages set forth in this Section 11 for all claims or causes of action arising under or related to this Agreement.

a. **Damage Waiver.** Regardless of any other provision in this agreement, and to the fullest extent allowed by applicable law, Campus Kaizen disclaims all obligations and liabilities for special, indirect, incidental, exemplary, punitive, and consequential damages (including, without limitation, loss of profit, revenue, business opportunity, or business information or interruption of business, the cost of recovering lost business information, or the cost of substitute intellectual property to replace the licensed programs) or attorneys' and experts' fees and court costs, arising from or in connection with this agreement, whether based upon a claim or action of tort, contract, warranty, negligence, strict liability, breach of statutory duty, or any other legal theory or cause of action (even if Campus Kaizen has been advised of the possibility of these damages).

b. **Liability Limit.** In addition to the limitations otherwise set forth in this agreement, and to the fullest extent allowed by applicable law, client agrees that, in the event of any claim or cause of action (regardless of the form of such action) by client arising out of or connected with this agreement (whether prior or subsequent to its execution or termination), Campus Kaizen's maximum liability to client, regardless of the

amount of loss client may have suffered, shall not exceed the fees paid by client to Campus Kaizen pursuant to this agreement within the year immediately prior to the event giving rise to the alleged liability.

12. Ownership.

a. **Campus Kaizen's Ownership.** Client agrees that, as between Campus Kaizen and Client, Campus Kaizen is and shall remain the sole and exclusive owner of all right, title, and interest in and to the Licensed Programs, Deliverables, Campus Kaizen Cloud, Campus Kaizen Cloud Services, and Licensed Programs Documentation and to all intellectual property rights in the foregoing. The only rights Client obtains in the Licensed Programs, Deliverables, Campus Kaizen Cloud, Campus Kaizen Cloud Services, and Licensed Programs Documentation are the licenses expressly granted to Client in this Agreement.

b. **Client's Ownership.** Campus Kaizen agrees that, as between Campus Kaizen and Client, Client is and shall remain the sole and exclusive owner of all right, title, and interest in and to Client Data. If either party terminates this agreement, Campus Kaizen will return all Client Data in a mutually agreeable format and delete all data and backups 30 days after said termination.

13. Indemnification.

a. **Indemnification by Campus Kaizen.** Campus Kaizen agrees to defend, indemnify, and hold Client harmless from and against any third-party claims, actions or demands alleging that Client's Use of the Campus Kaizen Cloud, Campus Kaizen Cloud Services, Licensed Programs, Licensed Programs Documentation, and Deliverables in accordance with this Agreement's terms infringes on a third party's proprietary information, trademark, copyright, patent rights, or intellectual property rights or misappropriates a third party's trade secrets.

b. **Indemnity Conditions.** Campus Kaizen's defense and indemnification obligation per Section 13(a) is conditioned upon the following: (i) Client providing Campus Kaizen with prompt written notice of any claim for which indemnification is sought; (ii) Campus Kaizen having sole control of the defense and settlement of such claim, provided, however, that Client shall have the right to have any suit or proceeding monitored by counsel of Client's choice and at its expense; and (iii) Client's reasonable cooperation with Campus Kaizen in the defense and settlement of the claim.

c. **Injunction.** If the Licensed Programs become the subject of a patent, trademark, copyright, or trade secret misappropriation or infringement claim, and such claim results—or is reasonably likely to result—in an injunction against Client's continued Use of the Licensed Programs, Campus Kaizen will: (i) replace or modify the Licensed Programs to avoid the misappropriation/infringement claim; (ii) secure Client's right to continue Use of the Licensed Programs; or (iii) if neither (i) nor (ii) is commercially practicable, either party may terminate this Agreement upon written notice to the other party.

d. **Indemnification by Client.** Client shall indemnify and hold harmless Campus Kaizen, its shareholders, directors, officers, employees, and agents (each, an “**Campus Kaizen Indemnitee**”) from any and all costs (including reasonable attorneys’ fees, court costs, and expert witness fees), losses, suits, and damages suffered by any Campus Kaizen indemnitee or asserted by a third-party against any Campus Kaizen Indemnitee and which arising out of or in connection with (i) the activities of Client or any of its owners, directors, officers, managers, employees, or agents in breach of this Agreement; (ii) any negligent or otherwise wrongful act or omission on the party of Client or any of its owners, directors, officers, managers, employees, or agents, (iii) any claim of any Designated User or any other party to whom Client provides or makes available Campus Kaizen’s Confidential Information; (iv) any unauthorized disclosure of Campus Kaizen’s Confidential Information by any Designated User or any other party to whom Client provides or makes available such Campus Kaizen Confidential Information; (v) any claim of infringement

related to Deliverables provided by Campus Kaizen to client in accordance with specifications provided by Client; or (vi) any violation of law by Client. Campus Kaizen shall provide Client with prompt notice of any such claims, allow Client to exercise sole control of the defense thereof, and reasonably cooperate with Client in the defense and settlement of the claim; provided, however, that Client shall not settle any claim without Campus Kaizen's prior consent.

14. Programming Services.

a. **Programming Services.** Campus Kaizen provides programming services including, without limitation, new product developments, database customizations, user interface customizations, database reports, database scripts, and other programming services (collectively, "**Programming Services**").

b. **Programming Services Terms.** The Fees for Programming Services, if initially ordered, are set forth in Schedule A. Client will otherwise initiate Programming Service requests by providing written notice of the desired services to Campus Kaizen, and Campus Kaizen will advise Client of Campus Kaizen's availability and schedule for performing the Programming Services. Programming Services are subject to Client's written acceptance of: (i) Campus Kaizen's schedule for meeting Client's Programming Service request; and (ii) Campus Kaizen's Fees for such Programming Services.

c. **Deliverables License.** Subject to Client's full payment of all Undisputed Fees related to Programming Services, Campus Kaizen grants to Client a non-exclusive, non-transferable (except as expressly provided in this Agreement), limited license for Designated Users to Use the Deliverables in connection with their Use of the Licensed Programs, Campus Kaizen Cloud, and Campus Kaizen Cloud Services.

15. Assignment.

a. **Assignment Limitation.** Except for the exceptions specified in Section 15(b) (the "**Permitted Exceptions**"), Client shall not (either directly or indirectly) assign, sell, convey, pledge, or otherwise transfer this Agreement without first obtaining Campus Kaizen's express written consent, which Campus Kaizen shall not unreasonably withhold. Except for the Permitted Exceptions, any attempted assignment made without Campus Kaizen's prior express written consent is void and a material breach of this Agreement.

b. **Permitted Exceptions.** Subject to the conditions precedent set forth in this Section 15(b), Client may assign this Agreement without Campus Kaizen's prior consent and upon prior notice: (i) to a wholly owned subsidiary; or (ii) in connection with any merger, acquisition, or reorganization involving Client. Any assignment is subject to the following conditions: (A) Client, or Client's successor, continuing in the same type of business that Client was conducting at the time of this Agreement's execution; and (B) Client or Client's successor providing to Campus Kaizen a written ratification and assumption of this Agreement (in a form reasonably satisfactory to Campus Kaizen) prior to or concurrent with the assignment.

16. Outsourcing.

a. **Server Location.** Campus Kaizen reserves the right to locate the servers and other equipment needed to provide the Campus Kaizen Cloud either at its facilities or at the facilities of independent service providers. Campus Kaizen may change the location of the servers and other equipment needed to provide the Campus Kaizen Cloud at any time during this Agreement's Term; provided that any such change of location shall not affect Campus Kaizen's obligations under this Agreement and shall not interrupt Client's access to the Campus Kaizen Cloud, Client Data, Campus Kaizen Cloud Services, and the Licensed Programs.

17. Dispute Resolutions.

a. **Informal.** Neither party shall initiate an arbitration or litigation of any dispute hereunder unless (i) such party has provided the other with a written notice of that dispute with reasonable specificity and attempted in good faith to resolve that dispute through negotiations. Upon receipt of a notice of dispute, the receiving party shall respond within fifteen (15) days, and, thereafter, the parties shall cooperate by providing information and answering questions to facilitate an informed discussion of the issue(s) in dispute. If the dispute is not resolved to the satisfaction of both parties within fifteen (15) days following the written response, either party may require that a vice president or comparable level manager of each party discuss the dispute and attempt to resolve it. Neither party may pursue the formal dispute resolution process under Section 17(b) sooner than fifteen (15) days after the dispute has been escalated to a vice president or comparable level manager of each party.

b. **Formal.** Subject to Section 17(a), each dispute that is unresolved shall be decided by binding arbitration administered by the American Arbitration Association under its then-current Commercial Arbitration Rules, provided that, to the extent such rules are inconsistent with this Agreement, this Agreement shall govern. Related actions between the parties shall be consolidated. Arbitration awards shall be final and binding upon the parties, and judgment on any such award may be entered in any court having jurisdiction thereof. The arbitrator(s) shall have no power or authority to award special, incidental, consequential, exemplary, punitive, or other indirect damages that would be inconsistent with Section 11 or the other provisions of this Agreement. All aspects of the arbitration and any award shall be confidential. Notwithstanding anything else herein to the contrary, either party may (a) seek equitable remedies from a court of competent jurisdiction and, if the disputes are urgent, seek provisional equitable remedies without following the informal dispute resolution requirements of Section 17(a), in lieu of arbitration, or (b) litigate disputes concerning ownership or unauthorized use or disclosure of Confidential Information or intellectual property in courts of competent jurisdiction, and, upon commencement of any such proceeding, any arbitration then pending shall be stayed, insofar as it concerns the matters subject to decision by such court. The prevailing party (if any, as adjudged by the arbitrator(s) or judge) shall be entitled to recover from the other the costs of arbitration or court proceedings and its attorneys' fees and expenses, provided that the arbitrator(s) or judge may eliminate or reduce such recovery on grounds that it is unreasonable or disproportionate to the harm suffered. To the extent permitted by applicable law, the parties hereby waive their right to a jury trial in any actions under this Agreement.

18. General Provisions.

a. **Independent Contractor Status.** The parties agree that they are independent contractors and nothing in this Agreement is intended to make the parties partners, agents, a joint venture, or any other form of joint enterprise, or to make the employees, agents, or representatives of one of the parties into employees, agents, or representatives of the other party. No party to this Agreement shall have any express or implied right or authority to assume or create any obligations on behalf of the other party or to bind the other party to any contract, agreement, or undertaking with any third party.

b. **Governing Law.** This Agreement shall be governed and determined by the laws of the United States and the Commonwealth of Pennsylvania.

c. **Venue.** Subject to the requirements of Section 17(b), any court action or proceeding related to or arising out of this Agreement shall be resolved only in a court of competent jurisdiction in the Commonwealth of Pennsylvania, and the parties consent to the personal jurisdiction of such courts and expressly waive any right they may otherwise have to cause any such action or proceeding to be brought or tried elsewhere. Any arbitration action or proceeding related to or arising out of this Agreement shall take place in the Commonwealth of Pennsylvania.

d. Injunctive Relief.

(i) Campus Kaizen Injunctive Relief. The parties acknowledge and agree that, if Client breaches any of its obligations under Sections 2(a), 2(b), 9, or 15, Campus Kaizen might incur irreparable harm and damage that might not be fully compensated with monetary damages. Accordingly, subject to Section 17(b), if Client breaches any provision of Sections 2(a), 2(b), 9, or 15, Campus Kaizen may seek specific performance of Client's obligations under those sections and injunctive relief against any further violations of those sections.

(ii) Client Injunctive Relief. The parties acknowledge and agree that, if Campus Kaizen breaches any of its obligations under Section 9, Client might incur irreparable harm and damage that might not be fully compensated with monetary damages. Accordingly, subject to Section 17(b), if Campus Kaizen breaches any provision of Section 9, Client may seek specific performance of Campus Kaizen's obligations under that section and injunctive relief against any further violations of that section.

e. **Binding Effect.** This Agreement is binding on and inures to the benefit of the parties and their permitted assigns, successors, and legal representatives.

f. Notices.

(i) The parties shall deliver any notice required by this Agreement by (x) personal delivery, (y) certified U.S. Mail return receipt requested, or (z) established, reputable, expedited delivery carrier providing proof of delivery service, and will be deemed given upon confirmed delivery to the party to whom it is intended at its record address. The record addresses of the parties are set forth below.

(ii) If to Client:

Community Unit School District 300
2250 Harnish Drive
Algonquin, IL 60102
ATTN:

(iii) If to Campus Kaizen:

Campus Kaizen LLC
201 Lackawanna Avenue
Scranton, PA, 18503
ATTN: Jason Sensi, CEO

(iv) Either party may change its record address by giving written notice of such change to the other party by one of the methods described in Section 18(f)(i).

g. **Waiver.** No failure or delay of any party to exercise any right or remedy pursuant to this Agreement shall affect such right or remedy or constitute a waiver by such party or any right or remedy pursuant thereto.

h. **Severability.** If a court or other body of competent jurisdiction determines that any part of this Agreement is unenforceable, such provision shall be deemed severed from this Agreement and replaced by a valid provision which approximates as closely as possible the intent of the parties, and the remainder of this Agreement shall nevertheless remain enforceable and in full force and effect.

i. **Headings.** This Agreement's section headings and captions are inserted for convenience only and are not intended to form a material part of this Agreement.

j. **Data Use.** Campus Kaizen may aggregate, compile, and use Client Data in order to improve, develop, or enhance the Licensed Programs and/or other services offered, or to be offered, by Campus Kaizen; provided that no Client Data is identifiable as originating from, or can be traced back to, Client or a Client customer, tenant, or resident in such aggregated form, and Client consents to Campus Kaizen's use of the Client Data in such manner.

k. **Banner Placement.** Campus Kaizen may at times place banners, images, or links within user interface and/or notifications with links to outside websites or services.

l. **Entire Agreement.** This Agreement constitutes the final, complete, and exclusive statement of the agreement between the parties pertaining to this Agreement's subject matter and supersedes all prior and contemporaneous understandings or agreements of the parties. No party has been induced to enter into this Agreement by, nor is any party relying on, any representation or warranty except those inducements, representations, and warranties expressly set forth in this Agreement.

m. **Cooperative Agreement.** The Terms of this Agreement (exclusive of pricing) may be utilized by Client as well as any divisions, partners, consortium members or state system members to contract with Campus Kaizen for any or all products or services listed in Schedule B, and where applicable, for products or services offered by Campus Kaizen in the future.

n. **Non-Solicit/Non-Hire.** The parties agree not to solicit (other than a general solicitation to the public) the employment of, engage as an independent contractor, or hire any employee or agent of the other party while such person is an employee or agent of the other party and until such person has not been an employee or agent of the other party for six (6) months.

o. **Modification.** The parties may only modify or amend this Agreement by a writing signed by both parties.

p. **Force Majeure.** Neither party shall be liable under this Agreement for failure or delay in performance caused by a Force Majeure Event. If a Force Majeure Event occurs, the party affected shall use commercially reasonable efforts to resume the performance excused by the Force Majeure Event.

q. **Signature; Counterparts.** This Agreement is not binding on the parties until both parties have signed it and have received a copy signed by the other party. However, both signatures need not appear on the same copy of this Agreement, so long as both signed copies have identical contents. The parties may transmit signatures on this Agreement by electronic transmission, which shall be binding upon the parties. Counterparts with original signatures shall be provided to the other party within 5 days of electronic transmission; however, the failure to provide the original counterpart shall have no effect on this Agreement's enforceability or binding nature. If executed in counterparts, this Agreement will be as effective as if simultaneously executed.

[remainder of this page intentionally blank; signature page follows]

Signature Page

Community Unit School District 300 (“Client”)

By: _____

Print Name: Susan Harkin

Title: Chief Legal Counsel

Date: _____

CAMPUS KAIZEN LLC

By: _____

Print Name: Jason Sensi

Title: CEO

Date: _____

SCHEDULES:

Schedule A – Fee Schedule

Schedule B- Product Description

Schedule C – Acceptable Use Policy

Schedule D- Privacy and FERPA Policy

Schedule A – Fee Schedule

<i>Salesperson</i>	<i>Job</i>	
Jay Sensi	Campus Kaizen will provide the client with the following software, services and/or support as per this agreement:	
<i>Term Length (years)</i>	<i>Invoicing Schedule</i>	<i>Terms</i>
5	Campus Kaizen will issue annual invoices on each Anniversary Date from Effective Date. Year 1 Annual Support and Any Setup or Training fees will be invoiced on Effective Date.	Net 30

<i>Quantity</i>	<i>Description</i>	<i>Unit Price</i>	<i>Line Total</i>
X	My College Roomie (MCR)		
	Annual Support Fee	\$0.00	\$0.00
	One Time Setup Fee	\$0.00	\$0.00
X	Roommate Agreement Module (MCR-RA)		
	Annual Support Fee	\$0.00	\$0.00
	One Time Setup Fee	\$0.00	\$0.00
1	Guardian Case Management (GCM)		
	Annual Support Fee	\$7,200.00	\$36,000.00
	One Time Setup Fee	\$3,500.00	\$3,500.00
X	On Site Training	\$0.00	\$0.00
	<i>Note: The client's annual support fees will remain unchanged and billed at the same regularly scheduled time unless otherwise noted.</i>		
Subtotal			\$39,500.00
Sales Tax			N/A
Total			\$39,500.00

Schedule B – Product Description

- ☐ **My College Roomie (MCR)**
 - ☐ **My College Roomie Roommate Agreement Module (MCR-RA)**
 - ☐ **Guardian Case Management (GCM)**
 - ☐ **Kaizen Consulting Event (KCE)**
-

Schedule C

Acceptable Use Policy (AUP)

As a provider of hosting services, and other Internet-related services (as further described in the Master Hosted Services Agreement between the parties, the “**Services**”), Campus Kaizen LLC (“**Campus Kaizen**”) offers its customers (each, individually, a “**Client**,” and collectively “**Clients**”), and their users, the means to acquire and disseminate public, private, commercial, and non-commercial information. Campus Kaizen respects that the Internet provides a forum for free and open discussion and dissemination of information; however, when there are competing interests at issue, Campus Kaizen reserves the right to take certain preventative or corrective actions. In order to protect these competing interests, Campus Kaizen has developed this Acceptable Use Policy (“**AUP**”), which supplements and explains certain terms of each Client's respective service agreement and is intended as a guide to the Client's rights and obligations when utilizing Campus Kaizen's Services. This AUP may be revised from time to time. A Client's use of Campus Kaizen's Services after changes to the AUP are posted on Campus Kaizen's web site, www.CampusKaizen.com, will constitute the Client's acceptance of any new or additional terms of the AUP that result from those changes.

One important aspect of the Internet is that no one party owns or controls it. This fact accounts for much of the Internet's openness and value, but it also places a high premium on the judgment and responsibility of those who use the Internet, both in the information they acquire and in the information they disseminate to others. When Clients obtain information through the Internet, they must keep in mind that Campus Kaizen cannot monitor, verify, warrant, or vouch for the accuracy and quality of the information that Clients may acquire. For this reason, the Client must exercise his, her, or its best judgment in relying on information obtained from the Internet, and also should be aware that some material posted to the Internet is sexually explicit or otherwise offensive. Because Campus Kaizen cannot monitor or censor the Internet, and will not attempt to do so, Campus Kaizen cannot accept any responsibility for injury to its Clients that results from inaccurate, unsuitable, offensive, or illegal Internet communications.

When Clients disseminate information through the Internet, they also must keep in mind that Campus Kaizen does not review, edit, censor, or take responsibility for any information its Clients may create. When users place information on the Internet, they have the same liability as other authors for copyright infringement, defamation, and other harmful speech. Also, because the information they create is carried over Campus Kaizen's network and may reach a large number of people, including both Clients and non-Clients of Campus Kaizen, Clients' postings to the Internet may affect other Clients and may harm Campus Kaizen's goodwill, business reputation, and operations. For these reasons, Clients violate this AUP and the Master Hosted Services Agreement between Campus Kaizen and Client when Client, its customers, affiliates, or subsidiaries engage in the following prohibited activities:

Spamming -- Sending unsolicited bulk and/or commercial messages over the Internet (known as “spamming”). It is not only harmful because of its negative impact on consumer attitudes toward Campus Kaizen, but also because it can overload Campus Kaizen's network and disrupt service to Campus Kaizen Clients. Also, maintaining an open SMTP (Simple Mail Transfer Protocol) relay is prohibited. When a complaint is received, Campus Kaizen has the discretion to determine from all of the evidence whether the email recipients were from an “opt-in” email list.

Intellectual Property and Privacy Violations -- Engaging in any activity that infringes or misappropriates the intellectual property rights of others, including copyrights, trademarks, service marks, trade secrets, software piracy, and patents held by individuals, corporations, or other entities. Also, engaging in activity that violates privacy, publicity, or other personal rights of others. Campus Kaizen is required by law to block access to customer services upon receipt of a proper notice of copyright infringement. It is also Campus Kaizen's policy to terminate the privileges of customers who commit repeat violations of copyright laws.

Obscene Speech or Materials -- Using Campus Kaizen's network to advertise, transmit, store, post, display, or otherwise make available child pornography or obscene speech or material. Campus Kaizen is required by

law to notify law enforcement agencies when it becomes aware of the presence of child pornography on or being transmitted through Campus Kaizen's network.

Defamatory or Abusive Language -- Using Campus Kaizen's network as a means to transmit or post defamatory, harassing, abusive, or threatening language.

Forging of Headers -- Forging or misrepresenting message headers, whether in whole or in part, to mask the originator of the message.

Illegal or Unauthorized Access to Other Computers or Networks -- Accessing illegally or without authorization computers, accounts, or networks belonging to another party, or attempting to penetrate security measures of another individual's system (often known as "hacking"). Also, any activity that might be used as a precursor to an attempted system penetration (e.g. port scan, stealth scan, or other information gathering activity).

Distribution of Internet Viruses, Worms, Trojan Horses, or Other Destructive Activities -- Distributing information regarding the creation of and sending Internet viruses, worms, Trojan horses, ping, flooding, mailbombing, or denial of service attacks. Also, activities that disrupt the use of or interfere with the ability of others to effectively use Campus Kaizen's network or any connected network, system, service, or equipment.

Facilitating a Violation of this AUP -- Advertising, transmitting, or otherwise making available any software, program, product, or service that is designed to violate this AUP, including, without limitation, the facilitation of the means to spam, initiation of ping, flooding, mailbombing, denial of service attacks, and piracy of software.

Export Control Violations -- Exporting encryption software over the Internet or otherwise, to points outside the United States.

Other Illegal Activities -- Engaging in activities that are determined to be illegal, including advertising, transmitting, or otherwise making available Ponzi schemes, pyramid schemes, fraudulently charging credit cards, and pirating software.

Other Activities -- Engaging in activities, whether lawful or unlawful, that Campus Kaizen determines to be harmful to its Clients, operations, reputation, goodwill, or customer relations.

As we have pointed out, the responsibility for avoiding the harmful activities described above rests primarily with the Client. Campus Kaizen will not, as an ordinary practice, monitor the communications of its Clients to ensure that they comply with this AUP or applicable law. When Campus Kaizen becomes aware of harmful activities, however, it may take any action to stop the harmful activity, including, without limitation, removing information, shutting down a web site or database, implementing screening software designed to block offending transmissions, denying access to the Internet, or take any other action it deems appropriate, up to and including terminating the Client's access to the Services and/or terminating any relevant contract regarding such Services.

Campus Kaizen is also concerned with the privacy of on-line communications and web sites. In general, the Internet is neither more nor less secure than other means of communication, including mail, facsimile, and voice telephone service, all of which can be intercepted and otherwise compromised. As a matter of prudence, however, Campus Kaizen urges its subscribers to assume that all of their on-line communications are insecure. Campus Kaizen cannot take any responsibility for the security of information transmitted over the Internet.

Campus Kaizen will not intentionally monitor private electronic mail messages sent or received by its Clients unless required to do so by law, governmental authority, or when public safety is at stake. Campus Kaizen may, however, monitor its service electronically to determine that its facilities are operating satisfactorily. Also, Campus Kaizen may disclose information, including, without limitation, information concerning a Client or a transmission made using our network or a web site, in order to comply with a court order, subpoena, summons, discovery request, warrant, statute, regulation, or governmental request. Campus Kaizen assumes no obligation to inform the Client that Client

information has been provided and, in some cases, may be prohibited by law from giving such notice. Finally, Campus Kaizen may disclose Client information or information transmitted over its network where necessary to protect Campus Kaizen and others from harm, or where such disclosure is necessary to the proper operation of the Services and any other product or service offered by Campus Kaizen.

Campus Kaizen wishes to emphasize that, in signing the Master Hosted Services Agreement, Client agrees to indemnify Campus Kaizen for any violation of such agreement or any law that results in loss to Campus Kaizen or the bringing of any claim against Campus Kaizen by any third-party. This means that if Campus Kaizen is sued because of Client's activity or that of an agent of Client, Client will pay any damages awarded against Campus Kaizen, plus costs and reasonable attorneys' fees.

We hope this AUP is helpful in clarifying the obligations of Internet users, including Campus Kaizen and its Clients, as responsible users of the Internet. Any complaints about a Client's violation of this AUP should be sent to support@CampusKaizen.com.

Schedule D

Privacy & FERPA Policy

In the course of serving its Clients, Campus Kaizen LLC (“**Campus Kaizen**”) acquires, stores, and transmits Client communications and information that Clients may regard as private or sensitive. Some of this information - such as the Client's name, address, telephone number, and credit card data - is provided to Campus Kaizen by its Clients in order to establish service. Other information - such as the Client's account status, choice of services, and customer logs - is created and maintained by Campus Kaizen in the normal course of providing service. In addition, Campus Kaizen may store Clients' electronic mail and other communications as a necessary incident to the transmission and delivery of those communications. Lastly, by the sheer nature of the services provided, Campus Kaizen acquires, stores, and transmits student data that may be protected by the Family Educational Rights and Privacy Act. The way in which this data is protected is outlined later in this policy.

This Privacy Policy applies only to Campus Kaizen's treatment of data collected online and does not apply to any Campus Kaizen physical data collection practices or to the data collection practices of any third parties, Campus Kaizen's customers, or any entities affiliated with Campus Kaizen. Also, please note that use of Campus Kaizen's services constitutes acceptance of this Privacy Policy. Campus Kaizen's policies and procedures for handling customer and student information have been created with the understanding that Internet technologies are still evolving and that Internet business methods are continuing to evolve to meet the needs and opportunities of the changing technologies. As a result, Campus Kaizen's policies and procedures are subject to change. Changes will be disseminated, and Clients agree to be bound by those changes.

Data Security

Campus Kaizen protects the confidentiality of its Clients' information, account information, personal communications, and students' information. To secure the information collected online, prevent unauthorized access, maintain data accuracy, and ensure only appropriate use of information that is collected from customers, Campus Kaizen has implemented appropriate physical, electronic, and managerial procedures. Further, Campus Kaizen requires that employees keep customer information confidential. Campus Kaizen cautions its Clients that no medium of communication, including the Internet, is entirely secure. Accordingly, Campus Kaizen cannot be responsible for loss, corruption, or unauthorized acquisition and use of personal information provided to our website, or for any damages resulting from such loss, corruption, unauthorized acquisition, or unauthorized use. How is Client information used? Campus Kaizen may share Client information with selected partners, for example, to provide Clients with information about products which might be of interest to the Client or to enable the Client to take advantage of special partner programs. Campus Kaizen may also use Client information to provide Clients with system information or information about new or upgraded products.

In the case of a business transaction, including, without limitation, a merger or sale of a portion of Campus Kaizen's assets, Client information will likely be part of the assets transferred. In this event, Campus Kaizen will attempt to notify impacted Clients that their information has been transferred.

Disclosure of Customer/Student Information and Communications

Campus Kaizen will not otherwise disclose its Clients' personal and account information nor any student information that is stored on its servers unless Campus Kaizen has reason to believe that disclosing such information is necessary to identify, make contact with, or bring legal action against someone who may be causing harm or interfering with the rights or property of Campus Kaizen, Campus Kaizen's Clients, or others, or where Campus Kaizen has a good faith belief that the law requires such disclosure. Campus Kaizen also will not, except for reasons stated below, disclose to third parties the contents of any electronic mail, other electronic communications, or student information that Campus

Kaizen stores or transmits for its Clients. The circumstances under which Campus Kaizen will disclose such electronic Client communications are when:

1. it is necessary in order to provide service to the Client;
2. it is necessary to protect the legitimate interests of Campus Kaizen and its Clients;
3. it is required to cooperate with interception orders, warrants, or other legal process that Campus Kaizen determines in its sole discretion to be valid and enforceable; and
4. it is necessary to provide to a law enforcement agency when the contents are inadvertently obtained by Campus Kaizen and appear to pertain to the commission of a crime.

Campus Kaizen disclaims any intention to censor, edit or engage in ongoing review or surveillance of communications stored on or transmitted through its facilities by customers or others. Campus Kaizen will, however, review, delete, or block access to communications that may harm Campus Kaizen, its customers or third parties. The grounds on which Campus Kaizen may take such action include, but are not limited to, actual or potential violations of Campus Kaizen's Acceptable Use Policy.

Service Level Agreement (SLA)

The Services will achieve System Availability (as defined below) of at least 99.9% during each calendar year of the Subscription Term.

“**System Availability**” means the number of minutes in a year that the key components of the Services are operational as a percentage of the total number of minutes in such year, excluding downtime resulting from (i) scheduled maintenance, (ii) events of Force Majeure in the Agreement, (iii) malicious attacks on the system, (iv) issues associated with the Customer’s computing devices, local area networks or internet service provider connections, or (v) inability to deliver Services because of acts or omissions of Customer or any User. Campus Kaizen reserves the right to take the Service offline for scheduled maintenance for which Customer has been provided reasonable notice and Campus Kaizen reserves the right to change its maintenance window upon prior notice to Customer.

Goal:

Campus Kaizen’s goal is to achieve 99.9% Service Availability for all customers.

Exceptions:

Exceptions are defined as any failure or deficiency of Service Availability caused by or associated with:

- a. Circumstances beyond Campus Kaizen’s reasonable control, including, without limitation, acts of any governmental body, war, insurrection, sabotage, armed conflict, embargo, fire, flood, strike or other labor disturbance, unavailability of or interruption or delay in telecommunications or third party services, failure of third party software (including, without limitation, ecommerce software, payment gateways, chat, statistics, servers or free scripts);
- b. Failure of access circuits to the Campus Kaizen Network, unless such failure is caused solely by Campus Kaizen;
- c. Scheduled maintenance and emergency maintenance and upgrades;
- d. DNS issues outside the direct control of Campus Kaizen;
- e. Issues with FTP, POP, IMAP, or SMTP customer access;
- f. False SLA breaches reported as a result of outages or errors of any Campus Kaizen measurement system;
- g. Customer’s acts or omissions (or acts or omissions of others engaged or authorized by customer), including, without limitation, custom scripting or coding (e.g., CGI, Perl, HTML, ASP, Drupal, MySQL, etc.), any negligence, willful misconduct, or use of the Services in breach of Campus Kaizen’s Terms and Conditions;
- h. E-mail or webmail delivery and transmission;
- i. DNS (Domain Name Server) Propagation;
- j. Outages elsewhere on the Internet that hinder access to your services. Campus Kaizen is not responsible for browser or DNS caching that may make your site appear inaccessible when others can still access it. Campus Kaizen will guarantee only those areas considered under the control of Campus Kaizen: Campus Kaizen server links to the internet, Campus Kaizen routers, and Campus Kaizen servers.

**Community Unit School District 300
and Campus Kaizen LLC
Data Privacy Addendum (Student Data)**

This Data Privacy Addendum (the "Addendum") by and between Community Unit School District 300 (the "School District") and Campus Kaizen (the "Company") (collectively, the "Parties") is incorporated in, effective simultaneously with, and modifies the attached agreement between the Parties and all current and supplemental terms and conditions, order forms, policies, practices, procedures, and/or other documentation relating to the attached agreement (collectively, the "Agreement"). This Addendum supersedes the Agreement by adding to, deleting from, and modifying the Agreement. To the extent any provision in this Addendum results in any conflict or inconsistency between the Agreement and this Addendum, this Addendum shall govern and any term of the Agreement that conflicts with this Addendum or is inconsistent with this Addendum shall be of no force or effect.

1. Definition of School District Data

As used in this Addendum, "School District Data" includes:

- "Personally Identifiable Information" and "Education Records" of students as defined in regulations implementing the Family Educational Rights and Privacy Act ("FERPA"), 34 C.F.R. § 99.3;
- "School Student Records" as defined in the Illinois School Student Records Act ("ISSRA"), 105 ILCS 10/2(d);
- "Covered Information" as defined in the Illinois Student Online Personal Protection Act ("SOPPA"), 105 ILCS 85/5; and
- All other non-public information, including student data, metadata, and user content, of the School District's students.

2. Services and Data Provided

- 2.1 *Nature of Products or Services Provided.* The Company has agreed to provide the following products and/or services to the School District:

Guardian Case Management Software Platform and Licenses for use by the district to intake and manage various types of cases.

- 2.2 *School District Data Provided.* To allow the Company to provide the products and/or services described in *Section 2.1*, the School District will provide the following categories or types of School District Data to the Company:

Student biodemographic records and class schedules, Employee biodemographic records.

- 2.3 *Minimum Data Necessary Shared.* The Company attests that the data requested by the Company from the School District for the School District to access the Company's products and/or services represents the minimum necessary data for the products and/or services as described in the Agreement and this Addendum.

3. Compliance with Law

- 3.1 The Company agrees that all sharing, use, and storage of School District Data will be performed in accordance with all applicable Federal and State laws. The Company agrees that it will comply with all applicable laws and refrain from using School District Data in any way prohibited by any law, whether such requirements are specifically set forth in this Addendum. Applicable laws may include, but are not limited to, FERPA; ISSRA; SOPPA; the Children's Online Privacy Protection Act ("COPPA"), 15 U.S.C. 6501-6502; the Protection of Pupil Rights Amendment ("PPRA"), 20 U.S.C. 1232 h; and the Illinois Children's Privacy Protection and Parental Empowerment Act ("CPPPEA"), 325 ILCS 17/1 *et seq.*

4. Data Ownership and Use

- 4.1 *Data Ownership and Control.* The School District Data and any intellectual property rights thereto remain the property of and under the control of the School District. The Company does not obtain any right, title, or interest in any of the School District Data furnished by the School District.
- 4.2 *School District Access to Data.* Any School District Data in the possession or under the control of the Company shall be made available to the School District upon request by the School District. The Company shall be responsible to provide copies of or access to School District Data in the possession or under the control of the Company to the School District within a reasonable time frame and in all cases within time frames that will allow timely compliance by the School District with any statutorily or court ordered deadline. This includes requests under the Illinois Freedom of Information Act ("FOIA"), 5 ILCS 140/1 *et seq.*, requests regarding student records under FERPA or ISSRA, requests for records in discovery in state or federal court or administrative proceedings, and any other request.
- 4.3 *Company Use of Data.* The Company may use and disclose the School District Data only for the purposes described in the Agreement and only in a manner that does not violate local, state, or federal privacy laws and regulations. These include, but are not limited to, the following requirements, as applicable:
- 4.3.1 School Officials Requirements. The Company acknowledges that it is acting and designated as a "school official" or "official of the school" with a "legitimate educational interest" in the School District Data as those terms are used in FERPA, ISSRA, and SOPPA (a "School Official"). The Company agrees to abide by the limitations and requirements applicable to a School Official. The Company agrees it is performing an institutional

service or function for which the school would otherwise use employees and is under the direct control of the school with respect to the use and maintenance of the School District Data. The Company agrees that it will use the School District Data only for authorized purposes and will comply with all limitations and requirements imposed on a School Official under FERPA, ISSRA, and SOPPA, including the requirements that the Company: (1) collect and use School District Data only for the purpose of fulfilling its duties under the Agreement and this Addendum and only for the benefit of the School District and its end users; (2) will not share, disclose, or re-disclose the School District Data to any third party or affiliate except as permitted by FERPA, ISSRA, and SOPPA or provided for in this Addendum, otherwise authorized in writing by the School District, or pursuant to a court order; (3) will not use School District Data (including metadata) for advertising or marketing purposes unless such use is specifically authorized by this Addendum or otherwise authorized in writing by the School District.

4.3.2 PPRA Requirements. With respect to the Company's collection, disclosure, or use of School District Data as governed by the PPRA, the Company's collection, disclosure, or use of any School District Data shall be for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, the School District's students or educational institutions, or otherwise for the use and benefit of the school. The Company will not use the School District Data for any purpose other than the School District's purpose.

4.3.3 COPPA Requirements. To the extent applicable, the Company agrees that its use of the School District Data will be solely for the benefit of the School District's students and for the school system, and that the Company will not collect personal information from students for any purpose other than the School District's purpose, including any other commercial purpose.

4.4 *Internal Company Disclosure.* The Company attests that only individuals or classes of individuals who are essential to perform the work under the Agreement will have access to the School District Data and that those individuals and classes of individuals will be familiar with and bound by this Addendum and relevant law. The Company shall cause each officer, director, employee, subcontractor, and other representative who will have access to any School District Data during the term of the Agreement to comply with all legal requirements applicable to the School District Data, including but not limited to those outlined in this Agreement and under relevant law.

5. Company Obligations Regarding Data

5.1 *Safeguards.* The Company agrees to take appropriate administrative, technical, and physical safeguards reasonably designed to protect the security, privacy, confidentiality, and integrity of School District Data. The Company shall ensure

that School District Data are secured and encrypted to the greatest extent practicable during use, storage and/or transmission.

5.1.1 Security Procedures and Practices. The Company agrees that at it will implement and maintain security procedures and practices that, at a minimum, are designed to protect covered information from unauthorized access, destruction, use, modification, or disclosure that based on the sensitivity of the data and the risk from unauthorized access: (i) use technologies and methodologies that are consistent with the U.S. Department of Commerce's National Institute of Standards and Technology's Framework for Improving Critical Infrastructure Cybersecurity Version 1.1. and any updates to it; or (ii) maintain technical safeguards as they relate to the possession of covered information in a manner consistent with the provisions of 45 C.F.R. 164.312.

5.1.2 Storage of Data. The Company agrees to store and process the School District Data in a manner that is no less protective than those methods used to secure the Company's own data. The Company agrees that School District Data will be stored on equipment or systems located within the United States.

5.1.3 Audit of Safeguards. The Company shall maintain complete and accurate records of its security measures for School District Data and produce such records to the School District for purposes of audit upon reasonable prior notice during normal business hours. The School District reserves the right at its sole discretion to audit the Company's storage of School District Data at the School District's expense to ensure compliance with the terms of the Agreement and this Addendum.

5.1.4 Reasonable Methods. The Company agrees to use "reasonable methods" to ensure to the greatest extent practicable that the Company and all parties accessing School District Data are compliant with state and federal law. The School District reserves the right to audit such measures upon reasonable prior notice during business hours.

5.2 Privacy Policy. The Company must publicly disclose material information about its collection, use, and disclosure of covered information, including, but not limited to, publishing a terms of service agreement, privacy policy, or similar document. Any changes the Company may implement with respect to its privacy policies or terms of use documents shall be ineffective and inapplicable with respect to the School District and/or School District Data unless the School District affirmatively consents in writing to be bound by such changes. Access by students or parents/guardians to the Company's programs or services governed by the Agreement and this Addendum or to any School District Data stored by the Company shall not be conditioned upon agreement by the parents/guardians to waive any of the student data confidentiality restrictions

or a lessening of any of the confidentiality or privacy requirements contained in this Addendum.

- 5.3 *Data Return/Destruction.* Upon expiration of the term of the Agreement, upon the earlier termination of the Agreement for any reason, at a time when some or all the School District Data is no longer needed for purposes of the Agreement, or upon the School District's request, the Company covenants and agrees that it promptly shall return to the School District all School District Data in the Company's possession and control. If return of the data is not feasible or if the School District agrees, then the Company shall destroy the data. The Company agrees to send a written certificate that the data was properly destroyed or returned. Such certificate shall be delivered within 30 days of the date of the event triggering return/destruction (e.g., within 30 days of the termination of the Agreement, within 30 days of the School District's request or notification to the Company that the data is no longer needed for the purposes of the Agreement). The Company shall destroy School District Data in a secure manner and in such a manner that it is permanently irretrievable in the normal course of business. The only exception to the requirements of this *Section 5.3* is if the Company has express written consent from a student's parent or legal guardian consenting to the maintenance of the covered information. In such case, the Company agrees to send with or in lieu of the written certificate required by this *Section 5.3* written evidence of parental/guardian consent for any data maintained.
- 5.4 *Authorizations.* The Company agrees to secure individual School District or parent/guardian written authorizations to maintain or use the School District Data in any manner beyond the scope of or after the termination of the Agreement.
- 5.5 *Data Breach.* For purposes of this section, "data breach" means the unauthorized disclosure of data, unauthorized provision of physical or electronic means of gaining access to data that compromises the security, confidentiality, or integrity of School Student Data, or other unauthorized access, alteration, use or release of School District Data, as well as any other circumstances that could have resulted in such unauthorized disclosure, access, alteration, or use.
- 5.5.1 In the event of a data breach, the Company agrees to the following: (1) notify the School District by telephone and email within the most expedient time possible and without unreasonable delay, but no later than 24 hours after the determination that a breach has occurred; (2) at the time notification of the breach is made, provide the School District with the name and contact information for an employee of the Company who shall serve as the Company's primary security contact; (3) assist the School District with any investigation, including interviews with Company employees and review of all relevant records; (4) provide the School District within the most expedient time possible and without unreasonable delay, and in no case later than fifteen (15) days after notification to the School District that a data breach occurred, the

number of students whose covered information is involved in the breach; the date, estimated date, or estimated date range of the breach; a description of the covered information that was compromised or reasonably believed to have been compromised in the breach; and contact information for the person who parents/guardians may contact at the Company regarding the breach; and (4) assist the School District with any notification the School District deems necessary related to the security breach. The Company agrees to comply with the terms of this *Section 5.5.1* regardless of whether the misuse or unauthorized release of School District Data is the result of or constitutes a material breach of the Agreement or this Addendum.

5.5.2 The Company shall not, unless required by law, provide any notices except to the School District without prior written permission from the School District.

5.5.3 The Company shall reimburse and indemnify the School District for all costs imposed on the School District or reasonably undertaken by the School District at its discretion associated with a data breach, including but not limited to reimbursement of costs associated with notifying individuals whose information was compromised and notifying required regulatory agencies; fees paid to provide credit monitoring to impacted individuals; legal fees, audit costs, fines, and any other fees or damages reasonably undertaken by or imposed against the School District as a result of the security breach; and any other notifications, legally mandated responses, or responses reasonably undertaken by the School District in response to the breach.

6. Prohibited Uses

6.1 The Company shall not do any of the following:

6.1.1 Sell School District Data; use or share School District Data for purposes of targeted advertising, as defined in Section 85/5 of SOPPA; or use School District Data to create a personal profile of a student other than for accomplishing the purposes described in the Agreement and this Addendum and explicitly authorized in writing by the District;

6.1.2 Use information, including persistent unique identifiers, created or gathered by the operator's site, service, or application to amass a profile about a student, except in furtherance of "K through 12 school purposes," as defined by SOPPA. "Amass a profile" does not include the collection and retention of account information that remains under the control of the student, the student's parent or legal guardian, or the School District; or

6.1.3 Sell or rent a student's information, including covered information. This *Section 6.1.3* does not apply to the purchase, merger, or other type of acquisition of the Company by another entity if the Company or its

successor entity complies with all relevant law and this Addendum regarding previously acquired School District Data.

- 6.2 Notwithstanding the previous paragraphs and any other terms of this Addendum, the Company may use School District Data for maintaining, developing, supporting, improving, or diagnosing the operator's site, service, or application if such use is authorized by Federal or State law. The Company agrees to notify the School District if it believes release of School District Data is otherwise justified under law, including the reasons set forth in SOPPA Section 84/10(4); however, any such disclosure must be made by the School District and pursuant to valid ISSRA and FERPA exceptions.

7. Miscellaneous

- 7.1 *Service Levels.* The Company's products or services are provided 24 hours per day, 7 days per week. The Company shall ensure 99.9% up-time, Monday through Friday between 6 a.m. and 6 p.m. US Central Time ("Up-time"). Where Up-time percentage averages less than 99.9% in a calendar month, the School District shall have the right to terminate the Agreement immediately upon written notice to the Company and shall be entitled to a pro-rated refund of the School District's fees paid for the services, as depreciated on a straight-line basis over a 12-month period commencing on the date the School District first had access to the Services through the date of termination.
- 7.2 *Limited Warranty.* For the purposes of this Addendum, a "Defect" is defined as a failure of the Company's product or service to substantially conform to the then-current Company's User Guides materials. For as long as the Agreement is in place, the Company warrants that the Company's products or services will not contain Defects. If the products or services do not perform as warranted, the Company will use reasonable efforts, consistent with industry standards, to cure the Defect in accordance with the Company's then-current support call process. Should the Company be unable to cure the Defect or provide a replacement product within five business days, the School District shall be entitled to a pro-rated refund of its fees paid for the products or services, as depreciated on a straight-line basis over a 12-month period commencing on the date the School District first has access to the Company's products or services through the date of termination.
- 7.3 *Harmful Code.* Using a recent version of a reputable virus-checking product (to the extent commercially available), Company will check its software and other systems used by Company to deliver the products or services to the School District for any harmful code, including, without limitation, any viruses, worms, or similar harmful code, and will use commercially reasonable efforts to eliminate any such harmful code that the Company discovers.
- 7.4 *Indemnification.* The Company agrees to indemnify, defend and hold harmless the School District and its officers, directors, employees, agents, attorneys and assigns, against any third-party claims, demands, actions, arbitrations, losses and liabilities resulting from damage caused by the Company employees,

contractors, or subcontractors in performing its obligations under the Agreement or this Addendum.

7.5 *Insurance.* During the term of this Agreement, the Contractor, at its sole cost and expense, and for the benefit of the District, shall carry and maintain the following insurance:

- 7.5.1 Comprehensive general liability and property damage insurance, insuring against all liability of the Contractor related to this Agreement, with a minimum combined single limit of One Million Dollars (\$1,000,000.00) per occurrence, One Million Dollars (\$1,000,000) Personal & Advertising Injury, Two Million Dollars (\$2,000,000) Products/Completed Operations Aggregate, and Two Million Dollars (\$2,000,000) general aggregate;
- 7.5.2 Professional Liability/Technology Errors & Omissions Insurance with limits in the per claim amount of not less than Two Million Dollars (\$2,000,000.00) and the annual aggregate of not less than Two Million Dollars (\$2,000,000);
- 7.5.3 Automobile liability Insurance with a combined single limit of One Million Dollars (\$1,000,000) (only required if Contractor will be on-site);
- 7.5.4 Cyber liability/identity theft insurance with a combined limit of Two Million Dollars (\$2,000,000) per claim and Two Million Dollars (\$2,000,000) general aggregate;
- 7.5.5 Workers' Compensation Insurance covering all costs, statutory benefits, and liabilities under State Workers' Compensation and similar laws for the Contractor's respective employees with Employers Liability of limits of \$1,000,000 Each Accident; \$1,000,000 Disease – Each Employee; \$1,000,000 – Policy Limit; and
- 7.5.6 Umbrella liability insurance with a minimum combined single limit of Five Million dollars (\$5,000,000.00) per occurrence and Five Million Dollars (\$5,000,000) general aggregate.

The insurance shall include sexual abuse and molestation coverage if the Contractor will be on District premises. All insurers shall be licensed by the State of Illinois and rated A-VII or better by A.M. Best or comparable rating service. The comprehensive general liability, property damage, auto liability, and umbrella liability insurance policy shall name the District, its Board, Board members, employees, volunteers, and agents as an additional insured on a primary noncontributory basis with a waiver of subrogation in favor of the District (if the Contractor will be on the District's premises the waiver of subrogation shall also apply to the workers' compensation insurance the waiver of subrogation shall also apply to the workers' compensation insurance). The Contractor shall provide the District with certificates of insurance reasonably acceptable to the District evidencing the existence of the coverage described above, including form and deductibles, during the duration of this Agreement.

If requested the Contractor shall provide copies of applicable policy endorsements. The failure to provide acceptable insurance shall be deemed a breach of this Agreement entitling the District to terminate this Agreement immediately. All policies of insurance shall provide by endorsement that no coverage may be canceled, terminated, or reduced by the insuring company without the insuring company having first given at least 30 days prior written notice to the District by certified mail, return receipt requested.

- 7.6 *Infringement.* The Company warrants that no third party has any claim to any trademark, patent, or proprietary interest in any product or service the Company provides to the School District. The Company will defend, hold harmless, and indemnify the School District from any claims brought by a third party against the School District to the extent based on an allegation that any Company product or service infringes any U.S. patent, copyright, trademark, trade secret or other proprietary right of a third party. If the School District's use of the Company's products is restricted as the result of a claim of infringement, the Company shall do one of the following: (i) substitute another equally suitable product or service; (ii) modify the allegedly infringing Company product or service to avoid the infringement; (iii) procure for the School District the right to continue to use the Company product or service free of the restrictions caused by the infringement; or (iv) take back such Company product or service and pro-rated refund to the School District the fees previously paid for the Company's product or service depreciated on a straight line basis over 12 months and terminate the School District's license to use the Company's product.
- 7.7 *No Indemnification or Limitation of Liability by School District.* Any provision included in the Agreement that requires the School District to indemnify the Company or any other party is deleted and shall not apply to the School District. Any provision in the Agreement, except for Section 7.8 of this Addendum, that limits the Company's liability, requires the School District to release the Company for claims the School District may have against the Company is deleted. Further, any provisions requiring the School District to release its class action rights is deleted.
- 7.8 *Mutual Limitation of Liability.* Neither party will be liable for breach-of-contract damages that the breaching party could not reasonably have foreseen on entry into this agreement.
- 7.9 *Taxes.* The School District is a tax-exempt organization. Federal excise tax does not apply to the School District and State of Illinois Sales Tax does not apply. The amounts to be paid to the Company hereunder are inclusive of all other taxes that may be levied, including sales, use, nonresident, value-added, excise, and similar taxes levied or imposed upon the work. The Company shall be responsible for any taxes levied or imposed upon the income or business privileges of the Company.

- 7.10 *Payments.* The School District shall make payments to the Company in accordance with the Illinois Local Government Prompt Payment Act, 50 ILCS 505/1. If the School District is late in making a payment it shall make interest payments at the maximum amount permitted under the Illinois Local Government Prompt Payment Act, 50 ILCS 505/4.
- 7.11 *Force Majeure.* Neither party will be liable for any failure or delay in its performance under this Agreement due to any cause beyond its reasonable control, including acts of war, acts of God, acts of terrorism, earthquake, flood, embargo, riot, sabotage, labor shortage or dispute, governmental act or failure of the Internet (not resulting from the actions or inactions of the delayed party), provided that the delayed party: (i) gives the other party prompt notice of such cause, and (ii) uses its reasonable commercial efforts to promptly correct such failure or delay in performance.
- 7.12 *Freedom of Information Act.* The Company acknowledges that School District is subject to the Illinois FOIA, and that the School District shall not be in breach of any confidentiality provisions contained in the Agreement if the School District releases a record in compliance with the FOIA.
- 7.13 *Publication of Agreement.* Under SOPPA, the School District must publish the Company's name and business address, a copy of the Agreement and this Addendum, and a list of any subcontractors to whom School District Data may be disclosed. The Company agrees to provide to the School District prior to execution of the Agreement and this Addendum the name, business address, and list of subcontractors to be published. The Company acknowledges that if there are provisions of the Agreement other than those required to be included in the Agreement and this Addendum by SOPPA that the Company would like redacted before publication, the Company must submit a request in writing to the School District prior to execution of the Agreement and this Addendum. Only if the School District agrees to such redaction prior to the execution of the Agreement and this Addendum shall the redaction be made prior to publication.
- 7.14 *Governing Law.* The Agreement and this Addendum shall be governed by, construed, and enforced in accordance with the laws of the State of Illinois without regard to conflict of law principles. Jurisdiction and venue for all disputes hereunder shall be the Circuit Court located in Kane County, Illinois, or the federal district court for the Northern District of Illinois. Any references to required notices of claims, arbitration, or mediation in the Agreement are not applicable to the Parties.
- 7.15 *Renewal of Agreement.* The parties may renew the Agreement and this Addendum in writing. Any provision in the Agreement that provides for an automatic renewal of the Agreement is deleted.
- 7.16 *Termination.* The School District may immediately terminate the Agreement if the School District makes the determination that the Company has breached a material term of the Agreement or this Addendum. In addition, the School District may terminate this Agreement at any time without cause after providing

the Company with 90 days written notice and shall be entitled to a pro-rated refund for services not rendered or used.

7.17 *Amendment.* No amendment or modification to the Agreement and this Addendum shall be effective unless and until the amendment or modification is in writing and signed by all parties to the Agreement and this Addendum.

7.18 *Effective Date.* The Addendum shall be deemed dated and become effective on the date the last of the parties signs as set forth below the signature of their duly authorized representatives.

Campus Kaizen LLC

Community Unit School District 300

Signature

Signature

Name

Susan Harkin

Title

Chief Operating Officer

Date

Date

**COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD of EDUCATION MEMO**

DATE: 09/08/2020

TO: Fred Heid, Superintendent
Board of Education

FROM: Colleen O’Keefe
Chief Legal Counsel

RE: Title IX Case Management &
Reporting Platform

	Presented at the following Board Meetings: On:	
	Construction/Facility	
	Finance	
	Policy/Legislative	
	School Utilization	
X	BOE 1st Reading	09/08/2020
X	BOE 2nd Reading	09/22/2020

Background

Guardian is a comprehensive case management and reporting software, which will allow us to automate, create workflows, and produce reports in managing our Title IX cases. This is a 5 year agreement and will be funded out of the Legal Department’s budget.

Recommendation

The administration recommends the contract be approved as presented.

**COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD of EDUCATION MEMO**

DATE: 09/08/2020

TO: Fred Heid, Superintendent
Board of Education

FROM: Kara Vicente
Chief Academic Officer

RE: School Improvement Plans

	Presented at the following Board Meetings: On:	
	Construction/Facility	
	Finance	
	Policy/Legislative	
	School Utilization	
X	BOE 1st Reading	09/08/2020
X	BOE 2nd Reading	09/22/2020

Background

The Illinois State Board of Education expects all districts and schools to implement and sustain an improvement process designed to ensure equitable outcomes for all students. A building's School Improvement Plan (SIP) is a unique plan, refined annually, that defines a school's targeted work to raise achievement for all of its students. Each School Improvement Plan is developed in concert with the District 300 Strategic Plan and informed by a review of student assessment data.

Recommendation

The Administration recommends approval of the School Improvement Plans as presented.

Community Unit School District 300 School Improvement Plan 2020-2021



School Name	deLacey Family Education Center
Principal Name	Karin De La Paz
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.
School Improvement Team Members	Karin De La Paz - Principal; Amanda DiVito - Teacher; Stephanie Thoren - Teacher; Pamela Mahoney - Teacher; Lisa Harris - Speech Language Pathologist; Kelley Spiro -Teacher; Michelle Sweeney - Teacher; Leigh Harmon- Psychologist; Jeanne Howard-EC Social Emotional Curriculum Facilitator

Community Unit School District 300 School Improvement Plan 2020-2021

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

School Academic Indicators					
	Year	Highest Number Counted	Number Naming	Letter Naming	Letter Sounds
School Goal	2018-2019	90%	85%	80%	75%
School Data		86%	76%	79%	61%
School Goal	2019-2020	89%	79%	82%	64%
School Data		49% (Winter)	55% (Winter)	81% (Winter)	53% (Winter)
School Goal	2020-2021	92%	82%	85%	67%
School Data					
School Goal	2021-2022	95%	85%	88%	70%
School Data					

Data indicated significant growth from Fall to Winter Benchmarks in all Academic Indicators (+11% Highest Number Counted, + 10% for both Number Naming and Letter Naming, and + 16% for Letter Sounds). If those positive trends were to continue, predictions would indicate that school-wide goals may be met for both Highest Number Counted and Number Naming by the Spring Benchmark if it had been administered. Please note that due to the mandatory school closures related to COVID-19, Spring Benchmarking was unable to take place during 2019-2020.

Community Unit School District 300 School Improvement Plan 2020-2021

		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<i>Effective Leaders</i> Measure on Illinois 5Essentials	<i>Involved Families</i> Measure on Illinois 5Essentials	<i>Chronic Absenteeism</i>
State Average	2018-2019	50	52	N/A
School Data		25	29	31.8%
State Average	2019-2020			
School Data				
State Average	2020-2021			
School Data				
State Average	2021-2022			
School Data				

District Goal #1A: Academic/ELA (Teaching Strategies GOLD Data)
SIP Goal #1A: SMART Goal
By the end of the 2021/2022 school year, 70% of all students will meet or exceed age expectations in overall Language and Literacy skills, as assessed by Teaching Strategies GOLD, with 85% meeting or exceeding age expectations in letter naming (GOLD objective 16a) and 67% meeting or exceeding age expectations in letter sounds (GOLD objective 16b).
Target Group or Sub Group:
All preschool students who currently attend deLacey Family Education Center.
Rationale:
<u>Rationale for Annual Improvement Goals as Opposed to Three Year for Early Childhood Education:</u> *developmentally appropriate <i>varies</i> by child and needs *Teaching Strategies GOLD data looking at specific skills as opposed to broad skills such as in IAR *more beneficial to addressing instruction to look over the course of one year and addressing the needs of current population *building classroom makeup and programs vary from year to year *School-based goals are based on overall Language and Literacy skills while classroom teachers will have more specific/individuals goals based on the needs of their students/program

Community Unit School District 300 School Improvement Plan 2020-2021

Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
The deLacey School Improvement Team will meet once per month. The goal of each meeting is to review the SIP, discuss current and/or future school wide benchmarking practices, as well as reviewing the Five Essentials and other pertinent school data.	Monthly 2020-2021	Administration, SIP team members	School	None	The team will monitor this plan on a monthly basis, along with meeting minutes, agendas, sign-in sheets, Teaching Strategies GOLD data, Five Essentials data, as it is collected throughout the school year.
deLacey Staff will incorporate language and literacy goals into planned Daily Message activities.	All School Year 2020-2021	Staff and Teachers w/ Administration support	School	None	recorded Daily Message sessions with peer review
Using the D300 preschool lesson plan template, staff will include key activities to promote pre-literacy growth opportunities for students that are aligned to weekly Teaching Strategies GOLD assessments.	All School Year 2020-2021	Staff and Teachers w/ Administration support	School	None	Teachers will be required to submit their weekly lesson plan to the building Principal no later than 8:00 a.m. Monday morning of the current week. Feedback provided on lesson plans PLC discussions related to planning based on GOLD data
Teachers will use the ECERS (Early Childhood Environmental Rating Scale) guidelines for incorporating Language and Literacy into centers of learning in their classrooms at least a level 5 rating.	All School Year 2020-2021	Staff and Teachers w/ Administration support	District	None	Teachers will be provided professional development on ECERS for how to implement and incorporate language and literacy into all their learning centers in their classrooms as well as ECERS ratings.
The DLT (deLacey Leadership Team) will develop a plan for peer collaboration to support teachers in implementing literacy activities as	All School Year 2020-2021	Staff and Teachers w/ Administration support	School	None	Peer collaboration plan to be completed by Jan 2021

Community Unit School District 300 School Improvement Plan 2020-2021

guided by ECERS guidelines and GOLD objectives .					
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #1B: Academic/Math (School Benchmark Data)					
SIP Goal #1B: SMART Goal					
By the end of the 2021/2022 school year, 70% of the students will meet or exceed age level expectations for overall Mathematics skills, as assessed by Teaching Strategies GOLD; with 92% meeting or exceeding age expectations in counting (GOLD objective 20a) and 82% meeting or exceeding age expectations in number naming and quantities (GOLD objective 20c).					
Target Group or Sub Group:					
All preschool students who currently attend deLacey Family Education Center.					
Rationale:					
<u>Rationale for Annual Improvement Goals as Opposed to Three Year for Early Childhood Education:</u> *developmentally appropriate <i>varies</i> by child and needs *Teaching Strategies GOLD data looking at specific skills as opposed to broad skills such as in IAR *more beneficial to addressing instruction to look over the course of one year and addressing the needs of current population *building classroom makeup and programs vary from year to year *School-based goals are based on overall Mathematics skills while classroom teachers will have more specific/individuals goals based on the needs of their students/program					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
deLacey Staff will engage in professional development and be provided instructional strategies to improve student performance in mathematics with a focus on foundational skills such as: counting, number identification and one to one correspondence.	All School Year 2020-2021	Teachers and Staff with Administration support	District	None	Teachers will be provided professional development on the implementation for small group instruction with a focus on foundational Mathematics skills with the expectation to create and reach their Early Childhood

Community Unit School District 300 School Improvement Plan 2020-2021

					Smart Goal for Mathematics objectives.
Using the D300 preschool lesson plan template, staff will include key activities to promote growth opportunities in mathematics for students that are aligned to weekly Teaching Strategies GOLD assessments.	All School Year 2020-2021	Staff and Teachers w/ Administration support	School	None	Teachers will be required to submit their weekly lesson plan to the building Principal no later than 8:00 a.m. Monday morning of the current week. Feedback provided on lesson plans PLC discussions related to planning based on GOLD data
deLacey Staff will incorporate numeracy goals into planned Daily Message activities.	All School Year 2020-2021	Teachers and Staff with Administration support	School	None	recorded Daily Message sessions with peer review
Teachers will use the ECERS (Early Childhood Environmental Rating Scale) guidelines for incorporating mathematical centers of learning into their classrooms at least a level 5 rating.	All School Year 2020-2021	Teachers and Staff with Administration support	District	None	Teachers will be provided professional development on ECERS for how to implement and incorporate numeracy into all their learning centers in their classrooms as well as ECERS ratings.
The DLT (deLacey Leadership Team) will develop a plan for peer collaboration to support teachers in implementing mathematics activities as guided by ECERS guidelines and GOLD objectives .	All School Year 2020-2021	Staff and Teachers w/ Administration support	School	None	Peer collaboration plan to be completed by Jan 2021
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

Community Unit School District 300 School Improvement Plan 2020-2021

District Goal #1C: Social-Emotional
SIP Goal #1C: Social-Emotional SMART Goal:
The percentage of deLacey students with Total Protective Factors score in the “needs” range on the DECA rating scale will decrease by 10% from the beginning rating in the 2020/2021 school year to end rating of the 2020/2021 school year.
Goal #1 - Classroom rules and expectations will be posted with visuals in all classrooms and will be referenced daily by August, 2020. Students will positively interact with the rules and expectations daily.
Goal #2 - Classroom teachers will have a total score of 80% or higher for the first section of TPOT (items 1-7) by December, 2020.
Target Group or Sub Group:
Baseline Data 2016/2017:
TPF- Total Protective Factors: Strength 2%, n=1, Typical 67%, n=34, Need 31%, n=16
Rationale/Research: (Wiseways or other)
The DECA (The Devereux Early Childhood Assessment P2) will directly correlate data to the DESSA that is used with elementary aged students with the purpose to offer better articulation between the early childhood programs and elementary schools. The Devereux Center for Resilient Children (DCRC)’s preschool initiative focuses on promoting the healthy emotional development and social skills for children ages 3 through 5 years old. These key factors related to child development also promote strong resilience in preschoolers. The centerpiece of their approach is the use of nationally standardized, strength-based measurement of within-child protective factors. The protective factors are Initiative, Attachment/Relationships, and Self-Regulation. By raising the scores that fall in the area of need, and taking into account the child’s strengths, interests, family culture, we will be supporting a child in his/her overall success in the home and school environment and reduce the behaviors that are a result of underdeveloped skills. The National Academy of Sciences reported that 60% of children enter school with cognitive skills needed to be successful, but only 40% have the social-emotional skills needed to succeed in Kindergarten. Research has clearly shown that children’s emotional and behavioral adjustment is important for their chances of early school success, yet the emphasis on cognitive and academic preparedness often overshadows the importance of children’s social-emotional development. <i>Raver and Research Synthesis on Screening and Assessing Social-Emotional Competence.</i>

Community Unit School District 300 School Improvement Plan 2020-2021

Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost:	Funding Source:

Retrain deLacey Staff on the DECA and provide appropriate time to give the assessments.	September 2020	Administrator and Webinar Training	District		
Administer the DECA to all deLacey students initially to create a baseline score according to the implementation plan established and outlined.	Late September 2020	Teachers and Staff	None		
PLC teams will analyze data and implement SEL strategies to support individual students based on need.	October	PLC teams	None		
Yellow PBIS team will analyze building DECA data and provide teacher resources based on building data	October	Yellow PBIS team, TOSA	None		
Provide coaching opportunities to teachers whose TPOT score was less than 80% in previous years.	Twice Monthly	TPOT coaching team	District		
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?					
DECA data and TPOT data will be reviewed at the end of the year to review scores and determine effectiveness of the plan.					

District Goal #2: ESSA Indicator

Community Unit School District 300 School Improvement Plan 2020-2021

SIP Goal #2: SMART Goal					
By the end of the 2021-2022 school year, deLacey's chronically absent percentage rate will decrease from 31.8% to 21.8%.					
Target Group or Sub Group:					
Focus is on Kindergarten-bound preschool students who currently attend deLacey Family Education Center. Of the 133 students who were considered chronically absent during the 2018/2019 SY, 27 students are returning to deLacey for the 2019/2020 SY.					
Rationale: Chronic absenteeism (missing 10% or more of the school year) at the preschool level has shown negative academic impacts at the kindergarten level. Those preschool students who missed 10% or more of their preschool year have shown lower Kindergarten readiness skills than those who were not chronically absent (controlling for prior knowledge). These negative trends have shown to still continue into second grade, as well (Good & Kaminski, 2002).					
By the end of the 20/21 school year, deLacey will reduce the overall number of students that are considered to be chronically absent by 10%.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Provide monthly attendance reports to teachers, principal, TOSA, social workers, and family school liaison that includes reasons for absences.	September 2020	registrar	None	None	attendance reports provided on the last day of each month
Team meetings with nurse, social workers, family school liaison to discuss goals and action plans for individual students and their families	September 2020	Principal & TOSA	None	None	attendance tracking based on goals determined for students and families
Develop resource list based on identified goals and action plans for students and families	December 2020	Principal, TOSA, FSL	None	None	resource list created to use for families
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #3A: Develop Great Teachers and Leaders
SIP Goal #3A: SMART Goal
The staff including Teachers and Paraprofessionals will have strong foundational skills to prepare our students for their kindergarten experience. The deLacey Family Education Center will demonstrate improvement in the area of Teacher Influence by increasing from Less Implementation (32) on the 5 Essentials Survey 2019 to Average Implementation (50) as measured by the 2022 Illinois 5Essentials Survey.

Community Unit School District 300 School Improvement Plan 2020-2021

Target Group or Sub Group:					
All staff members					
Rationale:					
The 2019 5Essentials Survey data indicated that improvement is needed in the area of collaboration among teachers. The need to develop teacher leaders is essential for the school community's overall success. Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement. Such team leadership work involves three intentional development foci: individual development, collaboration of team development, and organizational development. The results of highly collaborative teachers will ensure strong academic gains and social emotional learning for the students at deLacey. <i>The Center for Comprehensive School Reform and Improvement.</i>					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Our Professional Learning Communities will collaborate to plan for instruction based on GOLD and DECA data.	November 2020	Principal	School	None	Review PLC notes
Provide peer review opportunities related to school improvement and personal professional development plans.	All School Year 2020-21	All Teachers with support from Administration	School	None	List of teachers participating in peer reviews
Use preschool professional development days for staff collaboration activities	September 2020	Principal	District	None	agendas for preschool professional development days
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					

Community Unit School District 300 School Improvement Plan 2020-2021

District Goal #3B: Engage Family and Community					
SIP Goal #3B: SMART Goal					
deLacey Family Education Center will demonstrate improvement in the area of Parent Involvement in School from Average Implementation (40) on the 2019 Illinois 5Essentials Survey to at least More Implementation (60) as measured by the 2022 Illinois 5Essentials Survey.					
Target Group or Sub Group:					
Staff, Students, and Parents/Guardians, PTP (Parent Teacher Partnership at deLacey)					
Rationale:					
The 2019 5Essentials Survey data indicated that improvement is needed in the area of parent involvement. Students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not involved in their school. Our mission/vision for deLacey is to increase overall parental involvement in an effort to strengthen the home-school connection and provide our students with a solid academic foundation that includes strong parental support. <i>Child Trends</i>					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
deLacey Leadership Team (DLT) and FSLs will develop strategies and suggestions for engaging families remotely.	All School Year 2020-21	DLT & FSLs	School	None	meeting notes/agendas
The SIP (School Improvement Team) will develop and maintain a deLacey social media account to share supportive ideas for families that align with the preschool curriculum	December 2020	SIP Team	None	None	The SIP team will monitor the social media school and family participation.
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

Community Unit School District 300 School Improvement Plan 2020-2021

August 2020



School Name	Algonquin Lakes Elementary School
Principal Name	Chris Columbaro
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.
School Improvement Team Members	Ben Belick, teacher; Christina Dahlberg, teacher; Amy Farrell, math interventionist; Jessica Hickey, parent, Kim Hough, teacher; Lauren Heer, teacher; Sarah Kakareka, teacher; Megan Klotter, teacher; and Molly Svercauski, teacher

Community Unit School District 300 School Improvement Plan

August 2020

Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54.0	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data Actual		49.3	56.3	12.5	38.1	62.5	-	-	37.5	18.6	21.6	66.7	38.4
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72.0	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Target		52.3	59.3	23.4	41.9	66.7	-	-	44.4	25.5	31.1	69.7	41.4
School Data Actual		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Target		55.3	62.3	34.2	45.6	70.8			51.4	32.5	40.7	72.7	44.5
School Data Actual													
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75.0	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Target		58.3	65.3	45.1	49.4	75.0			58.3	39.4	50.2	75.7	47.5
School Data Actual													

MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data Actual		53.8	59.3	37.5	46.0	50.0	-	-	50.0	20.9	32.4	75.0	38.4
ISBE Target	2019-2020	46.2	53.0	31.9	38.0	72.2	54.7	40.6	47.6	29.0	47.0	31.8	35.6
School Target		56.8	62.3	40.5	49.0	58.4	-	-	53.0	27.0	39.6	78.0	41.4
School Data Actual		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34.0	50.6	36.6	40.2
School Target		59.8	65.3	43.5	52.0	66.7			56.0	33.0	46.9	81.0	44.4
School Data Actual													
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Target		62.8	68.3	46.5	55.0	75.1			59.0	39.1	54.1	84.0	47.4
School Data Actual													

Community Unit School District 300 School Improvement Plan

August 2020

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<u>Quality Professional Development</u>	<u>Teacher-Parent Trust</u>	<u>Chronic Absenteeism; ESSA Indicator</u>
State Average	2018-2019	49 (Effective Leaders)	50 (Involved Families)	17%
School Data Actual		42 (Quality PD)	53 (Teacher-Parent Trust)	6.5%
State Average	2019-2020			18%
School Target		48	56	5%
School Data Actual		52 (Quality PD)	72 (Teacher-Parent Trust)	5.7%
State Average	2020-2021			
School Target		54	58	3.5%
School Data Actual				
State Average	2021-2022			
School Target		60	60	2%
School Data Actual				

Below is the average score of all students in grade 5 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 5th grade students.

SCIENCE		
	Year	Science - % Proficient Gr 5
State Average	2018-2019	50.8
School Data Actual		64.0
State Average	2019-2020	NA
School Target		67.0
School Data Actual		NA
State Average	2020-2021	
School Target		70.0
School Data Actual		
State Average	2021-2022	
School Target		73.0
School Data Actual		

August 2020

District Goal #1A: Academic/ELA					
SIP Goal #4A: SMART Goal					
By the end of the 2021-2022 school year, Algonquin Lakes Elementary School student performance will increase 9% from 49.3% proficient to 58.3% proficient in the area of ELA on the IAR and DLM assessments.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups are: low income, IEP, EL, and Hispanic					
Rationale:					
WWID10 - The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will utilize the PLC model to target specific student needs. Flexible grouping will be used and student groups will be determined as a result of common formative assessments. Instruction within flexible groups will be focused on using high yield strategies for reteaching and enrichment.	Spring 2021	Columbaro/Grade level teams	District funded	District funded	Principal observations; Team meeting notes; Data review and progress monitoring meeting notes; Common assessments
Teachers will calibrate writing scoring using student papers, Common Core exemplars, D300 writing exemplars and D300 writing rubrics.	December 2020 (ongoing)	Columbaro/Grade level teams	District funded	District funded	Team meeting notes; Common assessments
Aligned to the academic language scripts, teachers will model how to provide reasoned answers and critical thinking. Teachers will share model/exemplar literacy lessons and strategies for reading, writing and speaking.	January 2021 (ongoing)	Columbaro/Grade level teams	District funded	District funded	Principal observations; Data review and progress monitoring meeting notes
Targeted support to enhance guided reading and writing practices will be provided to classroom teachers and staff working with	September 2020 (ongoing)	Literacy Coach/Columbaro/Grade level teams	District funded	District funded	Coaching appointments; Teacher lesson plans

August 2020

IEP students by literacy specialists and reading coaches in order to enhance instructional practices and student outcomes.					
EL teacher will implement with fidelity best practices strategies of TPR, Lotta Lara, or El Dictado. EL teacher and coach will support general education teachers to carry implementation into their classrooms.	August 2020 (ongoing)	Gonzalez/Language Coach	District funded	District funded	Coaching appointments

August 2020

District Goal #1B: Academic/Math					
SIP Goal #4B: SMART Goal					
By the end of the 2021-2022 school year, Algonquin Lakes Elementary School student performance will increase 9% from 53.8% proficient to 62.8% proficient in the area of Math on the IAR and DLM assessments.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups are: Low income, IEP, EL and Hispanic					
Rationale:					
WWID10 - The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
All teachers will follow the D300 math framework with fidelity. Classroom teachers will utilize manipulatives consistently to support instruction. Teachers will move students through the progression of concrete to representational to abstract. Students will be provided the ability to utilize concrete and representational methods based on their level of conceptual understanding.	May 2021	Instructional Staff, Math Coach	District PD	District Funded	Principal observations; Teacher lesson plans, Student assessment data
Mathematical practices 3 will be intentionally targeted in classroom instruction through the utilization of using centers, spiraling centers, problem based learning tasks, and open ended tasks aligned to priority standards.	September 2020 (ongoing)	Columbaro/Grade level teams	District funded	District funded	Principal observations; Team meeting notes; Data review and progress monitoring meeting notes; Common assessments
Teachers will utilize student centric methodology with Smart Online Learning Suite and online tools.	September 2020 (ongoing)	Columbaro/Grade level teams	District funded	District funded	Principal observations; Teacher lesson plans

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Ongoing, targeted support for M=math curriculum and instruction will be provided by district math coaches to special education staff in order to enhance strategies to increase student outcomes.	September 2020 (ongoing)	Columbaro/Grade level teams	District funded	District funded	Coaching appointments
A math workshop model will be implemented to provide targeted tier 1 and tier 2 instruction during the math block.	September 2020 (ongoing)	Columbaro/Grade level teams	District funded	District funded	Principal observations; Team meeting notes
Provide after school math mindset club using iReady and formative data to target students needing support in numbers & operations and algebra & algebraic thinking.	January 2021	Columbaro/Grade level teams	School funded	\$6000	Student roster

August 2020

District Goal #1C: Academic/Science					
SIP Goal #4C: SMART Goal					
By the end of the 2021-2022 school year, Algonquin Lakes Elementary School student performance will increase 9% from 64.0% proficient to 73.0% proficient on the ISA and DLM.					
Target Group or Sub Group:					
All students					
Rationale:					
WWID10 - The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Implement the D300 elementary science curriculum following the approved pacing guides and utilizing the provided PowerSchool Learning pages and the Discovery Education resources.	September 2020 (ongoing)	Columbaro/Grade level teams	District funded	District funded	Principal observations; Teacher lesson plans; Student assessment data
Classroom instruction will demonstrate alignment with NGSS through the incorporation of instruction follows the 5-E model (Engage, Explore, Explain, Elaborate, Evaluate) over the course of a unit of study.	September 2020 (ongoing)	Columbaro/Grade level teams	District funded	District funded	Principal observations; Teacher lesson plans; Student assessment data
Classroom instruction will demonstrate alignment with NGSS through the incorporation of Crosscutting Concepts (CCC) that align with the topic.	September 2020 (ongoing)	Columbaro/Grade level teams	District funded	District funded	Principal observations; Teacher lesson plans; Student assessment data
Teachers will provide opportunities for inquiry-based lab activities.	May 2021	Teachers/DLC	School PD	\$0	DLC Appointments; Student assessment data; 5th Grade ISA Data

August 2020

District Goal #2: ESSA Indicator					
SIP Goal #3: SMART Goal					
By the end of the 2021-2022 school year, Algonquin Lakes Elementary School student attendance rate will decrease from 6.5% chronically absent to 2% chronically absent.					
Target Group or Sub Group:					
Economically disadvantaged and students with disabilities were overrepresented as chronically absent at 10.5% and 11.9% compared to the building average of 6.5%.					
Rationale:					
In 2018-2019, chronic absenteeism decreased from 7% to 6.5% however students approaching the designation increased from 7.5 to 9.3%.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Classroom teachers will incorporate Second Step daily as well as restorative practices within the classroom in order to monitor social emotional learning and provide Tier I supports to allow students to be successful within the classroom in order to maximize instructional time.	Sept. 2020 (ongoing)	Classroom teachers, Social worker, Principal	None	None	Classroom observations; behavior data
Community circles and mentor program pairings will be developed for social emotional and mindset support based on referrals and the Devereux Student Strengths Assessment (DESSA)	Sept. 2020 (ongoing)	Classroom teachers, School Psychologist, Resource Teachers	District	ROE	DESSA data; Attendance data,
Attendance committee will meet monthly to monitor student attendance and implement celebrations as well as interventions for students at risk of being chronically truant (currently 9% approaching truant and 6.5% truant). Data logs will be developed and monitored at monthly meetings.	Sept 2020 (ongoing)	Attendance Secretary, Principal	None	None	Attendance data; Attendance letters; Attendance contracts; Student PLP Information

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Staff members will seek to improve student attendance by identifying at least 2 students and make a personal connection on a weekly basis.	December 2020	All Staff, Principal	School	\$0	Attendance data; Attendance letters; Attendance contracts; Student PLP Information

District Goal #3A: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
In the 2018-2019 5Essentials Survey, Algonquin Lakes Elementary School received an overall rating of Average (42) in the area of Quality Professional Development. By the 2021-2022 survey, the school will receive an overall rating of More (60 or above).					
Target Group or Sub Group:					
All staff					
Rationale:					
WWID10 - The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs (1021). WWAAA01 - All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment (1071).					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Provide school-wide professional development on PLC and Drive 300 elements (Differentiation, Assessment, and Vocabulary).	May 2021	PLC Coalition Team, Columbaro, District Staff	District and School	NA	Staff surveys from in-services, early releases, and data review meetings; Professional development participant list
Principal and PLC trained teachers will develop a template for PLC discussions that focuses on student-centered decision making and differentiated learning. Teacher will set individual goals aligned to district differentiation professional development and visit another teachers classroom.	May 2020	PLC Coalition Team, Columbaro, Grade level Teams	District and School	None	Teacher lesson plans; Team meeting notes
Based on MTSS model, classroom teachers will meet with instructional coaches to target strategies.	September 2019 (ongoing)	Instructional Coaches, Columbaro, Grade level teams	District funded	District funded	Team meeting notes; Intervention rosters
Grade Level PLCs will collaborate to unpack standards and design common formative assessments with the Math Coach and Literacy Coach prior to each unit of	May 2022	Teachers, Math Coach, Literacy Coach	District PD	Subs paid for through RTI Budget	Coaching Appointments; 5 Essentials Data

August 2020

instruction. Grade Level PLCs will discuss priority standards, align instruction by planning and using high yield instructional strategies and create common formative assessments.					

District Goal #3B: Engage Family and Community					
SIP Goal #2: SMART Goal					
In the 2018-2019 5Essentials Survey, Algonquin Lakes Elementary School received a rating of Average (53) in the area of Teacher-Parent Trust. By the 2021-2022 survey, the school will receive an overall rating of More (60 or above).					
Target Group or Sub Group:					
Parents/guardians; All staff					
Rationale:					
WWIVA03 - The school's compact outlines the responsibilities/expectations of teachers, parents, and students (1113).					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Provide PD and ongoing support with PowerSchool Learning pages to continue in our efforts with parent participation through dissemination of information as well as celebrations of learning.	September 2020 (ongoing)	DLC, Collins	District and School	None	Parent-teacher organization meeting notes; Event participant lists; Event surveys; On-line continual feedback forum
Establish social media chairs and sites (Facebook and Twitter) to communicate and interact with community	August 2020 (ongoing)	Columbaro, PTO	None	None	On-line continual feedback forum
Members of the school improvement team will lead a discussion at PTO meetings during the school year in order to gain parent input on goals, actions, and progress.	May 2021	PTO, Design Team	None	Building Budget \$ 2,000	PTO agenda and meeting notes
Universal celebration tool will be implemented to communicate home, student and class endeavors.	October 2020	PTO, Teachers	None	None	Newsletter communications, Class rosters
The Principal and PTO will create a parent survey asking for feedback from the	March 2021	Principal, PTO	None	None	On-line continual feedback forum

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2020-2021 school year and ideas for improvement.					
Classroom teachers will receive support to enhance remote learning strategies and will communicate consistency with families to develop the learning of students.	May 2021	Columbaro	School	School	Principal meetings with Grade Level Representatives

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School Name	Dundee Highlands Elementary School	
Principal Name	Karen Cumpata	
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.	
School Improvement Team Members	Mrs. Karen Cumpata - Principal Mrs. Sarah Spindler - Kindergarten Mrs. Sonya Rupnick - 1st Grade Teacher Mrs. Jade Ham - 2nd Grade Teacher	Mrs. Janet Kmiecik - 3rd Grade Teacher Mrs. Bethany Rotenberry - 4th Grade Teacher Mrs. Shalon Leschman - 5th Grade Teacher Mrs. Sharon Oeffling - Social Worker

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Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data Actual		47.0	48.2	-	46.9	-	-	-	-	20.0	0.0	73.3	42.2
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Target		50.0	56.8	-	49.9	-	-	-	-	29.2	42.2	76.3	45.2
School Data Actual		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Target		53.1	59.5	-	52.9	-	-	-	-	34.3	46.2	79.3	48.2
School Data Actual				-		-	-	-	-				
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Target		56.5	62.3	-	55.9	-	-	-	-	39.4	50.2	82.3	51.2
School Data Actual				-		-	-	-	-				

MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data Actual		47.5	52.7	-	38.8	-	-	-	-	23.3	4.5	53.3	34.4
ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6
School Target		50.5	55.7	-	41.8	-	-	-	-	29	47.0	56.3	37.4

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School Data Actual		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Target		53.5	58.7	-	44.8	-	-	-	-	34	50.6	59.3	40.4
School Data Actual				-		-	-	-	-				
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Target		56.5	61.7	-	47.8	-	-	-	-	39.1	54.1	62.3	44.7
School Data Actual				-		-	-	-	-				

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<i>Effective Leaders (Teacher Influence)</i> Measure on Illinois 5Essentials	<i>Involved Families</i> Measure on Illinois 5Essentials	<i>Chronic Absenteeism; ESSA Indicator</i>
State Average	2018-2019	49	50	17%
School Data Actual		46	77	8%
State Average	2019-2020	44	56	18%
School Target		51	78	6%
School Data Actual		53	84	5%
State Average	2020-2021			
School Target		56	79	4%
School Data Actual				
State Average	2021-2022			
School Target		60	80	2%
School Data Actual				

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Below is the average score of all students in grade 5 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 5th grade students.

SCIENCE		
	Year	Science - % Proficient Gr 5
State Ave	2018-2019	50.8
School Data Actual		68.4
State Ave	2019-2020	NA
School Target		71.4
School Data Actual		NA
State Ave	2020-2021	
School Target		74.4
School Data Actual		
State Ave	2021-2022	
School Target		77.4
School Data Actual		

District Goal #1A: Academic/ELA (IAR Reading)
SIP Goal #4A: SMART Goal
By the end of the 2021-2022 school year, Dundee Highlands Elementary School student performance will increase 9.5% from 47% proficient to 56.5% proficient in the area of ELA on the IAR assessment.
Target Group or Sub Group:
Referring back to the data chart, the underperforming and targeted subgroups include: White, IEP, EL
Rationale:
Wise Ways School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (CL2) Wise Ways School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (CL3) Wise Ways The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8) Wise Ways All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (CL9)

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Wise Ways All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (CL15) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Grade level PLCs will work with the building ELA Coach and EL Coach to differentiate core instruction and WIN time with specific attention to standard based activities, student expectations, pacing guides and common formative assessments.	May 2022	Building ELA Coach EL Coach Principal Teachers	School PD	\$5000 Building Budget	Artifacts: • PLC Agendas • Common Formative and Summative Assessments Student Growth: • Common Formative and Summative Assessment Grade Level Data
Teachers will be provided with resources and support for the implementation of the D300 literacy practices. The D300 literacy practices that teachers will focus on are researched based practices for whole group instruction, small group instruction and independent practice. Principal and grade level PLCs will work closely with the building ELA coach and building interventionist to develop a monitoring plan for successful implementation.	May 2022	Building ELA Coach Principal Teachers Interventionist	School PD	\$2000 Building Budget	Artifacts: • PLC Agenda • Faculty Workshop Agenda • Reflective Practice Visits • Post Conference Forms Student Growth: • iReady • Summative Assessment Data
Professional development will be delivered upon the request of the PLC teams to demonstrate different types of digital tools that may be used for differentiation. Teachers will contribute to this by leading these examples.. All teachers will incorporate new lessons using differentiated digital tools on a minimum of four occasions throughout the school year.	May 2022	Principal DLC Building ELA Coach Teachers	School PD	\$0	Artifacts: • Faculty Workshop Agenda • Early Release Agenda • Grade Level Rep Agenda • PLC Agenda Student Growth: • PowerSchool Learning Data

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Special Education teachers will collaborate with grade level PLCs and ELA Coach to ensure alignment of ELA priority standards while incorporating the high yield instructional strategy of differentiation by scaffolding and monitoring student progress.	May 2021	Principal Building ELA Coach Sped Teachers Teachers	School PD	\$0	Artifacts: ● PLC Agendas ● Reflective Practice Visits ● Post Conference Forms Student Growth: ● iReady Data ● Summative Assessment Data ● IEP Goals
EL teacher and teachers with EL students will work with the EL coach to create goals that focus on the implementation of effective instructional strategies like EL Dictado, TPR, Lotta Lara and visible learning.	May 2021	Principal EL Coach EL Teacher	School PD District PD	\$0	Artifacts: ● Coaching Appointments ● Reflective Practice Visits Student Growth: ● iReady Data ● ACCESS Data ● Summative Assessment Data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					
The plan will be monitored by all K-5 teachers and support staff. Professional Learning Communities, which includes grade level teachers, will meet on a weekly basis. Professional Learning Communities, which includes grade level teachers and support staff, will meet on a monthly basis. Grade level Professional Learning Communities will upload agendas and grade level common formative and/or summative data for analysis. Grade Level Reps will share grade level data at monthly meetings. The building administration will work with the District #300 Department of Assessment and Accountability to identify the lowest quartile of students on i-Ready assessments. The students will be provided appropriate interventions through i-Ready on-line instruction, individualized classroom support, and/or additional services through building interventionists/reading specialists/special education. The Data Review Teams will monitor the growth of the students using i-Ready diagnostic tools and track the students' success on standardized assessments.					

District Goal #1B: Academic/Math (IAR Math)
SIP Goal #4B: SMART Goal
By the end of the 2021-2022 school year, Dundee Highlands Elementary School student performance will increase 9% or the ESSA benchmark indicator, whichever is greater, from 47.5% proficient to 56.5% proficient in the area of Math on the IAR assessment.
Target Group or Sub Group:
Refer back to the data chart, the underperforming and targeted subgroups include: IEP, EL

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Rationale: Wise Ways School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (CL2) Wise Ways School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (CL3) Wise Ways The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8) Wise Ways All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (CL9) Wise Ways All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (CL15) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Grade level PLCs will work with the building math coach to implement daily routines with fidelity and how to differentiate WIN time with specific attention to standard based activities, student expectations, pacing guides and common formative assessments.	May 2022	Director of Math Building Math Coach Teachers Principal	School PD	\$5000 Building Budget	Artifacts: ● PLC Agendas ● Coaching Appointments ● Common Formative and Summative Assessments Student Growth: ● Common Formative and Summative Assessment Grade Level Data
Grade level teachers and the math coach will work closely to design a math workshop model that includes a mini-lesson, small group learning and closing activity aligned to math priority standards. Grade level teachers will differentiate small group learning based on current formative assessments.	May 2022	Building Math Coach Teachers Principal	School PD	\$0	Artifacts: ● PLC Agenda ● Faculty Workshop Agenda ● Coaching Appointments ● Reflective Practice Visits ● Post Conference Forms Student Growth: ● iReady ● Summative Assessment Data
Staff will be provided with coaching opportunities and resources to increase their capacity to utilize math manipulatives, explicitly teach academic vocabulary, and implement math talk in	May 2022	Building Math Coach Teachers Principal	School PD	\$3500 Building Budget	Artifacts: ● Coaching Appointments ● Reflective Practice Visits ● Post Conference Forms Student Growth:

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instruction. PLCs will meet with the math coach prior to teaching each unit of instruction to problem-solve and unpack priority standards, to discuss and plan the use of high impact instructional strategies throughout the unit and design formative assessments that will provide feedback on student understanding for flexible learning opportunities.					• iReady • Summative Assessment Data
Ongoing, targeted support for math curriculum and instruction will be provided by district math coaches to special education staff and general education teachers with EL students in order to enhance strategies to increase student achievement.	May 2022	Building Math Coach Special Education Teachers Principal	School PD District PD	\$3500 Building Budget	Artifacts: • Coaching Appointments Student Growth: • iReady • Summative Assessment Data • IEP Goals
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					
The plan will be monitored by all K-5 teachers and support staff. Professional Learning Communities, which includes grade level teachers, will meet on a weekly basis. Professional Learning Communities, which includes grade level teachers and support staff, will meet on a monthly basis. Grade level Professional Learning Communities will upload agendas and grade level common formative and/or summative data for analysis. Grade Level Reps will share grade level data at monthly meetings. Grade Levels Reps will meet with the Math Coach in small grade level groups to plan for guided math instruction once a quarter. The building administration will work with the District #300 Department of Assessment and Accountability to identify the lowest quartile of students on i-Ready assessments. The students will be provided appropriate interventions through i-Ready on-line instruction, individualized classroom support, and/or additional services through building interventionists/reading specialists/special education. The Data Review Teams will monitor the growth of the students using i-Ready diagnostic tools and track the students' success on standardized assessments.					

District Goal #1C: Academic/Science (ISA 5th Grade)
SIP Goal #4C: SMART Goal
By the end of the 2021-2022 school year, Dundee Highlands Elementary School student performance will increase 9% from 68.4% proficient to 77.3% proficient on the ISA.
Target Group or Sub Group:
All students grades K-5 with a focus on IEP and LEP subgroups
Rationale:
Wise Ways School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (CL2)

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Wise Ways School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (CL3) Wise Ways The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8) Wise Ways All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (CL9) Wise Ways All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (CL15) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will use the D300 created PowerSchool Learning pages to support instruction incorporating the skills from the Digital Learning Scope and Sequence pacing guide.	January 2021	Teachers DLC Director of Science Director of Innovation and Technology	School PD	\$0	Artifacts: - DLC Tracking Tool - Digital Scope and Sequence Student Growth: - Formative and Summative Assessment Data 5th Grade ISA Assessment Data
Teachers will integrate performance tasks through the Discovery Program which will provide students with inquiry-based learning activities.	May 2021	Teachers DLC	School PD	\$0	Artifacts: - DLC Tracking Tool - Digital Scope and Sequence - Reflective Practice Visits Student Growth: 5th Grade ISA Assessment Data
Classroom instruction will demonstrate alignment with the Next Generation Science Standards (NGSS) through the incorporation of instruction that differentiates using the 5-E model (Engage, Explore, Explain, Elaborate, Evaluate) over the course of a unit of study.	May 2022	Director of Science Teachers	School PD, District PD	\$0	Artifacts: - Reflective Practice Visits - Post Conference Forms - Digital Scope and Sequence Student Growth: - Formative and Summative Assessment Data 5th Grade ISA Assessment Data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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The plan will be monitored by all K-5 teachers and support staff. Classroom teachers will follow the Science pacing guide and Haiku templates for each unit/quarter of study.

District Goal #2: ESSA Indicator					
SIP Goal #3: SMART Goal					
By the end of the 2021-2022 school year, Dundee Highlands Elementary School student attendance rate will decrease from 8% chronically absent to 2 % chronically absent.					
Target Group or Sub Group:					
Students in grades K-5 that are chronically truant with a focus on kindergarten and 1st grade students.					
Rationale:					
Wise Ways The school's Learning Support System includes academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs. (CL1) Wise Ways The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (CL7, SS) Wise Ways All teachers acknowledge appropriate student behaviors and desired social skills and provide differential attention/response to inappropriate behaviors. (CL22) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
The Attendance Committee will meet monthly to monitor attendance rates and select students to be on Attendance CICO.	May 2022	Principal Attendance Committee	None	\$500 Building Budget	IC/Tableau Attendance Data DHES Attendance Tracking Sheet D300/DHES Attendance Letters DHES Attendance CICO Data
The Attendance Committee will meet monthly to monitor student attendance rates and identify chronically truant students. The Attendance Committee will contact families, discuss and problem-solve attendance barriers and develop a plan	May 2022	Principal Attendance Committee	None	\$0	IC/Tableau Attendance Data DHES Attendance Tracking Sheet D300/DHES Attendance Letters D300/DHES Attendance Contracts DHES Attendance Plans

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that supports student(s) and family. The Attendance Committee will make recommendations to staff members who service chronically absent students.					
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					
The PBIS team will meet monthly to review and discuss attendance data. The team will identify students for attendance CICO and will monitor their attendance progress each month.					

District Goal #3A: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
In the 2018-2019 5Essentials Survey, Dundee Highlands Elementary School received an overall rating of Average Implementation (46) in the area of Teacher Influence. By the 2021-2022 survey, the school will receive an overall rating of More Implementation (60).					
Target Group or Sub Group:					
K-5 Professional Learning Communities					
Rationale:					
Wise Ways School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (CL3) Wise Ways School Leadership actively models and fosters a positive school environment where staff members feel valued and are challenged to be engaged and grow professionally. (CL5) Wise Ways The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8) Wise Ways Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate teachers' attention to academic, social, emotional, and behavioral expectations and standards. (EQ CL17) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will be provided with opportunities to share high impact	May 2022	Principal Grade Level Reps	School PD	\$1000	Artifacts: Grade Level Rep Agenda

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instructional strategies that they are currently implementing that lead to student engagement and achievement. Teachers will be provided with opportunities to observe other teachers implementing a high impact instructional strategy. Teachers will be given time to reflect and plan on the use of the strategy.		Teachers		Building Budget	- Faculty Workshop Agenda - Early Release/Inservice Agenda 5Essentials Target: - Collaborative Practices - Teacher-to-Teacher Trust
Grade level PLCs will collaborate and design common formative assessments with the math coach and ELA coach prior to each unit of instruction. Grade level PLCs will discuss priority standards, align instruction by planning and using high yield instructional strategies and create common formative assessments.	May 2022	Teachers Math Coach ELA Coach	School PD	\$3500 Building Budget	Artifacts: - PLC Agenda - Coaching Appointments 5Essentials Target: - Collaborative Practices - Collective Responsibility - Teacher-to-Teacher Trust
Grade level PLCs will collaborate, discuss and analyze common formative and summative assessments with math coach and ELA coach to form reteach and enrich groups to meet the needs of all learnings during core instruction and WIN.	May 2022	Teachers Math Coach ELA Coach	School PD	\$3500 Building Budget	Artifacts: - PLC Agenda - Coaching Appointments 5Essentials Target: - Collaborative Practices - Collective Responsibility - Teacher-to-Teacher Trust
Directors and building principal will engage in classroom walkthroughs (when safe based on COVID guidelines) to identify patterns of instructional implementation based on school improvement goals and provide feedback to teachers.	May 2022	Director of ELA Director of Math Director of Science Director of Innovation and Technology Director of EL/Dual Language Principal Math Coach ELA Coach DLC	District PD	\$0	Artifacts: - Coaching Log/Calendar - Coaching Action Plans 5Essentials Target: - Teacher-to-Principal Trust - Collective Responsibility
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					
The plan will be monitored by all K-5 teachers and support staff. Professional Learning Communities, which includes grade level teachers, will meet on a weekly basis. Professional Learning Communities, which includes grade level teachers and support staff, will meet on a monthly basis. Grade level					

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Professional Learning Communities will upload agendas and grade level common formative and/or summative data for analysis. Through Faculty Workshops and Early Releases, teachers will be introduced to high impact instructional strategies and given time to reflect and plan for how to incorporate strategies into current unit of instruction. Classroom teachers and support staff will meet with the math coach and ELA coach for ideas on how to implement into instruction.

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District Goal #3B: Engage Family and Community					
SIP Goal #2: SMART Goal					
In the 2018-2019 5Essentials Survey, Dundee Highlands Elementary School received an overall rating of More Implementation (77) in the area of Parent Involvement in School. By the 2021-2022 survey, the school will receive an overall rating of Most Implementation (80).					
Target Group or Sub Group:					
All DHES Staff; DHES Parents and/or Guardians					
Rationale:					
Wise Ways The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (CL7, SS) Wise Ways All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (CL15) Wise Ways The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students. (CL10) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Building principal and staff will design and deliver a virtual open house event. The event will share building-wide and grade-level specific information with an opportunity for questions and answers with the classroom teachers.	September 2020	Principal Teachers	None	\$0	Artifacts: - DHES Parent Open House Video - Grade Level Zoom Links on PowerSchool Learning - Parent Attendance Data 5Essentials Target: - Parent Involvement in School
Building principal and kindergarten teachers will design and share a virtual Kindergarten Welcome event. The event will share building-wide information, provide a building tour and introduction to the Kindergarten teachers. Parents will have the opportunity to reach out to kindergarten teachers with questions.	September 2020	Principal Kindergarten Teachers	None	\$0	Artifacts: - Parent Invitation - Parent Survey - DHES Kindergarten Welcome Video 5Essentials Target: - Parent Involvement in School

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Classroom teachers will stay in communication with parents whose child is participating in remote learning. Classroom teachers will email parents and have information posted to their PowerSchool Learning page.	May 2021	Principals Teachers Parents	None	\$0	Artifacts: - PowerSchool Learning Teacher Page - Teacher Record of Parent Communication 5Essentials Target: - Parent Involvement in School
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					
Dundee Highlands Elementary School will provide opportunities for parents to engage in the learning process each quarter.					

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School Name	Eastview Elementary School
Principal Name	Jim Zursin
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.
School Improvement Team Members	Kevin Pokorny, teacher; Linda Maher, teacher; Amy O'Donnell, teacher; Jeanne Grueter, teacher; Lisa Biallas, Teacher; Molly Robinson, Teacher; Buffy Anderson, Parent.
Cabinet Member Signature and Date	
Superintendent Signature and Date	
Board President Signature and Date	

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Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi- Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data Actual		60.2	68.1	50	43.8	75	0	0	70	25	33.3	93.3	51.8
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Target		63.2	71.1	53	46.8	78			73	30	43	96.3	54.8
School Data Actual		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Target		66.2	74.1	56	49.8	81			76	35	47	99.3	57.8
School Data Actual													
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Target		69.2	77.1	59	52.8	84			79	40	51	100	60.8
School Data Actual													

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MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi- Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data Actual		54.7	62.2	75	39.1	50	0	0	60	27.8	29.2	73.3	47.1
ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6
School Target		57.7	65.2	78	42.1	73			63	30.8	47	76.3	50.1
School Data Actual		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Target		60.7	68.2	81	45.1	76			66	34	51	79.3	53.1
School Data Actual													
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Target		63.7	71.2	84	48.1	79			69	39	55	82.3	56.1
School Data Actual													

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<i>Effective Leaders (Teacher Influence) Measure on Illinois 5Essentials</i>	<i>Involved Families (Parent Influence) Measure on Illinois 5Essentials</i>	<i>Chronic Absenteeism</i>
State Average	2018-2019	49	50	16.8% State Avg
School Data Actual		39	38	9.6%

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State Average	2019-2020			
School Target		46	42	7.6%
School Data Actual				
State Average	2020-2021			
School Target		53	46	5.6%
School Data Actual				
State Average	2021-2022			
School Target		60	50	3.6%
School Data Actual				

Below is the average score of all students in grade 5 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 5th grade students.

SCIENCE		
	Year	Science - % Proficient Gr 5
State Ave	2018-2019	50.8
School Data		73.7
State Ave	2019-2020	
School Target		76.7
School Data Actual		NA
State Ave	2020-2021	
School Target		79.7
School Data Actual		
State Ave	2021-2022	
School Target		82.7
School Data Actual		

District Goal #1A: Academic/ELA (IAR Reading)

SIP Goal #4A: SMART Goal

By the end of the 2021-2022 school year, Eastview School student performance will increase 9% from 60.2% proficient to 69.2% proficient in the area of ELA on the IAR assessment.

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Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups are: EL					
Rationale:					
"Children who have not developed some basic literacy skills by the time they enter school are 3 - 4 times more likely to drop out in later years." -National Adult Literacy Survey, (1002) NCES, U.S. Department of Education					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will activate discussion on writing strategies to support the common writing tasks. Teachers will use writing samples and updated writing rubrics to guide and enhance instruction.	ongoing	Zursin/Grade level teams	District funded	District funded	Principal observations; meeting notes
Literacy lessons will align with the continuum of literacy development	ongoing	Zursin/Grade level teams	District funded	District funded	Principal observations; meeting notes
Ongoing, targeted support for Literacy curriculum and instruction will be provided by district ELA and EL coaches to special education / EL staff in order to enhance strategies to increase student outcomes.	ongoing	Zursin/Grade level teams	District funded	District funded	Principal observations; Data review and meeting notes
Teachers will utilize the PLC model to target specific student needs. Flexible grouping will be used and student groups will be determined as a result of common formative assessments. Instruction within flexible groups will be focused on using high yield strategies for reteaching and enrichment.	Spring 2021	Zursin/Grade level teams	District funded	District funded	Principal observations; Team meeting notes; Data review and progress monitoring meeting notes; Common assessments
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					

District Goal #1B: Academic/Math (IAR Math)
SIP Goal #4B: SMART Goal
By the end of the 2021-2022 school year, Eastview Elementary School student performance will increase 9% from 54.7% proficient to 63.7% proficient in the area of Math on the IAR assessment.

Community Unit School District 300 School Improvement Plan

Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups are: EL, Asian					
Rationale:					
Reasonable and steady goals are important to continue to make improvements in IAR. Our subgroups listed above are behind our school wide scores, making it necessary to close the gap.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Mathematical practices 3 will be intentionally targeted in classroom instruction through the utilization of open ended tasks aligned to priority standards.	September 2020, ongoing	Zursin/ Grade level teams	District funded	District funded	Principal observations, Team meeting notes, data review
Ongoing, targeted support for math curriculum and instruction will be provided by district math coaches and EL coaches to special education/EL staff in order to enhance strategies to increase student outcomes including Three Reads to increase the language of mathematics with students.	ongoing	Zursin	District funded	District funded	Principal observations; Data review and meeting notes
All classroom teachers will meet as a PLC with the math coach in separate meetings at least twice a month to provide targeted support to enhance math practices in order to enhance instructional practices and student outcomes. Teachers will be unpacking modules, planning centers, manipulatives use, formatives and daily routines with their coach	Ongoing	Zursin	District funded	District Funded	Principal observations; Data review and meeting notes
Classroom teachers will use open-ended centers, spiraling centers, and problem based learning activities to meet quarterly priority standards.	ongoing	Zursin, PLC	District funded	District funded	Principal observations; Data review and meeting notes
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					

District Goal #1B: Academic/Science (ISA 5th Grade)

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SIP Goal #4C: SMART Goal					
By the end of the 2021-2022 school year, Eastview Elementary School student performance will increase 9% from 73.7% proficient to 82.7% proficient in the area of Science on the ISA assessment.					
Target Group or Sub Group:					
All students					
Rationale:					
WWID10 - The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Classroom instruction will demonstrate alignment with NGSS through the incorporation of instruction follows the 5-E model (Engage, Explore, Explain, Elaborate, Evaluate) over the course of a unit of study	September 2020, ongoing	Zursin/Grade level teams	District Funded	District funded	Principal observations; Student assessment data
Teachers will use the D300-created Haiku pages to support instruction.	Ongoing	Zursin/Grade level teams	District funded	District Funded	Principal observations; Teacher lesson plans; Student assessment data
Classroom instruction will demonstrate alignment with NGSS through the incorporation of Crosscutting Concepts (CCC) that align with the topic.	September 2020, ongoing	Zursin/Grade level teams	District funded	District Funded	Principal observations; Student assessment data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #2: ESSA Indicator					
SIP Goal #3: SMART Goal					
By the end of the 2021-2022 school year, Eastview Elementary School student chronic absenteeism will decrease from 9.6% to 3.6% with an average decrease of 2% each year.					
Target Group or Sub Group:					
All students					
Rationale:					
The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. NCES					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Classroom teachers will incorporate Second Step daily as well as restorative practices within the classroom in order to monitor social emotional learning and provide Tier I supports to allow students to be successful within the classroom in order to maximize instructional time.	Ongoing	Classroom teachers/ social worker/Zursin	None	None	Classroom observations; behavior data
An Attendance Committee will be formed as a part of PBIS to focus on building protocols and engaging students/ parents in preventing chronic absenteeism. Classroom teachers will be provided with data updates and professional development to address attendance concerns.	Ongoing	Classroom teachers/ social worker/Zursin	None	None	Attendance data, DESSA data
Staff members will seek to improve student attendance by identifying at least 2 students and make a personal connection on a monthly basis.	Ongoing	Classroom teachers/ social worker/Zursin	None	None	Attendance data, DESSA data
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					

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District Goal #3A: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
Eastview Elementary School will demonstrate improvement in the area of Teacher Influence by increasing the rating from less implementation (39) in 18-19 to more implementation (60) as measured by the 2021-2022 Illinois 5Essential Survey.					
Target Group or Sub Group:					
Teachers					
Rationale:					
Research shows that top-performing teachers can make a dramatic difference in the achievement of their students, and suggests that the impact of being assigned to top-performing teachers year after year is enough to significantly narrow achievement gaps. – US Department of Education					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will engage in ongoing PLC training and share strategies in cross grade level meetings.	May 2021	Zursin, PLC team leaders	none	none	Team meeting notes; lesson plans, classroom observations
Teachers will have the opportunity to engage in guided rounding activities	May 2021	Zursin	none	none	Classroom observations, Principal observations
PLCs will identify a protocol for PLC discussions that focuses on student-centered decision making and differentiated learning. Teachers will set individual goals aligned to district differentiation professional development and visit another teachers classroom	May 2021	Zursin/Grade level teams	District and School	None	Team meeting notes; lesson plans, classroom observations
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #3B: Engage Family and Community
SIP Goal #2: SMART Goal
Eastview Elementary School will demonstrate improvement in the area of Parent Influence on Decision Making in school by increasing from less implementation (38) in 2018-19 to average implementation (50) as measured by the 2021-2022 Illinois 5Essentials Survey.
Target Group or Sub Group:
Parents, guardians, all staff

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Rationale:					
We need to relate to families not as clients, but as partners in school and community improvement. – ASCD					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Members of the school improvement team will lead a discussion at PTO meetings during the school year in order to gain parent input on goals, actions, and progress.	May 2021	Zursin/PTO members	none	none	Survey, PTO agenda
PBIS Universal celebration tool will be implemented to communicate home student and class endeavors.	May 2021	Zursin/PBIS team	School	School	PBIS team meetings, PTO meetings,
The principal and PTO will create a parent survey asking for feedback from the 2019-2020 school year and ideas for improvement.	May 2021	Zursin	School	School	PTO executive meetings, PTO general meetings, PLC team meetings
Classroom teachers will communicate consistency with families in the development of remote learning.. Classroom teachers will email parents and have information posted to their PowerSchool Learning page.	May 2021	Zursin	School	School	Principal meetings with Grade Level Representatives
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

Community Unit School District 300 School Improvement Plan



School Name	Gary D. Wright Elementary School
Principal Name	Dr. Melanie Gravel
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.
School Improvement Team Members	Dr. Melanie Gravel (Principal), Lori Marshall (Assistant Principal), Jennifer Lupo (Kindergarten Teacher), Amy Driscoll (First Grade Teacher), Kathy Kann (Second Grade Teacher), Danielle Danhof (Third Grade Teacher), Amanda Minster (Fourth Grade Teacher), Erin Ziller (Fifth Grade Teacher), Marisa Henning (Music Teacher), Carolyn Trotz (Social Worker)

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Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data Actual		39.6	44.1	40.0	23.9	60.0	-	-	42.1	12.3	2.4	50.0	29.0
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72.0	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Target		45.3	50.2	43.0	32.4	65.0	-	-	47.5	21.4	18.4	53.0	35.2
School Data Actual		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Target		51.0	56.3	46.0	40.9	70.0	-	-	52.9	30.5	34.4	56.0	41.4
School Data Actual													
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75.0	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Target		56.5	62.3	49.0	49.4	75.0	64.3	51.8	58.3	39.4	50.2	59.0	47.5
School Data Actual													

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MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi- Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data Actual		39.4	45.2	50.0	22.7	60.0	-	-	15.8	21.5	7.1	50.0	20.4
ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6
School Target		44.1	49.9	53.0	30.7	65.1	-	-	28.8	27.4	22.8	53.0	28.5
School Data Actual		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Target		48.8	54.6	56.0	38.7	70.2	-	-	41.8	33.3	38.5	56.0	36.6
School Data Actual													
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Target		53.5	59.1	59.0	46.6	75.1	60.6	48.8	54.7	39.1	54.1	59.0	44.7
School Data Actual													

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Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<i>Collaborative Teachers</i> Measure on Illinois 5Essentials	<i>Involved Families Measure</i> on Illinois 5Essentials	<i>Chronic Absenteeism</i>
State Average	2018-2019	49	50	17%
School Data		26	53	5.5%
State Average	2019-2020			
School Target		34	55	5.0%
School Data				
State Average	2020-2021			
School Target		42	57	4.5%
School Data				
State Average	2021-2022			
School Target		50	60	4.0%
School Data				

Community Unit School District 300 School Improvement Plan

Below is the average score of all students in grade 5 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 5th grade students.

SCIENCE		
	Year	Science - % Proficient Gr 5
State Ave	2018-2019	50.8
School Data		61.2
State Ave	2019-2020	NA
School Target		64.2
School Data		NA
State Ave	2020-2021	
School Target		67.2
School Data		
State Ave	2021-2022	
School Target		70.2
School Data		

District Goal #1A: Academic/ELA (IAR Reading)
SIP Goal #4A: SMART Goal
By the end of the 2021-2022 school year, Gary D. Wright Elementary School student performance will increase from 39.6% proficient to 56.5% proficient in the area of ELA on the IAR assessment.
Target Group or Sub Group:
Referring back to the data chart, the underperforming and targeted subgroups include: • White • Hispanic • Asian • Multi-Racial • IEP • EL • Low Income
Rationale:

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ELA (Reading) data on both IAR and iReady identifies a need for continuous improvement. Our goal to increase the percentage of students meeting or exceeding standards (Tier 1) while decreasing the percentage of students who are not meeting, partially meeting, and approaching standards (Tiers 2 and 3) is aligned to a Multi-Tiered System of Supports model.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Tier 2 vocabulary instruction will be targeted in all ELA classes and will be the focus of vocabulary instruction in all content areas. Each grade level will refer to the D300 Academic Vocabulary Framework on Haiku.	Ongoing 2020-2022	Principal, Assistant Principal, Director of Literacy, Director of English Learners, ELA Coach, EL Coach, Staff	School/District	None	Formative assessment data, iReady data
Targeted support to integrate oracy and provide students with opportunities each week to develop their oracy skills will be provided to the ESL Teacher and Paraeducator by the EL Coach, DLC, Director of English Learners, Principal, and Assistant Principal.	Ongoing 2020-2022	Principal, Assistant Principal, Director of EL, EL Coach, DLC, ESL Teacher, ESL Para	School/District	\$1,400 for headphones /microphones for ESL Students & Staff	Coaching Appointment Google Forms Completed by ELA Coach, EL Coach, and DLC regarding oracy support, student self-assessment data, ACCESS scores in speaking component
Teachers will utilize the PLC model to target specific student needs. Flexible grouping during reteach and enrich will be used and student groups will be determined as a result of common formative assessments. Instruction within flexible groups will be focused on using high yield strategies for reteaching and enrichment.	Ongoing 2020-2021	Principal, Assistant Principal, Grade Level PLCs, ELA Coach	None	None	Formative assessment data, iReady data
Student celebration and recognition for reading growth and achievement following iReady diagnostic assessments	Following Winter and Spring Diagnostic Assessments 2019-2022	Principal, Assistant Principal, PBIS Tier I Committee, SIP Committee, Staff	None	\$500 Annually Building Budget	Data Reports, Student Certificates, Assembly Dates/Times, Photos, PBIS Tier I Agendas and Minutes
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					

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District Goal #1B: Academic/Math (IAR Math)					
SIP Goal #4B: SMART Goal					
By the end of the 2021-2022 school year, Gary D. Wright Elementary School student performance will increase from 39.4% proficient to 53.5% proficient in the area of Math on the IAR assessment.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: • White • Hispanic • Asian • Multi-Racial • IEP • EL • Low Income					
Rationale:					
Math data on both IAR and iReady identifies a need for continuous improvement. Our goal to increase the percentage of students meeting or exceeding standards (Tier 1) while decreasing the percentage of students who are not meeting, partially meeting, and approaching standards (Tiers 2 and 3) is aligned to a Multi-Tiered System of Supports model.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Targeted support to enhance mathematical practices and implement Into Math with fidelity will be provided to classroom teachers, special education staff, and EL staff by Math Coach. (Including Math Talk, use of math manipulatives, etc.)	Ongoing throughout 2020-2022	Principal, Assistant Principal, Math Coach, Staff	School	None	Meeting Agendas and Minutes, Coaching Appointment Logs
Teachers will utilize the PLC model to target specific student needs. Flexible grouping during reteach and enrich will be used and student groups will be determined as a result of common formative assessments. Instruction within flexible groups will be focused on using high yield strategies for reteaching and enrichment.	Ongoing 2020-2021	Principal, Assistant Principal, Grade Level PLCs, Math Coach	None	None	Formative assessment data, iReady data

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Staff will utilize new and existing math manipulatives to provide increased opportunities for students to explore mathematical concepts in the concrete.	Ongoing throughout 2020-2022	Principal, Assistant Principal, Math Coach, Math Interventionist, Staff	School	\$10,000 Building Funds	Photos, Lesson Plans, Formal Observations, Informal Observations, and Classroom Walkthroughs
Student celebration and recognition for math growth and achievement following iReady diagnostic assessments.	Following Winter and Spring Diagnostic Assessments 2020-2022	Principal, Assistant Principal, PBIS Tier I Committee, SIP Committee, Staff	None	\$500 Annually Building Budget	Data Reports, Student Certificates, Assembly Dates/Times, Photos, PBIS Tier I Agendas and Minutes
Education Services Staff will implement Math Plus More with identified students based on formative data to specifically target student needs.	Ongoing throughout 2020	Principal, Assistant Principal, Education Services Staff, Math Coach	District and School	None	Professional Development Dates and Times, Lesson Plans, Formal and Informal Observations, Classroom Walkthroughs
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #1C: Academic/Science (ISA 5th Grade)					
SIP Goal #4C: SMART Goal					
By the end of the 2021-2022 school year, Gary D. Wright Elementary School student performance will increase 9% from 61.2% proficient to 70.2% proficient in the area of Science on the Illinois Science Assessment (ISA).					
Target Group or Sub Group:					
All GDW Students					
Rationale:					
District 300 has implemented a new Science curriculum and these activities are integral to enhance the instructional practices at Gary D. Wright Elementary School.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will use the D300-created Powerschool Learning pages to support instruction	Ongoing throughout 2020-2022	Principal, Assistant Principal, Staff, DLC	District/School	None	Formal Observations, Informal Observations, and Classroom Walkthroughs, DLC data

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Teachers will differentiate instruction utilizing digital tools	Ongoing throughout 2020-2022	Principal, Assistant Principal, DLC, Staff	School	None	Formal Observations, Informal Observations, and Classroom Walkthroughs, DLC data
Teachers will provide opportunities for inquiry-based lab activities	Ongoing throughout 2020-2022	Principal, Assistant Principal, Staff	None	None	Photographs, Formal Observations, Informal Observations, and Classroom Walkthroughs
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #2: ESSA Indicator					
SIP Goal #3: SMART Goal					
By the end of the 2021-2022 school year, Gary D. Wright Elementary School's student chronic absenteeism rate will decrease from 5.5% to 4%. This represents an overall decrease of 1.5% of students who are chronically absent over the three year period.					
Target Group or Sub Group:					
Gary D. Wright Elementary School Students identified as Chronically Absent and Approaching Chronically Absent					
Rationale:					
Chronic absenteeism is an ESSA accountability measure of school quality/student success indicator for PreK-8.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
To address SEL, PBIS, and build community during remote learning, GDW will implement daily virtual announcements and lessons that students will engage in asynchronously via Powerschool Learning pages.	Ongoing throughout 2020	Principal, Assistant Principal, Social Workers, PBIS Committees, DLC	DLC and Director of Innovation Support as needed	None	Daily lessons posted to Powerschool Learning Pages
The GDW PBIS Tier II Committee will review student attendance data and other data measures for students identified as chronically absent and approaching chronically absent during their monthly meetings. The committee will implement interventions for these students and monitor students' response to such interventions. The Committee will also	Monthly, Ongoing 2020-2022	Principal, Assistant Principal, Registrar, District Coordinator for Alternative and Supplemental Education, PBIS Tier II Committee	School	None	• PBIS Tier II Committee Meeting Minutes and Agendas • Student Attendance Data from IC and Tableau • Interventions • Student Data

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work in partnership with classroom teachers to provide additional supports and strategies.					
The Assistant Principal and Registrar will analyze student attendance data including absence reports and planned absence forms, generate parent letters, and communicate to families of students with excessive absences and tardies.	Monthly, Ongoing, 2019-2022	Assistant Principal, Registrar	None	None	- Planned Absence Forms - Student Attendance Reports - Parent Letters Regarding Student Attendance
The GDW PBIS Tier I Committee will review student attendance data during their monthly meetings. The committee will plan and implement celebrations and recognition opportunities for students with low absence rates or those demonstrating a reduction in absences over time.	Monthly, Ongoing, 2019-2022	Principal, Assistant Principal, Registrar, District Coordinator for Alternative and Supplemental Education, PBIS Tier I Committee	School	\$500 for Celebrations and Incentives Building Budget	- PBIS Tier I Committee Meeting Minutes and Agendas - Student Attendance Data from IC and Tableau - Student Data - Celebrations/Recognition
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #3A: Develop Great Teachers and Leaders
SIP Goal #1: SMART Goal
In the 2018-2019 5Essentials Survey, Gary D. Wright Elementary School received an overall rating of “Least Implementation” (16) in the area of Collaborative Practices and “Less Implementation” (26) in the area of Collective Responsibility. By the 2021-2022 survey, Gary D. Wright Elementary School will earn an overall rating of “Average Implementation” (50) in both Collective Practices and Collective Responsibility.
Target Group or Sub Group:
Gary D. Wright Elementary School Staff
Rationale:
Research shows that schools strong on the 5Essentials are ten times more likely to improve student learning than schools weak on the 5Essentials. In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are: - active partners in school improvement, - committed to the school, and - focused on professional development.

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Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Staff will further develop their skills aligned to the district's PLC process. Grade Level PLC's will meet with their instructional coaches to unpack ELA and Math units of instruction, including planning formatives, scaffolding instruction, and identifying centers.	Fall 2020-Spring 2021	Principal, Assistant Principal, Grade Level Teams including Resource Teachers, Instructional Coaches	District	\$2,500 for substitutes District Funded	• PLC Meeting Minutes
Grade Level PLC's will meet three times per year (Fall, Winter, Spring) to review student data, identify students to receive Tier 3 interventions, and establish team SMART Goals for Reading and Math.	Fall 2020-Spring 2021	Principal, Assistant Principal, Grade Level Teams	School	\$2,500 for substitutes Building Budget	• iReady Data • Summative Assessment Data • Formative Data • DESSA Data • Intervention and WIN Groups • SMART Goals • Planning Tool For Team
Grade Level PLC's will meet regularly to analyze student data and plan for instruction.	Ongoing 2020-2022	Principal, Assistant Principal, Grade Level Teams, Instructional Coaches	District & School	None	• PLC Agendas and Minutes • Student Data • SMART Goals • WIN Groups • Formative Assessments
Staff will participate in instructional rounding opportunities, with a goal of twice per year. Each day of rounding will have an identified focus of either Differentiated Instruction, WIN Implementation, Digital Innovation, or a Drive 300 topic, and feedback will be specific to the area(s) of focus.	Ongoing 2020-2022	Principal, Assistant Principal, GDW School Staff	School & District	Cost of Substitutes to Release Staff Building Budget	• Instructional Rounding With Coaching Agenda • Data Collection Sheets • Rounding Group Schedules
Staff will participate in "Know Me, Know My Name" Activity three times per year to promote the social and emotional health of students.	Fall 2020-Spring 2020	Principal, GDW ACEs Ambassadors	School	\$800 for posters, storage, and flair pens	• August Inservice Agenda • ACEs Presentation • Know Me, Know My Name Posters
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #3B: Engage Family and Community					
SIP Goal #2: SMART Goal					
In the 2018-2019 5Essentials Survey, Gary D. Wright Elementary School received an overall rating of “Average” (53) in the area of Involved Families. By the 2021-2022 survey, Gary D. Wright Elementary School will earn an overall rating of “More Implementation” (60).					
Target Group or Sub Group:					
Gary D. Wright Elementary School Parents/Guardians, Gary D. Wright Elementary School Staff, Hampshire High School Students and Staff, PTO, Community Partners					
Rationale:					
Research indicates that schools strong on the 5Essentials are ten times more likely to improve student learning than schools weak on the 5Essentials. In schools with Involved Families, the entire staff builds strong external relationships. Such schools: • see parents as partners in helping students learn, • value parents' input and participation in advancing the school's mission, and • support efforts to strengthen its students' community resources.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Family engagement opportunities will be communicated to families via Gary D. Wright Elementary School's Virtual Backpack, website, and RCS message system. Communication regarding iReady diagnostic assessments and Second Step/PBIS family involvement will be a focus of this communication from the school. Additionally, PTO will partner with school administration to increase communication to families.	Ongoing 2020-2022	Principal, Assistant Principal, PBIS Tier I Coach, PTO Board	None	N/A	• Virtual Backpack • GDW Website • RCS Messages • 5Essentials Survey Data
Members of the Family and Community Engagement SIP Goal Team will continue to plan, organize, and implement academic opportunities for families to participate in, with the goal of fostering a strong home-school partnership. Activities include Family Literacy Night and One	Ongoing 2020-2022	Principal, Assistant Principal, PTO Board, Family and Community Engagement SIP Goal PLC Members, HHS AVID	School	\$5,600 for One School One Book Spring 2020 - PTO funding	• Family and Community Engagement SIP Goal PLC Agendas and Minutes • PTO Agendas and Minutes • Parent Communication regarding Family Literacy Night and One School One Book

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School One Book (<i>A Boy Called Bat</i> - Spring 2020)					
Gary D. Wright Elementary School Staff will partner with Hampshire High School Staff to provide opportunities for HHS Students to serve as reading buddies to GDW students.	Weekly, Ongoing 2020-2022	Principal, Assistant Principal, Literacy Teachers, HHS Staff, GDW Staff	School	None	Staff email correspondence, Meeting agendas and minutes, photos, informal observations
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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School Name	Gilberts Elementary
Principal Name	Craig Zieleniewski
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.
School Improvement Team Members	Danielle Collins - 3 rd Grade Teacher, Jessica Deng - 4 th Grade Teacher, Kalynn Lemley - 2 nd Grade Teacher, Shannon Leonard - Parent - 4 th Grade Teacher, Kathryn Marinas - Parent - 2 nd Grade Teacher, Katie Negi - Parent - 2 nd Grade Teacher, Lisa Papeck - 5 th Grade Teacher, Cristie Stanek - 2 nd Grade Teacher, Jennifer Troy - Assistant Principal, Craig Zieleniewski - Principal

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Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	32.4
School Data		42.6	46.0	9.1	33.3	50	N/A	N/A	30.0	14.7	12.8	33.3	32.8
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72	59.1	44.2	51.9	22.3	42.2	31.8	39.0
School Target		47.4	51.5	21.1	39	58.3	N/A	N/A	41.6	22.6	25.8	36.3	37.7
School Data Actual		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Target		51.9	56.9	33.1	44.2	66.6	N/A	N/A	49.9	31	38	39.3	42.6
School Data Actual													
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Target		56.5	62.3	45.1	49.4	75	N/A	N/A	58.3	39.4	50.2	42.3	47.5
School Data Actual													

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MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data		44.7	46.7	9.1	33.3	63.3	N/A	N/A	50.0	14.7	14.9	58.3	33.8
ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6
School Target		47.7	51.2	19.9	38	67.2	N/A	N/A	53.0	23.6	28.6	61.3	36.6
School Data Actual		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Target		50.7	55.1	30.7	42.3	71.1	N/A	N/A	56.0	31.3	41.3	64.3	40.2
School Data Actual													
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Target		53.5	59.1	41.6	46.6	75.1	N/A	N/A	59.0	39.1	54.1	67.3	44.7
School Data Actual													

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Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<u>Collaborative Practices</u> Measure on Illinois 5Essentials	<u>Parent Involvement</u> Measure on Illinois 5Essentials	<u>Collective Responsibility</u> Measure on Illinois 5Essentials
State Average	2018-2019	49	50	50
School Data Actual		66	73	71
State Average	2019-2020			
School Target		71	75	74
School Data Actual		88	82	76
State Average	2020-2021			
School Target		76	77	77
School Data Actual				
State Average	2021-2022			
School Target		80	80	80
School Data Actual				

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Below is the average score of all students in grade 5 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 5th grade students.

SCIENCE		
	Year	Science - % Proficient Gr 5
State Average	2018-2019	50.8
School Data Actual		64.2
State Average	2019-2020	N/A
School Target		67.2
School Data Actual		N/A
State Average	2020-2021	
School Target		70.2
School Data Actual		
State Average	2021-2022	
School Target		73.2
School Data Actual		

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District Goal #1A: Academic/ELA (IAR Reading)					
SIP Goal #4A: SMART Goal					
By the end of the 2021-2022 school year, Gilberts Elementary School student performance will increase from 42.6% proficient to 56.5% proficient in the area of ELA on the IAR assessment.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: White, Black, Hispanic, Asian, Multi-Racial, IEP, and EL.					
Rationale:					
Target subgroups listed above scored below All on the IAR assessment in 2019. Effective schools use evidence of student learning on a regular basis to identify the specific needs of individual students (Dufour and Marzano, 2011). The high impact strategy of differentiation will be a targeted focus in the 2019-2020 school year. Differentiation calls for teachers to have clear learning goals that are rooted in content standards, but crafted to ensure student engagement and understanding (Tomlinson, 2008).					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Provide staff with coaching and resources to implement the ELA curriculum framework with a focus on priority standards and differentiation.	Teacher In-Services August, October, November, January	Katrina Kalamatas, Kristen Minner, Classroom teachers	District	TBD	See below
Increase reading intervention access to students by school literacy interventionists to impact the growth of the lowest tier of students.	On-going	Katrina Kalamatas, Kristen Minner, Classroom teachers	District, School	\$300 Building budget	See below
Continue to increase the use of EL strategies to impact the growth of	On-going	Jennifer Fitchie	District, School	0	See below

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students with a second language spoken at home.					
Teachers will use students' current IEP to meet student goals and accommodations.	On-going	Resource teachers , Support staff	N/A	0	See below
Continued practice with i-Ready and standardized assessments to familiarize Grade 3-5 students.	On-going	Classroom teachers	N/A	0	See below
Teachers will monitor student i-Ready usage and provide feedback to each student to promote lesson completion.	On-going	Classroom teachers	N/A	0	See below
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					
The plan will be monitored by all K-5 teachers and support staff. Professional Learning Communities will meet regularly. Grade level teams will meet with support staff three times annually to review data and problem solve. Teachers will observe peers to increase teacher efficacy. The building administration will work with the District #300 Department of Assessment and Accountability to identify the lowest quartile of students on the 2019 ELA IAR Assessment. The students will be provided appropriate interventions through i-Ready on-line instruction, individualized classroom support, and/or additional services through building interventionists/reading specialists/special education. The Data Review Teams will monitor the growth of the students using i-Ready diagnostic tools and track the students' success on standardized assessments.					

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District Goal #1B: Academic/Math (IAR Math)					
SIP Goal #4B: SMART Goal					
By the end of the 2021-2022 school year, Gilberts Elementary School student performance will increase from 44.7% proficient to 53.7% proficient in the area of Math on the IAR assessment.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: White, Black, Asian, IEP, and EL.					
Rationale:					
Target subgroups listed above scored below All on the IAR assessment in 2019. Effective schools use evidence of student learning on a regular basis to identify the specific needs of individual students (Dufour and Marzano, 2011). The high impact strategy of differentiation will be a targeted focus in the 2019-2020 school year. Differentiation calls for teachers to have clear learning goals that are rooted in content standards, but crafted to ensure student engagement and understanding (Tomlinson, 2008).					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Follow the fidelity of the D300 math curriculum, including the new resource Into Math. Instruction and classroom discussion will focus on differentiation and the implementation of Daily Routines that use number talk for student critical thinking and reasoning.	Teacher In-Services August, October, November, January	Craig Zieleniewski, Jessica Weir, Classroom teachers	District	TBD	See below
The on-going use of manipulatives in classrooms to support the construction of knowledge from the concrete, representative, to the abstract. Utilize recommended D300 unit plans for the intentional use of manipulatives.	On-going	Luc Miron, Classroom teachers	N/A	0	See below

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Classroom support from a math coach working with staff on strategies such as unpacking modules, planning small groups, centers, spiraling centers, and problem-based learning, and developing formative assessments.	On-going	Jessica Weir	District	0	See below
Implementation of mathematics intervention with a full time math interventionist following the D300 math intervention curriculum to increase student outcomes and to serve students in underperforming subgroups including EL. The quantity of students who require mathematics intervention exceeds the amount one interventionist can provide. This will require classroom teachers to differentiate within the classroom.	On-going	Luc Miron, Classroom teachers	District	TBD	See below
Teachers will use students' current IEP to meet student goals and accommodations.	On-going	Resource teachers , Support staff	N/A	0	See below
Exposure to i-Ready and standardized assessment practice to prepare for the rigor of the assessments.	On-going	Classroom teachers	N/A	0	See below
Teachers will monitor student i-Ready usage and provide feedback to students.	On-going	Classroom teachers	N/A	0	See below
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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The plan will be monitored by all K-5 teachers and support staff. Professional Learning Communities will meet regularly. Grade level teams will meet with support staff three times annually to review data and problem solve.

The building administration will work with the District #300 Department of Assessment and Accountability to identify the lowest quartile of students on the 2021 Math IAR Assessment. The students will be provided appropriate interventions through i-Ready on-line instruction, individualized classroom support, and/or additional services through building interventionists/special education. The Data Review Teams will monitor the growth of the students using i-Ready diagnostic tools and track the students' success on standardized assessments.

District Goal #1C: Academic/Science (ISA 5th Grade)

SIP Goal #4C: SMART Goal

By the end of the 2021-2022 school year, Gilberts Elementary School student performance will increase from 64.2% proficient to 73.2% proficient in the area of Science on the ISA assessment.

Target Group or Sub Group:

All Students.

Rationale:

All students in fifth grade at Gilberts Elementary School are assessed in science with the Illinois Science Assessment (ISA). Effective schools use evidence of student learning on a regular basis to identify the specific needs of individual students (Dufour and Marzano, 2011). The high impact strategy of differentiation will be a targeted focus in the 2019-2020 school year. Differentiation calls for teachers to have clear learning goals that are rooted in content standards, but crafted to ensure student engagement and understanding (Tomlinson, 2008).

Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
For the 20-21 school year, in order to guarantee an equitable core instructional experience teachers will implement the D300 elementary science curriculum following the approved pacing guides and utilizing the provided PowerSchool Learning pages and the Discovery Education resources.	On-going	Classroom teachers	District	TBD	See below

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In the STEM classroom students will think like engineers, industrial designers, and problem solvers as they participate in a variety of hands-on experiments and create their own inventions as they utilize the Engineering Design Process (identify problem, design solution, test solution, share solution).	On-going	Stacy Weber	District	TBD	See below
Classroom instruction will demonstrate alignment with the Next Generation Science Standards (NGSS) through the incorporation of instruction that differentiates using the 5-E model (Engage, Explore, Explain, Elaborate, Evaluate) over the course of a unit of study.	Teacher In-Services August, October, November, January	Classroom teachers	Building, District	0	See below
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					
The plan will be monitored by all K-5 teachers and support staff. Professional Learning Communities will meet regularly. Grade level teams will meet with support staff three times annually to review data and problem solve. The building administration will work with the District #300 Department of Assessment and Accountability to identify the lowest quartile of students on the 2019 Science ISA Assessment. The students will be provided appropriate interventions through individualized classroom support. The Data Review Teams will monitor the growth of the students on standardized assessments.					

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District Goal #2: ESSA Indicator Collective Responsibility					
SIP Goal #3: SMART Goal					
On the 2018-19 5Essentials Survey, Gilberts Elementary had an overall score of (71) More Implementation for Collective Responsibility. As a school, we must take ownership of all students to support their social and emotional needs through our Positive Behavior Interventions and Supports (PBIS) model. By the 2021-2022 survey, the school will receive an overall rating of Most Implementation (80).					
Target Group or Sub Group:					
Teachers, support staff, students.					
Rationale:					
Social and emotional learning programs pave the way for better academic learning. In an ideal learning environment, children are focused, fully attentive, motivated, and engaged, and enjoying their work (Zins, Weissberg, Wang, Walberg, 2004). By providing monthly data updates, teachers and support staff will be able to identify areas of need for additional support to improve student behavior, and celebrate student successes.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will implement weekly Second STEP lessons with a focus on the social and emotional development of students (SEL). Staff will collect PBIS and DESSA (social and emotional learning) data and seek additional methods to further meet the needs of all students.	On-going	Angelina Piotrowski, Whitney Allison, Jennifer Troy, Classroom teachers	School	\$250	See below

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Classrooms will participate in PBIS Cool Tools at the beginning of the school year, and will also participate in PBIS boosters at the start of the second semester.	August 2019 and January 2020	Angelina Piotrowski, Jennifer Troy, Craig Zieleniewski, Classroom teachers, Support staff	School	0	See below
The leadership team will create a summary report of Office Discipline Referrals (ODRs) and Positive Office Referrals to be shared quarterly with staff. Specific targets will be developed to improve student behavior. Tier II intervention data will be reviewed bi-monthly to progress monitor students as needed.	On-going	Angelina Piotrowski, Jennifer Troy	School	\$2,500	See below
PBIS Universal Team and staff will organize celebration assemblies each quarter to acknowledge student behavior and promote a positive learning environment. Non-attendance data will be tracked and reported so that all students have the opportunity to participate in an assembly each school year.	October, December, March, May	Angelina Piotrowski, Jennifer Troy, PBIS Universal Team, Support staff	School	\$500 PTO	See below
PBIS rewards for students will include prizes and experiences (<u>ex.</u> lunch with principal).	On-going	Angelina Piotrowski, Jennifer Troy, Craig Zieleniewski	None	\$500 PTO	See below
Selected staff members will attend the Illinois PBIS network training and share content with staff at large.	October	Angelina Piotrowski, Jennifer Troy	School	\$500 Building budget	See below

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Administration and the school registrar will monitor and contact families with chronic truancy throughout the school year. Administration will proactively monitor, contact, and provide intervention to families who are approaching chronic truancy.	On-going	Craig Zieleniewski, Jennifer Troy, Laurie Goetz	None	0	See below
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					
Data will be collected, monitored, and shared with staff. The data sets collected will be the end of quarter behavior data analysis and spreadsheets, building wide SET, and PBIS Network.					

Community Unit School District 300 School Improvement Plan

District Goal #3A: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
In schools with strong collaborative teachers and leaders, all teachers collaborate to promote professional growth. In the 2018-2019 5Essentials Survey, Gilberts Elementary School received an overall rating of (66) More Implementation in the area of Collaborative Practices. By the 2021-2022 survey, the school will receive an overall rating of Most Implementation (80).					
Target Group or Sub Group:					
Classroom teachers, literacy teachers/coaches.					
Rationale:					
Districts and buildings must clearly define the essential features of RtI/MTSS using the most current research and practice literature in order for fidelity of implementation to be meaningful (http://www.rtinetwork.org/rti-blog/entry/1/107).					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Gilberts Elementary staff will implement collaborative practices which will include opportunities to observe others' practice and work together to review curriculum pacing, assessment data, and develop instructional strategies.	On-going	Staff	None	0	See below
Staff will enhance their knowledge and skills with PowerSchool Learning. Staff will be provided professional	Monthly	Craig Zieleniewski	None	0	See below

Community Unit School District 300 School Improvement Plan

development in the areas of the assessment platform and development of instructional pages to support remote learning.					
Staff will collect data from assessments to identify the specific needs of students and work collectively to seek strategies to meet their needs.	Monthly	Craig Zieleniewski	None	0	See below
Teachers will observe peers during the 2020-21 school year. This will include a debrief meeting to discuss instructional goals and strategies, student achievement results, reflection, and next steps. Classroom peer observations: Pre-K & K- December 1st grade - November 2nd grade - November 3rd grade - September 4th grade - September 5th grade - September	On-going	Craig Zieleniewski, Jennifer Troy, SIP Leadership Team	None	\$1,200 Building budget	See below
Staff will develop their skills and align their practices regarding D300 PLC guidelines / supports. Teachers will participate in grade level PLC meetings to plan instruction and assessment on a consistent basis. Professional Development activities will align to the D300 PLC plan.	On-going	PLC Guiding Coalition	None	0	See below

Community Unit School District 300 School Improvement Plan

The leadership team will participate in classroom walk-throughs. Observation and feedback will be provided to staff.	On-going	Craig Zieleniewski, Jennifer Troy	None	0	See below
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					
Data collection spreadsheet, i-Ready reports, observation notes, ongoing review of pacing guides.					

District Goal #3B: Engage Family and Community
SIP Goal #2: SMART Goal
In schools with involved families the entire staff builds strong external relationships. In the 2018-2019 5Essentials Survey, Gilberts Elementary School received an overall rating of (73) More Implementation in the area of Parent Involvement. By the 2021-2022 survey, the school will receive an overall rating of Most Implementation (80).
Target Group or Sub Group:
Parents/Legal Guardians and all stakeholders.
Rationale:
The goal of parent involvement is to ensure that open communication exists between parents and teachers. This will foster active participation by parents in their child's schooling. Research confirms that no matter the student population, involving parents primarily in the instruction of their own children is most likely to contribute to children's learning (Leithwood & Menzies, 1998 as cited by Hawley, 2007). When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs (NEA Policy Brief, 2008).

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Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Encourage parent-teacher conference participation using various mediums such as Virtual Backpack, school website, PowerSchool, RCS messages, and teacher contact.	October -November 2019	Craig Zieleniewski, Jennifer Troy, Marilyn Correa	None	0	See below
Utilize PTO leadership and social media to increase the level of participation at school events.	On-going	Craig Zieleniewski, Jennifer Troy, Marilyn Correa	None	TBD	See below
Collect parent-teacher conference attendance data using PTC Wizard.	November -December 2019	Jennifer Troy	None	0	See below
Track parent involvement through the Teacher Assistance Program (TAP) and parents volunteering through the Raptor System.	On-going	Jennifer Troy	None	0	See below
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					
Data collection using Raptor, PTC Wizard, and sign-up sheets to monitor and determine participation rate.					

Community Unit School District 300 School Improvement Plan



School Name	Golfview Elementary
Principal Name	Pamela Carlos
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.
School Improvement Team Members	Pamela Carlos, Principal Marlene Munoz, Assistant Principal Maruxa Brana, Kdg DL Teacher Maria Rodriguez, 1st Grade DL Teacher Patricia Espindola, 2nd Grade DL Teacher Nilda Cabrera, 3rd Grade DL Language Teacher Noelia Marshall, 4th Grade Teacher Daniel Cuairan, 5th Grade DL Teacher Marta Jimenez, Related Services Teacher Beth Jarvis, Interventionist Salud Monroy, Parent
Cabinet Member Signature and Date	
Superintendent Signature and Date	
Board President Signature and Date	

Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA

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Community Unit School District 300 School Improvement Plan

	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi- Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data Actual		13.4	-	-	12.8	-	-	-	-	8.7	9.9	28.6	11.7
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Target		28.9	-	-	25.2	-	-	-	-	15.1	21.5	31.6	24
School Data Actual		N/A	-	-	N/A	-	-	-	-	N/A	N/A	N/A	N/A
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Target		43.9	-	-	37.3	-	-	-	-	27.3	36	34.6	35.8
School Data Actual													
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Target		56.5	-	-	49.4	-	-	-	-	39.4	50.2	37.6	47.5
School Data Actual													

MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi- Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data Actual		17.5	-	-	16.8	-	-	-	-	8.7	9.9	45.7	16.0
ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6
School Target		29.5	-	-	26.5	-	-	-	-	16.8	24.2	48.7	25.5
School Data Actual		N/A	-	-	N/A	-	-	-	-	N/A	N/A	N/A	N/A
ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Target		41.5	-	-	36.5	-	-	-	-	27.9	39.2	51.7	35.1
School Data Actual													
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Target		53.5	-	-	46.6	-	-	-	-	39.1	54.1	54.7	44.7
School Data Actual													

Community Unit School District 300 School Improvement Plan

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<u>Effective Leaders Measure on Illinois 5Essentials</u>	<u>Involved Families Measure on Illinois 5Essentials</u>	<u>English Learner Proficiency as measured on ACCESS</u>
State Average	2018-2019	50 (this is 17-18 ave)	50 (this is 17-18 ave)	3.38 composite
School Data		44	30	3.17 composite
State Average	2019-2020	51	52	XX
School Target		50	37	3.24 composite
School Data Actual		38	33	3.29 Composite
State Average	2020-2021			
School Target		55	44	3.31 composite
State Average	2021-2022			
School Target		60	50	3.38 composite

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Below is the average score of all students in grade 5 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 5th grade students.

SCIENCE		
	Year	Science - % Proficient Gr 5
State Ave	2018-2019	50.8
School Data		35.1
State Ave	2019-2020	N/A
School Target		42
State Ave	2020-2021	
School Target		46
State Ave	2021-2022	
School Target		50.8

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District Goal #1A: Academic/ELA (IAR Reading)					
SIP Goal #4A: SMART Goal					
By the end of the 2021-2022 school year, Golfview Elementary School student performance will increase from 13.4% proficient to 56.5% proficient in the area of ELA on the IAR assessment.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: Hispanic, IEP, EL, and Low Income					
Rationale:					
Instructional teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061) Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060) Yearly learning goals are set for the school by the administrative team, utilizing student learning data. (Wise Ways Indicator #1057) Instructional teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Ways Indicator #1062)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will receive ongoing, targeted support to enhance guided reading practices, small group literacy instruction, and ELA/SLA Talk Routines, that will be provided by district literacy coaches with a focus on our EL and special education staff in order to build their knowledge of best practice instructional strategies designed to increase student growth. Year 1: K-2 will focus on foundational reading skills while 3-5 will focus on scaffolding comprehension skills Year 2: K-2 will focus on foundational reading skills while 3-5 will focus on scaffolding comprehension skills Year 3: Focus will be determined based on 2020-2021 Reading Data.	2022	Director of Literacy, Director of Dual Language, Building Reading Coach, Building Language Coach	District PD per D300 PD plan	Title I-\$3000	Artifacts • PLC agendas • Lesson Plans • Reflective Practices visits • Post-Conferences • Coaching Reflection logs • Coaching appointments Student Growth • i-Ready • i-Station • PLC Smart goals • Common Formative assessments • Unit Assessments
Teachers will explicitly teach non-transferable skills and language during their "Biliteracy" block of time in their daily schedule	May 2022	Director of Dual Language, Building Reading Coach,	Building PD/Coaching	\$0	Artifacts • PLC agendas • Lesson Plans • Reflective Coaching visits

Community Unit School District 300 School Improvement Plan

		Building Language Coach			• Post-Conferences • Coaching Reflection logs • Coaching appointments Student Growth • i-Ready data • i-Station Data • Common Formative assessments • Unit Assessments
Dual Language teachers will be provided professional development on teaching Spanish literacy through the use of Science and Social Studies informational text and English literacy through the use of fictional text. Teachers will utilize strategies to build student oracy, language production and acquisition in both English and Spanish. Year 1: Developing oracy, language production and acquisition through Bridging and Extension skills. Year 2: Building student oracy, language production and acquisition through discussion techniques. Year 3: Building student oracy, language production and acquisition through writing.	May 2022	Director of Dual Language, Building Language Coach, Building Reading	District PD	\$2,000	Artifacts: • PD Agenda • Coaching Appointments • Coaching Reflection Logs • Reflective Coaching Visits • Post Conference forms Student Growth: • iReady Data • iStation Data • ACCESS Data
Teachers will help increase students' writing by using explicit strategies such as "EL DICTADO" to support all four domains of language, but with an emphasis on specific writing goals.	2022	Director of Literacy, Director of Dual Language, Building Reading Coach, Building Language Coach	District PD per D300 PD plan		Artifacts • PLC agendas • District Professional Development Agendas Student Growth • IAR data • Writing Assessments
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					

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District Goal #1B: Academic/Math (IAR Math)					
SIP Goal #4B: SMART Goal					
By the end of the 2021-2022 school year, Golfview Elementary School student performance will increase from 17.5% proficient to 53.5% proficient in the area of Math on the IAR assessment.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: Hispanic, IEP, EL, and Low Income					
Rationale:					
Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060) The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (Wise Ways Indicator #2349) All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (Wise Ways Indicator #2350)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will receive ongoing, targeted support with the district math curriculum provided by district math coaches with a focus on our EL and special education subgroups. Support will increase teachers' knowledge of best practice instructional strategies and ways to integrate components of "Into Math" into the Math Workshop model as well as focus on using formative data to differentiate Tier 1 and Tier 2 instruction.	May 2021	Director of Math, Building Math Coach, Classroom Teachers	District PD, School Based PD	\$0	Artifacts: ● Reflective Coaching Visits ● Post Conferences ● PLC Agendas ● Unit Plans ● PD Agendas Student Growth ● i-Ready Data ● Unit Assessment Data ● IAR Data
SPED Teachers will use Math Plus More and will fluidly select students based on formative data/pre-req assessments to specifically target the student need. Year 1: SPED teachers will be provided professional development on the program and systems will be established to create data decisions on student placement within the program.	May 2021	Director of Ed. Services, Ed Service Specialist, SPED Teachers	District PD	\$0	Artifacts: ● Coaching Appointments ● Coaching Reflection Logs ● Reflective Coaching Visits ● Data Tracking Tool TBD by Education Services Student Growth: ● iReady Data ● Data Tracking Tool

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Year 2: SPED teachers will use established data decisions to place students within the program. Math Coaches will support SPED teachers on the implementation of the program.					
Grade level PLCs will plan together and implement open-ended activities and tasks that are aligned to the district priority standards and specifically target Mathematical Practice 3 in their classroom instruction.	May 2021	Director of Math, Math Coaches, Building Language Coach, Digital Learning Coach	District PD, School Based PD	\$0	Artifacts: ● Reflective Coaching Visits ● Post Conferences ● PLC Agendas ● Unit Plans ● PD Agendas Student Growth ● i-Ready Data ● Unit Assessment Data ● IAR Data
Dual Language teachers will receive ongoing, targeted support from the Language Coach on the planning and implementation of their Bridging lessons following the pacing guides.	May 2021	Director of Dual Language, Building Language Coach, Building Reading	District PD	\$0	Artifacts: ● Coaching Appointments ● Coaching Reflection Logs ● Reflective Coaching Visits ● Post Conference forms Student Growth: ● iReady Data ● ACCESS Data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #1C: Academic/Science (ISA 5th Grade)					
SIP Goal #4C: SMART Goal					
By the end of the 2021-2022 school year, Golfview Elementary School student performance will increase from 38% proficient to 50.8% proficient in the area of Science on the ISA assessment.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: Hispanic, IEP, EL, and Low Income					
Rationale:					
Units of instruction will include specific learning activities aligned to objectives. (Wise Ways Indicator #1083)					
Instructional Teams will use student learning data to plan instruction. (Wise Ways Indicator #1060)					
Units of instruction will include pre-/post-tests to assess student mastery of standards-based objectives. (Wise Ways Indicator #1048)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will focus on the implementation of Tier 2 vocabulary instructional and application strategies in all Science classes with a focus on best practice strategies for EL students.	May 2021	Director of Science, Grade Level Reps, Classroom Teachers, Digital Learning Coach, Language Coach	Building	\$0	Artifacts: - Walkthroughs - Common vocabulary formatives/summatives Student Growth: - District Summative Assessment Data - ISA Assessment Data
Teachers use the D300-created Power School Learning pages to support instruction incorporating the skills from the Digital Scope and Sequence pacing guide. Students in grades K-5 will access content and resources from the Power School Learning class pages.	May 2021	Director of Science, Grade Level Reps, Classroom Teachers, Digital Learning Coaches	Building	\$0	Artifacts: - DLC Tracking Tool - Digital Scope and Sequence Tracking Tool Student Growth: - Common Summative Assessment Data - ISA Assessment Data
Classroom instruction will demonstrate alignment with NGSS through the incorporation of instruction follows the 5-E	May 2022	Director of Science, Grade Level Reps, Classroom Teachers,	Building	\$0	Artifacts: - Reflective Coaching Visits - PLC Meeting Agendas Student Growth:

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model (Engage, Explore, Explain, Elaborate, Evaluate) over the course of a unit of study		Digital Learning Coaches			- Common Summative Assessment Data - ISA Assessment Data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #2: ESSA Indicator					
SIP Goal #3: SMART Goal					
By the end of the 2021-2020 school year, Golfview Elementary School student performance will increase from an average 3.17 composite score to an average of 3.38 composite score.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: Hispanic, IEP, EL, and Low Income					
Rationale:					
WIDA researchers study the ways students need to use language to meaningfully engage in school, community, and society. Research in this area focuses on developing, improving and implementing new instructional approaches and resources for multilingual learners and their teachers.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
After school programs will be provided for students that need extra support in their development of the English language based on ACCESS data. Students in grades in 3rd -5th will have priority placement.	May 2021	Language coach, Math coach, Reading Coach Principal	School	Title I	Artifacts: - Language acquisition activities Student Growth: - iReady Data - ACCESS Data
Teachers will differentiate instruction based on WIDA descriptors to support language acquisition.	May 2021	Language coach, Math coach, Reading coach, teachers	District	District	Artifacts: - Reflective Coaching Visits - PLC Meeting Agendas - District PD Agendas Student Growth: - Quarterly Assessment Data - iReady Data - ACCESS Data
Dual Language teachers will receive ongoing targeted support from the	May 2021	Administration, District Language Coaches	District	\$0	Artifacts: Reflective Coaching Visits

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language coach for the planning and implementation of Bridging (in literacy and math) and Extension instructional blocks.					● PLC Meeting Agendas Student Growth: ● Quarterly Assessment Data ● iReady Data ● ACCESS Data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #3A: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
By the end of the 2021-2022 school year, Golfview Elementary School's 5 Essentials rating in the area of Effective Leaders will increase from a "44- Average Implementation." to a "60-More Implementation."					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: Hispanic, IEP, EL, and Low Income					
Rationale:					
Teachers are organized into grade-level, grade-level cluster, or subject-area instructional teams. (Wise Ways Indicator #1171) Instructional teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (Wise Ways Indicator #1173) Instructional teams develop standards-aligned units of instruction for each subject and Grade level. (Wise Ways Indicator #1045) All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (Wise Ways Indicator #1063) Units of instruction include specific learning activities aligned to objectives. (Wise Ways Indicator #1083) Instructional teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator # 1061)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
PLCs will meet with the reading and math coaches prior to each unit of instruction to unpack the priority standards, design common formative assessments, plan high-yield instructional strategies, and create rigorous and relevant tasks and centers (including spiraling centers) for Tier I instruction. Year 1: Build a common understanding of formative assessments and what does mastery of a standard look like? Implement high yield instructional strategies for small	May 2022	Reading Coach, Math Coach, Digital Learning Coach	District PD	Title I	Artifacts: ● PLC Agendas ● Instructional Unit Plans per grade level ● Coaching Reflection logs 5 Essential Growth: ● School Commitment ● Collective Responsibility ● Teacher to Teacher Trust

Community Unit School District 300 School Improvement Plan

group instruction based on assessment data Year 2: Plan for and implement rigorous and relevant tasks and differentiated centers (including spiraling centers). Year 3: Students track their own data and select from center choices based on their self-assessment.					
PLCs will meet with the reading and math coaches after each assessment to analyze assessment data, form reteach and enrich groups and plan for instruction that meets the needs of each reteach or enrichment group. Year 1 - Build a common understanding of formative assessments and what does mastery of a standard look like? Year 2 - Implement high yield instructional strategies (specifically Rigorous & Relevant tasks, manipulatives, concrete to abstract concept building) for reteach and enrichment groupings based on assessment data. Year 3 - Students track their own data and self-assess where they go during WIN time.	May 2022	Reading Coach, Math Coach, Digital Learning Coach			Artifacts: ● PLC Agendas ● Instructional Unit Plans per grade level ● Coaching Reflection logs 5 Essential Growth: ● School Commitment ● Collective Responsibility ● Teacher to Teacher Trust
Directors will conduct classroom walkthroughs with the building leadership teams at a minimum of 1x/per quarter to identify patterns of instructional implementation based on school improvement goals and provide feedback. (Math, Literacy, Science, Social Studies, Digital Learning, Dual, SEL)	May 2021	Director of EL, Director of Math, Director of Science, Director of Social Studies and Principal	District-Coaches		Artifacts: ● Coaching Logs ● Action plans 5 Essential Growth: ● Quality of Professional Development
Dual Language teachers and Leadership Team will participate in a book study of <u>Biliteracy from the Start</u> by Kathy Escamilla. The team will learn how to plan, implement, monitor and strengthen biliteracy instruction that builds on	May 2021	Director of EL, Language Coach, Reading Coach, Administration	School Based Book Study	\$10,000 Title I	Artifacts: ● Book Study Agendas ● Book Study Discussion Forums (Haiku) 5 Essential Growth: ● Quality of Professional Development

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students' linguistic resources in two languages. Year 1: Focus on strategies to build student oracy and metalanguage skills. Year 2: Focus on strategies to build reading and writing skills. Year 3: Focus on using biliterate reading zones and biliterate writing trajectory to plan for instruction					Collective Responsibility
Teachers will receive professional development and ongoing targeted support from the Digital Learning Coach to provide authentic digital learning opportunities for students in all content areas whether in-person or remote.	Ongoing May 2021	DLC, Grade Level PLCs	School	N/A	Artifacts: - Discussion Forums - Agenda - Coaching appointments 5 Essential Growth:
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #3B: Engage Family and Community					
SIP Goal #2: SMART Goal					
By the end of the 2021-2022 school year, Golfview Elementary School's 5 Essentials rating in the area of Involved Families will increase from a "30- Less Implementation." to a "40-Average Implementation."					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: Hispanic, IEP, EL, and Low Income					
Rationale:					
School Leadership and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning. (Wise Ways Indicator #2341) The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (Wise Ways Indicator #1115) The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (Wise Ways Indicator #1155) The principal offers frequent opportunities for stakeholders to voice constructive critique of the school's progress and suggestions for improvement. (Wise Ways Indicator #1034) All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (Wise Ways Indicator #2353)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Golfview will hold bi-monthly GPAC (Golfview Parent Advisory Committee Meetings) that will support parents' needs and their involvement in the school.	May 2021	Family School Liaison, Administration	School	Title I- \$500	Artifacts: - GPAC Agendas Growth: 5 Essentials
Golfview will hold a monthly Parent University in English and Spanish to model best practice instructional strategies for families to do at home.	May 2021	Family School Liaison, Interventionists	School	Title I- \$1000	Artifacts: - Book Club Agendas Growth: 5 Essentials
Golfview will host 2 Family Instructional events, one math and one literacy.	May 2021	Family School Liaison, Interventionists	School	Title I- \$4000	Artifacts: - Event sign in sheets - Event Flyers Growth: 5 Essentials
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					

Community Unit School District 300 School Improvement Plan



School Name	Hampshire Elementary	
Principal Name	Lisa van Wageningen	
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.	
School Improvement Team Members	Lisa van Wageningen - Principal Pam Elliott - 1st Grade Jonelle Salinas - 3rd Grade Rebecca McQuade - 5th Grade Andy Rakowski - Specials Courtney Kuzynowski - Kindergarten Michelle Bannerman - 2nd Grade Julie Liebengood - 4th Grade Katie Trac - Education Services	
Cabinet Member Signature and Date		
Superintendent Signature and Date		
Board President Signature and Date		

Community Unit School District 300 School Improvement Plan

Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi- Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data Actual		41.0	40.9	-	31.7	-	-	-	-	12.2	-	-	27.5
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Target		45.8	48.5		37.7					20.4			34.6
School Data Actual		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Target		50.8	55.5		44.7					29.4			40.5
School Data Actual													
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Target		56.5	62.3		49.4					39.4			47.5
School Data													

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MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi- Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data Actual		46.7	46.8	-	36.6	--	-	-	-	22.0	-	-	39.2
ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6
School Target		49.7	51.7		39.6					29			42.2
School Data Actual		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Target		52.7	55.7		42.6					34			45.2
School Data Actual													
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Target		55.7	59.1		46.6					39.1			48.2
School Data Actual													

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator			
	Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
	<u>Effective Leaders</u> Measure on Illinois 5Essentials	<u>Involved Families</u> Measure on Illinois 5Essentials	<u>School Commitment</u>

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State Average	2018-2019	49	50	49
School Data Actual		32	42	26
State Average	2019-2020	51	56	46
School Target		37	48	34
School Data Actual		54	58	55
State Average	2020-2021			
School Target		43	54	42
School Data Actual				
State Average	2021-2022			
School Target		50	60	50
School Data Actual				

Below is the average score of all students in grade 5 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 5th grade students.

SCIENCE		
	Year	Science - % Proficient Gr 5
State Ave	2018-2019	50.8
School Data		62.7
State Ave	2019-2020	NA
School Target		65.7
School Data Actual		NA
State Ave	2020-2021	
School Target		68.7
School Data Actual		
State Ave	2021-2022	
School Target		71.7
School Data Actual		

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District Goal #1A: Academic/ELA (IAR Reading)					
SIP Goal #4A: SMART Goal					
By the end of the 2021-2022 school year, Hampshire Elementary School student performance will increase from 41% proficient to 56.5% proficient for an overall increase of 15.5% on the IAR.					
Target Group or Sub Group:					
Refer back to the data chart, the underperforming and targeted subgroups include: White, Hispanic, IEP, Low-Income.					
Rationale:					
Target subgroups listed above scored below All on the IAR assessment in 2019. • Differentiated instruction provides for changing the instructional process, providing for appropriate challenge, and giving opportunities for students to select how they will demonstrate their learning (Fogarty & Pete, 2011). • Students need to use technology to research, access information, compare and contrast sources, and verify truth in dealing with real-world problems and projects (Gregory, Kaufeldt & Mattos, 2016). • The process of critically examining curriculum and instructional practices relative to students' actual performance on standardized tests and other assessments yields data that help teachers make more accurately informed instructional decisions (Mertler, 2007). • Analyzing data not only helps inform decision and challenge assumptions, but also helps teachers view their instructional and collaborative practices with a new perspective (Feldman & Tung, 2001).					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Grade level PLC's will work with the building Literacy Coach and EL Coach to differentiate core instruction and WIN time, identify and create formative assessments, analyze formative data to plan instructional groups, and plan instruction using standards learning progressions targeted to student needs.	May 2022	ELA Coach EL Coach Principal Teachers	School PD	Building Budget \$6000	• PLC Agendas • Coaching Appointments • Common Formative/ Summative Assessments and Data
Teachers will be provided with resources and support for the implementation of a balanced literacy approach to ELA instruction. The components that teachers will focus on are: interactive read alouds, guided reading, independent reading, word study, academic vocabulary, modeled writing and independent reading/writing	May 2022	ELA Coach Principal Teachers	District PD	\$0	• Instructional Walk Through Data • Post-Conference Forms • iReady Vocabulary Domain Data

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workshop. Principal and grade level PLCs will work closely with the building ELA coach and building literacy teacher to develop a monitoring plan for successful implementation.					
Special Education teachers, grade level PLCs, and literacy teachers will collaborate with a focus on the alignment of ELA priority standards and differentiation.	May 2022	Principal Literacy Teachers SPED Teachers Teachers	School PD	\$0	• PLC Agendas • iReady Data • Common Formative/ Summative Assessment Data • IEP Goals
Targeted support to enhance guided reading and writing practices will be provided to classroom teachers by literacy specialists, reading coaches, and/or education services in order to enhance instructional practices and student outcomes.	May 2022	Principal Literacy Teachers SPED Teachers Reading Coach	School PD	\$0	• Coaching Appointments • Instructional Walk Through Data • iReady Data • Common Formative/ Summative Assessment Data
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					
The plan will be monitored by all teachers and support staff. • Grade Level PLCs will meet on a weekly basis. Common formative and/or summative data will be analyzed. • Grade Level Reps will share grade level data at monthly meetings. The lowest quartile of students on the 2019 ELA IAR Assessment will be identified and provided appropriate interventions that may include: • i-Ready online instruction • Individualized Classroom Support • Access to building interventionists/reading specialists/special education as appropriate Data will be monitored and the growth of students will be determined based on iReady diagnostics and standardized assessments.					

District Goal #1B: Academic/Math (IAR Math)
SIP Goal #4B: SMART Goal
By the end of the 2021-2022 school year, Hampshire Elementary School student performance will increase from 46.7% proficient to 57.7% proficient for an overall increase of 9% on the IAR.
Target Group or Sub Group:
Refer back to the data chart, the underperforming and targeted subgroups include: White, IEP
Rationale:
Target subgroups listed above scored below All on the IAR assessment in 2019.

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• Differentiated instruction provides for changing the instructional process, providing for appropriate challenge, and giving opportunities for students to select how they will demonstrate their learning (Fogarty & Pete, 2011). • Students need to use technology to research, access information, compare and contrast sources, and verify truth in dealing with real-world problems and projects (Gregory, Kaufeldt & Mattos, 2016). • The process of critically examining curriculum and instructional practices relative to students' actual performance on standardized tests and other assessments yields data that help teachers make more accurately informed instructional decisions (Mertler, 2007). • Analyzing data not only helps inform decision and challenge assumptions, but also helps teachers view their instructional and collaborative practices with a new perspective (Feldman & Tung, 2001).					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Grade level PLC's will meet with the building Math Coach to implement Daily Routines with fidelity and how to organize and differentiate WIN time, identify and create formative assessments, analyze formative data to plan instructional groups, and plan instruction using standards learning progressions targeted to student needs.	May 2022	Building Math Coach Teachers SPED Teachers Principal	District PD	Building Budget \$6000	• PLC Agendas • Coaching Appointments • Common Formative/ Summative Assessments and Data
New daily math routines will be implemented to increase number sense, the use of mathematical practice, modeling, and reasoning. Teachers will differentiate small group learning based on current formative assessments.	May 2022	Building Math Coach Teachers Principal	School PD	\$0	• PLC Agenda • Coaching Appointments • Instructional Walk Through Data • Post-Conference Forms • iReady • Common Formative/ Summative Assessments and Data
Special Education teachers, grade level PLCs, and building math coaches will collaborate with a focus on the alignment of math priority standards and differentiation.	May 2022	Principal Building Math Coach SPED Teachers Teachers	School PD	\$0	• PLC Agendas • iReady Data • Common Formative/ Summative Assessments and Data • IEP Goals
PLC's will meet with the math coach prior to each unit for targeted support to enhance math instructional practices to	May 2022	Principal Building Math Coach SPED Teachers	School PD	\$0	• Coaching Appointments • Instructional Walk Through Data

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increase teacher capacity to utilize manipulatives, teach academic vocabulary, and implement math talk in instruction. Support will be provided to classroom teachers by district math coaches, and/or education services in order to enhance instructional practices and student outcomes.		Teachers			• iReady Data • Common Formative/ Summative Assessments and Data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					
The plan will be monitored by all teachers and support staff. • Grade Level PLCs will meet on a weekly basis. Common formative and/or summative data will be analyzed. • Grade Level Reps will share grade level data at monthly meetings. The lowest quartile of students on the 2019 ELA IAR Assessment will be identified and provided appropriate interventions that may include: • i-Ready online instruction • Individualized Classroom Support • Access to building interventionists/reading specialists/special education as appropriate Data will be monitored and the growth of students will be determined based on iReady diagnostics and standardized assessments.					

District Goal #1B: Academic/Science (ISA 5th Grade)
SIP Goal #4C: SMART Goal
By the end of the 2021-2022 school year, Hampshire Elementary School student performance will increase from 62.7% proficient to 71.7% proficient for an overall increase of 9% on the ISA.
Target Group or Sub Group:
Refer back to the data chart, the underperforming and targeted subgroups include: All K-5 students with a focus on IEP, EL, and Low-Income.
Rationale:
All students in fifth grade are assessed utilizing the Illinois Science Assessment. • Students need to use technology to research, access information, compare and contrast sources, and verify truth in dealing with real-world problems and projects (Gregory, Kaufeldt & Mattos, 2016). • Differentiated instruction provides for changing the instructional process, providing for appropriate challenge, and giving opportunities for students to select how they will demonstrate their learning (Fogarty & Pete, 2011). • NGSS standard has three prongs: content, scientific and engineering practices and cross-cutting concepts. The integration of rigorous content and application reflects how science is practiced in the real world (NGSS, 2012).

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Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will use the D300 created PowerSchool Learning/Haiku pages to support instruction from the Digital Learning Scope and Sequence pacing guide.	January 2022	Teachers DLC	District PD	\$0	• DLC Appointments • Common District Summative Data • 5th Grade ISA Data
Teachers will differentiate instruction utilizing digital tools.	January 2022	Teachers DLC	School PD District PD	\$0	• DLC Appointments • Common District Summative Data • 5th Grade ISA Data • Post-Conference Forms
Students will use the “Claim, Evidence, Reasoning” writing model to integrate scientific writing to justify their thinking and understanding of science standards.	May 2022	Teachers DLC	District PD	\$0	• Digital Scope and Sequence • Instructional Walk Through Data • Post-Conference Forms • 5th Grade ISA Data
Classroom instruction will demonstrate alignment with NGSS through the incorporation of instruction that follows the 5-E model (Engage, Explore, Explain, Elaborate, Evaluate) over the course of a unit of study.	May 2022	Teachers	School PD, District PD	\$0	• Digital Scope and Sequence • Common District Summative Data • 5th Grade ISA Data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					
The plan will be monitored by all teachers and support staff. Classroom teachers will follow the Science pacing guide and haiku templates for each unit/quarter of study.					

District Goal #2: School Commitment
SIP Goal #3: SMART Goal
In the 2018-2019 5Essentials Survey, Hampshire Elementary School received an overall rating of Less Implementation (26) in the area of School Commitment. By the 2021-2022 survey, the school will receive an overall rating of Average Implementation (50).
Target Group or Sub Group:
Refer back to the data chart, the underperforming and targeted subgroups include: All Stakeholders
Rationale:
• Trust is the foundation for collaboration, and collaboration is what makes organizations excel (Educational Leadership. Modoono, 2017).

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- Teachers seek basic conditions that allow them to practice their craft day to day: appropriate course assignments; sufficient curriculum guidelines; and efficient systems for discipline, communication with parents, and smooth transitions between classes. They also look for schools where they feel like professionals - sharing ideas and resources with colleagues and receiving respect and guidance from the principal (Johnson & Birkeland, 2003). - Strong positive cultures are places with a shared sense of what is important, a shared ethos of caring and concern, and a shared commitment to helping students learn (Deal & Peterson, 1994).					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
PLC teams will receive professional development training on methods to maximize the PLC process. Grade Level PLCs will meet to analyze student data and plan for instruction.	Ongoing	Principal Teachers Instructional Coaches	School	\$0	- PLC Agenda and Notes - Student Data - SMART Goals - WIN Data
Staff will participate in "Know Me, Know My Name" Activity to promote the social and emotional health of all students.	2022	Principal Teachers Support Staff	School	\$0	- Inservice Agenda "Know Me, Know My Name" data sheets
All students will receive instruction in PBIS Cool Tools at the beginning of the year. Students will be given an additional opportunity for learning after winter break.	Ongoing	Principal Teachers Support Staff	School	\$0	- Cool Tools Agenda - PBIS SET Data
Staff will hold celebrations related to both student and staff accomplishments.	Ongoing	All Staff	School	\$0	- Faculty Meeting Agendas 5 Essentials Results
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #3A: Develop Great Teachers and Leaders
SIP Goal #1: SMART Goal
In the 2018-2019 5Essentials Survey, Hampshire Elementary School received an overall rating of Less Implementation (32) in the area of Effective Leaders. By the 2021-2022 survey, the school will receive an overall rating of Average Implementation (50).

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Target Group or Sub Group:					
Refer back to the data chart, the underperforming and targeted subgroups include: All Staff					
Rationale:					
- In successful districts and schools, there is a collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously improve student learning for all students (Illinois Quality Framework Supporting Rubric). - The work of leadership is characterized by several interdependent features. Involving teachers, administrators, students, parents, and community members in skillful ways promotes collective commitment to learning for all students (Lambert, 2003). - Trust is the foundation for collaboration, and collaboration is what makes organizations excel (Educational Leadership. MODOONO, 2017). - Designing coherent instruction is the heart of planning and requires educators to have a clear understanding of the content; the curriculum; and the state, district, and school expectations for student learning (Danielson, et. al., 2009).					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Grade level PLC's will meet with the instructional coaches to organize and differentiate WIN time, identify and create formative assessments, analyze formative data to plan instructional groups, and plan instruction using standards learning progressions targeted to student needs.	May 2022	Instructional Coaches Teachers SPED Teachers Principal	District PD	District funded substitutes	- PLC Agendas - Coaching Appointments - Common Formative/Summative Assessments and Data
Data will be collected from assessments and analyzed to determine the needs of students. Staff will identify strategies to meet student needs.	Ongoing	Principal Teachers	School	\$0	Formative/Summative Assessments and Data
Staff will receive professional development in the district targeted areas of differentiation, assessment, and vocabulary throughout the school year.	May 2022	Principal Teachers	District and School PD	\$0	- Instructional Walk Through Data - Formal/Informal Post-Conferences
Directors and Building Principal will conduct classroom walkthroughs once a quarter to identify patterns of instructional implementation based on school improvement goals and provide feedback to teachers.	May 2022	Director of ELA Director of Math Director of Science Director of Innovation and Technology Principal Math Coach Literacy Coach DLC	District PD	\$0	- Coaching Log/Calendar - Coaching Action Plans - Teacher-to-Principal Trust - Collective Responsibility

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**Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?*

The plan will be monitored by all teachers and support staff.

- Grade Level PLCs will meet on a weekly basis. Common formative and/or summative data will be analyzed.
- Grade Level Reps will share grade level data at monthly meetings.

District Goal #3B: Engage Family and Community

SIP Goal #2: SMART Goal

In the 2018-2019 5Essentials Survey, Hampshire Elementary School received an overall rating of Average (42) in the area of involved families. By the 2021-2022 survey, the school will receive an overall rating of More (60).

Target Group or Sub Group:

Refer back to the data chart, the underperforming and targeted subgroups include: Families

Rationale:

- Effective family engagement requires the school to develop a relationship-building process focused on listening. To create the kinds of school-family partnerships that raise student achievement, improve local communities, and increase public support, we need to understand the difference between family involvement and family engagement (Furlong & Stokols, 2009).
- One component of a school learning community is an organized program of school, family, and community partnerships with activities linked to school goals. Research and fieldwork show that such programs improve schools, strengthen families, invigorate community support, and increase student achievement and success (Epstein, 2001; Henderson & Mapp, 2002; Sheldon, 2003).

Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Family engagement information will be provided to HES families via the weekly principal update, the virtual backpack, HES website, and the RCS system.	Ongoing	Principal	None	\$0	● HES Website ● Virtual Backpack ● RCS Messages ● 5 Essentials Results
Building Principal and staff will design and deliver a virtual open house event. The event will share building-wide and grade-level specific information with an opportunity for questions and answers with the classroom teachers.	September 2020	Principal Teachers	None	\$0	● HES Open House Video ● Zoom Links via PowerSchool ● Parent Attendance Data
Building Principal and Kindergarten teachers will design and share a virtual Kindergarten Welcome event. The event	September 2020	Principal Kindergarten Teachers	None	\$0	● Parent Invitation ● Parent Attendance ● HES Kindergarten Video

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will share building-wide information, provide a building tour and introduction to the Kindergarten teachers. Parents will have the opportunity to reach out to Kindergarten teachers with questions.					
Classroom teachers will stay in communication with parents whose child is participating in remote learning. Classroom teachers will email parents and have information posted to their PowerSchool Learning page.	May 2021	Principals Teachers Parents	None	\$0	• PowerSchool Learning Teacher Page • Teacher Record of Parent Communication
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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School Name	Liberty Elementary School	Updated 7-23-20
Principal Name	Mr. Robert Chleboun	
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.	
School Improvement Team Members	Teachers: Renee Repenning- Kindergarten, Emilee Hume- 1st Grade, Mandy Bone- 2nd, Kate Nangle- 3rd, Stephanie Murphy- 4th, Brianne Fowler- 5th, Rachel Zbinden- Resource Teacher, Heidi Czysz-Coleman- Assistant Principal, PTO Executive Board: Lynette Gordon-President, Daniel Nielsen- Vice President, Jody Horton- Treasurer, Jill Ramel- Secretary, Jen Molner- Social Coordinator	

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Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data Actual		36.5	41.5	23.8	26.4	44.7	-	-	58.3	17.9	8.2	66.7	26.2
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Target		43.6	48.5	30.8	34.4	54.7			61.3	24.9	22.2	69.7	33.2
School Data Actual		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Target		50.6	56.5	37.8	42.4	64.7			64.3	31.9	36.2	72.7	40.2
School Data Actual													
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Target		56.5	62.3	45.1	49.4	75			67.3	39.4	50.2	75.7	47.5
School Data Actual													

MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data Actual		44.6	50.3	38.1	31.4	60.5	-	-	58.3	25	13.7	58.3	30.8
ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6
School Target		47.9	53.3	41.1	36.4	65.3			61.3	28	60.4	61.3	35.43
School Data Actual		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Target		49.6	56.3	44.1	41.4	70.1			64.3	31	73.8	64.3	40.03
School Data													
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Target		53.5	59.1	47.1	46.6	75.1	-	-	67.3	34	87.2	67.3	44.7
School Data Actual													

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<u>Collaborative Practices Measure on Illinois 5Essentials</u>	<u>Involved Families Measure on Illinois 5Essentials</u>	<u>School Attendance: Improving Chronic Absenteeism</u>
State Average	2018-2019	49	50	17%
School Data Actual		12	48	8.3 %
State Average	2019-2020			18%
School Target		24	51	6.3%
School Data Actual		12	54	4% (IL School Report Card)
State Average	2020-2021			
School Target		36	54	4.3%
School Data Actual				
State Average	2021-2022			
School Target		50	60	2.3%
School Data Actual				

Below is the average score of all students in grade 5 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 5th grade students.

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SCIENCE		
	Year	Science - % Proficient Gr 5
State Ave	2018-2019	50.8
School Data Actual		56.9
State Ave	2019-2020	N/A
School Target		N/A
School Data Actual		N/A
State Ave	2020-2021	
School Target		
School Data Actual		
State Ave	2021-2022	
School Data		
School Data Actual		

District Goal #1A: Academic/ELA (IAR Reading)					
SIP Goal #4A: SMART Goal					
By the end of the 2021-2022 school year, Liberty Elementary School student performance will increase from 36.5% proficient to 56.5% proficient in the area of ELA on the IAR assessment.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: White, Black, Hispanic, Asian, IEP, EL, and Low-Income.					
Rationale:					
While Liberty scores have gone up, we must continue to work at growing our scores for the purpose of meeting the minimum annual State Proficiency Targets and to continue the progression in meeting the 2021-2022 target goal on the IAR Assessment.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
The ELA Coach will meet with grade level PLCs at least quarterly to support and enhance differentiated literacy practices. This will be delivered during WIN in order to strengthen instructional approaches and student outcomes.	May 2021	ELA Coach, Grade level PLCs	School	N/A	Meeting schedule, meeting notes, agendas

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Using current iReady data, the ELA Coach and grade level PLC will identify key areas to address during WIN. Teachers will differentiate instruction using targeted strategies for each small group with the goal of exhibiting measurable growth as evidenced by formative assessment outcomes.	May 2021	ELA Coach, Grade level PLCs	School	N/A	Establish measure to evaluate frequency of time teachers implement strategies
Targeted support for literacy curriculum and instruction will be provided by the ELA Coach to special education paraprofessionals in order to enhance strategies for strengthening student outcomes.	May 2021	Literacy Coach, Paraprofessionals	School	N/A	Review growth in students serviced by paraprofessionals
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #1B: Academic/Math (IAR Math)					
SIP Goal #4B: SMART Goal					
By the end of the 2021-2022 school year, Liberty Elementary School student performance will increase from 44.6% proficient to 54.1% proficient in the area of Math on the IAR assessment					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: Hispanic, Asian, EL, and Low-Income.					
Rationale:					
While Liberty has exceeded the state's performance target for 2019-2020 by 2.5%, we must continue to work at growing our scores for the purpose of meeting the minimum annual State Proficiency Targets and to continue the progression in meeting the 2021-2022 target goal on the IAR Assessment.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Grade level PLCs will meet with the math coach quarterly for the purpose of unpacking modules, planning centers, identifying manipulatives, creating formative assessments, and developing project based learning activities.	May 2021	Math Coach, Grade level PLCs	School PD	N/A	Identify assessment and baseline starting point for each child, and review growth by the end of each quarter on a percentage basis

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Using formative assessment data, the Math Coach and grade level PLC will identify key areas to address during WIN. Teachers will differentiate instruction using targeted strategies for each small group with the goal of exhibiting measurable growth as evidenced by formative assessment outcomes.	May 2021	Math Coach, Grade Level PLCs	School PD	N/A	Review student data outcomes in relation to number of minutes teachers worked with each small group during WIN by day and per week
Ongoing, targeted support for math curriculum and instruction will be provided by Math Coach to special education paras in order to enhance strategies to increase student outcomes.	May 2021	Math Coach, Special Education Parapros	School PD	N/A	Review individual math assessment scores of students parapros support
The new Liberty Math Interventionist will work with qualifying students to help them strengthen their math readiness skills.	Ongoing	Math Interventionist, Building Administration	District PD- new position	N/A	Data will be reviewed for students receiving intervention to identify growth patterns as well as number of students being exited from program on a quarterly system
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #1B: Academic/Science (ISA 5th Grade)					
SIP Goal #4C: SMART Goal					
By the end of the 2021-2022 school year, Liberty Elementary School student performance will increase from 58% proficient to 67 % proficient in the area of Science on the ISA assessment.					
Target Group or Sub Group:					
Focus on underperforming and targeted subgroups including EL and students with IEPs					
Rationale:					
Even though performance results of the 18-19 school year exceeded the state proficiency target by 8 percentage points, Liberty staff will continue to place emphasis on priority standards and content areas as outlined in the D300 Crosswalk in order to continue improving in this subject.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:

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For the 20-21 school year, in order to guarantee an equitable core instructional experience teachers will incorporate the D300 science curriculum for each grade level utilizing the D300-approved curricular resources.	Sept. 2020	Instructional Staff, Building Administration	District PD	None	Teacher observations (formal and informal), ISA assessment data (5th grade)
Classroom instruction will demonstrate alignment with NGSS through the incorporation of Science and Engineering Practices (SEP) that align with the topic.	Ongoing	Instructional Staff, Building Administration	District PD	None	Teacher observations (formal and informal), ISA assessment data (5th grade)
Teachers will use the D300-created PowerSchool Learning pages to support instruction.	May 2021	Instructional Staff, Building Administration	District PD	None	Teacher observations, Pre Conference planning as part of formal observation process
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #2: ESSA Indicator					
SIP Goal #3: SMART Goal					
By the end of the 2021-2022 school year, Liberty Elementary School's student chronic absenteeism rate will decrease from 8.3% to 2.3%.					
Target Group or Sub Group:					
Absenteeism is critical for success in school.					
Rationale:					
Through support from the Family School Liaison and Mental Health social worker, Liberty continues to show progress in its goal of reducing the percentage of chronically truant students.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Liberty Family School Liaison and mental health social worker will work in tandem to implement a proactive	Ongoing	Family School Liaison, Mental Health Social	None	None	Schoolwide attendance reports reviewed monthly

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attendance plan targeting students that displayed chronic absenteeism and approaching chronic absenteeism in the 19/20 school year.		Worker, Assistant Principal			
Liberty Family School Liaison and mental health social worker will work closely with the Kane County Regional Truancy Officer to support families with chronic attendance issues.	Ongoing	Family School Liaison, Mental Health Social Worker, Assistant Principal	None	None	School Wide attendance data reviewed monthly
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #3A: Develop Great Teachers and Leaders
SIP Goal #1: SMART Goal
In the 2018-2019 5Essentials Survey, Liberty Elementary School received an overall rating of “Least Implementation” (12) in the area of Collaborative Practices. By the 2021-2022 survey, the school will receive an overall rating of “Average Implementation” (50).
Target Group or SubGroup:
Instructional Staff
Rationale:
PLC survey results completed by Liberty teachers in Fall 2018 showed low PLC implementation compared to the results of all District 300 elementary schools. Staff will use the following PLC research article by Rick DuFour to help understand and develop a team model that represents core principles of professional learning communities. http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community.aspx

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Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Grade level PLCs will continue to receive training and support from the PLC Coalition. Team will meet at least twice a month for the purpose of reviewing student data and to make instructional decisions that support student growth.	Done at least twice monthly Sept. 2020-May 2021	Grade Level PLC, Principal	School and District PD	N/A	Increased results for all students on local, district, and state assessments.
PLCs will self assess two times in the year using a survey to reflect on their progress towards becoming a highly functioning PLC.	January 2021, April 2021	Principal, Grade Level PLCs, PLC Coalition	School PD	N/A	Results of 20-21 5-Essentials survey,
Staff will enhance their knowledge and skills with PowerSchool Learning. Staff will be provided professional development in the areas of the assessment platform and development of instructional pages to support remote learning.	May 2021	Instructional Staff, Building Administration	District PD	None	Teacher observations, Pre Conference planning as part of formal observation process
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #3B: Engage Family and Community
SIP Goal #2: SMART Goal
In the 2018-2019 5Essentials Survey, Liberty Elementary School received an overall rating of “Average Implementation” (48) in the area of Involved Families. By the 2021-2022 survey, the school will receive an overall rating of “More Implementation” (60).
Target Group or SubGroup:
Liberty Parents, Students, Instructional Staff
Rationale:
Studies demonstrate that students with parents actively involved in their education at home and school are more likely to earn higher grades and test scores, enroll in higher-level programs, graduate from high school, and go on to post-secondary education.

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Book Review: Beyond the Bake Sale https://www.researchgate.net/publication/266523696_A_Review_of_Beyond_the_Bake_Sale_The_Essential_Guide_to_Family-School_Partnerships_book_review					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Liberty families participating in Literacy Night will receive a survey requesting feedback and suggestions for future parent learning topics in the area of reading, math, and science.	Spring 2021	Administration, Teacher volunteers, Media Teacher	None	Building budget with support from PTO	Liberty Reading Night agenda, Future school event topics focused on academics
To build professional capacity among Liberty English Language parents, Liberty will host meetings of the Bilingual Parent Advisory Committee (BPAC) through collaboration with our Family School Liaison and Title Schools.	Meeting dates determined by EL Department	EL Staff, Family School Liaison, Principal	None	Title Schools cover cost	BPAC agenda, Parent survey following the meeting
A presentation of the Liberty SIP plan will be provided to parents with the opportunity to collect feedback.	Nov. PTO meeting	Liberty Parents	None	None	PTO meeting agenda with SIP plan listed, Parent feedback
Classroom teachers will consistently communicate with parents whose child is participating in remote learning. Classroom teachers will email parents and have information posted to their PowerSchool Learning page.	May 2021	Principal	None	None	Staff and parent surveys
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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School Name	Lake in the Hills Elementary School
Principal Name	Michelle Smith
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.
School Improvement Team Members	Michelle Smith, Principal Susan Harris, Kindergarten Teacher Jessica Lucarelli, First Grade Teacher/Parent Meghan Hernandez, Second Grade Teacher Megan Kaiser, Third Grade Teacher Kristen Vargas, Fourth Grade Teacher Katie Hollis, Fifth Grade Teacher Samantha Potter, SPED Teacher Jennifer Wallace, Intervention Teacher

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Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data		39.4	41.4	42.9	31.3	-	-	-	-	7.7	11.8	80	32.6
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Target		45.5	48.4	45.9	37.3	-	-	-	-	17.7	23.8	83	37.6
School Data Actual		N/A	N/A	N/A	N/A	-	-	-	-	N/A	N/A	N/A	N/A
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Target		50.4	55.4	48.9	43.3					27.7	35.8	86	42.6
School Data Actual													
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Target		56.5	62.3	51.9	49.4					39.4	50.2	89	47.5
School Data Actual													

MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income

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ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data		44.8	47.8	42.9	32.8	-	-	-	-	7.7	14.7	80	28.4
ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6
School Target		47.8	51.8	45.9	36.8	-	-	-	-	17.7	27.7		33.4
School Data Actual		N/A	N/A	N/A	N/A	-	-	-	-	N/A	N/A	N/A	N/A
ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Target		50.8	55.8	48.9	40.8					27.7	30.7		38.4
School Data Actual													
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Target		53.8	59.1	51.9	46.6					39.1	54.1		44.7
School Data Actual													

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<u>Effective Leaders</u> Measure on Illinois 5Essentials	<u>Involved Families</u> Measure on Illinois 5Essentials	<u>Collective Responsibility</u> Measure on Illinois 5Essentials
State Average	2018-2019	49	50 (this is 17-18 ave)	50
School Data		52	50	19
State Average	2019-2020	51	56	46
School Target		55	53	29
School Data Actual		48	57	33
State Average	2020-2021			
School Target		58	56	39

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School Data Actual				
State Average	2021-2022			
School Target		60	60	50
School Data Actual				

Below is the average score of all students in grade 5 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 5th grade students.

SCIENCE		
	Year	Science - % Proficient Gr 5
State Ave	2018-2019	50.8
School Data		78.2
State Ave	2019-2020	N/A
School Target		81.2
School Data Actual		N/A
State Ave	2020-2021	
School Target		84.2
School Data Actual		
State Ave	2021-2022	
School Target		87.2
School Data Actual		

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District Goal #1A: Academic/ELA (IAR Reading)					
SIP Goal #4A: SMART Goal					
By the end of the 2021-2022 school year, LITH Elementary School student performance will increase by 17.1% from 39.4% proficient to 56.5% proficient in the area of ELA on the IAR assessment.					
Target Group or Sub Group:					
Refer back to the data chart, the underperforming and targeted subgroups include: White, Hispanic, IEP, EL, Low Income.					
Rationale:					
Wise Ways School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (CL2) Wise Ways School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (CL3) Wise Ways The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8) Wise Ways All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (CL9) Wise Ways All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (CL15) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx					
Strategy/Actions to address goal:	Date by which this will	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:

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	be a reality:				
Teachers will receive ongoing, targeted support to enhance differentiated guided reading practices that will be provided by literacy coaches with a focus on our EL and special education staff in order to build their knowledge of best practice instructional strategies designed to increase student growth. Year 1: K-2 will focus on foundational reading skills and the implementation of ELA Routines while 3-5 will focus on scaffolding comprehension skills and the implementation of ELA Talk Routines. Year 2: Focus will be determined based on 2020-2021 Reading Data.	May 2021	Reading Coach Language Coach Principal Director of Literacy	District PD - August 2019	\$0	Artifacts: ● Agenda of PD ● Coaching Appointments ● Coaching Reflection Logs ● Reflective Coaching Visits ● Post Conference forms ● Common formative assessments Student Growth: ● iReady Domain Data ● iStation Vocab Domain Data ● Common Formative and Summative Assessment Data ● PLC SMART Goals
Teachers will receive ongoing support to enhance Tier 2 instruction that will be targeted in all ELA classes, with a focus on vocabulary instruction, EL, and SPED students. Year 1: Utilize assessment data for the purpose of differentiating instruction at the Tier 2 level and implement strategies for differentiation. Year 2: Implement and extend strategies for vocabulary across content areas.	May 2021	Reading Coach Language Coach Principal Director of Literacy	District PD - August 2019	\$0	Artifacts: ● SIP Agenda with specific time to review data related to the strategy/action at every meeting. ● August Inservice Agenda ● Lesson Plans ● PLC Agenda Notes ● Grade Level Assessment Data Collection Student Growth: ● Common Formative Assessments for Vocabulary ● iReady Data

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The Literacy Coach and EL Coach will provide targeted support for oracy and writing practices to classroom teachers and special education teachers.	May 2021	Reading Coach Language Coach Principal Director of Literacy	School PD	\$0	Artifacts: ● SIP Agenda with specific time to review data related to the strategy/action at every meeting. ● Coaching Appointments ● Coaching Reflection Log ● PD Agendas ● Building substitute time allocation documentation in SmartFind Student Growth: ● iReady ● Summative Assessment Data
PD will be delivered on a minimum of three in-service days to demonstrate different types of digital tools that may be used for differentiation. Teachers will contribute to this by leading these examples. Teachers will continue to meet with the DLC in PLC team meetings as well as individual sessions. All teachers will incorporate a new lesson using differentiated digital tools on a minimum of four occasions throughout the school year.	May 2021	Reading Coach Language Coach Principal DLC	School PD	\$0	Artifacts: ● SIP Agenda with specific time to review data related to the strategy/action at every meeting. ● Coaching Appointments ● Coaching Reflection Log ● PD Agendas ● Building substitute time allocation documentation in SmartFind Student Growth: ● iReady

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					Summative Assessment Data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #1B: Academic/Math (IAR Math)					
SIP Goal #4B: SMART Goal					
By the end of the 2021-2022 school year, LITH Elementary School student performance will increase 9% from 44.8% proficient to 53.8% proficient in the area of Math on the IAR assessment.					
Target Group or Sub Group:					
Refer back to the data chart, the underperforming and targeted subgroups include: White, Hispanic, IEP, EL, Low Income.					
Rationale:					
Wise Ways School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (CL2) Wise Ways School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (CL3) Wise Ways The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8) Wise Ways All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (CL9) Wise Ways All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (CL15) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:

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Grade level PLCs will plan together and implement open-ended activities and tasks that are aligned to the district priority standards and specifically target Mathematical Practice 3 in their classroom instruction. Year 1: Grade level PLCs will meet with the math coach to plan two open-ended center activities, Spiraling centers, and problem based learning tasks aligned to the priority standards. Year 2: Grade level PLCs will meet with the math coach to plan for weekly open-ended center activities and tasks aligned to the priority standards.	May 2021	Building Math Coaches, Building Language Coach, Building DLC, Grade Level Rep	District & School Based PD	\$0	Artifacts: ● Agenda of PD ● Coaching Appointments ● Coaching Reflection Logs ● Reflective Coaching Visits ● Post Conference forms Student Growth: ● iReady Domain Data ● IAR Assessment Data ● Common Formative and Summative Assessment Data ● PLC SMART Goals
Teachers will receive ongoing, targeted support for the district Math curriculum and instruction that will be provided by district math coaches with a focus on our EL and special education staff in order to build their knowledge of best practice instructional strategies Including 3 Reads Strategy to develop the language of mathematics for all learners. designed to increase student growth. Year 1: Teachers will integrate the components of “Into Math” into the Math Workshop Model (build understanding, connect concepts and skills, and apply and practice). Year 2: Utilizing formative assessment data to differentiate content, process, product, and learning environment.	May 2022	Director of Math, Director of EL and World Languages, Building Math Coaches, Building Language Coach	District PD	\$0 Building Budget	Artifacts: ● Agenda of PD ● Coaching Appointments ● Coaching Reflection Logs ● Reflective Coaching Visits ● Post Conference forms ● Common formative assessments Student Growth: ● iReady Domain Data ● IAR Assessment Data ● Common Formative and Summative Assessment Data ● PLC SMART Goals

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Math Plus More student selection will be fluid and identify students based on formative data/pre-req assessments to specifically target the student need. Year 1: SPED teachers will be provided professional development on the program and systems will be established to create data decisions on student placement within the program. Year 2: SPED teachers will use established data decisions to place students within the program. Math Coaches will support SPED teachers on the implementation of the program.	May 2022	Director of Ed. Services, Building Math Coaches, SPED Teachers	District PD	\$0	Artifacts: - Coaching Appointments - Coaching Reflection Logs - Reflective Coaching Visits - Data Tracking Tool TBD by Education Services Student Growth: - iReady Data - iStation Data - Data Tracking Tool - Common Formative and Summative Assessment Data - PLC SMART Goals
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #1C: Academic/Science (ISA 5th Grade)
SIP Goal #4C: SMART Goal
By the end of the 2021-2022 school year, LITH Elementary School student performance will increase 9% from 78.2% proficient to 87.2% proficient in the area of Science on the ISA assessment.
Target Group or Sub Group:
Refer back to the data chart, the underperforming and targeted subgroups include: White, Hispanic, IEP, EL, Low Income
Rationale:
Wise Ways School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (CL2) Wise Ways School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (CL3) Wise Ways The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8) Wise Ways All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (CL9)

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Wise Ways All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (CL15) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will use the D300 Powerschool pages to support instruction incorporating the skills from the Digital Learning Scope and Sequence pacing guide.	January 2021	Teachers DLC Director of Innovation and Technology Director of Science	School PD	\$0	Artifacts: - DLC Tracking Tool - Digital Scope and Sequence Student Growth: - ISA Assessment Data - Formative Assessment Data Collection
Teachers will implement Tier 2 vocabulary strategies and support instruction so that students may apply and use higher order questioning with a focus on our EL and SPED students.	May 2021	Teachers ELA Coach Language Coach SPED Grade Level Rep	School PD	\$0	Artifacts: - PLC Agenda notes - Reflective Practice Visits Student Growth: - ISA Assessment Data - Formative Assessment Data Collection
Teachers will differentiate instruction utilizing digital tools.	January 2021	DLC Teachers	School PD	\$0	Artifacts: - PLC Agenda notes - DLC Tracking Tool - Digital Scope and Sequence Student Growth: - ISA Assessment Data - Formative Assessment Data Collection
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #2: ESSA - Collective Responsibility					
SIP Goal #3: SMART Goal					
In the 2018-2019 5Essentials Survey, LITH Elementary School received an overall rating of “Least Implementation” with a score of 19 in the area of Collective Responsibility. By the 2021-2022 survey, the school will receive an overall rating of “Average Implementation” with a score of 50.					
Target Group or Sub Group:					
All stakeholders.					
Rationale:					
Wise Ways The school's Learning Support System includes academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs. (CL1) Wise Ways The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (CL7, SS) Wise Ways All teachers acknowledge appropriate student behaviors and desired social skills and provide differential attention/response to inappropriate behaviors. (CL22) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
The Attendance Committee will focus on building Tier 1 protocols and engaging students and parents in preventing chronic absenteeism. Classroom teachers will be provided with the necessary professional development on chronic absenteeism.	October 2021	Attendance Committee	School PD	\$0	Artifacts: - Attendance Committee Agenda - Parent contact logs Student Growth: - IC attendance data

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The Attendance Committee will continue to strengthening Tier 2 protocols in order to monitor data and provide personalized and early outreach to help remove attendance barriers.	May 2021	Attendance Committee	School PD	\$0	Artifacts: - Attendance Committee Agenda - Attendance contracts - Parent contact logs Student Growth: - IC attendance data
The PBIS Tier 1 Team will continue strengthening Second Step implementation by providing co-teaching opportunities with available staff, and increase home to school connections with the curriculum.	October 2020	PBIS Tier 1 Team	School PD	\$0	Artifacts: - Master Schedule - Parent Communications - Collaborative Planning Documentation Student Growth: - IC ODR Data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #3A: Develop Great Teachers and Leaders
SIP Goal #1: SMART Goal
In the 2018-2019 5Essentials Survey, LITH Elementary School received an overall rating of “Average ” with a score of 52 in the area of Effective Leaders. By the 2021-2022 survey, the school will receive an overall rating of “More” with a score of 60.
Target Group or Sub Group:
All staff.
Rationale:
Wise Ways School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (CL3) Wise Ways School Leadership actively models and fosters a positive school environment where staff members feel valued and are challenged to be engaged and grow professionally. (CL5) Wise Ways The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8)

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Wise Ways Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate teachers' attention to academic, social, emotional, and behavioral expectations and standards. (EQ CL17) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
PLCs will meet with the reading and math coaches prior to each unit of instruction to unpack the priority standards, design common formative assessments, plan high-yield instructional strategies, and create rigorous and relevant tasks and centers (including spiraling centers) within tier 1 instruction during PLC time. Year 1: Build a common understanding of formative assessments and what does mastery of a standard look like? Implement high yield instructional strategies for small group instruction based on assessment data Year 2: Plan for and implement rigorous and relevant tasks and differentiated centers (including spiraling centers). Year 3: Students track their own data and select from center choices based on their self-assessment.	May 2022	Reading Coach, Math Coaches, DLC	District PD	0	Artifacts: • PLC Agenda • Instructional Unit Plans by Grade Level • Coaching Appointments • Coaching Reflection Logs • Reflective Coaching Visits 5Essentials Growth: • Collaborative Practices • Collective Responsibility • Teacher-to-Teacher Trust
PLCs will meet with the reading and math coaches after each assessment to analyze assessment data, form reteach and enrich groups and plan for	May 2022				Artifacts: • PLC Agenda • Instructional Unit Plans by Grade Level • Coaching Appointments

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instruction that meets the needs of each reteach or enrichment group. Year 1: Build a common understanding of formative assessments and what does mastery of a standard look like? Year 2: Implement high yield instructional strategies (specifically Rigorous & Relevant tasks, manipulatives, concrete to abstract concept building) for reteach and enrichment groupings based on assessment data. Year 3: Students track their own data and self-assess where they go during WIN time.					- Coaching Reflection Logs - Reflective Coaching Visits 5Essentials Growth: - Collaborative Practices - Collective Responsibility - Teacher-to-Teacher Trust
The building leadership team will provide professional development to Grade Level Reps and the PLC Guiding Coalition on building collective responsibility within their PLC teams.	May 2022	Administration and LITH Leadership	School Based	\$0	Artifacts: - Grade Level Rep Meeting Agenda and Minutes - PLC PD Artifacts - PLC Survey Results - PLC Considerations Survey 5Essentials Growth: - Collaborative Practices - Collective Responsibility - Teacher-to-Teacher Trust
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #3B: Engage Family and Community					
SIP Goal #2: SMART Goal					
In the 2018-2019 5Essentials Survey, LITH Elementary School received an overall rating of “Average” with a score of 50 in the area of Family Engagement. By the 2021-2022 survey, the school will receive an overall rating of “More” with a score of 60.					
Target Group or Sub Group:					
All families.					
Rationale:					
Wise Ways The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (CL7, SS) Wise Ways All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (CL15) Wise Ways The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students. (CL10) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
The PBIS team will provide the necessary support in order to engage all classrooms in the home to school connections in Second Step. Year 1: All classroom teachers will utilize the home to school connection in Second Step. Parents will be surveyed at the end of the school year. Year 2: Results of the data from the survey will be used to improve upon the home to school link for Second Step.	May 2022	PBIS Tier 1 Team	School PD	\$0	Artifacts: ● PLC Agenda ● Faculty Workshop Agendas ● Coaching Appointments ● Reflective Practice Visits ● Post Conference Forms Student Growth: ● IC Data ODR ● IC Data Attendance

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LITH Administration will work with the Family School Liaison to attend Breakfast with the Principal a minimum of three times over the course of the school year in order to build community and communicate SIP goals. Year 1: Share SIP goals and showcase each of the grade levels by showcasing student centers combining grade levels k/1, 2/3, and 4/5. Year 2: Parents will shadow their child as they teach them how to complete their center work for the unit.	May 2021	Administration Family School liaison	None	\$0	Artifacts: • Sign-in Sheets • Parent Surveys • Parent Letter • Google Calendar 5Essentials Growth: • Teacher-Parent Trust
LITH Administration will hold parent meetings to teach parents the skills necessary to support their children in digital learning (including virtual learning topics if applicable). Year 1: Powerschool Learning, Google (docs and forms), Parent Portal, Rapid Identity (iReady and iStation), proper eLearning etiquette, Chromebook troubleshooting Year 2: The focus for year 2 will be based on parent survey data from 2020-2021.	May 2022	Administration, Family School Liaison	None	\$0	Artifacts: • Meeting Agenda • Parent Survey • Parent Sign-In Sheet • Training Materials 5Essentials Growth: • Teacher-Parent Trust
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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School Name	Lincoln Prairie Elementary School
Principal Name	Niki Burkey
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.
School Improvement Team Members	Kindergarten - Sonja Gorham First Grade - Stephanie Redmer Second Grade - Taylor Ellett Third Grade - Sue Hewitt Fourth Grade - Jamie Marchetti Fifth Grade - Brooke Hermann Ed Services - Nora Haughee Literacy - Jamie Graver Math Interventionist - Michelle Grossmayer EL Teacher - Kristin Giangrego Classroom Teacher (3rd Grade) - Juli Agenlian School Psychologist - Kara Todd Stephanie DiMatteo - Student Assistant Coordinator Principal - Niki Burkey

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Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi- Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data Actual		35.0	40.2	-	15.9	48.0	-	-	-	16.3	15	-	19.0
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Target		42.0	47.5	-	27.0	57	-	-	-	24	26.7	-	28.5
School Data Actual		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Target		49.0	54.5	-	38.0	66	-	-	-	31.7	38.4	-	38
School Data Actual													
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Target		56.5	62.3	-	49.4	75	-	-	-	39.4	50.2	-	47.5
School Data Actual													

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MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi- Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data Actual		42.8	47.3	-	22.7	68.0	-	-	-	18.6	15	-	20.6
ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6
School Target		45.8	51.2	-	30.6	70.4	-	-	-	25.4	28	-	28.6
School Data Actual		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Target		49.9	55.1	-	38.6	72.7	-	-	-	32.3	41	-	36.7
School Data Actual													
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Target		53.5	59.1	-	46.6	75.1	-	-	-	39.1	54.1	-	44.7
School Data Actual													

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Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<u>Effective Leaders Measure on Illinois 5Essentials</u>	<u>Involved Families Measure on Illinois 5Essentials</u>	<u>Chronic Absenteeism, ESSA Indicator</u>
State Average	2018-2019	49	50	17%
School Data		53	54	9.9
State Average	2019-2020		56	18%
School Target		56	56	8.0
School Data Actual		52	64	8.0
State Average	2020-2021			
School Target		58	58	6.0
School Data Actual				
State Average	2021-2022			
School Target		60	60	4.0
School Data Actual				

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Below is the average score of all students in grade 5 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 5th grade students.

SCIENCE		
	Year	Science - % Proficient Gr 5
State Average	2018-2019	50.8
School Data		66.7
State Average	2019-2020	NA
School Target		69.7
School Data Actual		NA
State Average	2020-2021	
School Target		72.7
School Data Actual		
State Average	2021-2022	
School Target		75.7
School Data Actual		

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District Goal #1A: Academic/ELA (IAR Reading)					
SIP Goal #4A: SMART Goal					
By the end of the 2021-2022 school year, Lincoln Prairie Elementary School student performance will increase from 35.0% proficient to 56.5% proficient in the area of ELA on the IAR assessment. for an overall growth of 21.5%.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: White, Hispanic, Asian, IEP, EL, and Low-Income.					
Rationale:					
To participate fully in society and the workplace in 2020, citizens will need powerful literacy abilities that until now have been achieved by only a small percentage of the population. --<i>National Council of Teachers of English Standards for the English Language Arts</i> <i>The school's leadership team and instructional teams will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (WiseWays Indicator # 1021);</i> <i>All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment (WiseWays Indicator #1071)</i> <i>Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (Wise Ways #1057)</i> <i>Instructional teams will use student learning data to identify students in need of instructional support or enhancement (Wise Ways Indicator #1061)</i> <i>Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060)</i> <i>The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8)</i> <i>School leadership identifies and allocates/reallocates resources needed for Learning Supports' Implementation (CL2)</i>					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will be provided with targeted support and resources to implement a balanced literacy approach within the ELA framework. The backbone of this approach will include guided reading, independent reading, word study, interactive read alouds, modeled writing and independent reading/writing workshop. These enhanced guided reading and writing practices will be shared with classroom teachers by literacy specialists and reading coaches in order to enhance instructional practices and student outcomes.	May 2022	Director of Literacy, Literacy teacher, and Principal	School PD	\$0	Artifacts: ● PLC Agendas ● Faculty Workshop Agendas ● Reflective Coaching Visits ● Coaching Visits ● Principal Observations and post conference forms Student Growth: ● PS Assessment Data ● iReady data ● Common Formative and Summative Assessment Data ● PLC Smart Goals

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Targeted support for oracy and writing practices based on individual teacher needs will be provided to classroom and Special Education teachers by the Literacy Coach and the EL Coach in order to enhance instructional practices and student outcomes.	May 2021	Director of Literacy, Literacy interventionist, Reading Coach, EL Coach and Principal	District PD	\$0	Artifacts: • SIP Agenda • Reflective Coaching Visits • Coaching Appointments • Principal Observations and post conference forms Student Growth: • iReady data • PS Assessment Data
Ongoing, targeted support for Literacy curriculum and instruction will be provided by district reading coaches and literacy interventionist to special education staff in order to enhance strategies to increase student outcomes.	May 2022	Principal, Literacy teacher, Special Education teachers and general education teachers	School PD	\$0	Artifacts: • PLC Agendas • Reflective Coaching Visits • Coaching Appointments • Principal Observations and post conference forms Student Growth: • PS Assessment Data • iReady data • IEP Goal updates
In collaboration with the Director of EL and World Languages, and the Instructional language coach, the EL teachers and teachers with EL students will implement effective instructional strategies such as TPR, Lotta Lara, El Dictado and visible learning with fidelity to best support the needs of EL students.	May 2022	Principal, Director of EL, Instructional language coach, EL teachers and general education teachers	School PD District PD	\$0	Artifacts: • PLC Agendas • Common Formative and Summative Assessments • Data Meeting Notes • Principal Observations Student Growth: • Common Formative and Summative Assessment Grade Level Data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #1B: Academic/Math (IAR Math)					
SIP Goal #4B: SMART Goal					
By the end of the 2021-2022 school year, Lincoln Prairie Elementary School student performance will increase 10.7% from 42.8% proficient to 53.5% proficient in the area of Math on the IAR Assessment.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: White, Hispanic, Asian, IEP, EL, and Low-Income.					
Rationale:					
Given the importance of mathematics to academic success in all subjects, all children need a robust knowledge of mathematics in their earliest years. <i>--Education Commission of the States</i> <i>The school's leadership team and instructional teams will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (WiseWays Indicator # 1021);</i> <i>All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment (WiseWays Indicator #1071)</i> <i>Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (Wise Ways #1057)</i> <i>Instructional teams will use student learning data to identify students in need of instructional support or enhancement (Wise Ways Indicator #1061)</i> <i>Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060)</i> <i>The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8)</i> <i>School leadership identifies and allocates/reallocates resources needed for Learning Supports' Implementation (CL2)</i>					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
The Math Workshop Model will be implemented in which instruction is aligned with the district math priority standards. Components of this model include an introductory mini-lesson, small-group learning activities and a closing activity. Using formative assessments, small groups will be created to provide differentiation within this model.	May 2021	Director of Math, Principal, Math Coach and teachers	School PD	\$0	Artifacts: ● PLC Agendas ● Faculty Workshop Agenda ● Coaching Appointments ● Reflective Coaching Visits ● Principal Observations and post conference forms Student Growth: ● PS Assessments ● iReady
Working collaboratively with the Math Coach, teaching staff will utilize explicit instructional practices aligned with the math curriculum to enhance modeling and	May 2022	Principal, Math Coach and teachers	School PD	\$0	Artifacts: ● PLC Agendas ● Faculty Workshop Agenda ● Coaching Appointments

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reasoning. Specifically, staff will utilize math manipulatives, explicitly teach math vocabulary, implement math practices and put into practice math talk as an instructional strategy. Furthermore, PLC grade level teams will meet with the Math Coach to unpack the priority standards for each instructional unit, focusing on high-impact instructional strategies, as well as, data-rich formative assessments to increase student outcomes.					• Reflective Coaching Visits • Principal Observations and post conference forms Student Growth: • PS Assessments • iReady
Math interventions will be fluid and identify students based on formative data/pre-req assessments to specifically target the student need.	May 2021	Math Coach Math Interventionist Teachers Principal	School PD	\$0	Artifacts: • District PD Agenda • Coaching Appointments • Reflective Coaching Visits • Principal Observations and post conference forms Student Growth: • PS Assessments • iReady
Ongoing, targeted support for Math curriculum and instruction will be provided by district math coaches to special education and EL staff in order to enhance strategies to increase student outcomes.	May 2022	Director of Math, Building Math Coach, Special Education teachers, EL teachers, Teachers, and Principal	District PD School PD	\$0	Artifacts: • PLC Agendas • Faculty Workshop Agenda • Coaching Appointments • Reflective Coaching Visits • Principal Observations and post conference forms Student Growth: • PS Assessments • iReady • IEP Goal Updates
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #1B: Academic/Science (ISA 5th Grade)					
SIP Goal #4C: SMART Goal					
By the end of the 2021-2022 school year, Lincoln Prairie Elementary School student performance will increase 9% from 66.7% proficient to 75.7% proficient in the ISA assessment.					
Target Group or Sub Group:					
Target Group: All students in K-5 with a focus on IEP and EL subgroups.					
Rationale:					
The need for high-quality science education—beginning at the very earliest grades—is more essential now than ever before. Students need the kind of preparation that not only supports their learning now, but also gives them the tools and skills necessary to succeed in a rapidly and continuously changing world. --<i>Illinois State Board of Education</i> <i>Units of instruction will include specific learning activities aligned to objectives. (Wise Way #1083)</i> <i>The school's leadership team and instructional teams will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (WiseWays Indicator # 1021);</i> <i>All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment (WiseWays Indicator #1071)</i> <i>Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (Wise Ways #1057)</i> <i>Instructional teams will use student learning data to identify students in need of instructional support or enhancement (Wise Ways Indicator #1061)</i> <i>Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060)</i> <i>The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8)</i> <i>School leadership identifies and allocates/reallocates resources needed for Learning Supports' Implementation (CL2)</i>					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Classroom instruction will demonstrate alignment with NGSS through the incorporation of instruction that follows the 5-E model (Engage, Explore, Explain, Elaborate, Evaluate) over the course of a unit of study	May 2021	Director of Science, Principal Teachers	School PD	\$0	Artifacts: • PLC Agendas • Faculty Workshop Agenda • Reflective Coaching Visits • Principal Observations and post conference forms Student Growth: • PS Assessments • 5th Grade ISA Data
Teachers will use the D300-created PowerSchool Learning pages to support NGSS-aligned instruction incorporating	May 2021	Principal Teachers DLC	School PD	\$0	Artifacts: • DLC Tracking Tool • Reflective Coaching Visits

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Science and Engineering Practices and Crosscutting Concepts & Patterns.					- Principal Observations and post conference forms Student Growth: - PS Assessments 5th Grade ISA Data
Students will use the "Claim, Evidence, Reasoning" model to justify their thinking explain their learning and demonstrate understanding of NGSS standards.	May 2021	Principal Teachers	School PD	\$0	Artifacts: - PLC Agendas - Faculty Workshop Agenda - Reflective Coaching Visits - Principal Observations and post conference forms Student Growth: - PS Assessments 5th Grade ISA Data
Teachers will provide opportunities for inquiry-based lab activities aligned to NGSS standards supplemented by the district science curriculum.	May 2022	Principal Teachers	School PD	\$0	Artifacts: - PLC Agendas - Faculty Workshop Agenda - Reflective Coaching Visits - Principal Observations and post conference forms Student Growth: - PS Assessments 5th Grade ISA Data
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					

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District Goal #2: ESSA Indicator					
SIP Goal #3: SMART Goal					
By the end of the 2021-2022 school year, Lincoln Prairie Elementary School student attendance rate will decrease from 9.9% chronically absent to 4.0% chronically absent.					
Target Group or Sub Group:					
The target group will be for students who are absent 10 or more days of the school year.					
Rationale:					
The students considered chronically absent at Lincoln Prairie Elementary during the 2018-2019 School year was 9.9% with 6.7% approaching the chronically absent designation. The school's Learning Support System includes academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs. (CL1) The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (CL7, SS) All teachers acknowledge appropriate student behaviors and desired social skills and provide differential attention/response to inappropriate behaviors. (CL22)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Staff will identify students who are chronically absent or approaching chronically absent and recommend to the Attendance Committee. During monthly meetings, the Attendance Committee will discuss student attendance rates and implement a system which will include contact with families, problem-solving and attendance plan implementation. Attendance-related data will be shared with the Lincoln Prairie Learning community through regular newsletter submissions.	May 2022	Principal Office Staff Attendance Committee	None	\$0	IC/Tableau Attendance Data D300/LPES Attendance Letters D300/LPES Attendance Contracts LPES Attendance Plans
Staff will implement an Attendance H.E.R.O. (*Here, Everyday, Ready and On-time) system as a universal program	May 2022	Principal Attendance Committee	None	\$1000 Building Budget	LPES Attendance Rates IC/Tableau Attendance Data

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which will include Lincoln Prairie branding, posters, and incentives (i.e. regular attendance bag tags).					
The PBIS Tier 1 Team will continue strengthening Second Step implementation by providing co-teaching opportunities with available staff, and increase home to school connections with the curriculum to improve the social and emotional health of school community.	October 2020	PBIS Tier 1 Team	School PD	\$0	Artifacts: - Master Schedule - Parent Communications - Collaborative Planning Documentation Student Growth: - IC ODR Data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #3A: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
In the 2018-2019 5Essentials Survey, Lincoln Prairie Elementary School received an overall rating of 53 Average Implementation in the area of Effective Leaders. By the 2021-2022 survey, the school will receive an overall rating of More Implementation with a score of 60.					
Target Group or Sub Group:					
All staff					
Rationale:					
"In schools with Effective Leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders practice shared leadership, set high goals for quality instruction, maintain mutually trusting and respectful relationships, support professional advancement for faculty and staff, and manage resources for sustained program improvement (Bryk, Sebring, Allensworth, Luppescu & Easton, 2010).					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Principal will implement a weekly staff newsletter with focus on culture, curriculum, building information and upcoming events with input from staff members.	May 2021	Principal All staff members	School PD	\$0	Artifacts: - Staff newsletter - Faculty Workshop Agenda

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					• Early Release/Inservice Agenda 5Essentials Target: • Effective Leaders • Instructional Leadership • Teacher Principal Trust
Principal will collect feedback for improving leadership effectiveness with staff and for identifying staff strengths and challenges.	May 2021	Principal All staff members	School PD	\$0	Artifacts: • Staff survey questions • Staff survey results 5Essentials Target: • Effective Leaders • Teacher Principal Trust
Principal will participate in a book study with staff members aligned to the vision of the school and promoting program coherence related to teaching and learning.	May 2022	Principal Grade Level Teachers Literacy Coach Math Coach	School PD	\$1000	Artifacts: • Book Study Discussion Questions • School Vision statement 5Essentials Target: • Effective Leaders • Teacher Principal Trust
Professional development will be provided to Grade Level Representatives and the PLC Guiding Coalition to build their leadership capacity in an effort to enhance instructional leadership.	May 2022	Principal Grade Level Representatives	School PD	\$0	Artifacts: • Grade Level Rep Agenda • Professional Development handouts 5Essentials Target: • Effective Leaders • Instructional Leadership
Staff will enhance their knowledge and skills with PowerSchool Learning. Staff will be provided professional development in the areas of the assessment platform and development of instructional pages to support remote learning.	May 2021	Principal Grade Level Representatives	School PD	\$0	Artifacts: • Grade Level Rep Agenda • Professional Development handouts 5Essentials Target: • Effective Leaders • Instructional Leadership
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #3B: Engage Family and Community					
SIP Goal #2: SMART Goal					
In the 2018-2019 5Essentials Survey, Lincoln Prairie Elementary School received an overall rating of 54 “Average Implementation” in the area of Parent Involvement. By the 2021-2022 survey, Lincoln Prairie Elementary School will receive an overall rating of 60 “More Implementation”.					
Target Group or Sub Group:					
Lincoln Prairie Learning Community: Staff and Families					
Rationale:					
The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (CL7, SS) All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (CL15) The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students. (CL10) School Leadership and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning. (Wise Ways Indicator #2341)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Families will be provided an opportunity to participate in Family Learning Night activities aligned to core curriculum areas and the building-wide One Book One School program.	March 2021	Principal Teachers	None	\$500 Building Budget	Artifacts: - One Book One School - LPES Family Learning Night Invitation & Correspondence 5Essentials Target: 5Essentials Survey 5Essentials Data - Parent Involvement in School
Family-engagement events will be hosted at each grade level during the school day. This type of event helps to build positive home-school relationships and actively engage families in the school learning community.	May 2021	Principal Teachers	None	\$0	Artifacts: - Parent Invitation & Correspondence 5Essentials Target: 5Essentials Survey 5Essentials Data

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					• Parent Involvement in School
Home-School Communication Plan will be implemented which includes weekly Principal newsletter (LP Notes), PTO handouts, Virtual Backpack, and various social media communication applications to provide pictures and information for Lincoln Prairie families.	May 2022	Principal	None	\$0	Artifacts: • Lincoln Prairie Notes • Virtual Backpack • PTO Handouts 5Essentials Target: • 5Essentials Survey • 5Essentials Data • Social Media site usage data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tools will you use to monitor your data?</i>					

Community Unit School District 300 School Improvement Plan



School Name	Lakewood Elementary School
Principal Name	Brittany Porsche
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.
School Improvement Team Members	Brittany Porsche, Principal Rachel Schilling, Assistant Principal Patti Reuter, Kindergarten Elizabeth Taylor, 1st Grade Teacher Shelby Zane, 2nd Grade Teacher Amanda Mohundro, 3rd grade Teacher Cara Factly, 4th Grade Teacher Heather Hodal, 5th Grade Teacher and Parent Becky Hill, Math Coach Amanda Saucedo, Reading Coach Amy Roller, Psychologist Bridget McFeggan, Parent
Cabinet Member Signature and Date	
Superintendent Signature and Date	
Board President Signature and Date	

Community Unit School District 300 School Improvement Plan

Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi- Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data Actual		15.8	27.3	15.4	15.3	-	-	-	-	4.9	4.7	48.3	15.9
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Target		29.4	39	25.3	26.7	-	-	-	-	16.4	19.9	51.3	26.4
School Data Actual		N/A	N/A	N/A	N/A	-	-	-	-	N/A	N/A	N/A	N/A
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Target		43	50.7	35.2	38.1	-	-	-	-	27.9	35.1	54.3	36.9
School Data Actual													
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Target		56.5	62.3	45.1	49.4	-	-	-	-	39.4	50.2	57.3	47.5
School Data Actual													

MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi- Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data		17.6	18.2	7.7	18.1	0	0	0	0	2.4	7.0	55.2	18
ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6
School Data		29.5	31.8	19	27.6	-	-	-	-	14.6	22.7	58.2	26.9
School Data Actual		N/A	N/A	N/A	N/A	-	-	-	-	N/A	N/A	N/A	N/A
ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Data		41.5	45.5	30.3	37.1	-	-	-	-	26.8	38.4	61.2	35.8

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School Data Actual													
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Data		53.5	59.1	41.6	46.6	-	-	-	-	39.1	54.1	64.2	44.7
School Data Actual													

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<u>Effective Leaders Measure on Illinois 5Essentials</u>	<u>Involved Families Measure on Illinois 5Essentials</u>	<u>Chronic Absenteeism</u>
State Average	2018-2019	49 (this is 17-18 ave)	50 (this is 17-18 ave)	17
School Data Actual		62	52	13
State Average	2019-2020	N/A	N/A	N/A
School Target		64	54.6	11
School Data				N/A
State Average	2020-2021			
School Target		66	57.3	9
State Average	2021-2022			
School Target		68	60	7

Below is the average score of all students in grade 5 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 5th grade students.

SCIENCE		
	Year	Science - % Proficient Gr 5
State Ave	2018-2019	50.8
School Data		34.8

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State Ave	2019-2020	N/A
School Target		40.1
School Data Actual		N/A
State Ave	2020-2021	
School Target		45.4
State Ave	2021-2022	
School Target		50.8

District Goal #1A: Academic/ELA (IAR Reading)					
SIP Goal #4A: SMART Goal					
By the end of the 2021-2022 school year, Lakewood Elementary School student performance will increase from 15.8% proficient to 56.5% proficient in the area of ELA on the IAR assessment.					
Target Group or Sub Group:					
All students grades K-5 with a focus on IEP and LEP subgroups Referring back to the data chart, the underperforming and targeted subgroups include: White, Black, Hispanic, IEP, LEP, Low Income					
Rationale:					
Instructional teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061) Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060) Yearly learning goals are set for the school by the administrative team, utilizing student learning data. (Wise Ways Indicator #1057) Instructional teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Ways Indicator #1062) Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060) The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (Wise Ways Indicator #2349) All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (Wise Ways Indicator #2350)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:

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Teachers will receive ongoing, targeted support to enhance language production and acquisition in both English and Spanish that will be provided by district literacy and language coaches in order to build teacher knowledge of best practice instructional strategies designed to increase student growth. Year 1: K-2 will focus on foundational reading skills while 3-5 will focus on scaffolding comprehension skills Year 2: Teachers in K-2 will focus on foundational reading skills utilizing ELA/SLA Daily Routines, while teachers in grades K-5 will focus on building oracy skills utilizing ELA/SLA Talk Routines. Year 3: Focus will be determined based on 2020-2021 Reading Data.	May 2022	Director of Literacy, Director of EL and World Languages, Building Reading Coach, Building Language Coach	District PD	\$10,000 Title I Budget	Artifacts: ● Agenda of PD ● Coaching Appointments ● Coaching Reflection Logs ● Reflective Coaching Visits ● Post Conference forms ● Common formative assessments Student Growth: ● iReady Domain Data ● iStation Vocab Domain Data ● Common Formative and Summative Assessment Data ● PLC SMART Goals
Teachers will receive ongoing, targeted support to enhance writing practices that will be provided by district literacy coaches with a focus on our EL and special education staff in order to build their knowledge of best practice instructional strategies designed to increase student growth. Year 1: Teachers will implement the different types of writing and how it fits into a balanced literacy approach. Year 2: K-5 teachers will implement the Writer's Workshop Model.	May 2022	Director of Literacy, Director of EL and World Languages, Building Reading Coach, Building Language Coach	Building PD	\$2000 Building Budget	Artifacts: ● Agenda of PD ● Coaching Appointments ● Coaching Reflection Logs ● Reflective Coaching Visits ● Post Conference forms ● Common formative assessments Student Growth: ● iReady Domain Data ● iStation Vocab Domain Data ● Common Formative and Summative Assessment Data ● PLC SMART Goals
Dual Language teachers will be provided professional development on teaching Spanish literacy through the use of Science and Social Studies informational text and	May 2022	Director of EL and World Languages, Building Language Coach	District PD	\$2,000	Artifacts: ● PD Agenda ● Coaching Appointments ● Coaching Reflection Logs

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English literacy through the use of fictional text. Teachers will utilize strategies to build student oracy, language production and acquisition in both English and Spanish. Year 1: Developing oracy, language production and acquisition through Bridging and Extension skills. Year 2: Building student oracy, language production and acquisition through biliteracy strategies and discussion techniques. Year 3: Building student oracy, language production and acquisition through writing.					● Reflective Coaching Visits ● Post Conference forms Student Growth: ● iReady Data ● iStation Data ● ACCESS Data ● Common Formative and Summative Assessment Data ● PLC SMART Goals
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #1B: Academic/Math (IAR Math)
SIP Goal #4B: SMART Goal
By the end of the 2021-2022 school year, Lakewood Elementary School student performance will increase from 17.6% proficient to 53.5% proficient in the area of Math on the IAR assessment.
Target Group or Sub Group:
All students grades K-5 with a focus on IEP and LEP subgroups Referring back to the data chart, the underperforming and targeted subgroups include: White, Black, Hispanic, IEP, LEP, Low Income
Rationale:
Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061) Instructional Teams use student learning data to plan instruction. (Wise Ways Indicator #1060) Yearly learning goals are set for the school by the administrative team, utilizing student learning data. (Wise Ways Indicator #1057) Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Ways Indicator #1062)

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The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (Wise Ways Indicator #2349) All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (Wise Ways Indicator #2350) Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Grade level PLCs will plan together and implement open-ended activities and tasks that are aligned to the district priority standards and specifically target Mathematical Practice 3 in their classroom instruction. Year 1: Grade level PLCs will meet with the math coach to plan two open-ended center activities and tasks that align to the priority standards. Year 2: Grade level PLCs will meet with the math coach to plan for weekly open-ended center activities and tasks, spiraling centers and problem-based learning tasks that align to the priority standards. EL students will focus on 3 Reads to support and build their language development.	May 2021	Building Math Coaches, Building Language Coach, Building DLC, Grade Level Rep	District & School Based PD	\$0	Artifacts: ● Agenda of PD ● Coaching Appointments ● Coaching Reflection Logs ● Reflective Coaching Visits ● Post Conference forms Student Growth: ● iReady Domain Data ● IAR Assessment Data ● Common Formative and Summative Assessment Data ● PLC SMART Goals
Teachers will receive ongoing, targeted support for the district Math curriculum and instruction that will be provided by district math coaches with a focus on our EL and special education staff in order to build their knowledge of best practice instructional strategies designed to increase student growth. Year 1: Math Workshop, vocabulary routine, new daily routines, number talks, manipulative use Year 2: Teachers will integrate the components of “Into Math” into the Math	May 2022	Director of Math, Director of EL and World Languages, Building Math Coaches, Building Language Coach	District PD	\$0 Building Budget	Artifacts: ● Agenda of PD ● Coaching Appointments ● Coaching Reflection Logs ● Reflective Coaching Visits ● Post Conference forms ● Common formative assessments Student Growth: ● iReady Domain Data ● IAR Assessment Data

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Workshop Model (build understanding, connect concepts and skills, and apply and practice). Year 3: Utilizing formative assessment data to differentiate content, process, product, and learning environment.					- Common Formative and Summative Assessment Data - PLC SMART Goals
Math Plus More will be fluid and identify students based on formative data/pre-req assessments to specifically target the student need. Year 1: SPED teachers will be provided professional development on the program and systems will be established to create data decisions on student placement within the program. Year 2: SPED teachers will use established data decisions to place students within the program. Math Coaches will support SPED teachers on the implementation of the program.	May 2021	Director of Ed. Services, Building Math Coaches, SPED Teachers	District PD	\$0	Artifacts: - Coaching Appointments - Coaching Reflection Logs - Reflective Coaching Visits - Data Tracking Tool TBD by Education Services Student Growth: - iReady Data - iStation Data - Data Tracking Tool - Common Formative and Summative Assessment Data - PLC SMART Goals
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #1C: Academic/Science (ISA 5th Grade)
SIP Goal #4C: SMART Goal
By the end of the 2021-2022 school year, Lakewood Elementary School student performance will increase from 35% proficient to 50.8% proficient in the area of Science on the ISA assessment.
Target Group or Sub Group:
All students grades K-5 with a focus on IEP and LEP subgroups Referring back to the data chart, the underperforming and targeted subgroups include: White, Black, Hispanic, IEP, LEP, Low Income
Rationale:
Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061) Instructional Teams use student learning data to plan instruction. (Wise Ways Indicator #1060) The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (Wise Ways Indicator #2349)

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All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (Wise Ways Indicator #2350) Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will use the D300-created Science Powerschool Learning pages to support instruction incorporating the skills from the Digital Scope and Sequence pacing guide. PLCs will change their Science Haiku pages to prioritize the activities related to the science and engineering standards.	December 2021	Director of Science, Grade Level Reps, Classroom Teachers, Digital Learning Coaches	School Based PD - DLC	\$0	Artifacts: - DLC Tracking Tool - Digital Scope and Sequence Tracking Tool Student Growth: - Common Formative and Summative Assessment Data - ISA Assessment Data
Teachers will work in PLCs to design and implement instruction that demonstrates an alignment with NGSS through the incorporation of instruction that follows the 5-E model (Engage, Explore, Explain, Elaborate, Evaluate) over the course of a unit of study. Year 1: Teachers focus on the implementation of Engage and Explore through hands on activities. Year 2: Teachers will focus on the implementation of Explain and Elaborate through student choice, discussions using Claim, Evidence, and Reasoning. Year 3: Teachers will focus on the implementation of Evaluate through written response using Claim, Evidence, and Reasoning.	May 2022	Director of Science, Grade Level Reps, Classroom Teachers, Digital Learning Coaches	District PD - Director of Science	\$0	Artifacts: - Reflective Coaching Visits - PLC Meeting Agendas Student Growth: - Common Formative and Summative Assessment Data - ISA Assessment Data
Teachers will focus on the implementation of Tier 2 vocabulary instructional and application strategies in all Science classes	May 2022	Director of Literacy, Director of Science, Director of EL and		\$0	Artifacts: Walkthroughs

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with a focus on best practice strategies for EL and Special Education students.		World Languages, Building Reading Coach, Building Language Coach			- Common vocabulary formatives/summatives Student Growth: - Common Formative and Summative Assessment Data - ISA Assessment Data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #2: ESSA Indicator					
SIP Goal #3: SMART Goal					
By the end of the 2021-2022 school year, Lakewood Elementary School will decrease student chronic absenteeism from 13% to 7%.					
Target Group or Sub Group:					
Students in grades K-5 that are chronically truant with a focus on kindergartners.					
Rationale:					
The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (Wise Ways Indicator #1115) The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (Wise Ways Indicator #1155) School Leadership and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning. (Wise Ways Indicator #2341)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Attendance Committee will meet monthly to monitor student attendance rates and select students to be on Attendance CICO.	May 2022	Lakewood Attendance Team	None	\$700 Building Budget	Artifacts: Attendance Meeting Agendas

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The Attendance Committee will monitor student progress on Attendance CICO providing feedback and incentives to families for attending school. Year 1: Kindergarten (based on 2018-2019 IC Attendance Data) Year 2: Lakewood Attendance TEam will focus on students not attending remote learning. Year 3: Focus will be determined based on 2020-2021 Tableau Attendance Data					• Parent letters • Attendance Tracking Spreadsheet Student Growth: • Attendance CICO Data Spreadsheet • Tableau Attendance Data by Student
Attendance Committee will meet monthly to monitor student attendance rates and identify chronically truant students and families. The Attendance Committee will contact families and identify barriers to attending school and problem solve solutions to those barriers. The Attendance Committee will monitor students progress monthly. Year 1: Kindergarten (based on 2018-2019 IC Attendance Data) Year 2: Lakewood Attendance TEam will focus on students not attending remote learning. Year 3: Determined by Tableau Attendance Data	May 2022	Lakewood Attendance Team	None	\$1,000 Building Budget	Artifacts: • Attendance Tracking Spreadsheet • Lakewood Attendance Plans • D300 Attendance Contracts • Attendance Letters • The Risk Factor Assessment Student Growth: • Attendance CICO Data Spreadsheet • Tableau Attendance Data by Student
The Attendance Committee will identify chronically truant students and families and place them into an Attendance SAIG to work on strategies that address the barriers of coming to school. Year 1: Developing a system to identify students that are chronically truant and data decisions for placement into an SAIG group. Year 2: Monitor the effectiveness of the plan and make necessary changes based on attendance data.	May 2021	Lakewood Attendance Team	School Based - Kearney Scale Survey and Curriculum	\$0	Artifacts: • Attendance Tracking Spreadsheet • Lakewood Attendance Plans • Attendance Letters • The Kearny Scale Survey Student Growth: • Attendance CICO Data • The Kearny Scale pre- and post survey data

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					Tableau Attendance Data by Student
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					

District Goal #3A: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
In the 2018-2019 5Essentials Survey, Lakewood Elementary School received an overall rating of “62 - More Implementation” in the area of Collaborative Teachers. By the 2021-2022 survey, the school will receive an overall rating of “68 - More Implementation”.					
Target Group or Sub Group:					
Grade Level Professional Learning Communities (grades K-5)					
Rationale:					
Teachers are organized into grade-level, grade-level cluster, or subject-area instructional teams. (Wise Ways Indicator #1171) Instructional teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (Wise Ways Indicator #1173) Instructional teams develop standards-aligned units of instruction for each subject and Grade level. (Wise Ways Indicator #1045) All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (Wise Ways Indicator #1063) Units of instruction include specific learning activities aligned to objectives. (Wise Ways Indicator #1083) Instructional teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator # 1061)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
PLCs will meet with the reading and math coaches prior to each unit of instruction to unpack the priority standards, design common formative assessments, plan high-yield instructional strategies, and create rigorous and relevant tasks and centers (including spiraling centers) within tier 1 instruction.	May 2022	Reading Coach, Math Coaches, Digital Learning Coach	District PD	\$20,000 Building Budget	Artifacts: - PLC Agenda - Instructional Unit Plans by Grade Level - Coaching Appointments - Coaching Reflection Logs - Reflective Coaching Visits 5Essentials Growth: - Collaborative Practices

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Year 1: Build a common understanding of formative assessments and what does mastery of a standard look like? Implement high yield instructional strategies for small group instruction based on assessment data Year 2: Plan for and implement rigorous and relevant tasks and differentiated centers (including spiraling centers). Year 3: Students track their own data and select from center choices based on their self-assessment.					• Collective Responsibility • Teacher-to-Teacher Trust
PLCs will meet with the reading and math coaches after each assessment to analyze assessment data, form reteach and enrich groups and plan for instruction that meets the needs of each reteach or enrichment group. Year 1: Build a common understanding of formative assessments and what does mastery of a standard look like? Year 2: Implement high yield instructional strategies (specifically Rigorous & Relevant tasks, manipulatives, concrete to abstract concept building) for reteach and enrichment groupings based on assessment data. Year 3: Students track their own data and self-assess where they go during WIN time.	May 2022	Reading Coach, Math Coaches, Language Coach			Artifacts: • PLC Agenda • Instructional Unit Plans by Grade Level • Coaching Appointments • Coaching Reflection Logs • Reflective Coaching Visits 5Essentials Growth: • Collaborative Practices • Collective Responsibility • Teacher-to-Teacher Trust
Dual Language teachers and the Lakewood Leadership Team will participate in a book study of <u>Biliteracy from the Start</u> by Kathy Escamilla. The team will learn how to plan, implement, monitor and strengthen biliteracy instruction that builds on students' linguistic resources in two languages. Year 1: Focus on strategies to build student oracy and metalanguage skills.	May 2022	Administration, Director of EL and World Languages, Reading Coach, Math Coach, Dual Language Coach	School Based Book Study	\$12,000 Title I Funding	Artifacts: • Book Study Agendas • Book Study Discussion Forums (Haiku possibly) • Book Study Reflections - Implementation of Strategies 5Essentials Growth: • Collective Responsibility

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Year 2: Focus on strategies to build reading and writing skills.					Quality of Professional Development
The building leadership team will provide professional development to Grade Level Reps and the PLC Guiding Coalition on building collective responsibility within their PLC teams.	May 2022	Administration and Lakewood Leadership	School Based	\$0	Artifacts: - Grade Level Rep Meeting Agenda and Minutes - PLC PD Artifacts - PLC Survey Results - PLC Considerations Survey 5Essentials Growth: - Collaborative Practices - Collective Responsibility - Teacher-to-Teacher Trust
Teachers will receive professional development and ongoing targeted support from the Digital Learning Coach to provide authentic digital learning opportunities for students in all content areas. Teachers will utilize the SAMR model to assess digital learning activities they design for students. Year 1: Teachers will build an understanding of the SAMR model and self-assess their current level of implementation. Year 2: Teachers will use Haiku as their primary platform for delivering instructional materials and activities to students. Teachers will also focus on more synchronous and Asynchronous teaching opportunities with students. Year 3: The focus for year 3 will be determined based on digital learning data from 2020-2021 school year.	May 2022	Director of Innovation and Digital Learning, Building Digital Learning Coach, Lakewood Administration	School Based	\$0	Artifacts: - SAMR Survey Results - Activities Created - PD Agenda - Professional Development 5Essentials Growth: - Collaborative Teachers - Quality Professional Development
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					

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District Goal #3B: Engage Family and Community					
SIP Goal #2: SMART Goal					
In the 2018-2019 5Essentials Survey, Lakewood Elementary School received an overall rating of "52 - Average Implementation" in the area of Collective Responsibility. By the 2021-2022 survey, the school will receive an overall rating of "60 - More Implementation."					
Target Group or Sub Group:					
Lakewood Families					
Rationale:					
School Leadership and primary caregivers engage in regular communication to provide mutual support and guidance between home and school for all aspects of student learning. (Wise Ways Indicator #2341) The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (Wise Ways Indicator #1115) The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (Wise Ways Indicator #1155) All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (Wise Ways Indicator #2353)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Grade level PLCs will plan for and implement a grade level showcase for students to display a culminating academic activity for families.	May 2021	Grade Level Reps, Classroom Teachers, Family School liaison	None	\$1,000 Building Budget	Artifacts: • Parent Sign in Sheets • Project Rubrics • Parent Surveys • Google Calendar 5Essentials Growth: • Teacher-Parent Trust
Lakewood Administration will work with the Family School Liaison and grade level teachers to invite parents to attend center showcases. Parents will shadow their child as they teach them how to complete their center work for the unit.	May 2021	Administration, Grade Level Reps, Classroom Teachers, Family School liaison	None	\$0	Artifacts: • Sign-in Sheets • Parent Surveys • Parent Letter • Google Calendar 5Essentials Growth: • Teacher-Parent Trust
Lakewood Administration will conduct family informational and instructional events virtually to the extent possible (ie. Curriculum Nights, PTO meetings,	May 2022	Administration, Family School Liaison	None	\$0	Artifacts: • Meeting Agenda • Parent Survey • Parent Sign-In Sheet

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Breakfast with the Principal, etc...) and make these available in recorded format for parents to view at a later time. Year 1: Curriculum Night, PTO Meetings and Breakfast with the Principal Year 2: The focus for year 2 will be based on parent survey data from 2020-2021.					• Training Materials 5Essentials Growth: • Teacher-Parent Trust
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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School Name	Meadowdale Elementary School
Principal Name	Kelley Murphy
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.
School Improvement Team Members	Amber Socaciu, Kiyo Johnson, Sandra Almeida, Leon Salgado, Dawn Wolber, Meghan Kleinschmidt, Rosalba Garcia-Silva, Esther Quintanilla
Cabinet Member Signature and Date	
Superintendent Signature and Date	
Board President Signature and Date	

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Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data		10.0	-	-	10	-	-	-	-	4.0	7.5	-	10
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Target		25.5	-	-	23.1	-	-	-	-	15.8	21.7	-	22.5
School Data Actual	N/A	N/A	-	-	N/A	-	-	-	-	N/A	N/A	-	N/A
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Data		46	-	-	36.2	-	-	-	-	27.6	35.9	-	35
School Data Actual													
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Data		56.5	-	-	49.4	-	-	-	-	39.4	50.2	-	47.5
School Data Actual													

MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data		24.3	-	-	23.9	-	-	-	-	12	23.9	-	28.3
ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6
School Data		34	-	-	31.5	-	-	-	-	21.1	33.9	-	33.8
School Data Actual	N/A	N/A	-	-	N/A	-	-	-	-	N/A	N/A	-	N/A
ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Data		43.7	-	-	39.1	-	-	-	-	30.1	44.1	-	39.3

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School Data Actual													
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Data		53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Data Actual													

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<u>Effective Leaders</u> Measure on Illinois 5Essentials	<u>Involved Families</u> Measure on Illinois 5Essentials	<u>ACCESS</u>
State Average	2018-2019	49 (this is 17-18 ave)	50 (this is 17-18 ave)	
School Data		67	50	3.28 Composite
State Average	2019-2020	N/A	N/A	N/A
School Target		69	52	3.33 Composite
School Data		56	51	3.41
State Average	2020-2021			
School Target		71	54	3.35 Composite
State Average	2021-2022			
School Target		73	56	3.38 Composite

Below is the average score of all students in grade 5 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 5th grade students.

SCIENCE		
	Year	Science - % Proficient Gr 5
State Ave	2018-2019	50.8
School Data		48

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State Ave	2019-2020	N/A
School Data		51
State Ave	2020-2021	
School Data		54
State Ave	2021-2022	
School Data		57

District Goal #1A: Academic/ELA (IAR Reading)					
SIP Goal #4A: SMART Goal					
By the end of the 2021-2022 school year, Meadowdale Elementary School student performance will increase from 10.0% proficient to 56.5% proficient in the area of ELA on the Illinois Assessment of Readiness (IAR).					
Target Group or Sub Group:					
IEP EL Low income Hispanic					
Rationale:					
Instructional teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061) Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060) Yearly learning goals are set for the school by the administrative team, utilizing student learning data. (Wise Ways Indicator #1057) Instructional teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Ways Indicator #1062) Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060) The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (Wise Ways Indicator #2349) All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (Wise Ways Indicator #2350)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:

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Teachers will implement D300 Tier II vocabulary instruction. Tier II vocabulary will be targeted in all ELA classes and will be the focus of vocabulary instruction in all content areas.	May 2020	Principal, Director of Literacy, Director of EL and World Languages, Language Coach, Assistant Principal	District PD per D300 PD plan-	\$0	Artifacts - Agenda in-service PD - PLC agendas - Lesson Plans - Reflective Practices visits - Post-Conferences Student Growth - i-Ready Vocabulary Domain - i-Station Vocabulary
Teachers will increase student writing by using explicit strategies such as "EL DICTADO" to support all four domains of language, but with an emphasis on specific writing goals.	2022	Principal, Director of Literacy, Director of EL and World Languages, Language Coach, Assistant Principal	District PD per D300 PD plan	\$0	Artifacts - PLC agendas - District Professional Development Agendas Student Growth - IAR data - Writing Assessments
Teachers will receive ongoing, targeted support to enhance guided reading practices and small group literacy instruction that will be provided by district literacy coaches with a focus on our EL and special education staff in order to build their knowledge of best practice instructional strategies designed to increase student growth. Grades K-2 will focus on foundational reading skills while grades 3-5 will focus on scaffolding comprehension skills.	2022	Principal, Director of Literacy, Director of EL and World Languages, Language Coach, Assistant Principal	District PD per D300 PD plan	Title I-\$3000	Artifacts - Agenda in-service PD - PLC agendas - Lesson Plans - Reflective Practices visits - Post-Conferences - Coaching Reflection logs - Coaching appointments Student Growth - i-Ready - i-Station - PLC Smart goals - Common Formative assessments - Unit Assessments
Teachers will develop metalanguage skills as part of a Biliteracy framework by providing strategies to develop cross-language connections.	May 2022	Principal, Director of EL and World Languages, Language Coach, Assistant Principal	Building PD/Coaching	\$0	Artifacts - Agenda in-service PD - PLC agendas - Lesson Plans - Reflective Practices visits - Post-Conferences

Community Unit School District 300 School Improvement Plan

					- Coaching Reflection logs - Coaching appointments Student Growth - i-Ready - i-Station - Common Formative assessments - Unit assessments
Teachers will explicitly teach non-transferable skills and language during their "Biliteracy" block of time in their daily schedule.	May 2022	Principal, Director of EL and World Languages, Language Coach, Assistant Principal	Building PD/Coaching	\$0	Artifacts - Agenda in-service PD - PLC agendas - Lesson Plans - Reflective Practices visits - Post-Conferences - Coaching Reflection logs - Coaching appointments Student Growth - i-Ready - i-Station - PLC Smart goals - Common Formative assessments - Unit Assessments
Teachers will incorporate various opportunities for students to use oral language throughout their lesson. This can take place in the form of turn-and talk, Lotta Lara Strategy, Asi Se Dice Strategy, etc.	May 2022	Principal, Director of EL and World Languages, Language Coach, Assistant Principal	Building PD/Coaching	\$0	Artifacts - Agenda in-service PD - PLC agendas - Lesson Plans - Reflective Practices visits - Post-Conferences - Coaching Reflection logs - Coaching appointments Student Growth - i-Ready - i-Station - Common Formative assessments

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					● Unit Assessments
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #1B: Academic/Math (IAR Math)					
SIP Goal #4B: SMART Goal					
By the end of the 2021-2022 school year, Meadowdale Elementary School student performance will increase from 24.3% proficient to 53.5% proficient in the area of Mathematics on the Illinois Assessment of Readiness (IAR).					
Target Group or Sub Group:					
IEP EL Low income Hispanic					
Rationale:					
Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061) Instructional Teams use student learning data to plan instruction. (Wise Ways Indicator #1060) Yearly learning goals are set for the school by the administrative team, utilizing student learning data. (Wise Ways Indicator #1057) Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Ways Indicator #1062) The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (Wise Ways Indicator #2349) All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (Wise Ways Indicator #2350) Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Differentiated math practices, as well as the Concrete Pictorial Abstract approach, will be implemented during the core math block in a math workshop model (Tier I and Tier 2). Using student formative assessment data and best practice instructional strategies, teachers will	May 2021	Principal, Director of Math, Director of EL and World Languages, Math Coach, Language Coach, Assistant Principal	District Professional Development; Coaching	\$0	Artifacts: ● Reflective Practices ● Post Conferences ● PLC Agendas ● Unit Plans Student Growth

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provide targeted Tier 2 instruction in small groups.					• i-Ready • District Common Summative Assessments • IAR
Ongoing, targeted support for math curriculum and instruction will be provided by district math coaches to special education staff in order to enhance strategies to increase student outcomes.	May 2020	Principal, Director of Math, Director of EL and World Languages, Math Coach, Language Coach, Assistant Principal	District PD	Title I: \$2000	Artifacts: • Reflective Practices • Post Conferences • PLC Agendas • Unit Plans Student Growth • i-Ready • District Common Summative Assessments • IAR
Grade level PLCs will work with coaches to unpack standards, develop aligned formative assessments and integrate strategies to support Mathematical Practices number 3. Also, PLCs will plan with coaches to identify manipulatives and create activities that are aligned to the district priority standards, open-ended tasks, centers and spiraling centers as well as problem-based learning.	May 2021	Principal, Director of Math, Director of EL and World Languages, Math Coach, Language Coach, Assistant Principal	District PD, School Based PD	Title I	Artifacts: • Reflective Practices • Post Conferences • PLC Agendas • Unit Plans • PD Agendas Student Growth • i-Ready • District Common Summative Assessments • IAR
Math Plus More student selection will be fluid and identify students based on formative data/pre-req assessments to specifically target the student need.	May 2021	Principal, Director of Ed Services, Education Specialist, Math Coach, SPED teachers, Assistant Principal	District PD / Coaching	\$0	Artifacts: • Coaching Appointments • Coaching Reflection Logs • Reflective Coaching Visits • Data Tracking Tool TBD by Education Services Student Growth: • iReady Data • iStation Data • District Common Summative Assessments Data

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Dual Language teachers will receive ongoing, targeted support from the Language Coach on the planning and implementation of their “Bridging” instructional blocks.	May 2022	Principal, Director of EL and World Languages, Language Coach, Assistant Principal	DistrictPD /Coaching	Title I \$3000	Artifacts: - Coaching Appointments - Coaching Reflection Logs - Reflective Coaching Visits - Post Conference forms Student Growth: - iReady Data - ACCESS Data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #1C: Academic/Science (ISA 5th Grade)					
SIP Goal #4C: SMART Goal					
By the End of the 2021-2022 school year, Meadowdale Elementary School student performance will increase from 48% proficient to 57% proficient in the area of Science on the Illinois Science Assessment (ISA).					
Target Group or Sub Group:					
IEP: 15% EL:10% Low income:45% Hispanic: 45%					
Rationale:					
Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061) Instructional Teams use student learning data to plan instruction. (Wise Ways Indicator #1060) The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (Wise Ways Indicator #2349) All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (Wise Ways Indicator #2350) Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060)					
	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers use the D300-created Powerschool Learning pages to support instruction incorporating the skills from the Digital Scope and Sequence pacing guide.	May 2020	Principal, Director of Science, Grade Level Reps, Classroom	Building PD	\$0	Artifacts: - DLC Tracking Tool - Digital Scope and Sequence Tracking Tool

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		Teachers, Digital Learning Coaches			• Reflective Coaching Visits/Instrument Student Growth: • District Common Summative Assessment Data • ISA Assessment Data
Classroom instruction will demonstrate alignment with NGSS through the incorporation of instruction follows the 5-E model (Engage, Explore, Explain, Elaborate, Evaluate) over the course of a unit of study	May 2022	Principal, Director of Science, Grade Level Reps, Classroom Teachers, Digital Learning Coaches	Building PD	\$0	Artifacts: • Reflective Coaching Visits/instrument • PLC Meeting Agendas Student Growth: • District Common Summative Assessments Data • ISA Assessment Data
Teachers will focus on the implementation of Tier 2 vocabulary instructional and application strategies in all Science classes with a focus on best practice strategies for EL and Special Education students.	May 2021	Principal, Director of Science, Grade Level Reps, Classroom Teachers, Digital Learning Coaches	Building PD	\$0	Artifacts: • Reflective Coaching Visits/instrument • Common vocabulary formatives/summatives Student Growth: • District Common Summative Assessments Data • ISA Assessment Data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #2: ESSA Indicator					
SIP Goal #3: SMART Goal					
By the end of the 2021-2022 school year, Meadowdale Elementary School student performance will increase from 3.28 composite to 3.38 composite in the Composite ACCESS assessment.					
Target Group or Sub Group:					
EL					
Rationale:					
WIDA researchers study the ways students need to use language to meaningfully engage in school, community, and society. Research in this area focuses on developing, improving and implementing new instructional approaches and resources for multilingual learners and their teachers.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will identify students' level of language proficiency based on ACCESS scores and the WIDA <i>Can Do</i> Descriptors to differentiate instruction based on where students are at in the various stages of English language development	2021	Language Coach, Math Coach, teachers, Director of EL and World Languages, Principal, Assistant Principal	none	\$0	Artifacts: • Reflective Coaching Visits • PLC Meeting Agendas Student Growth: • District Common Summative Assessments Data
After school programs will be provided for students that need extra support in their development of the English language.	2020	Language Coach, Math Coach, Principal, Assistant Principal	School	Title I	Artifacts: • Language acquisition activities Student Growth: • District Common Summative Assessments Data
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					

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District Goal #3A: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
By the end of the 2021-2022 school year, Meadowdale Elementary School 5 Essentials rating in the area of Effective Leaders will increase from 67- More Implementation to 73- More Implementation.					
Target Group or Sub Group:					
Grade Level Professional Learning Communities					
Rationale:					
Teachers are organized into grade-level, grade-level cluster, or subject-area instructional teams. (Wise Ways Indicator #1171) Instructional teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (Wise Ways Indicator #1173) Instructional teams develop standards-aligned units of instruction for each subject and Grade level. (Wise Ways Indicator #1045) All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (Wise Ways Indicator #1063) Units of instruction include specific learning activities aligned to objectives. (Wise Ways Indicator #1083) Instructional teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator # 1061)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
PLCs will meet with the reading and math coaches prior to each unit of instruction to unpack the priority standards, design common formative assessments, plan high-yield instructional strategies, and create rigorous and relevant tasks and centers (including spiraling centers).	May 2022	Team leaders, Language Coach, Math Coach, Principal, Assistant Principal	District PD; Coaching	Title I	Artifacts - PLC agendas - Instructional Unit Plans per grade level - Coaching reflection logs 5 Essentials Growth - Teacher-Teacher Trust - Collective Responsibility - Collaborative Practices
Directors will conduct classroom walkthroughs with the building leadership teams at a minimum of 1x/per quarter to identify patterns of instructional implementation based on school	2022	Director of EL and World Languages, Director of Math, Director of Science, Director of Social	Coaching	\$0	Artifacts - Coaching Logs - Action plans 5 Essentials Growth

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improvement goals and provide feedback. (Math, Literacy, Science, Social Studies, Digital Learning, Dual, SEL)		Studies, Principal, Assistant Principal			Quality of Professional Development
Math and Language coaches will meet with teachers prior to implementation of each unit to provide targeted instructional strategies to meet the needs of English Learners and special education learners.	2021	Team leaders, Language Coach, Math Coach, Principal, Assistant Principal	Coaching	Title I	Artifacts - PLC agendas - Instructional Unit Plans per grade level - Coaching reflection logs 5 Essentials Growth - Teacher-Teacher Trust - Collective Responsibility - Collaborative Practices
Dual Language teachers and Leadership Team will participate in a book study of <u>The Distance Learning Playbook, Grades K-12 Teaching for Engagement and Impact in Any Setting</u> by Douglas B. Fisher, John Hattie, and Nancy Frey. The team will learn about “Visible Learning” research and evidence based strategies they can mobilize to deliver high-impact learning in an online, virtual, and distributed environment.	2021	Teachers, Language Coach, Math Coach, Principal, Assistant Principal	D300 University/School	Title I	Artifacts: - Book Study Agendas - Book Study Discussion Forums (Powerschool Learning)
Teachers will receive professional development and ongoing targeted support from the Digital Learning Coach to provide authentic digital learning opportunities for students in all content areas.	2022	Director of Innovation and Digital Learning, Building Digital Learning Coach, Principal, Assistant Principal	School Based	\$0	Artifacts: - SAMR Survey Results - Activities Created - PD Agenda - Professional Development 5Essentials Growth: - Collaborative Teachers - Quality Professional Development
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					

District Goal #3B: Engage Family and Community

SIP Goal #2: SMART Goal

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By the end of the 2021-2022 school year, Meadowdale Elementary School 5 Essentials rating in the area of Collaborative Teachers will increase from 50-Average Implementation to 56- Average Implementation.					
Target Group or Sub Group:					
Meadowdale Families					
Rationale:					
School Leadership and primary caregivers engage in regular communication to provide mutual support and guidance between home and school for all aspects of student learning. (Wise Ways Indicator #2341) The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (Wise Ways Indicator #1115) The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (Wise Ways Indicator #1155) All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (Wise Ways Indicator #2353)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Family School Liaison will make quarterly meetings for families to support parents their involvement in school	May 2021	Family School Liaison, Administration, Coordinator of Title I Grants	None	Title I Grant	Artifacts: - FSL Meeting Agendas Growth: - Scholastic Parent survey 5 Essentials
Building coaches will hold parent meetings to teach parents the skills necessary to support their children in math and reading.	May 2021	Family School Liaison, Reading Coach, Math Coach	None	Title I Grant	Artifacts: - PD Agendas Growth: - Scholastic Parent survey 5 Essentials
The principal and Family School Liaison will communicate regularly with families by sending a weekly newsletter in addition to any other pertinent and time sensitive communication that needs to be sent out via Rapid Communication Systems (email, text, call).	May 2021	Family School Liaison, Administration, Classroom Teachers	None	None	Artifacts: - Newsletters - RCS records - Powerschool Learning Pages
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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Community Unit School District 300 School Improvement Plan



School Name	Neubert Elementary School 1100 Huntington Dr. Algonquin, IL 60102 phone: 847-532-6800
Principal Name	Jennifer Breeze
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.
School Improvement Team Members	Deanna Arms , Susan Burke, Laura Kotwica, Jennifer Larocco, Pauline Paalman, Tricia Rasmussen, Kelly Seklecki and Linda Wikierak, Bridget Demetriou, Kelly Bolas, Julie Coller

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Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data		49.3	54.2	-	35.1	-	-	-	41.7	12.0	21.4	36.4	41.4
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Target		52.3	57.2		39.2				46.7	21.0	30.4	39.4	43.4
School Data Actual		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Target		55.3	60.2		44.3				52.7	30.0	40.4	42.4	46.4
School Data Actual													
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Target		58.3	63.2		49.4				58.3	39.4	50.2	45.4	49.4
School Data Actual													

MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data Actual		50.2	54.2	-	29.7	-	-	-	33.3	16.0	21.4	63.6	37.9
ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6

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School Target		53.2	57.2		35.7				40.3	24.0	31.4	66.6	40.9
School Data Actual		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Target		56.2	60.2		41.7				47.3	32.0	42.4	69.6	43.9
School Data Actual													
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Target		59.2	63.2		46.6				54.7	39.1	54.1	72.6	46.9
School Data Actual													

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<i>Effective Leaders Measure on Illinois 5Essentials</i>	<i>Involved Families Measure on Illinois 5Essentials</i>	<i>Chronic Absenteeism; ESSA Indicator</i>
State Average	2018-2019	49	50	17%
School Data		35	54	7%
State Average	2019-2020	51	56	18%
School Target		40	58	5%
School Data Actual		59	61	6%
State Average	2020-2021			
School Target		45	58	3%
School Data Actual				
State Average	2021-2022			
School Target		50	60	1%
School Data Actual				

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Below is the average score of all students in grade 5 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 5th grade students.

SCIENCE		
	Year	Science - % Proficient Gr 5
State Ave	2018-2019	50.8
School Data Actual		73.3
State Ave	2019-2020	NA
School Target		76.3
School Data Actual		NA
State Ave	2020-2021	
School Target		79.3
School Data Actual		
State Ave	2021-2022	
School Target		82.3
School Data Actual		

District Goal #1A: Academic/ELA (IAR Reading)
SIP Goal #4A: SMART Goal
By the end of the 2021-2022 school year, Neubert Elementary School student performance will increase from 49.3% proficient to 58.3% for a total increase of 9% proficient in the area of ELA on the IAR.
Target Group or Sub Group:
Referring back to the data chart, the underperforming and targeted subgroups include: Hispanic, Multi-Racial, IEP, and EL.
Rationale:
Wise Ways School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (CL2) Wise Ways School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (CL3) Wise Ways The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8) Wise Ways All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (CL9)

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Wise Ways All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (CL15) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx The school's Leadership Team and Instructional teams will regularly look at school performance data and aggregate classroom observation data and use that data to make decisions about school improvement and professional development needs. (Wise Ways Indicator #1021) Instructional teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061) Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Grade level PLCs will work with the building ELA Coach and EL Coach to differentiate core instruction and WIN time with specific attention to standard based activities, student expectations, pacing guides and common formative assessments.	May 2022	ELA Coach EL Coach Principal Teachers	School PD WIN PD PLC Time with building ELA coach	\$5000	Artifacts: - PLC Agendas - Common Formative and Summative Assessments Student Growth: - Common Formative and Summative Assessment Grade Level Data
Teachers will be provided with resources and support for the implementation of a balanced literacy approach to ELA instruction. The components that teachers will focus on are: interactive read alouds, guided reading, independent reading, word study, academic vocabulary, modeled writing and independent reading/writing workshop. Principal and grade level PLCs will work closely with the building ELA coach and building literacy teacher to develop a monitoring plan for successful implementation.	May 2022	ELA Coach Principal Teachers	School PD	\$0	Artifacts: - PLC Agendas - Common Formative and Summative Assessments Student Growth: - Common Formative and Summative Assessment Grade Level Data
Professional development will be delivered on a minimum of three in-service days to demonstrate different types of digital tools that may be used for differentiation and remote learning. Teachers will contribute	May 2021	Director of Literacy Principal Literacy teacher	District PD	\$0	Artifacts: - PLC Agendas - Common Formative and Summative Assessments Student Growth:

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to this by leading these examples. Teachers will continue to meet with the DLC in PLC team meetings as well as individual sessions. All teachers will incorporate a new lesson using differentiated digital tools on a minimum of four occasions throughout the school year.					Common Formative and Summative Assessment Grade Level Data
Special education teachers will collaborate with grade level PLCs and ELA coach to ensure alignment of ELA priority standards while incorporating the high yield instructional strategy of differentiation by scaffolding and monitoring student progress.	May 2021	Principal Literacy Teacher EL Coach	School PD	\$0	Artifacts: - PLC Agendas - Common Formative and Summative Assessments Student Growth: - Common Formative and Summative Assessment Grade Level Data
EL teachers and teachers with EL students will work with the EL coach to create goals that focus on the implementation of effective instructional strategies like EL Dictado, TPR, Lotta Lara and visible learning.	May 2021	Principal EL Coach EL Teacher	School PD District PD		Artifacts: - Coaching Appointments - Reflective Practice Visits Student Growth: - iReady Data - ACCESS Data - Summative Assessment Data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #1B: Academic/Math (IAR Math)					
SIP Goal #4B: SMART Goal					
By the end of the 2021-2022 school year, Neubert Elementary School student performance will increase 9% from 50.2% proficient to 59.2% proficient in the area of Math on the IAR assessment.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: Hispanic, Multi-Racial, IEP, and EL.					
Rationale:					
Wise Ways School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (CL2) Wise Ways School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (CL3) Wise Ways The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8) Wise Ways All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (CL9) Wise Ways All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (CL15) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx The school's Leadership Team and Instructional teams will regularly look at school performance data and aggregate classroom observation data and use that data to make decisions about school improvement and professional development needs. (Wise Ways Indicator #1021) Instructional teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061) Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Grade level PLCs will work with the building Math Coach to implement Daily Routines with fidelity and how to differentiate WIN time with specific attention to standard based activities, student expectations, pacing guides and common formative assessments.	May 2022	Building Math Coach Special Education Teachers Principal	School PD	\$5000	Artifacts: • PLC Agendas • Coaching Appointments • Common Formative and Summative Assessments • Data Review Meetings Student Growth:

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					Common Formative and Summative Assessment Grade Level Data
Grade level teachers and the math coach will work closely to design a math workshop model that includes a mini-lesson, small group learning and closing activity aligned to math priority standards. Grade level teachers will differentiate small group learning based on current formative assessments.	May 2022	Building Math Coach Special Education Teachers Principal	School PD	\$0	Artifacts: - PLC Agendas - Coaching Appointments - Common Formative and Summative Assessments - Data Review Meetings Student Growth: - Common Formative and Summative Assessment Grade Level Data
Staff will be provided with coaching opportunities and resources to increase their capacity to utilize math manipulatives, explicitly teach academic vocabulary, and implement math talk in instruction. PLCs will meet with the math coach prior to teaching each unit of instruction to problem-solve and unpack priority standards, to discuss and plan the use of high impact instructional strategies throughout the unit and design formative assessments that will provide feedback on student understanding for flexible learning opportunities	May 2022	Building Math Coach Special Education Teachers Principal	School PD	\$0	Artifacts: - PLC Agendas - Coaching Appointments - Common Formative and Summative Assessments - Data Review Meetings Student Growth: - Common Formative and Summative Assessment Grade Level Data
Ongoing, targeted support for math curriculum and instruction will be provided by district math coaches to special education staff and EL teachers in order to enhance strategies to increase student achievement.	May 2022	Building Math Coach Special Education Teachers Principal	School PD	\$0	Artifacts: - PLC Agendas - Coaching Appointments - Common Formative and Summative Assessments - Data Review Meetings Student Growth: - Common Formative and Summative Assessment Grade Level Data
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					

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District Goal #1B: Academic/Science (ISA 5th Grade)					
SIP Goal #4C: SMART Goal					
By the end of the 2021-2022 school year, Neubert Elementary School student performance will increase 9% from 73.3% proficient to 82.3% proficient on the ISA.					
Target Group or Sub Group:					
All students grades K-5 with a focus on IEP and LEP subgroups					
Rationale:					
Wise Ways School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (CL2) Wise Ways School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (CL3) Wise Ways The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8) Wise Ways All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (CL9) Wise Ways All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (CL15) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx The school's Leadership Team and Instructional teams will regularly look at school performance data and aggregate classroom observation data and use that data to make decisions about school improvement and professional development needs. (Wise Ways Indicator #1021) Instructional teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061) Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will use the D300 created PowerSchool pages to support instruction incorporating the skills from the Digital Learning Scope and Sequence pacing guide.	May 2021	Teachers DLC Director of Innovation and Technology Director of Science	School PD	\$0	Artifacts: • DLC Tracking Tool • Digital Scope and Sequence Student Growth: • Common Formative and Summative Assessment Data

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					5th Grade ISA Assessment Data
Teachers will integrate performance tasks through the Discovery Program which will provide students with inquiry-based learning activities.	May 2021	Teachers DLC Director of Innovation and Technology Director of Science	School PD	\$0	Artifacts: - DLC Tracking Tool - Digital Scope and Sequence Student Growth: - Common Formative and Summative Assessment Data 5th Grade ISA Assessment Data
Classroom instruction will demonstrate alignment with the Next Generation Science Standards (NGSS) through the incorporation of instruction that differentiates using the 5-E model (Engage, Explore, Explain, Elaborate, Evaluate) over the course of a unit of study.	May 2022`	Teachers DLC	School PD	\$0	Artifacts: - DLC Tracking Tool - Digital Scope and Sequence Student Growth: - Common Formative and Summative Assessment Data 5th Grade ISA Assessment Data
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					

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District Goal #2: ESSA Indicator					
SIP Goal #3					
By the end of the 2021-2022 school year, Neubert Elementary School student attendance rate will decrease from 8% chronically absent to 2% chronically absent.					
Target Group or Sub Group:					
Students in grades K-5 that are chronically truant with a focus on kindergarten and 1st grade students.					
Rationale:					
Wise Ways The school's Learning Support System includes academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs. (CL1) Wise Ways The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (CL7, SS) Wise Ways All teachers acknowledge appropriate student behaviors and desired social skills and provide differential attention/response to inappropriate behaviors. (CL22) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx In 2018-29 NES chronic absenteeism decreased from *** to *** however students approaching the designation increased from ** ***					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Create an incentive program to reward students who improve their attendance.	May 2022	Principal Attendance Committee	None	\$0	IC/Tableau Attendance Data NES Attendance Tracking Sheet D300/NES Attendance Letters NES Attendance CICO Data
Develop mentoring program between at-risk SWD and school staff.	May 2022	Principal Attendance Committee	None	\$0	IC/Tableau Attendance Data NES Attendance Tracking Sheet D300/NES Attendance Letters NES Attendance CICO Data
Initiate multi-tiered system of support to reduce chronic absenteeism.	May 2022	Principal Attendance Committee	None	\$0	IC/Tableau Attendance Data NES Attendance Tracking Sheet D300/NES Attendance Letters NES Attendance CICO Data
Introduce Kids Hope Mentor program to support students that exhibit chronic absenteeism.	May 2022	Principal Attendance Committee	None	\$0	IC/Tableau Attendance Data NES Attendance Tracking Sheet D300/NES Attendance Letters NES Attendance CICO Data
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					

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District Goal #3A: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
Neubert Elementary School will demonstrate improvement in the area of Effective Leaders by increasing the 2018-2019 rating from less implementation (35) to average implementation (50) on the Illinois 5 Essentials Survey.					
Target Group or Sub Group:					
All staff.					
Rationale:					
Barnard (1938) found that individuals have a "zone of indifference" in which they simply accept the leader's decision and are apathetic toward the decision. In these cases, the leader would not benefit from trying to gain participation or collaboration. At higher levels of interest, however, more participation or collaboration is appropriate. Leaders who desire more collaboration must generate interest in the decision.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Principal will survey staff members in August/September and then before March to hear concerns and develop activities to build trust.	May 2021	Principal Grade Level Reps Teachers Other Staff Members	School PD	\$0	Artifacts: - Staff survey - Faculty Workshop Agenda - Early Release/Inservice Agenda 5Essentials Target: - Collaborative Practices - Teacher-to-Teacher Trust
Create a weekly newsletter to the staff highlighting teachers and building weekly activities (keep teachers informed, engaged and invested)	May 2022	Principal Grade Level Reps Teachers Other Staff Members	School PD	\$0	Artifacts: - PLC Agenda - Coaching Appointments 5Essentials Target: - Collaborative Practices - Collective Responsibility - Teacher-to-Teacher Trust

Community Unit School District 300 School Improvement Plan

Seek input from the staff on a quarterly basis regarding needs for effective leadership and support	May 2022	Principal Teachers Other building staff	School PD	\$0	Artifacts: • Staff survey • Faculty Workshop Agenda • Early Release/Inservice Agenda 5Essentials Target: • Collaborative Practices • Teacher-to-Teacher Trust
Create building norms with staff to create a culture of collaboration between staff and administration.	May 2022	Principal Teachers Other building staff	School PD	\$0	Artifacts: • Staff survey • Faculty Workshop Agenda • Early Release/Inservice Agenda/Staff Meeting Agendas 5Essentials Target: • Collaborative Practices • Teacher-to-Teacher Trust
Provide ongoing professional development to maximize the use of PowerSchool Learning as a tool to enhance teaching and learning.	May 2021	Principal	PD	\$1000	Artifacts: • Staff survey • Faculty Workshop Agenda • Early Release/Inservice Agenda/Staff Meeting Agendas 5Essentials Target: • Collaborative Practices
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #3B: Engage Family and Community					
SIP Goal #2: SMART Goal					
Neubert Elementary School will demonstrate improvement in the area of Parent Involvement from Average Implementation (54) on the 2019 Illinois 5Essentials Survey to More Implementation (60) as measured by the 2021/2022 Illinois 5Essentials Survey.					
Target Group or Sub Group:					
Staff, students and Parents/Guardians Parent Teacher Organization (PTO)					
Rationale:					
Wise Ways The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (CL7, SS) Wise Ways All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (CL15) Wise Ways The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students. (CL10) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Building principal and staff will design and deliver a virtual open house event. The event will share building-wide and grade-level specific information with an opportunity for questions and answers with the classroom teachers.	September 2020	Administration and Support Staff	none	none	Artifacts: - NES Parent Open House Video - Grade Level Zoom Links on PowerSchool Learning - Parent Attendance Data 5Essentials Target: - Parent Involvement in School
Building principal and kindergarten teachers will design and share a virtual Kindergarten Welcome event. The event will share building-wide information, provide a building tour and introduction to the kindergarten teachers. Parents will have the opportunity to reach out to kindergarten teachers with questions.	September 2020	Administration; team leaders; Parent Teacher Organization	none	none	Artifacts: - DHES Parent Open House Video - Grade Level Zoom Links on PowerSchool Learning - Parent Attendance Data 5Essentials Target:

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					Parent Involvement in School
Classroom teachers will stay in communication with parents whose child is participating in remote learning. Classroom teachers will email parents and have information posted to their PowerSchool Learning page.	May 2021	Administration, Teachers, Parents Teacher organization	none	none	Artifacts: - Parent Invitation - Parent Survey - DHES Kindergarten Welcome Video 5Essentials Target: - Parent Involvement in School
The school principal will work in collaboration with PTO to increase overall teacher participation in after school events by 30% over the three year period of the school improvement plan.	May 2020	Administration, Teachers, Parents and Community Members	none	none	Artifacts: - PowerSchool Learning Teacher Page - Teacher Record of Parent Communication 5Essentials Target: - Parent Involvement in School
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					

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School Name	Perry Elementary School
Principal Name	Susan Rohlwing
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.
School Improvement Team Members	Nicole Nalbano- Kindergarten Teacher Annie Bahr- 1st Grade Teacher Joy Irwin- 2nd Grade Teacher Sarah Tennyson- 3rd Grade Teacher Heather Wallace- 4th Grade Teacher Nicole Paukovits- 5th Grade Teacher Angela Hammond-Assistant Principal Mandy Thalhammer- Math Coach
Cabinet Member Signature and Date	

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Superintendent Signature and Date	
Board President Signature and Date	

Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data Actual		10.6	-	11	11.1	-	-	-	-	3.6	2.9	18.8	8.9
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Target		25.9	-	22.4	23.9	-	-	-	-	15.5	18.7	26.4	21.8
School Data Actual		N/A	-	N/A	N/A	-	-	-	-	N/A	N/A	N/A	N/A
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Target		41.2	-	33.8	36.7	-	-	-	-	27.4	34.5	34	34.7
School Data Actual													
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Target		56.5	-	45.1	49.4	-	-	-	-	39.4	50.2	41.5	47.5
School Data Actual													

MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income

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ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data Actual		18.4	12.5	13.4	21.6	-	-	-	-	5.5	15.7	31.3	17
ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6
School Target		30.01	28	22.8	29.9	-	-	-	-	16.7	28.5	34.7	26.2
School Data Actual		N/A	-	N/A	N/A	-	-	-	-	N/A	N/A	N/A	N/A
ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Target		41.8	43.5	32.2	38.2	-	-	-	-	27.9	41.3	38.1	35.4
School Data Actual													
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Target		53.5	59.1	41.6	46.6	-	-	-	-	39.1	54.1	41.5	44.7
School Data Actual													

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator Chronic Truancy
		<i>Effective Leaders Measure on Illinois 5Essentials</i>	<i>Involved Families Measure on Illinois 5Essentials</i>	<i>School enters their additional ESSA indicator HERE and replace this text</i>
State Average	2018-2019	49 (this is 17-18 ave)	50 (this is 17-18 ave)	17
School Data		82	46	11
State Average	2019-2020	N/A	N/A	18
School Data		76	46	12
State Average	2020-2021			
School Data				
State Average	2021-2022			
School Data				

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Below is the average score of all students in grade 5 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 5th grade students.

SCIENCE		
	Year	Science - % Proficient Gr 5
State Ave	2018-2019	50.8
School Data		23.5
State Ave	2019-2020	N/A
School Data		N/A
State Ave	2020-2021	
School Data		
State Ave	2021-2022	
School Data		

District Goal #1A: Academic/ELA (IAR Reading)
SIP Goal #4A: SMART Goal
By the end of the 2021-2022 school year, Perry Elementary School student performance will increase from 10.6% proficient to 56.5% proficient in the area of ELA on the IAR assessment.
Target Group or Sub Group:
Referring back to the data chart, the underperforming and targeted subgroups include: All students grades K-5 with a focus on IEP and LEP subgroups
Rationale:
Wise Ways School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (CL2) Wise Ways School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (CL3) Wise Ways The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8) Wise Ways All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (CL9) Wise Ways All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (CL15) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx

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Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will implement District 300 Tier II vocabulary routines during their core ELA instruction and will be utilized for all vocabulary instruction across content areas.	May 2020	Principal, Asst. Principal, Coaches, Director of Literacy	District PD per D300 PD Plan	\$0	Artifacts: - Agenda of the fall in-service PD - PLC Agendas - Reflective Practice Visits - Post-Conference observation and evaluation discussion - Common vocabulary formatives Student Growth: - i-Ready Vocabulary Domain - PLC SMART Goals on vocabulary
Literacy Coaches will develop common response-to-text writing rubrics to support short response writing instruction across all content areas, provide professional development to teachers and ongoing support.	Fall 2019	Principal, Asst. Principal, Coaches, Director of Literacy	Coaches	Title I	Artifacts: - Common response-to-text rubrics - Early Release Agenda for September 20, 2019 - Coaching reflection logs Student Growth: - Student data spreadsheet based on response-to text rubrics - IAR Writing Data
Quarterly, Grade level PLCs will use Google Docs to provide specific feedback to students in their writing. Students will also be provided the opportunity to collaborate	May 2021	Principal, Asst. Principal, Coaches, Director of Literacy	District PD per D300 PD plan	Title I	Artifacts: - Google Docs - Hapara - Digital and analytics data

Community Unit School District 300 School Improvement Plan

and provide feedback to one another. (K-2 will focus on editing and feedback through shared writing and sentence structure while 3-5 will focus on peer editing and feedback via digital tools.)					• Student feedback data • Coaching reflection logs • Early Release Agenda for September 20, 2019 Student Growth: • Student data spreadsheet based on response-to text rubrics • IAR Writing Data
Teachers will receive ongoing, targeted support to enhance writing practices that will be provided by district literacy coaches in order to build their knowledge of best practice instructional strategies designed to increase student growth. Year 1: Teachers will implement the different types of writing and how it fits into a balanced literacy approach. Year 2: K-5 teachers will implement the Writer's Workshop Model.	May 2022	Principal, Asst. Principal, Coaches, Director of Literacy	District PD per D300 PD plan	\$0	Artifacts: • PLC Agenda • District Professional Development Agendas Student Growth: • IAR Writing Data
Teachers will receive ongoing, targeted support to enhance differentiated guided reading and writing practices and literacy instruction that will be provided by district literacy coaches with a focus on our EL and special education staff in order to build their knowledge of best practice instructional strategies designed to increase student growth. (K-2 will focus on foundational reading skills while 3-5 will focus on scaffolding comprehension skills)	May 2022	Principal, Asst. Principal, Coaches, Director of Literacy	District PD per D300 PD plan	\$0	Artifacts: • PLC Agendas/Lesson • Reflective Practice Visits • Post-Conference observation and evaluation discussion • Coaching reflection logs Student Growth: • i-Ready Domain on High Frequency Words • PLC SMART Goals on High Frequency Words
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					

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District Goal #1B: Academic/Math (IAR Math)
SIP Goal #4B: SMART Goal
By the end of the 2021-2022 school year, Perry Elementary School student performance will increase from 18.4% proficient to 53.5% proficient in the area of Math on the IAR assessment.
Target Group or Sub Group:
All students grades K-5 with a focus on IEP and LEP subgroups
Rationale:
Instructional teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061) Instructional teams use student learning data to plan instruction. (Wise Ways Indicator #1060) Units of instruction will include pre-/post-tests to assess student mastery of standards-based objectives. (Wise Ways Indicator #1048) “Vocabulary knowledge is a strong predictor of understanding across content areas (Graves, 2006), and at the 0.67 effect size, strong vocabulary programs fall well into the zone of desired effects. With quality instruction, students move from everyday language to more formal mathematical language, eventually developing a mindset for thinking mathematically.” (Hattie, Fisher, Frey, 2017) Wise Ways School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (CL2) Wise Ways School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (CL3) Wise Ways The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8) Wise Ways All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (CL9)

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Wise Ways All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (CL15) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
A math workshop model will be implemented to provide targeted Tier I and Tier II instruction during the math block. Tiered instruction will include the content differentiation entry points of concrete to pictorial/symbolic to abstract.	May 2022	Principal, Asst. Principal, Coaches, Director of Math	District PD and Coaching	Title I	Artifacts: • PLC Agendas/Lesson • Reflective Practice Visits • Post-Conference observation and evaluation discussion • Instructional Unit Plans Student Growth: • i-Ready Math • Common District Summatives
Teachers will receive ongoing, targeted support for the district Math curriculum and instruction that will be provided by district math coaches with a focus on our special education and general education staff in order to build their knowledge of best practice instructional strategies designed to increase student growth. Year 1: Math Workshop, spiraling centers, 3 reads, , new daily routines, number talks, manipulative use Year 2: Teachers will integrate the components of “Into Math” into the Math Workshop Model (build understanding, connect concepts and skills, and apply and practice).	May 2022	Principal, Asst. Principal, Coaches, Director of Math	District PD and Coaching	Title I	Artifacts: • PD Agendas • Reflective Practice Visits • Post-Conference observation and evaluation discussion • Instructional Unit Plans Student Growth: • i-Ready Math • Common District Summatives

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Grade level PLCs will plan together including math coach and implement open-ended activities and tasks that are aligned to the district priority standards and specifically target Mathematical Practice 3 in their classroom instruction.	May 2021	Principal, Asst. Principal, Coaches, Director of Math	District PD and Coaching	Title I	Artifacts: ● PD Agendas ● PLC Agendas/Lesson ● Reflective Practice Visits ● Post-Conference observation and evaluation discussion ● Instructional Unit Plans Student Growth: ● i-Ready Math ● Common District Summatives
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #1B: Academic/Science (ISA 5th Grade)
SIP Goal #4C: SMART Goal
By the end of the 2021-2022 school year, Perry Elementary School student performance will increase 9% from 50.8% proficient to 64.3% proficient on the ISA.
Target Group or Sub Group:
All students grades K-5 with a focus on IEP and LEP subgroups
Rationale:
Wise Ways School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (CL2) Wise Ways School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (CL3) Wise Ways The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8) programs/strategies, co-teaching opportunities, and consultation. (CL9) Wise Ways All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (CL15) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx

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Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will implement the D300 elementary science curriculum following the approved pacing guides and utilizing the provided Haiku pages and the Discovery Education resources.	May 2020	Principal, Asst. Principal, Director of Science	D300	\$0	Student Growth: - Common District Summatives - ISA 5th Grade Assessment
Teachers will focus on the implementation of Tier 2 vocabulary instructional and application strategies in all Science classes with a focus on best practice strategies for EL students.	May 2020	Principal, Asst. Principal, Director of Science	D300	\$0	Student Growth: - Common District Summatives - ISA 5th Grade Assessment
Teachers will work in PLCs to design and implement instruction that demonstrates an alignment with NGSS through the incorporation of instruction that follows the 5-E model (Engage, Explore, Explain, Elaborate, Evaluate) over the course of a unit of study.	May 2022	Principal, Asst. Principal, Director of Science	D300	\$0	Student Growth: - Common District Summatives - ISA 5th Grade Assessment
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #2: ESSA Indicator
SIP Goal #3: SMART Goal
In the 2018-2019 5Essentials Survey, Perry Elementary School received an overall rating of “Less Implementation” in the area of Collective Responsibility. By the 2021-2022 survey, the school will receive an overall rating of “Average Implementation”.
Target Group or Sub Group:
All students grades K-5 with a focus on IEP and LEP subgroups

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Rationale: Wise Ways The school's Learning Support System includes academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs. (CL1) The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (CL7, SS) Wise Ways All teachers acknowledge appropriate student behaviors and desired social skills and provide differential attention/response to inappropriate behaviors. (CL22) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Attendance Committee will meet monthly to monitor student attendance rates and select students to be on Attendance CICO. The Attendance Committee will monitor student progress on Attendance CICO providing feedback and incentives to families for attending school. Year 1: K-1 and students with IEPs (based on 2018-2019 IC Attendance Data) Year 2: Focus will be determined based on 2019-2020 Tableau Attendance Data Year 3: Focus will be determined based on 2020-2021 Tableau Attendance Data	May 2022	Assistant Principal, FSL, Coordinator of Alternative Programing	District PD & Coaching	\$500.00-building budget	Artifacts: - Attendance Meeting Agendas - Parent letters - Attendance Tracking Spreadsheet Student Growth: - Attendance CICO Data Spreadsheet - Tableau Attendance Data by Student
The Attendance Committee will identify chronically truant students and families and place them into an Attendance SAIG to work on strategies that address the barriers of coming to school. Year 1: Developing a system to identify students that are chronically truant and data decisions for placement into an SAIG group. Year 2: Monitor the effectiveness of the plan and make necessary changes based on attendance data.	May 2021	Tier 2 Coach, Assistant Principal, FSL	District PD & Coaching	\$700.00	Artifacts: - Attendance Tracking Spreadsheet - Perry Attendance Plans - D300 Attendance Contracts - Attendance Letters - The Risk Factor Assessment Student Growth: - Attendance CICO Data Spreadsheet - Tableau Attendance Data by Student

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The attendance committee will create building wide universal Incentives- PBIS- (assemblies, student breakfasts and other celebrations)	May 2021	Tier 1 & 2 Coach, Assistant Principal, FSL	non	\$500.	Artifacts: • Attendance Tracking Spreadsheet • Perry Attendance Plans • D300 Attendance Contracts • Attendance Letters • The Risk Factor Assessment Student Growth: • Attendance CICO Data Spreadsheet • Tableau Attendance Data by Student
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #3A: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
In the 2018-2019 5Essentials Survey, Perry Elementary School received an overall rating of 70 in the area of Collaborative Teachers. By the 2021-2022 survey, the school will receive an overall rating of 75.					
Target Group or Sub Group:					
Grade level Professional Learning Communities (Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade)					
Rationale:					
Teachers are organized into grade-level, grade-level cluster, or subject-area instructional teams. (Wise Ways Indicator #1171) Instructional teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (Wise Ways Indicator #1173) Instructional teams develop standards-aligned units of instruction for each subject and Grade level. (Wise Ways Indicator #1045) All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (Wise Ways Indicator #1063) Units of instruction include specific learning activities aligned to objectives. (Wise Ways Indicator #1083) Instructional teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator # 1061)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:

Community Unit School District 300 School Improvement Plan

PLCs will meet with the reading and math coaches prior to each unit of instruction to unpack the priority standards, design common formative assessments, plan high-yield instructional strategies, and create rigorous and relevant tasks and centers (including spiraling centers) within Tier I.	May 2022	Principal, Asst. Principal, Coaches	District PD and School Level PD	Title I	Artifacts: - PLC Agendas - Instructional Unit Plans per grade level 5 Essentials Growth: - Collaborative Practices - Collective Responsibility - Teacher-to-teacher trust
PLCs will meet with the reading and math coaches after each assessment to analyze assessment data, form reteach and enrich groups and plan for instruction that meets the needs of each reteach or enrichment group. Year 1 - Build a common understanding of formative assessments and what does mastery of a standard look like? Year 2 - Implement high yield instructional strategies (specifically Rigorous & Relevant tasks, manipulatives, concrete to abstract concept building) for reteach and enrichment groupings based on assessment data. Year 3 - Students track their own data and self-assess where they go during WIN time.	May 2022	Principal, Asst. Principal, Coaches	District PD and School Level PD	Title I	Artifacts: - PLC Agendas - Reteach and Enrich planning documents per grade level PLC 5 Essentials Growth: - Collaborative Practices - Collective Responsibility - Teacher-to-teacher trust
Directors will conduct classroom walkthroughs with the building leadership teams at a minimum of 1x/per quarter to identify patterns of instructional implementation based on school improvement goals and provide feedback. (Areas of focus: Math, Literacy, Science, Social Studies, Digital Learning, SEL)	May 2022	Directors, Principal, Asst. Principal, Coaches	None	\$0	Artifacts: - Coaching logs - Feedback & Action Plans 5 Essentials Growth: - Quality of Professional Development
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #3B: Engage Family and Community					
SIP Goal #2: SMART Goal					
In the 2018-2019 5Essentials Survey, Perry Elementary School received an overall rating of "Less Implementation" in the area of Collective Responsibility. By the 2021-2022 survey, the school will receive an overall rating of "Average Implementation."					
Target Group or Sub Group:					
Perry Elementary School Title I families					
Rationale:					
School Leadership and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning. (Wise Ways Indicator #2341) The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (Wise Ways Indicator #1115) The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (Wise Ways Indicator #1155) The principal offers frequent opportunities for stakeholders to voice constructive critique of the school's progress and suggestions for improvement. (Wise Ways Indicator #1034) All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (Wise Ways Indicator #2353)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers and FSLs will receive professional development and ongoing targeted support from the Digital Learning Coach to provide authentic digital learning opportunities for students in all content areas whether in-person or remote in order to best communicate with families.	Spring 2021	Administrators, Family school liaisons and classroom teachers	None	\$0	Professional Development Agendas
Professional development on restorative practices, ACEs, & trauma-informed schools will continue during in-service and early release school days	Spring 2021	Administrators, DREAM	None	\$0	Professional Development Agendas
Every student/family will meet with his or her DREAM therapist a minimum of two times per year to discuss student's therapeutic treatment plan	Spring 2021	Administrators, DREAM	None	\$0	DREAM/INVOs tracking tools
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

Community Unit School District 300 School Improvement Plan

Community Unit School District 300 School Improvement Plan



School Name	Parkview Elementary
Principal Name	Nancy Regul
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.
School Improvement Team Members	Nancy Regul - Principal; Grace VanDerKolk - Kindergarten, Jennifer Paredero - 1st Grade Teacher; Mrs. Holmes - 2nd Grade Teacher; Brad Marks - 5th Grade Teacher; Jennifer Green - Resource
Cabinet Member Signature and Date	
Superintendent Signature and Date	
Board President Signature and Date	

Community Unit School District 300 School Improvement Plan

Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data Actual		21.4	23.6	16.7	21.9	25	-	-	14.3	6.5	4.9	55.6	17
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Target		33.1	36.5	26.2	31.1	41.7	-	-	29	17.5	20	58.6	27.2
School Data Actual		N/A	N/A	N/A	N/A	N/A	-	-	N/A	N/A	N/A	N/A	N/A
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Target		44.8	49.4	35.7	40.3	58.4	-	-	43.7	28.5	35.1	61.6	37.4
School Data Actual							-	-					
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Target		56.5	62.3	45.2	49.5	75.1	-	-	58.4	39.5	50.2	64.6	47.6
School Data Actual							-	-					

MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data Actual		18.5	21.8	12.5	19.2	25	-	-	0	3.2	12.3	33.3	15.2
ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6
School Target		30.2	34.3	22.2	28.4	41.7	-	-	18.3	15.2	26.3	36.3	25.1

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School Data Actual		N/A	N/A	N/A	N/A	N/A	-	-	N/A	N/A	N/A	N/A	N/A
ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Target		41.9	46.8	31.9	37.6	58.4	-	-	36.6	27.2	40.3	39.3	35
School Data Actual							-	-					
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Target		53.5	59.3	41.6	46.8	75.1	-	-	54.9	39.2	54.3	42.3	44.9
School Data Actual							-	-					

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<i>Effective Leaders</i> Measure on Illinois 5Essentials	<i>Involved Families</i> Measure on Illinois 5Essentials	<i>Chronic Absenteeism: ESSA indicator</i>
State Average	2018-2019	49 (this is 17-18 ave)	50 (this is 17-18 ave)	17
School Data		54	51	9
State Average	2019-2020	51	56	18
School Data		33	43	9
State Average	2020-2021			
School Data				
State Average	2021-2022			
School Data				

Below is the average score of all students in grade 5 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 5th grade students.

SCIENCE		
	Year	Science - % Proficient Gr 5

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State Ave	2018-2019	50.8
School Data		52.9
State Ave	2019-2020	N/A
School Data		N/A
State Ave	2020-2021	
School Data		
State Ave	2021-2022	
School Data		

District Goal #1A: Academic/ELA (IAR Reading)					
SIP Goal #4A: SMART Goal					
By the end of the 2021-2022 school year, Parkview Elementary School student performance will increase 35.1% from 21.4% proficient to 56.5% proficient in the area of ELA on the IAR assessment.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: White, Black, Hispanic, Asian, Multiracial, IEP, EL, and Low Income					
Rationale:					
Wise Ways School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (CL2) Wise Ways School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (CL3) Wise Ways The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8) Wise Ways All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (CL9) Wise Ways All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (CL15) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
All teachers will receive ongoing, targeted professional development and support the implementation of research based literacy	May 2021	Principal, Literacy and Language Coach,	District 300 PD Plan	\$0	Artifacts - Agenda in-service PD - PLC agendas

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practices (differentiation, Frayer Model, and intentional focus on academic vocabulary across content areas. Special Education teachers and paraeducators will meet with the literacy coach in order to increase capacity and skills to better implement instructional strategies at targeted grade levels. K-2 teachers will focus on phonics foundational reading skills. 3-5 teachers will focus on scaffolding comprehension skills.		teachers, and paraeducators.			• Lesson plans • reflective practice visits • Post conferences • exemplars of student work Student Growth • i-Ready Vocabulary Domain • PLC grade level Smart Goals on vocabulary • Common Formative Assessments
Professional development will be delivered on a minimum of one in-service day to demonstrate different types of digital tools that may be used for differentiation. Teachers will contribute to this by leading these examples. Teachers will continue to meet with the DLC in PLC team meetings as well as individual sessions. All teachers will incorporate a new lesson using differentiated digital tools on a minimum of four occasions throughout the school year. .	May 2021	Teachers, Digital Learning Coach,	District PD per D300 PD plan	\$0	Artifacts • Staff Meeting Agendas • GLR Agendas • PLC Agendas • Early release agenda Student Growth • Power School Learning Data
Teachers will receive ongoing, targeted professional development and support to implement research based strategies and provide students with opportunities to use oral language throughout lessons. (turn-and talk, Lotta Lara Strategy, Asi Se Dice Strategy, TPR- Total Physical Response, and EL DICTADO	May 2021	Language Coach, Classroom teachers	Building PD	none	Artifacts: • Coaching Appointments • Reflective Practice Visits • PD Agendas Student Growth: • iReady Data • ACCESS Data • Summative Assessment data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #1B: Academic/Math (IAR Math)					
SIP Goal #4B: SMART Goal					
By the end of the 2021-2022 school year, Parkview Elementary School student performance will increase 35% from 18.5% proficient to 53.5% proficient in the area of Math on the IAR assessment.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: White, Black, Hispanic, Asian, Multiracial, IEP, EL, and Low Income					
Rationale:					
“Vocabulary knowledge is a strong predictor of understanding across content areas (Graves, 2006), and at the 0.67 effect size, strong vocabulary programs fall well into the zone of desired effects. With quality instruction, students move from everyday language to more formal mathematical language, eventually developing a mindset for thinking mathematically.” (Hattie, Fisher, Frey, 2017) Wise Ways School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (CL2) Wise Ways School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (CL3) Wise Ways The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8) Wise Ways All teachers invite valid and reliable Learning Supports identified by their school leadership into their classrooms including but not limited to programs/strategies, co-teaching opportunities, and consultation. (CL9) Wise Ways All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (CL15) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx					
Strategy/Actions to address goal:	Date by which this	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:

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	will be a reality:				
All teachers will receive ongoing professional development and implement the 3 Reads strategy. SPED: PD and collaboration time will be provided for Ed Services staff (resource/paras) on instructional delivery.	May 2022	Principal, Math Coach, Classroom Teachers, Language Coach, Ed Service Specialist	District 300 PD Plan	\$0	Artifacts ● Agenda in-service PD ● PLC agendas ● Lesson plans ● reflective practice visits ● Post conferences write ups Student Growth ● i-Ready Vocabulary Domain ● PLC grade level Smart Goals on vocabulary ● Common Formative Assessments
Teachers will implement a math workshop model to provide targeted Tier 1 and Tier 2 instruction during the core math block with a focus on our SPED and EL learners. Year 1: Teachers will use formative assessment data to differentiate core content for groups of students through the Math Workshop Model. Year 2: Teachers will use formative data to focus on Tier 2 instructional practices including the content differentiation entry points of concrete to pictorial/symbolic, pictorial/symbolic to abstract.	May 2021	Math Coaches, Building Language Coach	District PD	\$0	Artifacts: ● Reflective Coaching Visits ● Post Conference Forms ● PLC Agendas ● Unit Plans ● GLR Agendas Student Growth: ● iReady Domain Data ● Summative Assessment Data
All teachers will work with the math coach prior to each unit of instruction to unpack the standards and math modules. This planning will focus on language support, centers, PBL, spiraling centers, manipulatives, daily routines, formative assessment, etc.	May 2022	Building Math Coaches, Teachers	District PD	\$\$ Building Budget	Artifacts: ● Agenda of PD ● Coaching Appointments ● Coaching Reflection Logs ● Reflective Coaching Visits ● Post Conference forms ● Common formative assessments Student Growth: ● iReady Domain Data

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					IAR Assessment Data
Math Plus More student selection will be fluid and identify students based on formative data/pre-req assessments to specifically target the student need. Year 1: SPED teachers will be provided professional development on the program and systems will be established to create data driven decisions on student placement within the program. Year 2: SPED teachers will use established data driven decisions to place students within the program in order to meet the goals within the student's IEP and support Core Math Instruction	May 2021	Ed. Services Specialist, SPED Teachers	District PD	\$0	Artifacts: - Reflective Coaching Visits - Data Tracking Tool TBD by Education Services - PLC Agendas Student Growth: - iReady Data - Data Tracking Tool - Summative Assessment Data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #1C: Academic/Science (ISA 5th Grade)
SIP Goal #4C: SMART Goal
By the end of the 2021-2022 school year, Parkview Elementary School student performance will increase 9% from 52.9% proficient to 61.9% proficient on the ISA.
Target Group or Sub Group:
All students grades K-5 with a focus on IEP and LEP subgroups
Rationale:
Wise Ways School Leadership identifies and allocates/reallocates resources needed for Learning Supports' implementation. (CL2) Wise Ways School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (CL3) Wise Ways The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8) programs/strategies, co-teaching opportunities, and consultation. (CL9) Wise Ways All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (CL15) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx

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Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will use the D300-created Science PowerSchool Learning pages to support instruction incorporating the skills from the Digital Scope and Sequence pacing guide.	January 2021	Grade Level Reps, Classroom Teachers, Digital Learning Coach	School Based PD - DLC	\$0	Artifacts: - DLC Tracking Tool - Digital Scope and Sequence Tracking Tool Student Growth: - Summative Assessment Data - ISA Assessment Data
Classroom instruction will demonstrate alignment with the Next Generation Science Standards (NGSS) through the incorporation of instruction that differentiates using the 5-E model (Engage, Explore, Explain, Elaborate, Evaluate) over the course of a unit of study.	May 2021	Grade Level Reps, Classroom Teachers, Digital Learning Coaches	none	\$0	Artifacts: - Reflective Coaching Visits - PLC Meeting Agendas Student Growth: - Summative Assessment Data - ISA Assessment Data
Teachers will integrate performance tasks through the Discovery Program which will provide students with inquiry-based learning activities.	May 2021	Teachers DLC	School PD	\$0	Artifacts: - DLC Tracking Tool - Digital Scope and Sequence - Reflective Practice Visits Student Growth: 5th Grade ISA Assessment Data
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data					

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District Goal #2: ESSA Indicator					
SIP Goal #3: SMART Goal					
By the end of the 2021-2022 school year, Parkview Elementary School student attendance rate will decrease from 9% chronically absent to 3 % chronically absent. This is a decrease of 2% each year.					
Target Group or Sub Group:					
Low Income: 12% 2018 IEP: 15% 2018 LEP: 7% 2018 Hispanic: 10% 2018 Black: 13% 2018 Male: 10% 2018 Female: 9%2018 Students in grades K-5 that are chronically truant with a focus on kindergarten and 1st grade students as well as students with IEPs.					
Rationale:					
Wise Ways The school's Learning Support System includes academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs. (CL1) The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (CL7, SS) Wise Ways All teachers acknowledge appropriate student behaviors and desired social skills and provide differential attention/response to inappropriate behaviors. (CL22) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
The Attendance Committee will meet monthly to monitor student attendance rates and select students to be on Attendance CICO. The Attendance Committee will monitor student progress on Attendance CICO providing feedback and incentives to families for attending	May 2022	Parkview Attendance Team	None	\$500 Building Budget	Artifacts: - Attendance Meeting Agendas - Parent letters - Attendance Tracking Spreadsheet Student Growth:

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school. Year 1: K-1 and students with IEPs (based on 2018-2019 Attendance Data) Year 2: Focus will be determined based on 2019-2020 Attendance Data Year 3: Focus will be determined based on 2020-2021 Attendance Data					• Attendance CICO Data Spreadsheet • Tableau Attendance Data by Student
The Attendance Committee will meet monthly to monitor student attendance rates and identify chronically truant students and families. The Attendance Committee will contact families and identify barriers to attending school and problem solve solutions to those barriers. The Attendance Committee will monitor students progress monthly. Year 1: K-1 and students with IEPs (based on 2018-2019 Attendance Data) Year 2: Determined by Attendance Data Year 3: Determined by Attendance Data	May 2022	Parkview Attendance Team	None	\$700 Building Budget	Artifacts: • Attendance Tracking Spreadsheet • Parkview Attendance Plans • D300 Attendance Contracts • Attendance Letters Student Growth: • Attendance CICO Data Spreadsheet • Attendance Data by Student
The Attendance Committee will identify chronically truant students and families and place them into an Attendance SAIG to work on strategies that address the barriers of coming to school. The Attendance Committee will monitor the effectiveness of the system in place and make necessary changes based on attendance data.	May 2021	Parkview Attendance Team	School Based	\$0	Artifacts: • Attendance Tracking Spreadsheet • Parkview Attendance Plans • Attendance Letters Student Growth: • Attendance CICO Data • Attendance Data by Student
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #3A: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
In the 2018-2019 5Essentials Survey, Parkview Elementary School received an overall rating of Average Implementation with a score of 54 in the area of Effective Leaders. By the 2021-2022 survey, the school will receive an overall rating of at More Implementation with a score of 63.					
Target Group or Sub Group:					
K-5 Professional Learning Communities					
Rationale:					
Wise Ways School Leadership monitors and evaluates the implementation of Learning Supports' programming through an on-going data collection system. (CL3) Wise Ways School Leadership actively models and fosters a positive school environment where staff members feel valued and are challenged to be engaged and grow professionally. (CL5) Wise Ways The school culture supports teachers in practicing effective and responsive instruction to meet individual student needs. (CL8) Wise Ways Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate the preparation for and application of Learning Supports. (CL16) Wise Ways Professional development for teachers is determined by data (including classroom observations and review of lesson plans) that demonstrate teachers' attention to academic, social, emotional, and behavioral expectations and standards. (EQ CL17) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
PLCs will meet with the reading and math coaches prior to each unit of instruction to unpack the priority standards, design common formative assessments, plan high-yield instructional strategies, and create rigorous and relevant tasks and centers (including spiraling centers) within tier 1 instruction.	May 2022	Teachers, Reading Coach, Math Coaches, Language Coach	District PD Building PD	\$\$Title 1 Budget	Artifacts: ● PLC Agenda ● Instructional Unit Plans by Grade Level ● Coaching Appointments ● Coaching Reflection Logs ● Reflective Coaching Visits 5Essentials Growth:

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Year 1: Build a common understanding of formative assessments and what does mastery of a standard look like? Implement high yield instructional strategies for small group instruction based on assessment data Year 2: Plan for and implement rigorous and relevant tasks and differentiated centers (including spiraling centers). Year 3: Students track their own data and select from center choices based on their self-assessment.					• Collaborative Practices • Collective Responsibility • Teacher-to-Teacher Trust
Teachers will collaborate with the language coach to identify instructional strategies based on students' level of language proficiency determined by ACCESS scores and the WIDA Can Do Descriptors.	May 2021	Teachers, Language Coach	School	none	Artifacts: • PLC Agenda • Instructional Unit Plans by Grade Level • Coaching Appointments • Coaching Reflection Logs • Reflective Coaching Visits 5Essentials Growth: • Collaborative Practices • Collective Responsibility • Teacher-to-Teacher Trust
Teachers will collaborate with the DLC to provide increased opportunities for student choice and differentiated student created products (focus on information production vs. information consumption).	May 2021	Teachers, DLC	none	none	Artifacts: • PLC Agenda • Instructional Unit Plans by Grade Level • Coaching Appointments • Coaching Reflection Logs • Reflective Coaching Visits 5Essentials Growth: • Collaborative Practices • Collective Responsibility • Teacher-to-Teacher Trust
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #3B: Engage Family and Community					
SIP Goal #2: SMART Goal					
In the 2018-2019 5Essentials Survey, Parkview Elementary School received an overall rating of Average Implementation with a score of 51 in the area of Involved Families. By the 2021-2022 survey, the school will receive an overall rating of More Implementation with a score of 60.					
Target Group or Sub Group:					
All PVES Staff; PVES Parents and/or Guardians, community organizations					
Rationale:					
Wise Ways The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (CL7, SS) Wise Ways: All teachers communicate regularly with primary caregivers and encourage them to participate as active partners in teaching and reinforcing physical, social, emotional, behavioral, and academic competencies. (CL15) Wise Ways The school culture promotes and supports the academic, physical, social, emotional, and behavioral skill development and engagement of students. (CL10) https://www.isbe.net/Pages/Indicators-of-Effective-Practice-Related-to-Conditions-for-Learning.aspx					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers and FSLs will receive professional development and ongoing targeted support from the Digital Learning Coach to provide authentic digital learning opportunities for students in all content areas whether in-person or remote in order to best communicate with families.	Sept. 2021	Principal and teachers and FSLs	None	None	Artifacts: • PD Agendas and calendars • Parent Attendance Data 5Essentials Target: • Parent Involvement in School
Preschool teachers and Preschool FSLs will offer parent events and supports to increase parent engagement and strengthen the home-school partnership for students enrolled in the Expansion Grant Preschool program and continuing on to K-5 at Parkview Elementary.	Sept. 2021	Administration, Teachers FSLs	None	\$500 Building Budget Preschool Grant Funds	Artifacts: • Parent Invitation • Parent Survey 5Essentials Target: • Parent Involvement in School
Classroom teachers will remain in communication with parents whose child is participating in remote learning. Classroom	May 2021	Administration, Teachers, Parents	None		Artifacts: • Power School Learning Teacher Page

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teachers will email parents and have information posted to their PowerSchool Learning Page.					- Teacher record of email communications 5Essentials Target: - Parent Involvement in School
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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School Name	Sleepy Hollow Elementary School
Principal Name	Angela Reincke
District Mission Statement	Mission: To ensure all students are college or career ready upon graduation
School Improvement Team Members	Angela Reincke (Principal), Randy Bruce (1st grade), Misty Palazzo (1st grade), Matt Green (Psychologist), Nanette Bruce (Literacy), Kerri Blaus (2nd grade), Amber Granito (2nd grade), Zoki Russo (3rd Grade), Irene Mendonca (3-5 SPED), Georgette Zimmerman (Kindergarten), Kristi Holm (Interventionist), Minerva Perez (EL Teacher), Krissy Foss (4th grade), Kim Dornbos (5th grade)

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Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data Actual		52.4	50.6	-	48.8	-	-	-	-	9.7	20	-	30.4
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Target		55.4	54.5	-	51.8	-	-	-	-	19.6	30.07	-	36.1
School Data Actual		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Target		58.4	58.4	-	54.8	-	-	-	-	29.5	40.14	-	41.8
School Data Actual													
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Target		61.4	62.3	-	57.8	-	-	-	-	39.4	50.2	-	47.5
School Data Actual													

MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data Actual		45.2	50.0	-	36.6	-	-	-	-	22.6	35.0	-	27.5

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ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6
School Target		48.2	53	-	39.93	-	-	-	-	28.1	41.4	-	33.23
School Data Actual		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Target		51.2	56.1	-	43.2	-	-	-	-	33.6	47.8	-	38.96
School Data Actual													
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Target		54.2	59.1	-	46.6	-	-	-	-	39.1	54.1	-	44.7
School Data Actual													

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<i>Collaborative Practices</i> Measure on Illinois 5Essentials	<i>Involved Families Measure</i> on Illinois 5Essentials	<i>Chronic Absenteeism</i>
State Average	2018-2019	49	50	17%
School Data Actual		29	56	5.9%
State Average	2019-2020	41	56	
School Target		36	58	4.9%
School Data Actual		78	62	
State Average	2020-2021			
School Target		43	60	3.9%
School Data Actual				
State Average	2021-2022			

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School Target		50	62	3%
School Data Actual				

Below is the average score of all students in grade 5 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 5th grade students.

SCIENCE		
	Year	Science - % Proficient Gr 5
State Ave	2018-2019	50.8
School Data Actual		58.6
State Ave	2019-2020	NA
School Target		61.6
School Data		NA
State Ave	2020-2021	
School Target		64.6
School Data		
State Ave	2021-2022	
School Target		67.6
School Data		

District Goal #1A: Academic/ELA (IAR Reading)
SIP Goal #4A: SMART Goal
By the end of the 2021-2022 school year, Sleepy Hollow Elementary School student performance will increase 9% from 50% proficient in 2018-19 to 59% proficient in the area of ELA on the IAR assessment.
Target Group or Sub Group:
Referring back to the data chart, the underperforming and targeted subgroups include: White, IEP, EL and Low Income
Rationale:
Data shows we need to improve subgroup performance to meet or exceed state average.

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Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Tier 2 vocabulary instruction will be targeted in all ELA classes, and will be the focus of vocabulary instruction in all content areas.	May 2021	Literacy Coach ELA Interventionist Principal	School PD	subs paid for from building budget	● PD Agenda ● Post Conference Forms ● iReady data (Vocabulary) ● Coaching Appointments
Professional development on differentiation will be provided with an emphasis on digital tools.	May 2021	DLC Literacy Coach Principal Teachers	District PD School PD	subs paid for from building budget	● Formative and Summative Assessments and Data ● Coaching Appointments ● PD Agenda
The EL teacher and general education teachers will collaborate to ensure language standards are embedded in instructional lessons.	May 2022	Principal EL Teacher Teachers	School PD	\$0	● iReady Data ● ACCESS Data
Special education teachers will collaborate with grade level PLCs and the ELA Interventionist to ensure alignment of ELA priority standards with special education students while incorporating the high yield instructional strategy of differentiation.	May 2022	Principal ELA Interventionist Special Education Teachers	School PD	\$0	● PD Agenda ● iReady Data ● Formative Data ● IEP Goals
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #1B: Academic/Math (IAR Math)
SIP Goal #4B: SMART Goal
By the end of the 2021-2022 school year, Sleepy Hollow Elementary School student performance will increase 9% from 45.8% proficient to 54.8% proficient in the area of Math on the IAR assessment.
Target Group or Sub Group:
Referring back to the data chart, the underperforming and targeted subgroups include: Hispanic, IEP, EL, Low Income
Rationale:
Targeted instruction for individuals and small groups will increase math proficiency.

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Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will unpack the math modules with a focus on creating formative assessments and manipulative use.	May 2021	Math Coach Teachers Principal	School PD	subs paid for from building budget	- Coaching Appointments - PD Agenda - iReady Data - Common Formative and Summative Assessments and Data
Implementation of the Into Math curriculum with fidelity with a focus on student-teacher behaviors. Instruction and classroom discussion will focus on differentiation and the implementation of Daily Routines that use number talk for student critical thinking and reasoning.	May 2021	Math Coach Teachers Principal	School PD District PD	subs paid for from building budget	- Coaching Appointments - PD Agenda - Post Conference Forms - iReady Data
Teachers will use formative data to focus on tier 2 instructional practices including the content differentiation entry points of concrete to pictorial/symbolic, pictorial/symbolic to abstract.	May 2022	Math Coach Teachers Principal	School PD	subs paid for from building budget	- Coaching Appointments - Common Formative and Summative Assessments and Data - PD Agenda - Common Formative and Summative Assessments and Data
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					

District Goal #1C: Academic/Science (ISA 5th Grade)
SIP Goal #4C: SMART Goal
By the end of the 2021-2022 school year, Sleepy Hollow Elementary School student performance will increase from 60% proficient to 69% proficient in the area of Science on the ISA assessment. A total of at least 3% growth will be made each year.
Target Group or Sub Group:
All Students.
Rationale:

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Teaching to the priority standards using the Haiku pages will increase proficiency in science knowledge and the use of digital tools.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Classroom instruction will demonstrate alignment with NGSS through the incorporation of instruction follows the 5-E model (Engage, Explore, Explain, Elaborate, Evaluate) over the course of a unit of study	May 2021	Principal Grade Level Representatives	School PD	\$0	- Classroom Observations - Teacher Feedback - Staff Survey
Teachers will use the D300-created Powerschool pages to support instruction.	May 2021	Teachers DLC	School PD	\$0	- DLC Appointments 5th Grade ISA Data - Powerschool
Teachers will provide opportunities for inquiry-based lab activities.	May 2022	Teachers DLC	School PD	\$0	- DLC Appointments 5th Grade ISA Data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #2: ESSA Indicator					
SIP Goal #3: SMART Goal					
By the end of 2021-22, Sleepy Hollow Elementary School will reduce their Chronic Absenteeism rate from 5.9% to 3%.					
Target Group or Sub Group:					
Students absent for 10 or more days of the school year.					
Rationale:					
The 2018-19 Chronic Absenteeism rate at Sleepy Hollow Elementary School was 5.9% with 6.2% approaching.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Staff will identify students who may need stronger adult connections at school through the “know every child” commitment.	May 2021	Teachers Staff Principal	School PD	\$0	- Attendance Data - Attendance Letters - Attendance Contracts - Student PLP Information

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Staff members will choose 1-2 students identified as having fewer adult connections and make weekly attempts to connect with the students with one area of focus being student attendance.	May 2021	Teachers Staff Principal	None	\$0	• Attendance Data • Attendance Letters • Attendance Contracts • Student PLP Information
Monthly phone calls will be made to parents of students missing 5, 10, 15 or 20 or more days of school in an effort to make strong home-school connections.	May 2022	Principal Tier 2 Team	None	\$0	• Attendance Data • Attendance Letters • Attendance Contracts • Student PLP Information
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #3A: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
In the 2018-2019 5Essentials Survey, Sleepy Hollow Elementary School received an overall rating of 29 “Less Implementation” in the area of Collaborative Practices. By the 2021-2022 survey, the school will receive an overall rating of 50 “Average Implementation”.					
Target Group or Sub Group:					
Staff Members.					
Rationale:					
A school considered strong in Collaborative Teachers fosters teachers who are active partners in school improvement, are committed to the school, and are focused on professional development. (uchicagoimpact.org)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
A plan will be developed for teachers visiting other classrooms to gather ideas to be utilized for the improvement of instruction.	May 2021	Teachers Principal	School PD	\$500 building budget	• 5 Essentials Data • PD Agenda
Teachers will collaborate in their PLCs to develop common materials and share exemplar lessons.	May 2022	Teachers Principal	School PD	\$0	• 5 Essentials Data • PD Agenda
Grade level PLCs will receive professional development aligned to the district guidelines. Staff will receive support to	May 2021	Teachers Principal	School PD	\$500 building budget	• 5 Essentials Data • PD Agenda

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collaborate and design common formative assessments with the math coach and ELA coach prior to each unit of instruction. Grade level PLCs will discuss priority standards, align instruction by planning and using high yield instructional strategies and create common formative assessments.					
Staff will enhance their knowledge and skills with PowerSchool Learning. Staff will be provided professional development in the areas of the assessment platform and development of instructional pages to support remote learning.	May 2021	Teachers Principal	School PD	\$500 building budget	• 5 Essentials Data • PD Agenda
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #3B: Engage Family and Community					
SIP Goal #2: SMART Goal					
In the 2018-2019 5Essentials Survey, Sleepy Hollow Elementary School received an overall rating of 54 "Average Implementation" in the area of Parent Involvement. By the 2021-2022 survey, the school will receive an overall rating of 62 "More Implementation".					
Target Group or Sub Group:					
Parents Teachers					
Rationale:					
In schools with involved families, the entire staff builds strong external relationships. Such Schools: • See Parents As Partners In Helping Students Learn, • Value Parents' Input And Participation In Advancing The School's Mission, And • Support Efforts To Strengthen Its Students' Community Resources. (uchicagoimpact.org)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Parents will be provided with an opportunity to attend a math focused learning day and an ELA focused learning day.	May 2021	Principal Teachers	None	\$300 Building Budget	• Invitation • 5 Essentials Data

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Opportunities for parents to ask about their child's performance will be solicited by the school.	May 2021	Principal Teachers	None	\$0	• Invitation • 5 Essentials Data
Multimedia will be used to enhance community engagement relative to school activities, community functions, accomplishments, and matters pertaining to student learning.	May 2022	Principal Secretary Teachers	None	\$0	• social media sites • Powerschool
Staff will develop activities to promote social and emotional learning (SEL) with all students. School personnel will communicate activities and partner with families to develop the SEL health of the students.	May 2021	Social Workers Teachers Principal	None	\$0	• Powerschool • 5 Essentials Data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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School Name	Algonquin Middle School
Principal Name	Jason Lentz
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.
School Improvement Team Members	Jason Lentz, Dave Rumoro, Jennifer Connelly, Jackie Davis, Megan White, Deane Gidlund, Bonnie Cyrwus, Kris Kirsten, Renee Ballerine, Lindsey Thomas, Anna Martin, Laura Garand, Debbie Randle-Hayes (Parent)

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Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data Actual		45.5	50.7	30	26.9	72.7			60	9.1	16.7	39.5	31.7
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Target		49.2	54.6	35	34.4	75.7			63	19.2	27.9	42.5	37
School Data Actual		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Target		52.8	58.4	40.1	41.9	78.7			66	29.3	39	45.5	42.2
School Data Actual													
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Target		56.5	62.3	45.1	49.4	81.7			69	39.4	50.2	48.5	47.5
School Data Actual													

MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data Actual		39.1	48.5	0	15	63.6			30	6.5	4.2	31.6	21.3
ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6
School Target		43.9	52	13.9	25.5	67.4			38.2	17.4	20.8	34.9	29.1
School Data Actual		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Target		48.7	55.6	27.7	36.1	71.3			46.5	28.2	37.5	38.2	36.9
School Data Actual													
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Target		53.5	59.1	41.6	46.6	75.1			54.7	39.1	54.1	41.5	44.7
School Data Actual													

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<i>Effective Leaders Measure on Illinois 5Essentials</i>	<i>Involved Families Measure on Illinois 5Essentials</i>	<i>Chronic Truancy</i>
State Average	2018-2019	49 (this is 17-18 ave)	50 (this is 17-18 ave)	
School Data		42	37	7.3
State Average	2019-2020	53	46	n/a
School Data		37	34	n/a
State Average	2020-2021			
School Data				
State Average	2021-2022			
School Data				

Below is the average score of all students in grade 8 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 8th grade students.

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SCIENCE		
	Year	Science - % Proficient Gr 8
State Ave	2018-2019	58%
School Data		64%
State Ave	2019-2020	n/a
School Data		n/a
State Ave	2020-2021	
School Data		
State Ave	2021-2022	
School Data		

District Goal #1A: Academic/ELA (IAR/DLM Reading)					
SIP Goal #4A: SMART Goal					
By the end of the 2021-2022 school year, AMS student performance will increase from 45.3% proficient to 56.5% proficient in the area of ELA on the IAR/DLM assessments.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: Hispanic, IEP, EL, Low Income					
Rationale:					
All schools are measured by IAR and DLM in Illinois. Our data indicates a need for continued improvement to reach proficiency as defined by ISBE.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will utilize the Literacy Coach to share model/exemplar literacy lessons and strategies for reading, writing and speaking.	Ongoing throughout plan	Principal, AP, Team Leaders	School	N/A	In-service and early release days agendas
Tier 2 vocabulary instruction will be targeted in all ELA classes, and will be the	End of 2020-2021	Principal, AP, Team Leaders	School	N/A	We will follow the district PD plan for vocabulary instruction, and observations, coaching

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focus of vocabulary instruction in all content areas					
Professional development on differentiation will be provided throughout the school year during in-service and early release days, with an emphasis on the use of digital tools	May 2021	Principal, AP, District directors	District and school	N/A	In-service and early release days agendas
Professional development will be delivered on a minimum of three in-service days to demonstrate different types of digital tools that may be used for differentiation. Teachers will contribute to this by leading these examples. Teachers will continue to meet with the DLC in PLC team meetings as well as individual sessions. All teachers will incorporate a new lesson using differentiated digital tools on a minimum of four occasions throughout the school year.	May 2021	Principal, ELA teachers, Team leaders	District and School	N/A	Records will be kept on in-service agendas
PLCs will use district common summative assessment data, i-Ready diagnostic data, reading conferences, and a variety of resources to effectively differentiate for all students.	2020-2021	Team Leaders	School	N/A	Team Leader meeting updates, data review meetings, team notes
All ELA teachers will meet with the district ELA coach regularly (weekly) to increase student outcomes.	2020-2021	Team Leaders	School	N/A	Team Leader meetings will provide updates, coaching appointments
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #1B: Academic/Math (IAR/DLM Math)
SIP Goal #4B: SMART Goal
By the end of the 2021-2022 school year, AMS student performance will increase from 39.4% proficient to 53.5% proficient in the area of Math on the IAR/DLM assessments.
Target Group or Sub Group:
Referring back to the data chart, the underperforming and targeted subgroups include: Hispanic, IEP, EL, Low Income

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Rationale:					
All schools are measured by IAR in Illinois. Our data indicates a need for continued improvement to reach proficiency as defined by ISBE					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
All teachers will meet with their math coach weekly to plan, differentiate, and modify pedagogy as needed to increase student outcomes	2020-2021	Team Leaders	District	District	Team Leader meetings will provide updates, coaching appointments
Professional development on differentiation will be provided throughout the school year during in-service and early release days, with an emphasis on the use of digital tools.	May 2021	Principal, AP, District directors	District and school	N/A	In-service and early release days agendas
Teachers will implement "Into Math" and incorporate small group instruction whether instructing in person or remotely.	End of 2021-2022 school year	Math teachers	District and School	N/A	Department Rep meetings will report on the progress
PLCs will use PowerSchool assessment data, formative assessments, i-Ready and other resources to effectively differentiate for all students.	2020-2021	Team Leaders	School	N/A	Team Leader meetings will provide updates, data review meetings, team notes.
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #1C: Academic/Science (Grade 8 ISA)
SIP Goal #4C: SMART Goal
By the end of the 2021-2022 school year, Algonquin Middle School student proficiency in science overall will be at 73% (performance will increase by 9% overall) on the Illinois Science Assessment as compared to 64% of students scoring in the proficient range on the 2018-2019 assessment school wide.
Target Group or Sub Group:
Referring back to the data chart, the underperforming and targeted subgroups include: Hispanic, IEP, EL, Low Income
Rationale:
All schools are measured by ISA in Illinois. Our data indicates a need for continued improvement to reach proficiency.

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Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will continue to develop and implement a variety of assessments which incorporate the 3-Dimensions found on the NGSS framework by offering students opportunities to display progress on the cross-cutting concepts, disciplinary core ideas, and scientific practices	End of 2021-2022 school year	Department representative and science teachers	District and School	N/A	Department representative will report during rep meetings, observations
Teachers will differentiate instruction utilizing digital tools.	2020-2021	Science teachers	School	N/A	Department representative meetings, PLC time, observations
Teachers will provide opportunities for inquiry-based lab activities.	2020-2021	Department representative, Principal, AP	School	N/A	Department representative meetings, PLC time, observations
Students will use the "Claim, Evidence, Reasoning" model to justify their thinking and explain their learning.	End of 2021-2022 school year	Science teachers	District and school	N/A	Department representative meetings, observations
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #2: ESSA Indicator
SIP Goal #3: SMART Goal
By the end of the 2021-2022 school year, Algonquin Middle School chronic truancy will decrease from 7.3% (2018-2019 school year) to 4%.
Target Group or Sub Group:
All students who were chronically truant in 2018-2019.
Rationale:
Students must be present during the school day to continue to make academic gains.

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Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Every student will meet with his or her guidance counselor a minimum of two times per year	May 2021	Counselors	School	District	Counselors will provide data to show this was completed. ESSA Tableau Report
We will utilize the multi-tier truancy approach, including the use of the risk factor inventory and school refusal tool for identified students	May 2021	Attendance team	School	N/A	Attendance reports
Guidance counselors will check with the attendance secretary twice a week on attendance data. Goals and an action plan will be developed and implemented by the Attendance Team to reduce truancy and increase consistent attendance.	May 2021	Counselors, AP, Attendance secretary	School	N/A	Reports will be pulled biweekly by the attendance secretary and given to the Truancy Team. ESSA Tableau Report
Professional development on ACEs and trauma-informed schools will continue during in-service and early release school days	Ongoing	Administration	School	N/A	Agendas, SIP meeting, Team Leader meetings. ESSA Tableau Report
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #3A: Develop Great Teachers and Leaders
SIP Goal #1: SMART Goal
Algonquin Middle School will demonstrate improvement in the area of Collaborative Practices by increasing the rating from Average (Score of 46) to More Implementation (Score of 60) or higher as measured by the 2020 Illinois 5Essentials Survey.
Target Group or Sub Group:
Grade Level Professional Learning Communities (6-8)
Rationale:
PLCs are researched based and show that when implemented effectively positively impact schools in many ways including academics, behavioral, SEL, etc.

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Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
The AMS PLC Leadership Team will continue to meet monthly to provide continued support on developing collective responsibility among teams	May 2021	PLC Leadership Team	School	N/A	Agendas, In-service presentation, PLC survey results, 5 Essentials Report
PLCs will meet regularly with the Math and ELA Coaches to analyze data and promote high yield instructional strategies	Ongoing	Teams, coaches	School	N/A	Coaching appointments, team notes
Teachers will receive professional development and ongoing targeted support from the Digital Learning Coach to provide authentic digital learning opportunities for students in all content areas.	Ongoing	DLC, Teams	School	N/A	Agendas, coaching appointments, team notes
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #3B: Engage Family and Community					
SIP Goal #2: SMART Goal					
Algonquin Middle School will demonstrate improvement in the area of Parent Involvement in School (Involved Families) by increasing the rating from Less Implementation (Score of 21) to Average Implementation (Score of 40) or higher as measured by the 2020 Illinois 5Essentials Survey.					
Target Group or Sub Group:					
Parents and Guardians					
Rationale:					
5Essentials Survey Data from 2017 indicates the need to focus on improving parent and community engagement within the school. AMS will support the district initiative of engaging the family and community by using the school improvement process to increase community and school engagement at AMS.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:

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AMS administration and office staff will communicate regularly with parents through the AMS Facebook page, RCS messages, and the AMS Website.	Ongoing	Attendance secretary, Principal	None	N/A	Website, Facebook, RCS messages
AMS administration will continue to meet monthly with the PTO, targeting specific areas for their input on school improvement and community involvement based on recent 5 Essentials Data.	Ongoing	PTO, Principal, AP	None	N/A	PTO meeting agenda and notes
Examine and implement enhancements to the Book Fair and PBIS reward store	May 2021	PTO, PBIS team	None	N/A	Calendar, PBIS agendas
Continue parental involvement opportunities during remote and/or in-person learning through virtual means	Ongoing	Principal, AP, Teachers, PTO	None	N/A	Open House agenda and presentation, Data from parent teacher conferences
Develop and share out "how-to" resources specific to navigating the Haiku LMS and teacher pages	May 2021	Teams, Administration	None	N/A	Screencast and/or video to demonstrate how to navigate Haiku and encourage usage
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

Community Unit School District 300 School Improvement Plan



School Name	Carpentersville Middle School
Principal Name	Dr. Martina Smith
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.
School Improvement Team Members	Martina Smith, Cally Genson, Matt Langton, Nancy Israel, Nic Pool, Lucinda Sanders, Alison Kaminski, Shannon Riley, Jessica Wendt, Beth Thomson, Daniel Jurgensen, Mike Krueger, Linnea Bettcher, Sara Brown, Brittany Stegenga, Katherine White, Edith Garcia, Tania Olayo (Parent)
Cabinet Member Signature and Date	
Superintendent Signature and Date	
Board President Signature and Date	

Community Unit School District 300 School Improvement Plan

Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data Actual		19.6	41.8	11.5	18.4	-	-	-	-	2.8	1.6	28.8	17.3
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Target		31.9	48.6	22.7	28.7	-	-	-	-	15	17.8	33	27.4
School Data Actual		N/A	N/A	N/A	N/A	-	-	-	-	N/A	N/A	N/A	N/A
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Target		44.2	55.5	33.9	39.1	N/A	N/A	N/A	N/A	27.2	34	37.3	37.4
School Data Actual													
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Target		56.5	62.3	45.1	49.4	N/A	N/A	N/A	N/A	39.4	50.2	41.5	47.5
School Data Actual													

MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data Actual		14	27.8	7.7	13.4	-	-	-	-	3.3	1.1	22.1	11.9
ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6
School Target		27.2	38.2	19	24.5	-	-	-	-	15.2	18.8	28.6	22.8
School Data Actual		N/A	N/A	N/A	N/A	-	-	-	-	N/A	N/A	N/A	N/A

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ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Target		40.3	48.7	30.3	35.5	N/A	N/A	N/A	N/A	27.2	36.4	35	33.8
School Data Actual													
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Target		53.5	59.1	4.6	46.6	N/A	N/A	N/A	N/A	39.1	54.1	41.5	44.7
School Data Actual													

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator ACCESS
		<i>Effective Leaders Measure on Illinois 5Essentials</i>	<i>Involved Families Measure on Illinois 5Essentials</i>	<i>School enters their additional ESSA indicator HERE and replace this text</i>
State Average	2018-2019	49 (this is 17-18 ave)	50 (this is 17-18 ave)	
School Data		44	25	3.31
State Average	2019-2020			
School Data		27	17	3.49
State Average	2020-2021			
School Data				
State Average	2021-2022			
School Data				

Below is the average score of all students in grade 8 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 8th grade students.

SCIENCE		
	Year	Science - % Proficient Gr 8
State Ave	2018-2019	58

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School Data		42.8
State Ave	2019-2020	N/A
School Data		45.8
State Ave	2020-2021	
School Data		48.8
State Ave	2021-2022	
School Data		51.8

District Goal #1A: Academic/ELA (IAR Reading)					
SIP Goal #4A: SMART Goal					
By the end of the 2021-2022 school year, Carpentersville Middle School student performance will increase from 19.6% proficient to 53.09% proficient in the area of ELA on the IAR assessment.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: White, Black, Hispanic, IEP, EL, Former EL, & Low Income					
Rationale:					
Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (Wise Ways Indicator #1061) Instructional Teams use student learning data to plan instruction. (Wise Ways Indicator #1060) Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (Wise Ways Indicator #1057) Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Ways Indicator #1062)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
CMS Literacy and DLC coaches will collaborate to provide professional development and instructional support in research based literacy practices aligned to the district frameworks to target support for subgroups listed.	Ongoing May 2021	Admin, Staff, Instructional Coaches, Director of Literacy, Director of Innovation & Digital Learning	School & District	N/A	Observation of daily literacy routines to include but not limited to reading, writing, and discussion Coaching appts Observations
Teachers will receive professional development on the use of digital tools differentiation to include but not limited to	Ongoing May 2021	Admin, Staff, Instructional Coaches, Director of Literacy	School & District	N/A	Meeting Agendas Meeting Sign-ins In-service & early release Haiku page

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district and school provided in-service and early release days.					
Data and a variety of resources will be used by PLCs to differentiate for all students.	Ongoing May 2021	Admin, PLCs, & Staff, Instructional Coaches	School	N/A	PLC Agenda/Minutes Summative & Formative Assessment Data (iReady, Common formatives)
PLCs will use district common summative assessment data, i-Ready diagnostic data, reading conferences, and a variety of resources to effectively differentiate for all students.	Ongoing May 2021	Admin, Coach, Teachers	School	N/A	Team Leader meetings will provide updates, data review meetings, team notes
All ELA teachers will meet with the district ELA coach to increase student outcomes.	Ongoing May 2021	Admin, Coach, Teachers	School	N/A	Team Leader meetings will provide updates, coaching appointments
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tools will you use to monitor your data?</i> Grade level Professional Learning Communities meeting agendas and minutes, informal walkthroughs, formal observations, data meeting goals & outcomes, iReady data, PARCC data, Access Data, District Summatives					

District Goal #1B: Academic/Math (IAR Math)					
SIP Goal #4B: SMART Goal					
By the end of the 2021-2022 school year, Carpentersville Middle School student performance will increase from 14% proficient to 53.52% proficient in the area of Math on the IAR assessment.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: White, Black, Hispanic, IEP, EL, Former EL, & Low Income					
Rationale:					
IID10: Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (Wise Way Indicator #1061) IID09: Instructional Teams use student learning data to plan instruction (student analytics data from Haiku). (Wise Way Indicator #1060) IID06: Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (Wise Way Indicator #1057) IID11: Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (Wise Way Indicator #1062)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Ongoing, targets support for Math curriculum and instruction will be provided	Ongoing May 2021	Admin, Coach, Teachers	School & District	N/A	Reflective coaching Department meeting

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by the district math coach to all math staff in order to enhance strategies to increase student outcomes. (ie: manipulatives, <i>Are You Ready</i> assessment)					Observation data PLC agendas & min
Teachers, with the support of the math coach, will analyze student data to make instructional decisions. (Ie. Are You Ready Assessments, Formatives, Summatives, Performance Tasks and Student Reflections and i-Ready Diagnostics)	Ongoing May 2021	Admin, Coach, Teachers	None	N/A	Data Review Assessments aligned to standards Summative & Formative Assessment
Teachers will provide specific feedback to students on both formal and informal assessments to communicate students' progress towards mastering the standards. (ie: Daily Objectives (Where we've been, Where we are, and Where we need to get to))	Ongoing 2020-2021	Admin, Coach, Teachers		N/A	
Teachers will implement "Into Math" and incorporate small group instruction whether in person or remotely and follow-up with small groups or individually with students.	End of 2021-2022 school year	Admin, Coach, Teachers	District and School	N/A	Department Rep meetings will report on the progress
PLCs will use PowerSchool assessment data, formative assessments, i-Ready and other resources with the math coach to effectively differentiate for all students.	Ongoing 2020-2021	Admin, Coach, Teachers	School	N/A	Team Leader meetings will provide updates, data review meetings, team notes.
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i> Grade level Professional Learning Communities meeting agendas and minutes, informal walkthroughs, formal observations, data meeting goals & outcomes, iReady data, PARCC data, Access Data, District Summatives					

District Goal #1C: Academic/Science (Grade 8 ISA)
SIP Goal #4C: SMART Goal
By the end of the 2021-2022 school year, Carpentersville Middle School student proficiency in science overall will be at 51.8% (performance will increase by 9% overall) on the Illinois Science Assessment as compared to 42.8% of students scoring in the proficient range on the 2018-2019 assessment school wide.
Target Group or Sub Group:

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8th Grade Students & Teachers					
Rationale:					
Units of instruction will include specific learning activities aligned to objectives. (Wise Way Indicator #1083)					
Instructional Teams will use student learning data to plan instruction. (Wise Way Indicator #1060)					
Units of instruction will include pre-/post-tests to assess student mastery of standards-based objectives. (Wise Way Indicator #1048)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will provide opportunities for inquiry-based lab activities.	Ongoing May 2021	CMS Teachers, Director of Science	School & District	N/A	PLC Agenda/Minutes Student Feedback
Students will use the "Claim, Evidence, Reasoning" model to justify their thinking and explain their learning.	Ongoing May 2021	CMS Teachers, Building leaders	School	N/A	PLC Agenda/Minutes Summative & Formative Assessment Data
Teachers will differentiate instruction utilizing digital tools.	Ongoing May 2021	Building Leaders, CMS Teachers & DLCs	School	N/A	PLC Agenda/Minutes Summative & Formative Assessment Data Student analytics data from Haiku
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #2: ESSA Indicator					
SIP Goal #3: SMART Goal					
By the end of 2020-2021 Carpentersville Middle School students performance will increase on ACCESS from an average of 3.3 composite to 3.7 average composite score.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include:					
Hispanic, IEP, EL, & Low Income					
Rationale:					
WIDA researchers study the ways students need to use language to meaningfully engage in school, community, and society. Research in this area focuses on developing, improving and implementing new instructional approaches and resources for multilingual learners and their teachers.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:

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Teachers will identify students' level of language proficiency based ACCESS scores and the WIDA Can Do Descriptors	Ongoing May 2021	Admin, Language Coach, Teachers	District & School	N/A	Coaching Appts PLC agendas & minutes
Teachers will utilize strategies identified by WIDA to increase oracy and familiarity on the ACCESS test.	Ongoing May 2021	Admin, Language Coach, Teachers	District & School	N/A	Coaching Appts PLC agendas & minutes
Students will use Academic Language Scripts when participating in classroom discussions.	Ongoing May 2021	Admin, Language Coach, Teachers	District & School	N/A	Coaching Appts Team meetings
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #3A: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
In the 2018-2019 5Essentials Survey, Carpentersville Middle School received an overall rating of “Average Implementation” with a score of 44 in the area of Effective Leaders. By the 2021-2022 survey, the school will receive an overall rating of “More Implementation” with a score of 70.					
Target Group or Sub Group:					
Carpentersville Middle School admin and staff.					
Rationale:					
Teachers are organized into grade-level cluster, or subject-area Instructional Teams. (Wise Ways Indicator # 1171) Instructional teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data (Wise Ways Indicator #1173) Instructional teams develop standards-aligned units of instruction for each subject and grade level. (Wise Ways Indicator #1045) All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (Wise Ways Indicator #1063) Units of instruction include specific learning activities aligned to objectives. (Wise Ways Indicator #1083) Instructional teams use student learning data to identify students in need of instructional support or enhancement (Wise Ways Indicator #1061)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
PLCs will continue to meet at least once per week. PLCs will use a data protocol when analyzing summative and formative data provided through to make an instructional	Ongoing May 2021	Admin, PLCs, & Staff, Instructional Coaches	PLC Leaders Meetings	N/A	PLC Agenda/Minutes Summative & Formative Assessment Data

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action plan and smart goal with the support of instructional coaches.					
PLCs will meet regularly with the Math and ELA Coaches to analyze data and promote high yield instructional strategies.	Ongoing May 2021	Teams, coaches	School	N/A	Coaching appointments, team notes
Teachers will receive professional development and ongoing targeted support from the Digital Learning Coach to provide authentic digital learning opportunities for students in all content areas.	Ongoing May 2021	DLC, Teams	School	N/A	Agendas, coaching appointments, team notes
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data? Grade levels professional learning community agendas and minutes, grade level PLC data norms, grade level SMART Goals, data protocols, critical issues surveys for PLCs at BOY & EOY, and Drive 300 activities.					

District Goal #3B: Engage Family and Community					
SIP Goal #2: SMART Goal					
In the 2018-2019 5Essentials Survey, Carpentersville Middle School received an overall rating of “Less Implementation” with a score of 25 in the area of Involved Families. By the 2021-2022 survey, the school will receive an overall rating of “Average Implementation” with a score of 50.					
Target Group or Sub Group:					
Carpentersville Middle School students, staff, families, and community.					
Rationale:					
School Leadership and primary caregivers engage in regular communication to provide mutual support and guidance between home and school for all aspects of student learning. (Wise Way Indicator #2341) The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (Wise Way Indicator #1115) The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (Wise Way Indicator #1155) The principal offers frequent opportunities for stakeholders to voice constructive critique of the school’s progress and suggestions for improvement. (Wise Way Indicator #1034) All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. (Wise Way Indicator #2353)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:

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Professional development on restorative practices, quantum learning, ACEs, and trauma-informed schools will continue during in-service and early release school days	Ongoing May 2021	CMS Admin	School	N/A	Agendas, SIP meeting, Team Leader meetings. ESSA Tableau Report
Every student will meet with his or her guidance counselor a minimum of two times per year	May 2021	Counselors	School	District	Counselors will provide data to show this was completed. ESSA Tableau Report
Family School Liaisons will keep parents informed on community events through each school's monthly newsletter/website and virtual events.	Ongoing May 2021	Admin & Family School Liaisons	N/A	N/A	Website Posts & Analytics RCS Messages CMS IG & Twitter
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i> Parent survey results, teacher survey results, parent sign-in sheets, % of parents who attend conferences					

Community Unit School District 300 School Improvement Plan



School Name	Dundee Middle School
Principal Name	Jeff Herb
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.
School Improvement Team Members	Jeff Herb, Beth Goudy, Doug Kouri, Janine Glenn, Robyn Kovar, John Blomquist, Lexi Pleasant, Megan Nichols, Shoshanna Cortes, Bridget McFeggin (Parent)

Community Unit School District 300 School Improvement Plan

Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data Actual		50.9	58.0	21.4	36.5	73.6	N/A	N/A	44.1	10.5	2.6	44.1	34.5
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Target		53.9	61.0	29.3	40.8	76.6			48.8	20.1	18.5	47.1	38.8
School Data Actual		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Target		56.9	64.0	37.2	45.1	79.6			53.6	29.8	34.3	50.10	43.2
School Data Actual													
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Target		59.9	67.0	45.1	49.4	82.6			58.3	39.4	50.2	53.1	47.5
School Data Actual													

MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data Actual		37.7	45.3	9.5	22.1	62.54			25.7	7.3	0	31.6	22.5
ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6
School Target		43.0	49.9	20.2	30.3	66.7			35.4	17.9	18	34.9	29.9
School Data Actual		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Target		48.2	54.5	30.9	38.4	70.9			45.0	28.5	36.1	38.2	37.3
School Data Actual													
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Target		53.5	59.1	41.6	46.6	75.1			54.7	39.1	54.1	41.5	44.7
School Data Actual													

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<u>Effective Leaders</u> Measure on Illinois 5Essentials	<u>Involved Families</u> Measure on Illinois 5Essentials	<u>Chronic Absenteeism</u> (Chronic Absent and Approaching)
State Average	2018-2019	49 (this is 17-18 ave)	50 (this is 17-18 ave)	
School Data		67 (18-19)	57 (18-19)	13.8%
State Average	2019-2020	53	46	n/a
School Data		65	59	n/a
State Average	2020-2021			
School Data				
State Average	2021-2022			
School Data				

Below is the average score of all students in grade 8 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 8th grade students.

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SCIENCE		
	Year	Science - % Proficient Gr 8
State Ave	2018-2019	58
School Data		68.8
State Ave	2019-2020	n/a
School Data		n/a
State Ave	2020-2021	
School Data		
State Ave	2021-2022	
School Data		

District Goal #1A: Academic/ELA (IAR/DLM Reading)					
SIP Goal #4A: SMART Goal					
By the end of the 2021-2022 school year, Dundee Middle School student performance will increase 9% from 51.4% proficient to 60.4% proficient in the area of ELA on the IAR/DLM assessments.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: Black, Hispanic, IEP, and EL					
Rationale:					
All schools are measured by IAR and DLM in Illinois. Our data indicates a need for continued improvement to reach proficiency as defined by ISBE.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Develop skill based assessments that better inform student mastery of learning objectives/goals.	Aug 2020	ELA Department, Administration, Director of Literacy	School, District		Cross-team connects (admin), department meetings, Data review with assessment data.
Implement ELA department-wide power standards by term.	Dec 2020	ELA Department	School		Cross-team connects (admin), department meetings

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Unify ELA optional texts as a grade level PLC.	Dec 2020	Grade-level PLCs	School, District		Pacing guide for each grade level, cross team connects (admin)
Tier 2 vocabulary instruction will be targeted in all ELA classes, and will be the focus of vocabulary instruction in all content areas (cross-curricular).	May 2021	Grade-level PLCs	School		Targeted walk-through observations (admin), cross-team connect (admin), PLC check-ins
Social Studies will use primary source and information text to support reading strategies.	Dec 2020	Social Studies Department	School, District		Targeted walk-through observations (admin), cross-team connect (admin), PLC check-ins
Social Studies will support reading instruction through instruction in reading text features, including, but not limited to, graphs, charts, tables, and maps.	May 2021	Social Studies Department	School, District		Targeted walk-through observations (admin), cross-team connect (admin), PLC check-ins
PLCs will increase the frequency of meetings with EL Coach to develop strategies to best address needs of EL students.	May 2020	All PLCs	School, District		PLC meeting agendas, frequency of meetings with EL Coach
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #1B: Academic/Math (IAR/DLM Math)					
SIP Goal #4B: SMART Goal					
By the end of the 2021-2022 school year, Dundee Middle School student performance will increase from 38.2% proficient to 53.5% proficient in the area of Math on the IAR/DLM assessments.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: Targeted subgroups in this area include black, hispanic, IEP, and EL students.					
Rationale:					
All schools are measured by IAR and DLM in Illinois. Our data indicates a need for continued improvement to reach proficiency as defined by ISBE.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will use the “Into Math Are You Ready Assessments” to plan differentiated instruction based on student need.	May 2021	Department members, Department rep	None		Focused Walkthroughs, Department meetings, observation data
A math workshop model will be implemented to provide targeted tier 1 and tier 2 instruction during the math block.	Dec 2020	Math coach, Department members	None		Focused Walkthroughs, Department meetings, observation data
Develop supplemental resources that allow for “spiraling” to take place vertically in grades 6-8.	Aug 2021	Department, Director of Math	None		Focused Walkthroughs, Department meetings, observation data
Implement testing practices that allow for students to demonstrate mastery on chosen standards department-wide.	Dec 2020	Department, Admin (C&I)	None		Data review, assessment deconstruction aligned to standard

Community Unit School District 300 School Improvement Plan

**Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?*

District Goal #1C: Academic/Science (Grade 8 ISA)					
SIP Goal #4C: SMART Goal					
By the end of the 2021-2022 school year, Dundee Middle School student performance will increase 9% from 68% to 77% meets or exceeds on the Illinois Science Assessment.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: Targeted subgroups in this area include black, hispanic, IEP, and EL students.					
Rationale:					
All schools are measured by ISA in Illinois. Our data indicates a need for continued improvement to reach proficiency as defined by ISBE.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Classroom instruction will demonstrate alignment with NGSS through the incorporation of Science and Engineering Practices (SEP) that align with the topic.	May 2021	Admin, Department Rep, Science Teachers	School, District	N/A	Focused Walkthroughs, curriculum guide/pacing guide.
Tier 2 vocabulary instruction will be targeted in all Science classes, and will be the focus of vocabulary instruction in all content areas (cross-curricular).	May 2021	Science Department, Admin (C&I)	School	N/A	Grade level vocabulary action list, vocabulary sub-score iReady
Design, coordinate, and implement a cross-curricular (Science/ELA) activity to address science and ELA standards.	Dec 2020	Science Department Teachers/ELA Department Teachers	School	N/A	Pacing Guides and lesson planning, Focused Walkthroughs
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

Community Unit School District 300 School Improvement Plan

District Goal #2: ESSA Indicator					
SIP Goal #3: SMART Goal					
By the 2021-2022 school year, Dundee Middle School will increase our “not chronically absent” percentage 9%, from 86.3% to 95.3%.					
Target Group or Sub Group:					
Chronically absent students.					
Rationale:					
School attendance is foundational to learning. Addressing attendance issues and intervening early can greatly increase student success.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Attendance committee will meet monthly to develop an action list of students that have attendance concerns.	ongoing	Attendance Committee	School	N/A	Meeting minutes, tracking students through process, attendance data
Conduct home visits, hold parent meetings, and involve parents with absenteeism and truancy concerns proactively.	ongoing	Admin, Counselors, Social Workers, SRO	School	N/A	Absenteeism rate data, home visit totals
Implement the new multi-tiered truancy process including interviews and completion of risk factor inventory.	Dec 2020	Problem Solving Team	School	N/A	Utilization of risk factor inventory, escalation of students through the process.
Coordinate work between Attendance Committee and Problem Solving Committee to develop individualized plans for support.	Nov 2020	Problem Solving Team/Attendance Committee	School	N/A	PST agendas, absenteeism data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

Community Unit School District 300 School Improvement Plan

District Goal #3A: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
In the 2018-2019 5Essentials Survey, Dundee Middle School received an overall rating of “Average Implementation” in the area of Collaborative Practices. By the 2021-2022 survey, the school will receive an overall rating of “More Implementation”.					
Target Group or Sub Group:					
DMS faculty group					
Rationale:					
Increasing collaborative practices among staff allow for a consistent learning experience for all students and allows for teachers to strengthen their instructional toolbox by sharing effective practices.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Develop PLC meeting structure and empower PLCs to develop team norms for effective collaboration	Dec 2020	Admin (C&I), Department members	None	Sub costs - building budget	Feedback forms, observation conversation discussions, focused walkthroughs on specific goals
Utilize data review model during PLC meetings to evaluate instructional effectiveness.	Dec 2020	Admin, Department reps, Department members	None	N/A	Data feedback form, PLC agendas, cross-team PLC connect with admin
Discuss and align instructional strategies based on student data and feedback	Aug 2020	Department/PLCs	None	N/A	Data review feedback, student outcome/iReady diagnostic data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

Community Unit School District 300 School Improvement Plan

District Goal #3B: Engage Family and Community					
SIP Goal #2: SMART Goal					
In the 2018-2019 5Essentials Survey, Dundee Middle School received an overall rating of “Average Implementation” in the area of Parent Involvement in School. By the 2021-2022 survey, the school will receive an overall rating of “More Implementation”.					
Target Group or Sub Group:					
DMS parent group					
Rationale:					
Parent involvement in the school setting is key to building a home to school relationship.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Utilize PowerSchool Learning to connect with families and share what is going on in the building (both academically and extracurricularly).	ongoing	Admin, Counselors, SRO, Departments	None	N/A	Views and interactions with content, feedback from parents on the method of communication
Engage parents in virtual conferences and meetings to broaden our reach to those unable to attend events.	ongoing	Counselors, Team Leaders, Admin	None	N/A	Attendance at conferences of targeted parents.
Conduct home visits, hold parent meetings, and involve parents with absenteeism and truancy concerns proactively. Implement the new multi-tiered truancy process including interviews and completion of risk factor inventory.	ongoing	Admin, Counselors, Social Workers, Team Leaders, SRO	None	N/A	Maintain a list of home visits that have occurred.
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

Community Unit School District 300 School Improvement Plan



School Name	Hampshire Middle School
Principal Name	Jim Szymczak
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.
School Improvement Team Members	Jim Szymczak, Dawn Reig, Laura Young, Morgan Szymonik, Kristine Pizzolato, Devin Putman, Erin Truesdell, Jodi Winburn, Chris Mastalerz, Kathleen Williams, Stacy Kribs, Brent Goedeke, Heather Picolotti, Tony Campbell, Mike York, Tracy Thompson, Kaitlin Ross, Martha Rivera (parent)
Cabinet Member Signature and Date	
Superintendent Signature and Date	
Board President Signature and Date	

Community Unit School District 300 School Improvement Plan

Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data		50.7	55	37.9	36.1	71.7	NA	NA	45.2	7.1	3.2	51.6	35.0
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Data		53.7	58	40.9	40.5	74.7	NA	NA	49.6	17.8	18.9	54.6	39.2
School Data Actual													
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Data		56.7	61	43.9	44.9	77.7	NA	NA	54.0	28.5	34.6	57.6	43.2
School Data Actual													
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Data		59.7	64	46.9	49.4	80.7	NA	NA	58.3	39.4	50.2	60.6	47.5
School Data Actual													

MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data		37.0	41.2	13.8	22.0	62.3	NA	NA	35.7	6.3	6.5	26.4	21.7
ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6
School Data		42.5	47.2	23.1	30.2	66.5	NA	NA	42.0	17.2	22.3	31.4	29.3
School Data Actual													
ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Data		53	53.2	32.4	38.4	70.8	NA	NA	48.3	28.1	38.1	36.4	36.9
School Data Actual													
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Data		53.5	59.1	41.6	46.6	75.1	NA	NA	54.7	39.1	54.1	41.5	44.7
School Data Actual													

Community Unit School District 300 School Improvement Plan

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<i>Effective Leaders Measure on Illinois 5Essentials</i>	<i>Involved Families Measure on Illinois 5Essentials</i>	<i>School enters their additional ESSA indicator HERE and replace this text</i>
State Average	2018-2019	49 (this is 17-18 ave)	50 (this is 17-18 ave)	
School Data		52	52	
State Average	2019-2020	53	46	
School Data		54	54	
State Average	2020-2021			
School Data				
State Average	2021-2022			
School Data				

Below is the average score of all students in grade 8 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 8th grade students.

SCIENCE		
	Year	Science - % Proficient Gr 8
State Ave	2018-2019	58
School Data		75
State Ave	2019-2020	N/A
School Data		N/A
State Ave	2020-2021	
School Data		
State Ave	2021-2022	
School Data		

Community Unit School District 300 School Improvement Plan

District Goal #1A: Academic/ELA (IAR Reading)					
SIP Goal #4A: SMART Goal					
By the end of the 2021-2022 school year, HMS student performance will increase from 50.7% proficient to 59.7% proficient in the area of ELA on the IAR/DLM assessment.					
Target Group or Sub Group:					
Low Income, IEP, LEP, Hispanic, Black, White					
Rationale:					
Reading is an essential skill to be able to continue to progress and be successful at the high school level.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Word analysis and vocabulary instruction Tier 2 vocabulary instruction will be targeted in all ELA classes, and will be the focus of vocabulary instruction in all content areas	Ongoing	ELA teachers, ALT Reading teachers, Social Studies teachers, Science teachers, reading coach	School PD		formative and summative assessments such as I-Ready and other district approved digital platforms
Higher-level thinking (Costas) Teachers will model how to provide reasoned answers and critical thinking by implementing use of AVID strategies within the classroom Strategies shared at school wide Teachers will differentiate lessons using skills-based learning progressions and text sets including a variety of complexities.	Continuing from 2019-20	ELA teachers, AVID site team, reading coach	School PD		formative and summative assessments such as I-Ready and other district approved digital platforms
Close Reading with Text Response Teachers will differentiate lessons using skills-based learning progressions and text sets including a variety of complexities.	Ongoing	ELA teachers, ALT reading teachers, reading coach	School PD		formative and summative assessments such as I-Ready and other district approved digital platforms

Community Unit School District 300 School Improvement Plan

Teachers will differentiate by promoting student choice for reading and writing aligned to priority standards (semester independent book project)					Student survey
Offer PD opportunities to improve the effectiveness of remote learning through synchronous learning activities. Potential examples could include but are not limited to, whole class sessions, small group and individual meetings taking place on a communication platform such as Zoom.	5/2022	ELA teachers, instructional coach, ELA department representative, DLC	School-instructional coach	None	Classroom 'visits,' PLC and team meetings, family/community surveys, formative and summative assessment results.
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

Community Unit School District 300 School Improvement Plan

District Goal #1B: Academic/Math (IAR Math)					
SIP Goal #4B: SMART Goal					
By the end of the 2021-2022 school year, HMS student performance will increase from 37.0% proficient to 53.5% proficient in the area of Math on the IAR/DLM assessment.					
Target Group or Sub Group:					
Low Income, IEP, LEP, Hispanic, Black, White					
Rationale:					
Math skills are below the minimal skills needed to be ready for high school math.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
All teachers will meet with their math coach weekly to plan, differentiate, and modify pedagogy as needed to increase student outcomes	5/2022	District math coaches, special education teachers, math department representative, math teachers	None	None	On-going Google document with resources, coaching session outlines, also looking at student data on quarterly formative assessments and summative assessments.
Offer PD opportunities to improve the effectiveness of remote learning through synchronous learning activities. Potential examples could include but are not limited to, whole class sessions, small group and individual meetings taking place on a communication platform such as Zoom.	5/2022	Math teachers, instructional coach, math department representative, DLC	School-instructional coach	None	Classroom 'visits,' PLC and team meetings, family/community surveys, formative and summative assessment results.
Grade level math PLCs developing common formative assessments aligned to priority standards and using data from them to enhance student learning.	5/2022	Math teachers, math coach	None	None	Analyze data from formative and summative assessments as well as quarterly assessments.
Differentiation professional development will continue throughout the school year during in-service and early release days, with an emphasis on the use of digital tools.	May 2021	Principal, AP, District directors	District and school	N/A	In-service and early release days agendas
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

Community Unit School District 300 School Improvement Plan

District Goal #1C: Academic/Science (Grade 8 ISA)					
SIP Goal #4C: SMART Goal					
By the end of the 2021-2022 school year, Hampshire Middle School student proficiency in science overall will be at 85% (performance will increase by 10% overall) on the Illinois Science Assessment as compared to 75% of students scoring in the proficient range on the 2018-2019 assessment school wide.					
Target Group or Sub Group:					
Low Income, IEP, LEP, Hispanic, Black, White					
Rationale:					
Strategies will continue to support development of skill sets in science related to math and reading applications.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will differentiate instruction utilizing various tools, including digital platforms, to support IEP and 504 students	2020-21	Science Teachers, Special educational staff and counselors	School	none	Classroom teachers, counselors and Special Education staff will meet and implement various strategies for differentiation.
Classroom instruction will demonstrate alignment with NGSS through the incorporation of the 5-E model (Engage, Explore, Explain, Elaborate, Evaluate) throughout the year	2020-21	Science Teachers	School and District Science Admin.	none	Teachers will incorporate lessons and activities, which include scientific inquiry thinking and problem solving. Using PLC time, science teachers will collaborate to make sure students are reaching expectation standards
Teachers will provide opportunities for three dimensional learning and performance expectations.	2020-21	Science teachers and Science Writing Curriculum Team	School	none	Students will be completing inquiry based labs and activities.
Teachers use the D300 PSL templates to support instruction and provide inquiry based labs	Ongoing	Science teachers and working with School DLC	School		Shared Google Docs will be ongoing for collaboration. Throughout the year, science teachers will meet with our DLC to have additional support in this area.
Offer PD opportunities to improve the effectiveness of remote learning through synchronous learning activities. Potential examples could include but are not limited to, whole class sessions, small group and	5/2022	Science teachers, instructional coaches, DLC	School-instructional coach	None	Classroom 'visits,' PLC and team meetings, family/community surveys, formative and summative assessment results.

Community Unit School District 300 School Improvement Plan

individual meetings taking place on a communication platform such as Zoom.					
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #2: ESSA Indicator					
SIP Goal #3: SMART Goal					
HMS will reduce the chronically absent student percentage to 3.6% by the 2021-22 school year; which is 3% lower than the 2018-19 rate of 6.6%.					
Target Group or Sub Group:					
HMS middle school students grades 6-8.					
Rationale:					
Students will continue to demonstrate the most significant academic and emotional growth by being present in school.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Work with parents/guardians to develop plans for students that are demonstrating traits of chronically absent students.	Ongoing	Student service team, school resource officer, administrative team	None	None	Review of whether or not attendance rates are changing in chronically absent students.
Students will meet with the counselor/AP/school resource/officer/social worker when necessary	Ongoing	All counselors listed above, Tina Loga, Officer Haydysch, Laura Young, Dawn Reig	None	None	Meetings will be recorded in the counseling log as well as the PLP. Communication with parents will be documented.
Monthly school-wide PBIS activities will be presented in classrooms targeting specific behaviors that lead to lower absenteeism.	Ongoing	PBIS site team	None	None	Monthly Tableau reports
PBIS tier 2 interventions for students that have demonstrated a high rate of chronic truancy, such as check-in and check-out.	Ongoing	PBIS tier 2 team members and student services personnel	None	None	Monthly Tableau report in addition to documentation provided as a result of check-in, check-out.
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

Community Unit School District 300 School Improvement Plan

District Goal #3A: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
Attain a rating of 'More Implementation' on the 5 Essentials survey in the area of instructional leadership at the end of the 2020-21 school year. This would equate to a score of at least 5 points greater than the score given from the 2019-20 survey (59).					
Target Group or Sub Group:					
HMS staff members					
Rationale:					
The 5 Essentials survey results showed that there was a rating of 'average implementation (59)' for Instructional Leadership from the 2019-20 survey.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Use of reflective coaching feedback form at least 3 times for every teacher throughout the school year.	September 2020	Jim Szymczak, Dawn Reig, Laura Young	None	None	Ongoing Google form
Development and implementation of peer feedback structure.	November 2020	SIP Team	None	None	Creation of electronic document to record visit
Introduce strategies to increase teacher knowledge of differentiation practices within the classroom aligned with District PD initiative.	November 2020	School Leadership Team	None	None	Meeting agendas/minutes
Provide all teachers with feedback from administration or peers at least 2 times throughout the school year, at least one of which will be peer to peer feedback.	March 2021	School Leadership Team	None	\$2000.00	Building budget
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #3B: Engage Family and Community					
SIP Goal #2: SMART Goal					
Attain a rating of 52 or 'average implementation' in the category of parent involvement in the school on the 2020-21 5 Essentials survey.					
Target Group or Sub Group:					
Parents and other community members.					
Rationale:					
The 2019-20 5 Essentials survey produced a score of 42, or 'average implementation' in the category of Parent Involvement in School.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Re-establish the membership on the PVC executive board	1/1/2021	Administrative team and PBIS leaders	None	None	PVC contacts and meeting attendance.
Promote social media (i.e. FB, Twitter) following and the understanding and use of PSL within the community.	Ongoing	Administrative team and staff members	None	None	Review website traffic. Provide resources to assist in helping families access PSL.
Develop communication processes by which community stakeholders can submit information to be uploaded and sent out via our social media outlets.	Ongoing	Administrative team	None	None	Number of outside contacts included in communications.
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

Community Unit School District 300 School Improvement Plan



School Name	Westfield Community School		
Principal Name	Thomas Ruzinok		
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.		
School Improvement Team Members	<u>Administration:</u> Anderson-Wolf, Sarah Bernaky, Sarah Gorby, John Ruzinok, Thomas Sibigtroth, Jessica	<u>SIP Team Faculty/Staff:</u> Buhrow, Renee Demuth, Kathleen DiMatteo, Stephanie Dubow, Barb Flowers, Tracy Jones, Elizabeth Kendall-Smith, Lori Petersen, Dori Skidmore, Matt	<u>Parents/PTO:</u> Christian, Jennifer Dixon, Jenn Giacomino, Monica Rasek, Heather

Community Unit School District 300 School Improvement Plan

Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all K-8 students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data		49.1	50.6	28.2	36.4	72	N/A	100	47.4	11.2	14	47.7	31.7
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Target		52.1	56.8	33.9	41.2	73.5	N/A	100	51.9	20.6	26	49.0	39.0
School Data Actual													
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Target		55.1	59.5	39.6	45.3	75	N/A	100	55.1	30.0	38	51.0	43.2
School Data Actual													
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Target		58.1	62.3	45.1	49.4	77	N/A	100	58.3	39.4	50.2	53.0	47.5
School Data Actual													

MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data		47.6	48.9	33.3	32.7	72	N/A	50	52.6	13.4	18.6	46.6	29.7
ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6
School Target		49.9	53	36.8	38	74.0	N/A	52	54.6	22	30.5	48.6	34.7
School Data Actual													
ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Target		53.5	56.1	41.6	42.3	76.0	N/A	54	56.6	30.6	42.4	50.6	39.7

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School Data Actual													
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Target		55.5	59.1	44.5	46.6	78.0	N/A	56	58.6	39.1	54.1	52.6	44.7
School Data Actual													

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<i>Effective Leaders</i> Measure on Illinois 5Essentials	<i>Involved Families</i> Measure on Illinois 5Essentials	<i>Chronic Absences</i> Measure through attendance
State Average	2018-2019	49 (this is 17-18 ave)	50 (this is 17-18 ave)	
School Data		42	46	8.3%
State Average	2019-2020			
School Data		42	46	
State Average	2020-2021			
School Data				
State Average	2021-2022			
School Data				

Below is the average score of all students in grade 8 on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our 8th grade students.

SCIENCE		
	Year	Science - % Proficient Gr 8
State Ave	2018-2019	58
School Data		74.8
State Ave	2019-2020	
School Data		
State Ave	2020-2021	

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School Data		
State Ave	2021-2022	
School Data		

District Goal #1A: Academic/ELA (IAR/DLM Reading)					
SIP Goal #4A: SMART Goal					
By the end of the 2021-2022 school year, Westfield Community School student performance will increase 9% or the ESSA benchmark indicator, whichever is greater, from 49.1% proficient to 58.1% proficient in the area of ELA on the IAR/DLM assessment.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: Low Income, IEP, LEP, Hispanic and Black.					
Rationale:					
ELA data on IAR and i-Ready indicates a need for continuous improvement.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Develop differentiated plans to support student reading development - EL - Provide training to staff on increasing oracy skills. - Implement EL classes into cohorts at the elementary level. - IEP - Teachers will monitor success in reading and implement interventions when needed.	Ongoing	Various WCS Staff and Literacy Coaches	School	N/A	Local Assessment Process iReady IAR
Develop teachers' ability to scaffold complex text via professional development and coaching	Ongoing	Administration and Literacy Coaches	School	N/A	PLC Time Local Assessment Process Text review Observations
Students will be able to speak, read, and write daily for a sustained time across disciplines.	Ongoing	WCS Staff	School	N/A	Local Assessment Process iReady Wonders Digital Texts IAR

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					Observations School Wide Data Plans
Provide training for all staff targeting supports and engagement strategies through differentiation.	Ongoing	WCS Staff and Administration	PD	N/A	Track differentiation use through observation and planning during professional development and use of digital tools.
Teachers will differentiate instruction utilizing digital tools.	Ongoing	Teaching Staff/ Administration and Coaches	School	None	DLC providing targeted PD on Digital Tools PLC Time- PLCs will determine digital tools to utilize based on the MS/ES Digital Scope and Sequence.
PLC's will utilize Local Assessment Process at least once a month during PLC time to discuss data and continuous improvement in instruction based on student need.	Ongoing	Teaching Staff	School	N/A	PLC's will self monitor
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #1B: Academic/Math (IAR Math/DLM)					
SIP Goal #4B: SMART Goal					
By the end of the 2021-2022 school year, Westfield Community School student performance will increase 9.0% or the ESSA benchmark indicator, whichever is greater, from 47.6% proficient to 56.6% proficient in the area of Math on the IAR assessment.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include:					
Low Income, IEP, LEP, Hispanic and Black.					
Rationale:					
ELA data on IAR and i-Ready indicates a need for continuous improvement.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Targeted support for math curriculum and instruction will be provided by district math coaches to all math staff in order to enhance strategies to increase student outcomes. This includes unpacking modules to plan instruction aligned to priority standards including centers, spiraling centers, problem based learning tasks, and formatives to increase student outcomes.	Ongoing	Math coaches	PD, School	N/A	PLC time- identify learning opportunities that align to the new math resources Coaching sessions- meet with the math coach to gather information regarding math resources Professional Development
Teachers will intentionally utilize math manipulatives during instruction to move from the concrete to the representational/pictorial to the abstract (reference the unit plans for suggested manipulatives for that skill). Teachers will seek support from the math coach.	Ongoing	Classroom teachers	None	None	Observations Coaching sessions
Provide targeted support of EL and IEP students EL - Provide training to staff on how to increase math strategies in	Ongoing	Administration and Staff	PD	None	Local Assessment Process i-Ready IAR

Community Unit School District 300 School Improvement Plan

class including the 3 reads strategy. • Implement EL classes into cohorts. • IEP - Teachers will monitor success in math and implement a plus more when needed.					
PLC's will utilize Local Assessment Process at least once a month during PLC time to discuss data and continuous improvement in instruction based on student need.	Ongoing	Teaching Staff	School	N/A	PLC's will self monitor
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #1C: Academic/Science (Grade 8 ISA)					
SIP Goal #4C: SMART Goal					
By the end of the 2021-2022 school year, Westfield Community School student performance will increase 9% or the ESSA benchmark indicator, whichever is greater, from 75.1% proficient to 84.1% proficient in the area of Science on the ISA.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: Low Income, IEP, LEP, Hispanic and Black.					
Rationale:					
Illinois Science Assessment indicates a need for continuous improvement.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Students will use the "Claim, Evidence, Reasoning" model to justify their thinking and explain their learning.	Ongoing	Teaching Staff	School	None	Digital Discussions Google Documents
Teachers will provide opportunities for inquiry-based lab activities.	Ongoing	Teaching Staff	School	None	Walkthroughs
Classroom instruction will demonstrate alignment with NGSS through the incorporation of Crosscutting Concepts (CCC) that align with the topic.	Ongoing	Teaching Staff/ Administration	School	None	Walkthroughs
Teachers will differentiate instruction utilizing digital tools.	Ongoing	Teaching Staff/ Administration and	School	None	DLC providing targeted PD on Digital Tools

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		Coaches			
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #2: ESSA Indicator					
SIP Goal #3: SMART Goal					
By the end of the 2021-2022 school year, Westfield Community School student chronic attendance will reduce from 8.3% (2018-2019 school year) to 5%.					
Target Group or SubGroup:					
Low Income, IEP, LEP, Hispanic and Black.					
Rationale:					
In order to continue to provide the best education to all students we will focus on reducing our chronic attendance.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
A team of administration, counselors and SRO will meet weekly to focus on chronic students and develop action plans.	Ongoing	Administration/ Counselors	School	N/A	ESSA Tableau Report
Provide strategies for students and families who have been identified as chronic truant.	Ongoing	Counselors	School	N/A	ESSA Tableau Report
PBIS Universal Team will work to provide incentives to promote positive student attendance and targeted change for individual students.	Ongoing	PBIS Tier I Team	School	School Budget	ESSA Tableau Report
WCS will continue to utilize the multi-tier truancy approach, including the use of the risk factor inventory and school refusal tool for identified students.	Ongoing	Administration/ Counselors	School	N/A	ESSA Tableau Report
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #3A: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
On the 2019 5 Essentials survey, the goal is to move from average, score of 41, (2019 5-Essentials data, collaborative practices) to average implementation, score of 51.					
Target Group or SubGroup:					
Collaborative Teachers					
Rationale:					
Per the 5 Essentials survey, "In schools with strong collaborative teachers, all teachers collaborate to promote professional growth." In such schools, teachers are: - Active partners in school improvement - Committed to the school and - Focused on professional development					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
PLCs will share out strategies and lessons they utilized in the education setting to continue to identify best practices.	September	Administration/ Teachers	School	None	PLC meetings Utilize google doc to track strategies and ideas
Complete grade level data reviews three times per year. Professional learning communities meet weekly to review instructional targets, identify common assessments, review student data, and discuss instructional strategies for student success.	Ongoing	PLC Core Team, Team Leaders, and Staff	District PLC PD annually.	None	PLC members self-monitor
Survey staff members to identify desired instructional and digital strategies. Identify instructional leaders within our school. Utilize professional development to allow for teachers to share out various	Ongoing	PLC Core Team, Team Leaders and Staff	District PLC PD annually	None	View data from survey View amount and quality of PD from staff.

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instructional and classroom management strategies.					
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #3B: Engage Family and Community					
SIP Goal #2: SMART Goal					
On the 2019 5 Essentials survey, the goal is to move from average implementation with a score of 46 (2018 5-Essentials data, parent involvement and parent influence in decision making) to average implementation with a score of 56.					
Target Group or Sub Group:					
Parent Involvement Parent Influence					
Rationale:					
According to the 5 Essentials, "In school with involved families, the entire staff builds strong external relationships." The 5 Essentials has identified a need to create opportunities for parents to participate in academic programs and influence school curricula.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Utilize a Principal and Parent Advisory Committee that will meet three times a year with the focus on school improvement and community engagement.	Ongoing	Administration	None	None	Identify the number of parents involved and changes made to the building from the work of this committee.
Expand the Peer Mentoring program to include additional grade levels and reach out to feeder schools.	Ongoing	Counselors	None	None	Identify how many mentors we had from year 1 to year 2.
Hold educational family nights once per quarter with the goal of involving elementary through middle school students and families.	May 2020	Teachers	School	Building Budget and PTO	Track how many families participate in the events.
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

Community Unit School District 300 School Improvement Plan



School Name	Dundee-Crown High School		
Principal Name	Katie Wishowski-Wetzel		
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.		
School Improvement Team Members	<u>Administration:</u> Katie Wishowski, <i>Principal</i> Jacob Stouffer, <i>Associate Principal</i> Asia Gurney, <i>Associate Principal</i> Kellie Mainolfi, <i>Assistant Principal</i> Brian Peterson, <i>Assistant Principal</i> Jim Herff, <i>Dean</i> Jon Anderson, <i>Dean</i> Jason Smith, <i>Dean</i> Steve Gertz, <i>A.D.</i>	<u>Divisionals:</u> Chris Caramela, <i>Science</i> Gary Glenn, <i>Social Studies</i> Dan Lindahl, <i>Mathematics</i> Jamie Randl, <i>Educational Services</i> Patty Santella, <i>English</i> <u>Additional Faculty and Parent:</u> Emily Jacobs, <i>AVID Coordinator</i> Elizabeth McKinney, <i>Parent</i>	<u>Department Representatives:</u> Todd White, <i>Art Teacher</i> Rey Vargas, <i>Business Teacher</i> Marty Spoden, <i>Family Consumer Sciences Teacher</i> Natalie Kesting, <i>Mathematics Teacher</i> Preston Krauska, <i>Music Teacher</i> Tracy Beatty, <i>PE Teacher</i> Greg Mason, <i>Social Studies Teacher</i> Jeff Leary, <i>World Language Teacher</i>

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ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.5	56.1	26.7	33	68.4	50.0	37.8	51.1	20.9	14.3	33.2	30.4
School Data		24.4	42.8	21.7	14.1	--	--	--	--	14.7	2.9	16.7	14.7
ISBE Target	2019-2020	49.8	58.7	31.6	37.3	70.1	53.1	41.9	54.1	26.2	20.1	37.5	35.0
School Target		35	50	28	25	--	--	--	--	22	13	27	25
School Data		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ISBE Target	2020-2021	53.2	61.3	36.4	41.7	71.7	56.2	45.9	57.1	31.5	25.9	41.9	39.5
School Target		46	57	35	36	--	--	--	--	29	22	37	35
School Data													
ISBE Target	2021-2022	56.5	63.9	41.3	46.1	73.4	59.3	49.9	60.1	36.9	31.8	46.3	44.1
School Target		56.5	63.9	41.3	46.1	--	--	--	--	36.9	31.8	46.3	44.1
School Data													

MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	43.3	52.6	22.1	30.7	69.8	50.0	37.4	46.8	17.9	15.0	33.6	27.8
School Data		23.4	38.3	8.7	16.2	--	--	--	--	6.4	0	20.8	14.3
ISBE Target	2019-2020	46.9	55.5	27.3	35.3	71.4	53.1	41.4	50.1	23.4	20.8	38.0	32.6
School Target		34	46	18	26	--	--	--	--	16	11	29	24
School Data		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ISBE Target	2020-2021	50.5	58.4	32.5	39.8	72.9	56.2	45.5	53.4	29.0	26.5	42.3	37.4
School Target		44	54	28	35	--	--	--	--	25	22	38	33
School Data													
ISBE Target	2021-2022	54.1	61.3	37.8	44.4	74.5	59.3	49.5	56.8	34.5	32.3	46.6	42.1
School Target		54.1	61.3	37.8	44.4	--	--	--	--	34.5	32.3	46.6	42.1
School Data													

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Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<i>Collaborative Teachers Measure on Illinois 5Essentials</i>	<i>Involved Families Measure on Illinois 5Essentials</i>	<i>9th Grade on Track</i>
State Average	2018-2019	52	50	Not Available
School Data		50	56	81.64%
State Average	2019-2020			
School Target		53	58	84%
School Data		49	52	90.8%
State Average	2020-2021			
School Target		57	59	87%
School Data				
State Average	2021-2022			
School Target		60	60	90%
School Data				

Below for 2018-2019 is the performance of all students in Biology on the Illinois Science Assessment and any students who took DLM. For 2019-2020 and beyond, the new version of the ISA will be administered to all junior students.

SCIENCE		
	Year	Science - % Proficient (ISA & DLM)
State Ave	2018-2019	58 (ISA Biology & DLM)
School Data		35.3 (ISA Biology & DLM)
State Ave	2019-2020	
School Data		n/a (Juniors ISA & DLM)
State Ave	2020-2021	
School Data		(Juniors ISA & DLM)
State Ave	2021-2022	
School Data		(Juniors ISA & DLM)

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District Goal #1A: Academic/ELA (SAT EBRW & DLM)					
SIP Goal #1A: SMART Goal					
By the end of the 2021-2022 school year, Dundee-Crown High School student performance will increase from 24.4% proficient to 56.5% proficient in the area of ELA according to the state ESSA proficiency measures.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: White, Black, Hispanic, IEP, EL, Former EL, & Low Income					
Rationale:					
In looking at Hattie's synthesis of meta-analyses relating to student achievement, Collective Teacher Efficacy ranked as the factor that had the greatest impact on student achievement; thus, our entire school improvement plan focuses on creating an environment and processes that contribute to improved collective teacher efficacy.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will identify 1-2 targets of instruction that must be mastered by all students for each unit of instruction	Launched in Fall of 2019 and will become an ongoing process	Associate Principal of Instruction and DCHS Divisionals	Provided During Early Release, Institute Days, and PLC meetings	None	PLC Agenda and Minutes
Teachers will write and implement one common formative assessment per unit of instruction.	PD will be launched in the Fall of 2019 and will be ongoing	Associate Principal of Instruction and DCHS Divisionals	Provided During Early Release, Institute Days, and PLC meetings	None	PLC Agenda and Minutes
Teachers will identify a format to capture their common formative assessment data for each unit of instruction. Teachers will use a data protocol to examine this data.	Launched in Fall of 2019 and will become an ongoing process	Associate Principal of Instruction and DCHS Divisionals	Provided During Early Release, Institute Days, and PLC meetings	None	Common Formative Assessment Data
Teachers will identify a plan to reteach the students who did not master the target and a plan to advance the students who did master the target. This plan will include some form of reassessment for those who did not master the target.	Launched in Fall of 2019 and will become an ongoing process	Associate Principal of Instruction and DCHS Divisionals	Provided During Early Release, Institute Days, and PLC meetings	None	PLC Agenda and Minutes

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Teachers will identify the portion of the unit summative included in their common formative assessment. They will collect data on the percentage of students who demonstrated mastery of these targets on the summative.	Launched in Fall of 2019 and will become an ongoing process	Associate Principal of Instruction and DCHS Divisionals	Provided During Early Release, Institute Days, and PLC meetings	None	PLC Agenda and Minutes
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data? The Associate Principal of Instruction and the Divisional will examine summative data of the targets covered in the common formative assessments.</i>					

District Goal #1B: Academic/Math (SAT Math & DLM)					
SIP Goal #1B: SMART Goal					
By the end of the 2021-2022 school year, Dundee-Crown High School student performance will increase from 23.4% proficient to 54.1% proficient in the area of Math according to the state ESSA proficiency measures.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: White, Black, Hispanic, IEP, EL, Former EL, & Low Income					
Rationale:					
In looking at Hattie's synthesis of meta-analyses relating to student achievement, Collective Teacher Efficacy ranked as the factor that had the greatest impact on student achievement; thus, our entire school improvement plan focuses on creating an environment and processes that contribute to improved collective teacher efficacy.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will identify 1-2 targets of instruction that must be mastered by all students for each unit of instruction	Launched in Fall of 2019 and will become an ongoing process	Associate Principal of Instruction and DCHS Divisionals	Provided During Early Release, Institute Days, and PLC meetings	None	PLC Agenda and Minutes
Teachers will write and implement one common formative assessment per unit of instruction.	PD will be launched in the Fall of 2019 and will be ongoing	Associate Principal of Instruction and DCHS Divisionals	Provided During Early Release, Institute Days, and PLC meetings	None	PLC Agenda and Minutes
Teachers will identify a format to capture their common formative assessment data for each unit of instruction. Teachers will use a data protocol to examine this data.	Launched in Fall of 2019 and will become an ongoing process	Associate Principal of Instruction and DCHS Divisionals	Provided During Early Release, Institute Days, and PLC meetings	None	Common Formative Assessment Data

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Teachers will identify a plan to reteach the students who did not master the target and a plan to advance the students who did master the target. This plan will include some form of reassessment for those who did not master the target.	Launched in Fall of 2019 and will become an ongoing process	Associate Principal of Instruction and DCHS Divisionals	Provided During Early Release, Institute Days, and PLC meetings	None	PLC Agenda and Minutes
Teachers will identify the portion of the unit summative included in their common formative assessment. They will collect data on the percentage of students who demonstrated mastery of these targets on the summative.	Launched in Fall of 2019 and will become an ongoing process	Associate Principal of Instruction and DCHS Divisionals	Provided During Early Release, Institute Days, and PLC meetings	None	PLC Agenda and Minutes
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data? The Associate Principal of Instruction and the Divisional will examine summative data of the targets covered in the common formative assessments.</i>					

District Goal #1C: Academic/Science (ISA & DLM)					
SIP Goal #1C: SMART Goal					
By 2022, 9% more juniors will meet/exceed expectations on the Illinois Science Assessment than the percentage that meet and exceed on the exam in the 2020 when the assessment is first administered.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: White, Black, Hispanic, IEP, EL, Former EL, & Low Income					
Rationale:					
In looking at Hattie's synthesis of meta-analyses relating to student achievement, Collective Teacher Efficacy ranked as the factor that had the greatest impact on student achievement; thus, our entire school improvement plan focuses on creating an environment and processes that contribute to improved collective teacher efficacy.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will identify 1-2 targets of instruction that must be mastered by all students for each unit of instruction	Launched in Fall of 2019 and will become an ongoing process	Associate Principal of Instruction and DCHS Divisionals	Provided During Early Release, Institute Days, and PLC meetings	None	PLC Agenda and Minutes
Teachers will write and implement one common formative assessment per unit of instruction.	PD will be launched in the	Associate Principal of Instruction and DCHS Divisionals	Provided During Early Release, Institute	None	PLC Agenda and Minutes

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	Fall of 2019 and will be ongoing		Days, and PLC meetings		
Teachers will identify a format to capture their common formative assessment data for each unit of instruction. Teachers will use a data protocol to examine this data.	Launched in Fall of 2019 and will become an ongoing process	Associate Principal of Instruction and DCHS Divisionals	Provided During Early Release, Institute Days, and PLC meetings	None	Common Formative Assessment Data
Teachers will identify a plan to reteach the students who did not master the target and a plan to advance the students who did master the target. This plan will include some form of reassessment for those who did not master the target.	Launched in Fall of 2019 and will become an ongoing process	Associate Principal of Instruction and DCHS Divisionals	Provided During Early Release, Institute Days, and PLC meetings	None	PLC Agenda and Minutes
Teachers will identify the portion of the unit summative included in their common formative assessment. They will collect data on the percentage of students who demonstrated mastery of these targets on the summative.	Launched in Fall of 2019 and will become an ongoing process	Associate Principal of Instruction and DCHS Divisionals	Provided During Early Release, Institute Days, and PLC meetings	None	PLC Agenda and Minutes
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data? The Associate Principal of Instruction and the Divisional will examine summative data of the targets covered in the common formative assessments.</i>					

District Goal #2: ESSA Indicator					
SIP Goal #2: SMART Goal					
By the end of the 2021-2022 school year, Dundee-Crown High School's Freshmen on Track rate will increase from 81.64% to 90% on track.					
Target Group or Sub Group:					
Freshman Students					
Rationale:					
The Freshman OnTrack indicator identifies students as on track if they earn at least five full year course credits and no more than one semester F in a core course in their first year of high school. On track students are more than three and one half times more likely to graduate from high school in four years than off track (U-Chicago Consortium on School Research).					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Administrators will examine previous year's Freshmen on Track data and will set a year long	Launched in Fall of 2019 and ongoing	Principal, Associate Principal of	Administrative Learning Meetings	None	Tableau Reports and SMART Goal

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SMART Goal centered on increasing the percentage of Freshmen on Track.		Instruction, Divisionals			
Administrators will run and examine Freshmen on Track Data for Progress 1, Mid Term, Progress 2 and Semester Grades. Action Plans will be written collaboratively with applicable teacher teams and admin to increase the percentage of Freshman on Track.	Launch Semester 1 of 19-20 and Ongoing	Principal, Associate Principal of Instruction, Divisionals	Administrative Learning Meetings	None	Tableau Reports and Action Plan
Dundee-Crown Administration will track formal conversations about Freshman on Track Data.	Launched in Fall of 2020 and ongoing	Associate Principal of Instruction, Divisionals	Provided During Department Meetings, Early Release, Institute Days, and PLC meetings	None	Conversation Tracking Chart
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data? Tableau reports on Freshman attendance and grades will be examined.</i>					

District Goal #3A: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
In the 2018-2019 5Essentials Survey, Dundee-Crown High School received an overall rating of “Average Implementation” in the area of Collaborative Teachers. By the 2021-2022 survey, the school will receive an overall rating of “More Implementation”.					
Target Group or Sub Group:					
Dundee-Crown High School staff					
Rationale:					
Collective teacher efficacy is the collective belief of the staff of the school in their ability to positively affect students. A school staff that believes it can collectively accomplish great things is vital for the health of the school and if they believe they can make a positive difference they very likely will (Visible Learning. John Hattie)					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
A Behavior Expectations Committee made up of teachers and administration will meet monthly to identify student behavior areas for growth and interventions to implement to address	Implemented Fall 2019 and will be ongoing	Associate Principal of Operations, Assistant Principal, and Deans	Provided During Early Release, Institute Days, and	None	Agendas, presentations, and activities

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those areas.			Staff Meetings		
PLC Teams will evaluate their efficacy using Solution Tree's Critical Issues for Consideration two times per year, will identify two areas of focus for improvement, and will create an action plan for this improvement.	Fall of 2019	Associate Principal of Instruction, Divisionals	Provided During Early Release, Institute Days, and PLC meetings	None	PLC Agendas and Minutes
Dundee-Crown will continue to host quarterly "Lunch and Learns" that are for staff and are led by staff.	Fall of 2019 and Ongoing	Associate Principal of Instruction	During lunches, monthly	None	lunch and learn attendance
Professional Learning Communities will develop course driven SMART Goals, and will monitor these SMART Goals throughout the year.	Fall of 2019	Associate Principal of Instruction, Divisionals	Provided During Early Release, Institute Days, and PLC meetings	None	PLC Agendas and Minutes
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data? Student discipline data will be run using Tableau monthly. PLC meeting minutes and agendas.</i>					

District Goal #3B: Engage Family and Community
SIP Goal #2: SMART Goal
In the 2018-2019 5Essentials Survey, Dundee-Crown High School received an overall rating of "Average Implementation" in the area of Involved Families. By the 2021-2022 survey, the school will receive an overall rating of "More Implementation".
Target Group or Sub Group:
Dundee-Crown High School staff and parents
Rationale:
Research shows that schools can improve their students' learning by engaging parents in ways that directly relate to their children's academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach (Epstein, 1995; Henderson & Mapp, 2002; Patrikakou, Weissberg, Redding, & Walberg, 2005; Patrikakou, Weissberg, & Rubenstein, 1999; Redding, 2000, 2006). From the evidence available, Henderson and Mapp's (2002) review of research drew convincing conclusions about the characteristics of successful school efforts to engage families.
Most specifically, effective school initiatives to engage parents: 1) build a foundation of trust and respect, 2) connect parent-engagement strategies to learning objectives, and 3) reach out to engage parents beyond the school. These three qualities are found in schools where parent involvement is measurably high, in specific programs that demonstrate effects on learning outcomes, and in schools that exhibit high levels of achievement. Henderson

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and Mapp echo the conclusions of Swap (1993) that effective parent engagement must be comprehensive in nature, with the school consistently interfacing with parents at many points, in many venues, over the course of the schooling years. (Redding, 2006, p. 149)

Such comprehensive engagement efforts have been shown to improve student achievement in a relatively short amount of time (Redding, Langdon, Meyer, & Sheley, 2004) Parents (who are not school staff) should be involved in creating a clear and constructive classroom visit policy (ADI, 2011; Henderson, Mapp, Johnson, & Davies, 2007). This plan should balance the need to minimize classroom disruptions or interference with student learning, maximize safety, and also create a welcoming and transparent environment for families. It can be created with or in addition to policy guidelines for classroom volunteers. While all parents should be welcome to visit, inviting immigrant parents into the classroom may assist them in learning about teaching practices in American schools and ways they can support their children's achievement (Lim, 2012). The classroom visit policy offers an opportunity to reinforce the goals of the school community and each stakeholder's role in that community (Redding, 2011).

Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Dundee Crown (DC) will use communication such as the DC website, Parent Link, newsletters, virtual backpack, Twitter and Instagram to increase communication about the events with the families.	Launched Fall of 2019 and Ongoing	Family School Liaisons and Administration	None	None	Samples of Communication
Dundee-Crown High School will hold zoom sessions providing needed training to teach families how to use tools such as Parent Portal, PTC Wizard, the Durham Bus Tracker App, Haiku, etc...	Launched Fall of 2019 and Ongoing	Family School Liaisons and Administration	None	None	Track RCS messages sent
Family school liaisons will work together to plan two family activities each school year.	Launched Fall of 2019 and Ongoing	Family school liaisons and Director of Race Equity and Diversity	None	\$2500 Title I	Flyers and sign-in sheets
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					
Agendas from family activities, parent survey results, parent feedback form results, parent sign-in sheets, and activity calendar.					

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School Name	Hampshire High School 1600 Big Timber Rd. Hampshire, IL. 60140 (847)792-3500
Principal Name	Dr. Brett Bending
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.
School Improvement Team Members	Brett Bending-Principal, Nate Danielson-Associate Principal of Curriculum and Instruction, Jeff Ehardt -Associate Principal of Operations, Tina Holze - Education Services Specialist, Geoff Falk-Social Studies Division Chair, Christina Fain-English Division Chair, Kari Waller- Math Division Chair, Andrew Lindley- Science Division Chair, Laurie Ybarra- Teacher, Nick Gierman- Teacher, Patty Prosser- Teacher, Ashley Cervi- Teacher, Sam Bartlett- Teacher, Emalie Matuszewski- Teacher, Britany Goodman- Teacher, Jennifer Coleman- Teacher, Kate Sheehan- Counselor, Janet Rios-Para-professional, Karen Bryson-Principal's Secretary, Michele Meyer- Para Educator, Erica Mayer - Parent

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Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all 9-11 grade students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.5	56.1	26.7	33	68.4	50.0	37.8	51.1	20.9	14.3	33.2	30.4
School Data Actual		50.5	54.8	50	32.9	62.5	NA	NA	47.4	32.1	22.2	52	37.4
ISBE Target	2019-2020	49.8	58.7	31.6	37.3	70.1	53.1	41.9	54.1	26.2	20.1	37.5	35.0
School Target		53.5	58.7	53	37.3	70.1	53.1	41.9	54.1	35.1	25.4	55	40.4
School Data Actual		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ISBE Target	2020-2021	53.2	61.3	36.4	41.7	71.7	56.2	45.9	57.1	31.5	25.9	41.9	39.5
School Target		56.5	61.3	56	41.7	71.7	56.2	45.9	57.1	38.1	28.6	58	43.4
School Data Actual													
ISBE Target	2021-2022	56.5	63.9	41.3	46.1	73.4	59.3	49.9	60.1	36.9	31.8	46.3	44.1
School Target		59.5	63.9	59	46.1	73.4	59.3	49.9	60.1	41.1	31.8	61	47.4
School Data Actual													

MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	43.3	52.6	22.1	30.7	69.8	50.0	37.4	46.8	17.9	15.0	33.6	27.8
School Data Actual		48.5	51.7	40	34.1	62.5	NA	NA	47.4	21.4	22.2	64	33.3
ISBE Target	2019-2020	46.9	55.5	27.3	35.3	71.4	53.1	41.4	50.1	23.4	20.8	38.0	32.6
School Target		51.5	55.5	43	37.5	71.4	53.1	41.4	50.5	25.7	25.5	67	36.3
School Data Actual		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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ISBE Target	2020-2021	50.5	58.4	32.5	39.8	72.9	56.2	45.5	53.4	29.0	26.5	42.3	37.4
School Target		54.5	58.4	46	40.9	72.9	56.2	45.5	53.6	30.1	28.9	70	39.3
School Data Actual													
ISBE Target	2021-2022	54.1	61.3	37.8	44.4	74.5	59.3	49.5	56.8	34.5	32.3	46.6	42.1
School Target		57.5	61.3	49	44.4	74.5	59.3	49.5	56.8	34.5	32.3	73	42.3
School Data Actual													

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<i>Effective Leaders Measure on Illinois 5Essentials</i>	<i>Involved Families Measure on Illinois 5Essentials</i>	<i>English Learner Proficiency (ACCESS)</i>
State Average	2018-2019	49 (this is 17-18 ave)	50 (this is 17-18 ave)	8% exited
School Data		41 Average Implementation	59 Average Implementation	8% exited
State Average	2019-2020			
School Data		45 Average Implementation	65 More Implementation	10.8% exited
State Average	2020-2021			
School Data				
State Average	2021-2022			
School Data				

Below is the average score of all students in Biology on the Illinois Science Assessment and DLM. Until there are growth targets set from the state, this will be the target for our high school science students.

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SCIENCE		
	Year	Science - % Proficient ISA/DLM
State Ave	2018-2019	58
School Data		43.3
State Ave	2019-2020	n/a
School Data		n/a
State Ave	2020-2021	
School Data		
State Ave	2021-2022	
School Data		

District Goal #1A: Academic/ELA (ESSA ELA Accountability/SAT & DLM)					
SIP Goal #4A: SMART Goal					
By the end of the 2021-22 school year, HHS student performance will increase to 59.5% overall in the area of Reading on the SAT assessment, as compared to 50.5% of HHS students meeting or exceeding standards on the 2018-19 SAT assessment.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include:					
White, Hispanic, Asian, and Multi-racial					
Rationale:					
Reading is an essential skill for college and career readiness.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
All English 9, 10, 11 teachers will administer quarterly Tier II assessments and use the corresponding Tableau reports to	April 10, 2021	Fain, Danielson	School	NA	Div. Head will train teachers to read the reports and assign practice. Teachers will compile and chart students progress

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identify student deficits for the purpose of overall individualized student growth.					using national testing and formative practice.
By the end of the Rhetorical Analysis Unit (Summative* given no later than April 10th), 65% of all junior students will score a 3 or higher in the Analysis component (using the SAT Rhetorical Analysis Rubric).	April 10, 2021	Fain, Danielson	School	NA	English 11 teachers will teach explicit strategies, use formative and summative assessments, and grade norm in order to collect evidence of growth. Division Head will review.
World History students will improve their ability to analyze historical primary documents using the HIPP analysis strategy by one level toward mastery.	May 15, 2021	Falk, Danielson	School	NA	PLC time, Division Head review
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #1B: Academic/Math (ESSA Math Accountability/SAT & DLM)					
SIP Goal #4B: SMART Goal					
By the end of the 2021-22 school year, HHS student performance will increase to 57.5% overall in the area of Mathematics on the SAT assessment, as compared to 48.5% of HHS students meeting or exceeding standards on the 2018-19 SAT assessment.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: White and Asian					
Rationale:					
Our subgroups typically underperform in math on statewide assessments.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Students will show percentage growth in specific SAT targets per mathematics course.	April 30, 2021	Waller, Danielson	School	NA	Teachers will use formative data, including pre-assessments and exit tickets, to check students' level of mastery of learning targets aligned to the SAT in order to differentiate instruction using digital tools resulting in increased student growth. Weekly review.
Professional Learning Communities (PLC's) will review SMART goal student data and progress.	9-1-20	Waller	School	None	Bi-Weekly PLC meetings
The HHS Tutoring center will provide re-teaching interventions to struggling students identified in core areas. Incoming Freshmen will be identified via the Freshmen Early Warning Report in Tableau for early intervention.	10-1-20	Waller	School	None	TLT weekly review of data

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**Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?*

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District Goal #1C: Academic/Science (HS Biology ISA)					
SIP Goal #4C: SMART Goal					
By the end of the 2021-22 school year, HHS student performance will increase by 9% overall on the Illinois Science Assessment (ISA), as compared to 43.3% of HHS students meeting or exceeding standards on the 2018-19 SAT assessment.					
Target Group or Sub Group:					
White, Black, Hispanic, Low income, EL, Former EL, IEP					
Rationale:					
Our subgroups typically underperform on state assessments.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Professional Learning Communities (PLC's) will review SMART goal student data and progress.	9-1-20	Lindley	School	NA	Bi-Weekly PLC meeting review
Science students will demonstrate growth in conclusion writing and analyzing data by improving at least one rank level on the Writing Rubric from the baseline conclusion to the final conclusion.	5-25-21	Lindley	School	NA	Semester Final data
Division Heads will contact parents of students outlined in the subgroup goals to encourage increased rigor in coursework for the following school year.	5-15-21	Lindley	School	NA	Google Log
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #2: ESSA Indicator					
SIP Goal #3: SMART Goal					
HHS will increase the average English Learner Proficiency (ACCESS) exit percentage from 8% to 17% for the 2021-2022 school year.					
Target Group or Sub Group:					
EL student population					
Rationale:					
HHS has a growing number of EL students. We have a need to meet their needs and increase their ACCESS scores to ensure all students are college and career ready.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
All freshmen EL students without waivers will be enrolled in a freshman class with a certified EL teacher.	Sept. 1, 2020	Danielson, Fain, Counselors	None	NA	Master Schedule review
All EL students enrolled in ESL courses will participate in ACCESS practice and goal setting focused on growth.	Jan. 24, 2021	Fain, Khokher	None	NA	Div. Head and EL teacher will monitor
The EL teacher will work with the district-level EL coach to increase opportunities for oracy practice within the ESL course.	Jan 20, 2021	Fain, Khokher	None	NA	Div. Head and EL teacher will monitor
All waived EL students will participate in an ACCESS Speaking Module the two weeks leading up to ACCESS testing.	Jan. 27, 2021	Fain, Khokher	None	NA	Div. Head and EL teacher will monitor
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #3A: Develop Great Teachers and Leaders					
SIP Goal #1: SMART Goal					
By the end of the 2021-2022 school year, Hampshire High School will demonstrate improvement in the area of Effective Leaders from an average of 41% positive feedback to 50% positive feedback as measured by the 2022 Illinois 5 Essentials Survey.					
Target Group or Sub Group:					
Classroom Teachers					
Rationale:					
Developing great teachers and leaders is an essential goal for School Improvement. Having a strong culture of great teachers and leaders will lead to continued success for students.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
All HHS Admins will be conducting weekly Reflective Practice visits by department during in-person instruction.	Ongoing	Bending, Danielson	School	None	Weekly Building Leadership Team (BLT) meetings. Google Forms.
HHS Admin will gather informal feedback from teachers to provide support and guidance on instruction in the remote learning environment.	August 31, 2020	Danielson, Division Heads	School	None	Weekly class visits during planning periods.
HHS will use instructional rounding to facilitate discussion of SIP aligned instructional strategies during in-person instruction.	Feb. 15, 2021	Danielson, Bending	School	None	Quarterly reviews of Instructional rounding data at Teaching and Learning Team (TLT) meetings. Quarterly Summary Data collection.
Reflective Practice visits will be discussed to ensure completion and guide instructional feedback and	Each Friday	HHS Admin	School	None	Weekly BLT meetings. Google Forms.

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professional development for staff via zoom or in-person.	until 5/18/21				
Building wide differentiation strategies will be presented during PD opportunities.	March 15, 2021	Danielson, Bending	School	None	Instructional Walk-through data.
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #3B: Engage Family and Community					
SIP Goal #2: SMART Goal					
By the end of the 2021-2022 school year, Hampshire High School will demonstrate improvement in Involved Families from 59% positive feedback to 68% positive feedback as measured by the 2022 Illinois 5 Essentials Survey.					
Target Group or Sub Group:					
HHS Parents					
Rationale:					
Involved families are a critical component in a school. HHS is above the state average in the implementation of involved families and will look to further improve student success by increasing 3% in the 5 Essentials Survey for Involved Families over the 19-20 school year.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Increase the number of parent survey takers from 2020 to 2021 5E's.	January 15, 2021	Bending	None	None	5 Essentials results
Increase the number of Parent/Teacher conferences from 2019-2020 to 2020-2021.	Nov. 30, 2020	Ehardt, Danielson	N/A	None	P/T Conferences statistics
HHS Admin will share the results of the 2019-2020 5 Essentials survey "Involved Families" data with staff and ask for feedback to strengthen "Teacher-Parent Trust"	Dec. 1 2020	Bending, Danielson	School	None	Early Release Agenda
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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School Name	Jacobs High School
Principal Name	Barb Valle
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.
School Improvement Team Members	Deborah Stout, Leo LaBrie, Joseph Benoit, Ashley Kipp, Joseph Haney, Andy Quitno, Jennifer Christian, Aubrey Allen, Jeffrey Brunstrum, Vera Miladinovic, Emma Placzkowski, Danielle Dyra, Ami Rodriguez, Ally Sitko, Brad Unterberger, Amy Aichinger, Tia Poggensee, Jaime Van Horn, Colin Brice, David McGill, Katelyn Stanley, Katie Vidal, Paul Anderson, Kevin Christian, Lynette Shanahan, Jeff Davis, Molly Fisher, Sam Bartles, Lynea Sielig, Lisa Luna, Julie Mahaffey (parent)

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Data Overview – Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all 9-11 grade students meeting or exceeding standards by 2032 in all subgroups.

ELA													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.5	56.1	26.7	33	68.4	50.0	37.8	51.1	20.9	14.3	33.2	30.4
School Data Actual		43.6	47.4	n/a	29.3	54.8	n/a	n/a	52.6	16.4	n/a	30.2	23.9
ISBE Target	2019-2020	49.8	58.7	31.6	37.3	70.1	53.1	41.9	54.1	26.2	20.1	37.5	35.0
School Target		47.9	51.4	n/a	34.9	61	n/a	n/a	55.6	23.3	n/a	37.5	30.6
School Data Actual		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ISBE Target	2020-2021	53.2	61.3	36.4	41.7	71.7	56.2	45.9	57.1	31.5	25.9	41.9	39.5
School Target		52.2	55.9	n/a	40.5	67.2	n/a	n/a	58.6	30.3	n/a	41.9	37.4
School Data Actual							n/a	n/a					
ISBE Target	2021-2022	56.5	63.9	41.3	46.1	73.4	59.3	49.9	60.1	36.9	31.8	46.3	44.1
School Target		56.5	63.9	n/a	46.1	73.4	n/a	n/a	61.6	36.9	n/a	46.3	44.1
School Data Actual							n/a	n/a					

MATH													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	43.3	52.6	22.1	30.7	69.8	50.0	37.4	46.8	17.9	15.0	33.6	27.8
School Data Actual		46.3	48.9	n/a	31.7	66.7	n/a	n/a	52.6	8.2	n/a	44.2	24.8
ISBE Target	2019-2020	46.9	55.5	27.3	35.3	71.4	53.1	41.4	50.1	23.4	20.8	38.0	32.6
School Target		49.3	53	n/a	35.3	69.3	n/a	n/a	55.6	17	n/a	47.2	30.6
School Data Actual		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Community Unit School District 300 School Improvement Plan

ISBE Target	2020-2021	50.5	58.4	32.5	39.8	72.9	56.2	45.5	53.4	29.0	26.5	42.3	37.4
School Target		52.3	57.2	n/a	39.8	71.9	n/a	n/a	58.6	25.7	n/a	50.2	36.3
School Data Actual													
ISBE Target	2021-2022	54.1	61.3	37.8	44.4	74.5	59.3	49.5	56.8	34.5	32.3	46.6	42.1
School Target		55.3	61.3	n/a	44.4	74.5	n/a	n/a	61.6	34.5	n/a	53.2	42.1
School Data Actual							n/a	n/a					

Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<i>Effective Leaders Measure on Illinois 5Essentials</i>	<i>Involved Families Measure on Illinois 5Essentials</i>	<i>Freshmen On Track</i>
State Average	2018-2019	49 (this is 17-18 ave)	50 (this is 17-18 ave)	Not available
School Data		39 (up from 25 in 2015)	72 (up from 52 in 2015)	4.72% Freshmen not on track
State Average	2019-2020			
School Data		43	75	3.99%
State Average	2020-2021			
School Data		46	78	3.26%
State Average	2021-2022			
School Data		49	81	2.5% Freshmen not on track

Below for 2018-2019 is the performance of all students in Biology on the Illinois Science Assessment and any students who took DLM. For 2019-2020 and beyond, the new version of the ISA will be administered to all junior students.

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SCIENCE		
	Year	Science - % Proficient Biology
State Ave	2018-2019	58
School Data		45.4
State Ave	2019-2020	n/a
School Data		n/a
State Ave	2020-2021	
School Data		51.4
State Ave	2021-2022	
School Data		54.4

District Goal #1A: Academic/ELA (ESSA ELA Accountability/SAT & DLM)					
SIP Goal #4A: SMART Goal					
By the end of the 2021-2022 school year, Jacobs High School student performance will increase from 43.6% proficient to 56.53% proficient in the area of ELA according to the state ESSA proficiency rankings.					
Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: White, Hispanic, Asian, IEP, Low Income					
Rationale:					
Reading is the foundation for all academic achievement, so if Jacobs High School increases student achievement in reading, all achievement should increase					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
The PLC teams will work to identify students, especially those in our subgroups, who are earning an A or B in their classes. The English Division Head will meet with those students and contact their	Ongoing each semester	J. Christian	None	n/a	Division Head will maintain a spreadsheet of those students who have been contacted, whether they moved levels, and their ongoing success if they did move.

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respective families to encourage them to take 400 level or AP courses.					
The English, Resource, and Social Studies teachers will administer a practice SAT test at the start of the semester and then utilize an SAT question analysis and practice test(s) once per week. A followup post SAT test will be given at the end of the semester.	Ongoing	J. Christian/A. Allen/Vera M.	None	n/a	Division Heads will conduct ongoing Reflective Coaching Visits to assure the use of the SAT analysis and practice tests.
The ELL teacher and the resource teachers will utilize the StudySync curriculum and skill lessons/assessments.	Ongoing	J. Christian/B. Valle/Vera M.	None	n/a	Principal and Division Heads will conduct ongoing Reflective Coaching Visits to assure the use of the curriculum.
The Social Studies PLCs and PLC leaders will work to incorporate the reading skills of words in context, expression of ideas, and command of evidence. PLCs will work to incorporate readings, activities, questions, and practice test(s) that support and model these three areas of the SAT reading. We will incorporate resources to help us use question stems that promote SAT style thinking and application to article readings. We will also focus on incorporating best practice ideas to teach our students main idea, supporting details, author's purpose	Ongoing	A.Allen	None	n/a	SS Division Head will continue to monitor the PLC work and use of SAT style in the Reflective Coaching Visits.
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #1B: Academic/Math (ESSA Math Accountability/SAT & DLM)
SIP Goal #4B: SMART Goal
By the end of the 2021-2022 school year, Jacobs High School student performance will increase from 46.3% proficient to 55.3% proficient in the area of Math on the SAT assessment.

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Target Group or Sub Group:					
Referring back to the data chart, the underperforming and targeted subgroups include: White, Asian, Low Income, IEP, Hispanic					
Rationale:					
While our math scores have been going up, we are still not making adequate yearly progress, especially with our underachieving subgroups.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
The Algebra Extension Teachers will utilize the AVID Tutorial Model in their classes. The Math Division Head will support them in facilitating observations of the AVID classroom, and in facilitating AVID students modeling the tutorial process in Extension classes.	Ongoing	L. Luna	None	n/a	Math Division Head will monitor via regular reflective coaching visits.
The Resource Algebra 1, Geometry, and Algebra 2 teachers will collaborate with their respective PLCs to ensure they are supporting their students in mastering the priority standards which are aligned to the SAT, as outlined by the D300 Curriculum Team. In addition, the Math Division Head will discuss the scaffolding of the priority standards that may be needed for IEP students.	Ongoing	L. Luna & V. Miladinovic	None	n/a	Math Division Head and Education Specialist will monitor via regular reflective coaching visits.
We will collaborate with the District EL Director and the Math Director to ensure our LEP students receive support from both a guided ASP and from the tutoring center in Math content aligned to the SAT, especially as it relates to academic vocabulary.	Ongoing	L. Luna, A. Rodriguez, J. Duginski, & J. Perdomo	None	n/a	Math Division Head will monitor via regular reflective coaching visits.

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At the start of the semester, the math and math resource teachers will administer a practice SAT test and then utilize an SAT question analysis and practice test(s) once per week.	Ongoing	L. Luna & V. Miladinovic	None	n/a	Math Division Head & Education Specialist will conduct ongoing Reflective Coaching Visits to assure the use of the SAT analysis and practice tests.
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #1C: Academic/Science (HS Biology ISA)					
SIP Goal #4C: SMART Goal					
By the end of the 2021-2022 school year, Jacobs High School student performance will increase from 45.4% proficient to 54.4% proficient Illinois Science Assessment.					
Target Group or Sub Group:					
White, Hispanic, Low income, Former EL, IEP					
Rationale:					
With the change in the state assessment and without subgroup scores, we will need to work diligently at all levels to increase performance on the ISA.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
The District ELL Coordinator, Science Division Head & Director, and ELL teacher will collaborate to ensure our LEP students receive support from a guided ASP and in the classroom in Science content aligned to NGSS.	Ongoing	J. Brunstrum, J. Perdomo, A. Engel, A. Rodriquez	None	n/a	Chart student success/failure at each quarter to determine ongoing student achievement.
The tutoring center coordinators and science teachers will work to pull D/F grade reports and call students down for tutoring and support as needed.	Ongoing	Jeff Brunstrum	None	n/a	Chart student success/failure at each quarter to determine ongoing student achievement.
The Biology PLC team will identify students from subgroups who are earning and A or a B in the Biology class. The Science Division Head will then meet with those students and contact their families to encourage them to take Honors Chemistry their sophomore year.	Ongoing	Jeff Brunstrum	None	n/a	Chart student success/failure at each quarter to determine ongoing student achievement.
Each week the Science Divisional will send all junior students SAT style questions and	Ongoing	Jeff Brunstrum	None	n/a	Chart PowerSchool Learning page for hits and duration on the page to

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additionally post them on the student PowerSchool Learning page.					determine if students are utilizing the resource.
The co- taught Biology and Physical Science teachers will work to ensure they are supporting their students in mastering the standards outlined by the D300 Curriculum Team. These standards are aligned to the NGSS.	Ongoing	Jeff Brunstrum/V. Miladinovic	None	n/a	Chart PowerSchool Learning page for hits and duration on the page to determine if students are utilizing the resource.
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #2: ESSA Indicator					
SIP Goal #3: SMART Goal					
By the end of the 2021-2022 school year, Jacobs High School student performance will decrease our Freshman Not On Track from 4.72% on the ESSA benchmark indicator to 2.5% Freshman Not on Track.					
Target Group or Sub Group:					
The Class of 2023 Freshman Cohort					
Rationale:					
Students who fail a class freshman year are at an increased risk of delayed graduation or not graduating.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Each house will monitor D and F reports to identify any student in the freshman cohort on a biweekly basis and provide each with a mentor.	Ongoing	House System	None	n/a	BLT
Each divisional will monitor their departmental D & F list to identify students in the freshman cohort and meet with them to identify areas of support that would be helpful.	Ongoing	Divisionals	None	n/a	Divisionals
Each house will identify a team member to call the parent/guardian of each student on the D & F list to share concerns and areas of support that are available for that student.	Ongoing	House System	None	n/a	BLT
Each house will identify a team member to touch base with each student on the D & F list to share concerns and avenues of support that are available to the student.	Ongoing	House System	None	n/a	BLT
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #3A: Develop Great Teachers and Leaders

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SIP Goal #1: SMART Goal					
Jacobs High School will demonstrate improvement in the area of Collaborative Practices by increasing the rating from 67% to 73% or higher as measured by the 2022 Illinois 5Essentials Survey.					
Target Group or Sub Group:					
Certified Staff					
Rationale:					
Teachers who collaborate with each other to share classroom strategies, review data to make instructional decisions, develop materials or activities, and improve instructional strategies.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Increase participation in Teachers Celebrating Teachers	Ongoing	J. Brunstrum	None	n/a	Track the number of classroom visits
Provide teachers with signs to put on their doors inviting in other teachers	Ongoing	BLT	None	n/a	
Provide teachers with an internal sub two times each year to observe their peers	Ongoing	BLT	None	n/a	Track the number of teachers who utilize this
Create Lunch and Learns to give teachers an opportunity to learn from each other	Ongoing	J. Brunstrum	None	n/a	Track the number of teachers who attend Lunch and Learns
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

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District Goal #3B: Engage Family and Community					
SIP Goal #2: SMART Goal					
Jacobs High School will demonstrate improvement in the area of Parent Involvement in Schools by increasing the rating from 72% to at least 76% as measured by the 2022 5Essentials Survey.					
Target Group or Sub Group:					
Certified Staff					
Rationale:					
When parents have a voice in the goals and objectives of the school, they feel more ownership in their child's education and as a result, student achievement strengthens.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Continue to share parent/community spreadsheet for potential speakers	August 2019	Aubrey Allen			Assure it is on the Jacobs Information Portal
Invite more parents/community members into the building to participate in special events	Ongoing	BLT	None	n/a	Track visitors into the building
Recognize volunteers and businesses who support the Jacobs' community	May 2020	BLT	None	n/a	Host event in May
Invite parent volunteers to assist in our PBIS rewards program	Ongoing	PBIS Team	None	n/a	Track the volunteers in the building
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

Community Unit School District 300 School Improvement Plan



School Name	Oak Ridge School
Principal Name	Stacy Wilkinson
District Mission Statement	District 300's mission is to ensure all students are college or career ready upon graduation.
School Improvement Team Members	Stacy Wilkinson, Michelle Gambardella, Jessica Hood, Samantha Tumino, Courtney Cappello, Luke Longo, Nicole Nelson, Jeff Herman, Karlie Swanson, Samantha Alderson, Jeff Holstein
Cabinet Member Signature and Date	
Superintendent Signature and Date	
Board President Signature and Date	

Community Unit School District 300 School Improvement Plan

Oak Ridge reports on grade 6-11. Data for grades 6-8 reflect IAR and for grades 9-11 SAT suite of assessments. Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all **9-11** grade students meeting or exceeding standards by 2032 in all subgroups.

ELA (HS)													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.5	56.1	26.7	33	68.4	50.0	37.8	51.1	20.9	14.3	33.2	30.4
School Data		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
ISBE Target	2019-2020	49.8	58.7	31.6	37.3	70.1	53.1	41.9	54.1	26.2	20.1	37.5	35.0
School Data		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ISBE Target	2020-2021	53.2	61.3	36.4	41.7	71.7	56.2	45.9	57.1	31.5	25.9	41.9	39.5
School Data													
ISBE Target	2021-2022	56.5	63.9	41.3	46.1	73.4	59.3	49.9	60.1	36.9	31.8	46.3	44.1
School Data													

Oak Ridge Data:

64% of the students during the 18-19 school year completed the spring assessment. The goal for the 19-20 school year is 80% or more of the students with 90 days or more of enrollment in ORS to complete the Spring assessment. The average EBRW scale score for 18-19 school year for the students who attended for 90 days or more was 363.75 points. The average scale score for math was 359.06.

MATH (HS)													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	43.3	52.6	22.1	30.7	69.8	50.0	37.4	46.8	17.9	15.0	33.6	27.8
School Data		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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ISBE Target	2019-2020	46.9	55.5	27.3	35.3	71.4	53.1	41.4	50.1	23.4	20.8	38.0	32.6
School Data		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ISBE Target	2020-2021	50.5	58.4	32.5	39.8	72.9	56.2	45.5	53.4	29.0	26.5	42.3	37.4
School Data													
ISBE Target	2021-2022	54.1	61.3	37.8	44.4	74.5	59.3	49.5	56.8	34.5	32.3	46.6	42.1
School Data													

SAT Spring Data:

	Year	# of Students	Avg. Composite	Avg. EBRW	Avg. Math	Avg. sub-Science	Avg. Sub- History
ORS	18-19	13	756	374	382	19	19
ORS- Safe	18-19	2	720	375	345	18	19
State	18-19		997	499	505		
National	18-19		976	491	482		

PSAT 10 Spring Data:

	Year	# of Students	Avg. Composite	Avg. EBRW	Avg. Math	Avg. sub-Science	Avg. Sub- History
ORS	18-19	2	690	435	413	23	21
ORS- Safe	18-19	1	660	300	360	16	18
State	18-19		924	466	458		
National	18-19		925	468	457		

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PSAT 9 Spring Data:

	Year	# of Students	Avg. Composite	Avg. EBRW	Avg. Math	Avg. sub-Science	Avg. Sub- History
ORS	18-19	18	676	343	332	16	17
ORS- Safe	18-19	2	640	320	320	13	15
State	18-19		849	451	443		
National	18-19		890	449	440		

Below is an overview of the most recent SIP data for this school. The ELA and MATH goals are to reach 90% of all 6-8th grade students meeting or exceeding standards by 2032 in all subgroups.

ELA (MS)													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	46.4	54	31.6	37.2	70.5	56.5	40.3	48.8	24.2	38.2	26.9	34.7
School Data		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ISBE Target	2019-2020	49.7	56.8	36.1	41.2	72	59.1	44.2	51.9	29.2	42.2	31.8	39.0
School Data		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ISBE Target	2020-2021	53.1	59.5	40.6	45.3	73.5	61.7	48.0	55.1	34.3	46.2	36.6	43.2
School Data													
ISBE Target	2021-2022	56.5	62.3	45.1	49.4	75	64.3	51.8	58.3	39.4	50.2	41.5	47.5
School Data													

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MATH (MS)													
	Year	All	White	Black	Hispanic	Asian	Pacific Islander	Native American	Multi-Racial	IEP	EL	Former EL	Low Income
ISBE Target	2018-2019	42.6	49.9	27.1	33.6	70.7	51.7	36.4	44.1	23.9	43.4	26.9	31.1
School Data		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ISBE Target	2019-2020	46.2	53	31.9	38	72.2	54.7	40.6	47.6	29	47	31.8	35.6
School Data		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ISBE Target	2020-2021	49.9	56.1	36.8	42.3	73.7	57.6	44.7	51.2	34	50.6	36.6	40.2
School Data													
ISBE Target	2021-2022	53.5	59.1	41.6	46.6	75.1	60.6	48.8	54.7	39.1	54.1	41.5	44.7
School Data													

2018-2019 IAR Data:

ELA Data- ORS	Performance Level	%
	Meets	4%
	Approaching	4%
	Partially Met	39%
28 Students Tested	Did not Yet Meet	54%

Community Unit School District 300 School Improvement Plan

Math Data- ORS	Performance Level	%
	Meets	0%
	Approaching	11%
	Partially Met	39%
28 Students Tested	Did not Yet Meet	50%

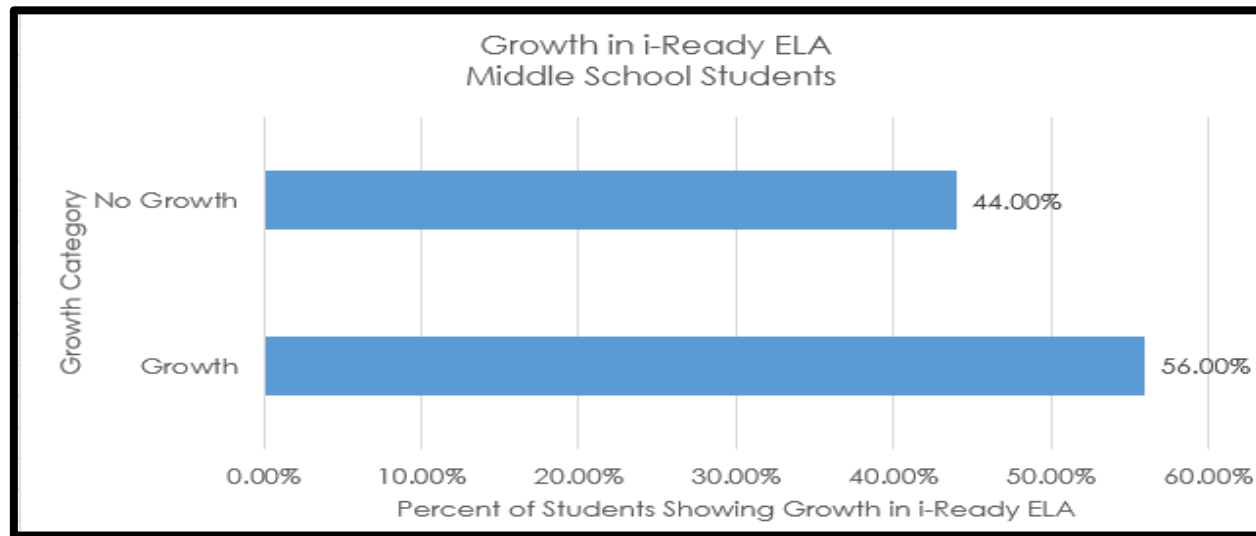
ELA Data- ORS Safe	Performance Level	%
	Meets	20%
	Approaching	0%
	Partially Met	40%
5 Students Tested	Did not Yet Meet	40%

Math Data- ORS Safe	Performance Level	%
	Meets	0%
	Approaching	20%
	Partially Met	40%
5 Students Tested	Did not Yet Meet	40%

Oak Ridge I-Ready Data:

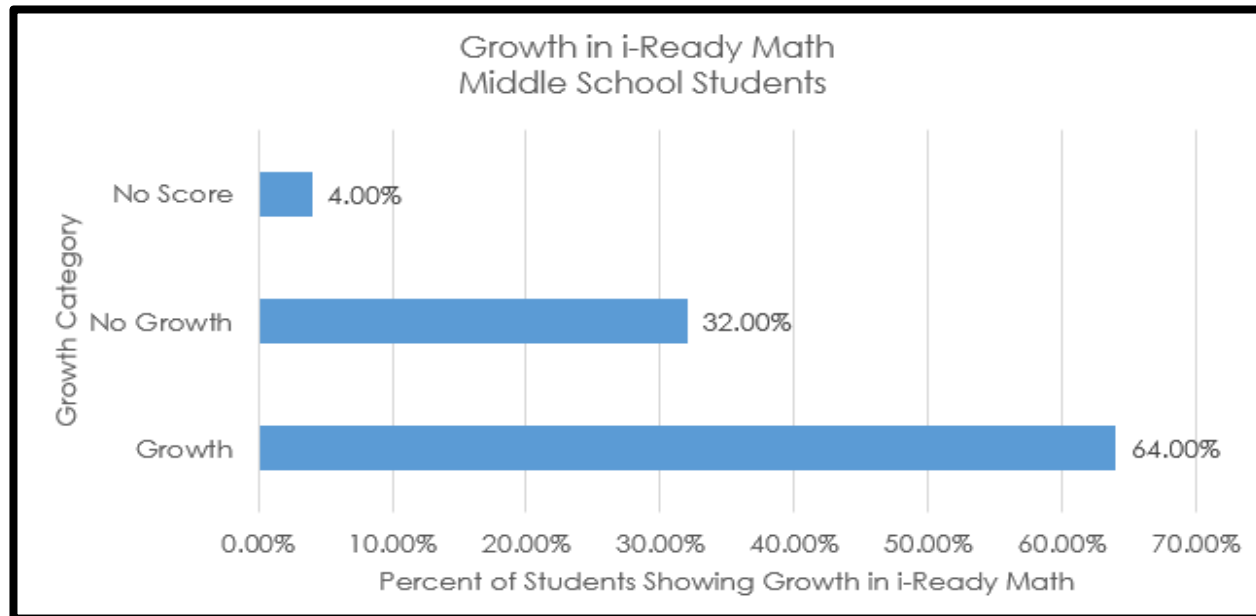
Community Unit School District 300 School Improvement Plan

During the 2018-2019 school year, 56% of the middle school students enrolled at ORS for 90 or more days, demonstrated growth in i-Ready ELA diagnostics from their first test to their last.



Community Unit School District 300 School Improvement Plan

During the 2018-2019 school year, 64% of the middle school students enrolled at ORS for 90 or more days, demonstrated growth in i-Ready Math diagnostics from their first test to their last.



Oak Ridge 5Essentials Data:

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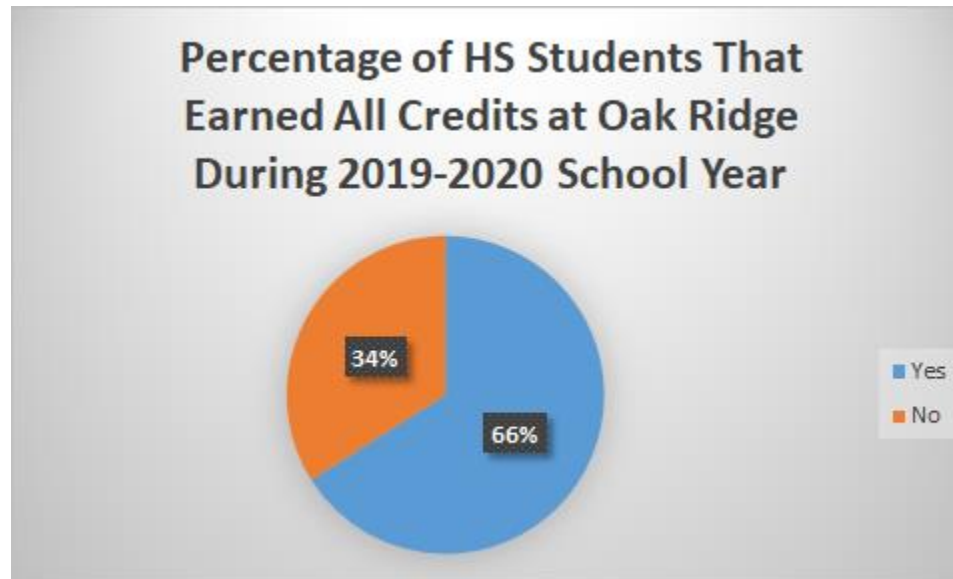
Below is the Illinois 5Essentials data. The average scores for the sections of Effective Leaders and Involved Families are the state of Illinois average scores for all schools in the state. Schools will need to complete their additional ESSA indicator goal.

Illinois 5 Essentials and Additional ESSA Indicator				
		Developing Great Teachers and Leaders	Family Community Engagement	Additional ESSA Indicator
		<i>Effective Leaders Measure on Illinois 5Essentials</i>	<i>Involved Families Measure on Illinois 5Essentials</i>	<i>School enters their additional ESSA indicator HERE and replace this text</i>
State Average	2018-2019	49 (this is 17-18 ave)	50 (this is 17-18 ave)	
School Data		NA	NA	
State Average	2019-2020			
School Data		NA	NA	
State Average	2020-2021			
School Data				
State Average	2021-2022			
School Data				

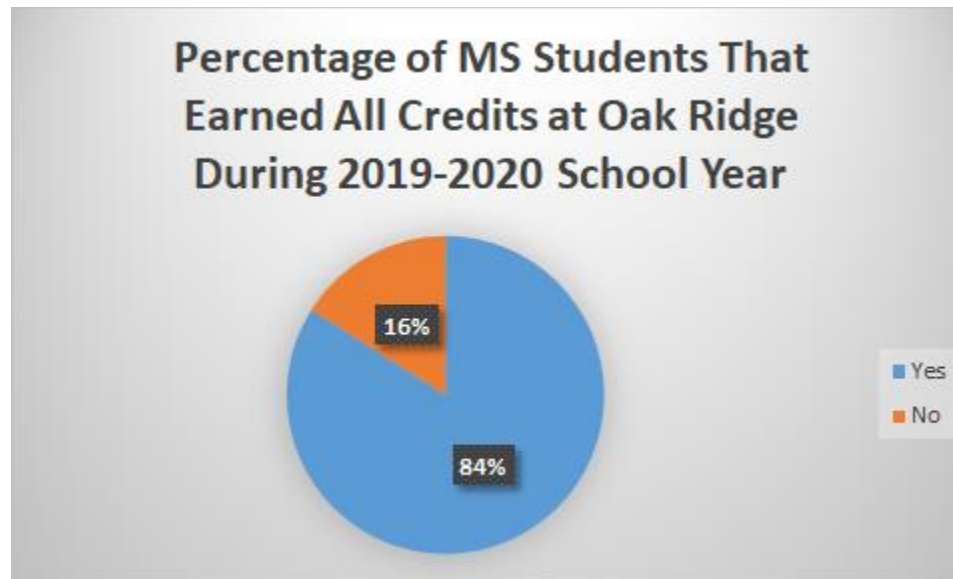
Oak Ridge Credits Earned Data:

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During the 2019-2020 School Year, there were a total of 67 high school students and 25 middle school students enrolled at ORS. During the school year, 66% of the high school students earned all credits attempted. During the 2020-2021 school year 68% of the HS students that attend Oak Ridge will earn all of their attempted credits.



During the school year, 84% of the middle school students earned all credits attempted. During the 2020-2021 school year 88% of the MS students that attend Oak Ridge will earn all of their attempted credits.



Oak Ridge Science Data:

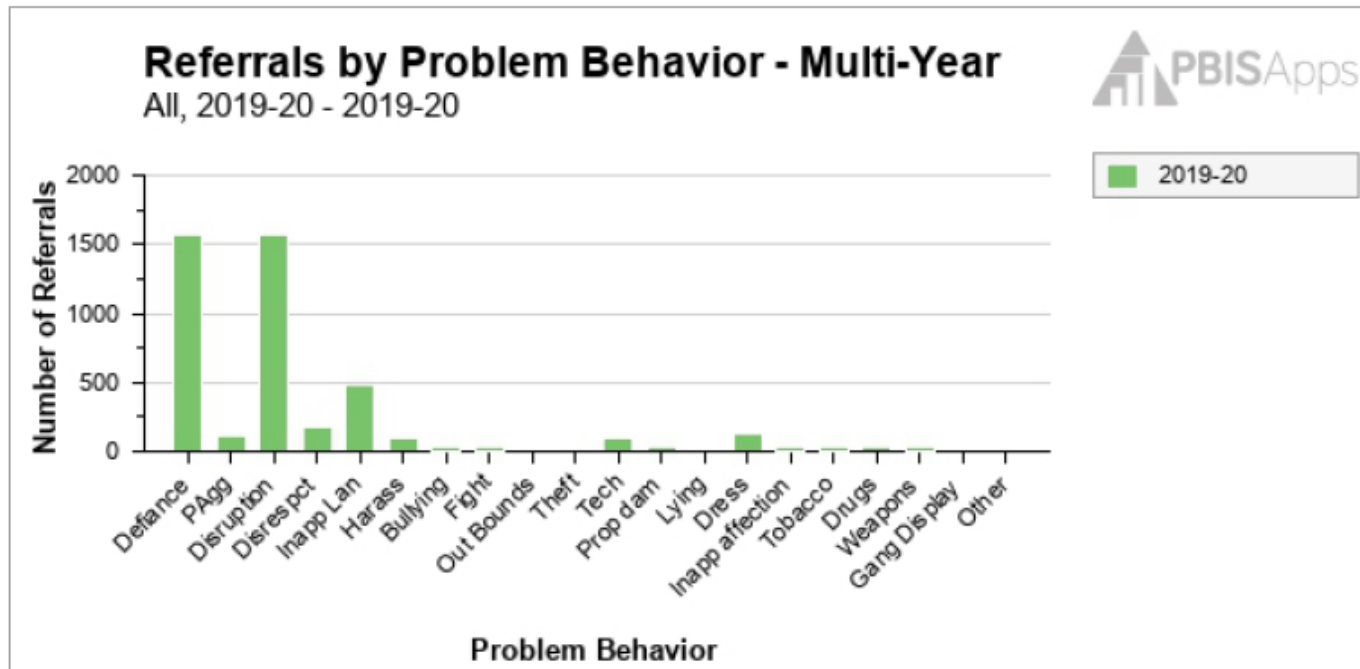
Community Unit School District 300 School Improvement Plan

Below is the average score of all students in 8th grade & Biology on the Illinois Science Assessment. Until there are growth targets set from the state, this will be the target for our students.

SCIENCE			
	Year	Science - % Proficient Gr 8	Science - % Proficient Biology
State Ave	2018-2019	58	39
School Data		0%	20%
State Ave	2019-2020	N/A	N/A
School Data		N/A	N/A
State Ave	2020-2021		
School Data			
State Ave	2021-2022		
School Data			

Oak Ridge Behavior Data:

There were a total of 4,378 behavior incidents at Oak Ridge during the 2019-2020 school year. During this time the three highest behaviors that were documented were defiance/insubordination/non-compliance (1576), disruption (1571), and abusive language/inappropriate language/profanity (484). During the 2020-2021 there should be a 3% decrease in these three behavior categories.



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Data Table	
Problem Behavior	2019-20
Defiance/Insubordination/Non-Compliance	1576
Physical Aggression	113
Disruption	1571
Disrespect	175
Abusive Language/Inappropriate Language/Profanity	484
Harassment	95
Bullying	5
Fighting	1
Inappropriate Location/Out of Bounds Area	9
Forgery/Theft/Plagiarism	9
Technology Violation	98
Property Damage/Vandalism	28
Lying/Cheating	21
Dress Code Violation	128
Inappropriate Display of Affection	2
Use/Possession of Tobacco	8
Use/Possession of Drugs	28
Use/Possession of Weapons	4
Gang Affiliation Display	14
Other Behavior	9
Totals:	4,378

Community Unit School District 300 School Improvement Plan

District Goal #1A: Academic/ELA (SAT) High School					
SIP Goal #4A: SMART Goal					
The goal for the 20-21 school year is to grow each component by 10 scale score points for a total growth on average of 20 points or more on the spring test.					
Target Group or Sub Group:					
All students that attend 90 days or more at Oak Ridge.					
Rationale:					
“Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K-12 schools and comparatively little scaffolding.”					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers will write and implement one common formative assessment per unit of instruction and will examine their data results in order to determine how to differentiate their instruction for students who are not mastering the standard/skill and for those students who excel in the standard/skill. This will be done in science courses for words in context, in social studies courses for command of evidence, and in English courses for Standard English conventions and expression of ideas.	Launched in Fall of 2019 and will become an ongoing process	Certified Staff and Administration	N/A	N/A	Common Formative Assessment Data
Teachers of Literacy Lab courses will be taught to follow a curriculum map, have set routines and procedures in place, and use student data to determine small groups and	May 2021	Certified Staff and administration	N/A	N/A	PLC Agenda and Minutes

Community Unit School District 300 School Improvement Plan

instructional strategies to be used with these groups.					
Ongoing, targeted support for ELA curriculum and instruction will be provided by district ELA coaches to special education staff in order to enhance strategies to increase student outcomes.	May 2021	Certified Staff and Administration	N/A	N/A	Meetings with coaches
Teachers will use SAT and PSAT questions aligned to units of instruction to increase SAT skills of students.	Launched in Fall of 2019 and will become an ongoing process	Certified Staff and Administration	N/A	N/A	Haiku and Galileo formative data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #1A: Academic/ELA (IAR/i-Ready) Middle School					
SIP Goal #4A: SMART Goal					
During the 2020-2021 school year, students that have attended Oak Ridge 90 days will show a 3% growth in their i-Ready scores compared to the 2019-2020 school year.					
Target Group or Sub Group:					
All students at Oak Ridge					
Rationale:					
“Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K-12 schools and comparatively little scaffolding.”					
Strategy/Actions to address goal:	Date by which this	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:

Community Unit School District 300 School Improvement Plan

	will be a reality:				
Weekly use of class time for individualized i-Ready interventions focusing on lessons completed	May 2021	Middle School Staff	N/A	N/A	Weekly time dedicated to iReady at the middle school level
i-Ready assignments will be assigned on an individual basis based on the needs of the student	May 2021	Middle School Staff	N/A	N/A	Review of iReady Data by diagnostic test and weekly review of lessons completed by ELA teachers.
Comparing i-Ready growth from fall to winter to spring benchmarks	May 2021	Middle School Staff	N/A	N/A	Review of iReady Data by diagnostic test and weekly review of lessons completed by ELA teachers.
All ELA final grades will be tracked on a weekly basis to determine D/F grades an students will be assigned study hall for lunch for extra assistance	May 2021	Middle School Staff	N/A	N/A	Weekly grade reports pulled and data discussed with all students receiving a D/F
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #1B: Academic/Math (SAT Math) High School					
SIP Goal #4B: SMART Goal					
The goal for the 2020-2021 school year is to grow each component by 10 scale score points for a total growth on average of 20 points or more on the spring test.					
All students that attend 90 days or more at Oak Ridge.					
Rationale:					
“Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K-12 schools and comparatively little scaffolding.”					
Strategy/Actions to address goal:	Date by which this	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:

Community Unit School District 300 School Improvement Plan

	will be a reality:				
Teachers will write and implement one common formative assessment per unit of instruction and will examine their data results in order to determine how to differentiate their instruction for students who are not mastering the standard/skill and for those students who excel in the standard/skill. This will be done in science courses for words in context, in social studies courses for command of evidence, and in English courses for Standard English conventions and expression of ideas.	Launched in Fall of 2019 and will become an ongoing process	Certified Staff and Administration	N/A	N/A	Common Formative Assessment Data
Ongoing, targeted support for math curriculum and instruction will be provided by district math coaches to special education staff in order to enhance strategies to increase student outcomes.	May 2021	Certified Staff and Administration	N/A	N/A	Meetings with coaches
Teachers will use SAT and PSAT questions aligned to units of instruction to increase SAT skills of students.	Launched in Fall of 2019 and will become an ongoing process	Certified Staff and Administration	N/A	N/A	Haiku and Galileo formative data
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

Community Unit School District 300 School Improvement Plan

District Goal #1B: Academic/Math (IAR) Middle School					
SIP Goal #4B: SMART Goal					
During the 2020-2021 school year, students that have attended Oak Ridge 90 days will show a 3% growth in their i-Ready scores compared to the 2019-2020 school year.					
Target Group or Sub Group:					
All students that attend 90 days or more at Oak Ridge.					
Rationale:					
"Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K-12 schools and comparatively little scaffolding."					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Weekly use of class time for individualized i-Ready interventions focusing on lessons completed	May 2020	Middle School Staff	N/A	N/A	Weekly time dedicated to iReady at the middle school level
i-Ready assignments will be assigned on an individual basis based on the needs of the student	May 2020	Middle School Staff	N/A	N/A	Review of iReady Data by diagnostic test and weekly review of lessons completed by ELA teachers.
Comparing i-Ready growth from fall to winter to spring benchmarks	May 2020	Middle School Staff	N/A	N/A	Review of iReady Data by diagnostic test and weekly review of lessons completed by ELA teachers.
All math final grades will be tracked on a weekly basis to determine D/F grades an students will be assigned study hall for lunch for extra assistance	May 2020	Middle School Staff	N/A	N/A	Weekly grade reports pulled and data discussed with all students receiving a D/F
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					

Community Unit School District 300 School Improvement Plan

District Goal #1C: Academic/Science High School					
SIP Goal #4C: SMART Goal					
By 2020, 3% more students will meet/exceed expectations on the ISBE science exam than the percentage that meet and exceed on the exam in 2018.					
Target Group or Sub Group:					
All students that attend 90 days or more at Oak Ridge.					
Rationale:					
“Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K-12 schools and comparatively little scaffolding.”					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Examine science curriculum and fill any gaps between our curriculum and the content/skills covered on the ISBE science exam.	Implemented Fall 2019 and will be ongoing	Certified Staff and Administration	N/A	N/A	PLC Agenda and Minutes
Ensure science formative and summative assessments are properly aligned to the skills and content covered on the ISBE science exam.	Implemented Fall 2019 and will be ongoing	Certified Staff and Administration	N/A	N/A	PLC Agenda and Minutes
Teachers will write and implement one common formative assessment per unit of instruction and will examine their data results in order to determine how to differentiate their instruction for students who are not mastering the standard/skill and for those students who excel in the standard/skill.	Implemented Fall 2019 and will be ongoing	Certified Staff and Administration	N/A	N/A	PLC Agenda and Minutes

Community Unit School District 300 School Improvement Plan

**Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?*

District Goal #1C: Academic/Science Middle School					
SIP Goal #4C: SMART Goal					
By 2020, 3% more students will meet/exceed expectations on the ISBE science exam than the percentage that meet and exceed on the exam in 2018.					
Target Group or Sub Group:					
All students that attend 90 days or more at Oak Ridge.					
Rationale:					
“Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K-12 schools and comparatively little scaffolding.”					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Examine science curriculum and fill any gaps between our curriculum and the content/skills covered on the ISBE science exam.	Implemented Fall 2019 and will be ongoing	Certified Staff and Administration	N/A	N/A	PLC Agenda and Minutes
Ensure science formative and summative assessments are properly aligned to the skills and content covered on the ISBE science exam.	Implemented Fall 2019 and will be ongoing	Certified Staff and Administration	N/A	N/A	PLC Agenda and Minutes
Teachers will write and implement one common formative assessment per unit of instruction and will examine their data results in order to determine how to differentiate their instruction	Implemented Fall 2019 and will be ongoing	Certified Staff and Administration	N/A	N/A	PLC Agenda and Minutes

Community Unit School District 300 School Improvement Plan

for students who are not mastering the standard/skill and for those students who excel in the standard/skill.					
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #2: ESSA Indicator High School					
SIP Goal #3: SMART Goal					
During the 2020-2021 school year 65% of the HS students that attend for 90 days or more will earn all of their credits attempted.					
Target Group or Sub Group:					
All students that attend 90 days or more at Oak Ridge.					
Rationale:					
“Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K-12 schools and comparatively little scaffolding.”					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
All final grades will be tracked on a weekly basis to determine D/F grades and students with D/F grades will be assigned study hall for lunch for extra assistance.	May 2021	Certified Staff and Administration	N/A	N/A	Weekly grade reports pulled and data discussed with all students receiving a D/F
Students complete a weekly reflection on academic grades and missing work through their Academic Quality Kid in Personal Development Class.	May 2021	Certified Staff and Administration	N/A	N/A	Student Academic Quality Kid Data
An after school program will be offered for students to receive extra assistance on classes they are struggling in or credit recovery.	May 2021	Certified Staff and Administration	N/A	N/A	After School Attendance
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

Community Unit School District 300 School Improvement Plan

District Goal #2: ESSA Indicator Middle School					
SIP Goal #3: SMART Goal					
During the 2020-2021 school year 40% of the MS students that attend for 90 days or more will earned all of their credits attempted.					
Target Group or Sub Group:					
All students that attend 90 days or more at Oak Ridge.					
Rationale:					
“Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K-12 schools and comparatively little scaffolding.”					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
All final grades will be tracked on a weekly basis to determine D/F grades and students with D/F grades will be assigned study hall for lunch for extra assistance.	May 2021	Middle School Staff	N/A	N/A	Weekly grade reports pulled and data discussed with all students receiving a D/F
Students complete a weekly reflection on academic grades and missing work through their Academic Quality Kid in Personal Development Class.	May 2021	Certified Staff and Administration	N/A	N/A	Student Academic Quality Kid Data
An after school program will be offered for students to receive extra assistance on classes they are struggling in or credit recovery.	May 2021	Certified Staff and Administration	N/A	N/A	After School Attendance
*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?					

District Goal #3A: Develop Great Teachers and Leaders
SIP Goal #1: SMART Goal

Community Unit School District 300 School Improvement Plan

On the 2017-2018 5 Essentials survey, in the area of collaborative teachers Oak Ridge received a score 80 (2018 5-Essentials data, collaborative practices) most implementation. The 2020-2021 goal is to maintain a score of 80 or above, (2021 5-Essentials data, collaborative practices) most implementation. Data is based on the 2017-2018 5 Essentials Survey as during the 2018-2019/2019-2020 school years, the survey was not completed by staff due to ISBE technical issues.

Target Group or Sub Group:

Staff at Oak Ridge School.

Rationale:

Based on the 5 essentials survey, teachers reported teachers' collective responsibility with most implementation (99), quality of professional development over time with most implementation (96), school commitment more implementation (68) and average implementation of teacher-teacher trust (56). There was low response to collaborative practices so no data was reported.

Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Teachers and administration will meet monthly to discuss necessary updates regarding policies and best practice	May 2021	Certified Staff and Administration	N/A	N/A	PLC Agenda and Minutes
Weekly communication to the staff regarding situations that are affecting the educational/ social emotional environment to staff.	May 2021	Administration	N/A	N/A	PLC Agenda and Minutes
Administration will meet weekly with the PBIS team to discuss students that are truant and interventions to implement for improved attendance for students.	Monthly throughout the 2020-2021 school year	Certified Staff and Administration	N/A	N/A	

**Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?*

District Goal #3B: Engage Family and Community

SIP Goal #2: SMART Goal

Community Unit School District 300 School Improvement Plan

On the 2017-2018 5 Essentials survey, in the area of parent involvement in school, Oak Ridge received a score of low response rate/ not applicable. The 2020-2021 goal is to move from low response rate/ not applicable (2018 5-Essentials data, parent involvement in school) to average implementation of 40 in involved families. Data is based on the 2017-2018 5 Essentials Survey as during the 2018-2019/2019-2020 school years, the survey was not completed by staff due to ISBE technical issues.					
Target Group or Sub Group:					
Oak Ridge School staff and Parents					
Rationale:					
Research shows that schools can improve their students' learning by engaging parents in ways that directly relate to their children's academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach (Epstein, 1995; Henderson & Mapp, 2002; Patrikakou, Weissberg, Redding, & Walberg, 2005; Patrikakou, Weissberg, & Rubenstein, 1999; Redding, 2000, 2006). From the evidence available, Henderson and Mapp's (2002) review of research drew convincing conclusions about the characteristics of successful school efforts to engage families. Most specifically, effective school initiatives to engage parents: 1) build a foundation of trust and respect, 2) connect parent-engagement strategies to learning objectives, and 3) reach out to engage parents beyond the school. These three qualities are found in schools where parent involvement is measurably high, in specific programs that demonstrate effects on learning outcomes, and in schools that exhibit high levels of achievement. Henderson and Mapp echo the conclusions of Swap (1993) that effective parent engagement must be comprehensive in nature, with the school consistently interfacing with parents at many points, in many venues, over the course of the schooling years. (Redding, 2006, p. 149) Such comprehensive engagement efforts have been shown to improve student achievement in a relatively short amount of time (Redding, Langdon, Meyer, & Sheley, 2004) Parents (who are not school staff) should be involved in creating a clear and constructive classroom visit policy (ADI, 2011; Henderson, Mapp, Johnson, & Davies, 2007). This plan should balance the need to minimize classroom disruptions or interference with student learning, maximize safety, and also create a welcoming and transparent environment for families. It can be created with or in addition to policy guidelines for classroom volunteers. While all parents should be welcome to visit, inviting immigrant parents into the classroom may assist them in learning about teaching practices in American schools and ways they can support their children's achievement (Lim, 2012). The classroom visit policy offers an opportunity to reinforce the goals of the school community and each stakeholder's role in that community (Redding, 2011).					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
Open house attendance of families- all families contacted and invited by case manager (personal phone call or email)	September 2020	Certified Staff	N/A	N/A	5 Essentials Survey

Community Unit School District 300 School Improvement Plan

Parent Teacher Conference attendance of families- communication to families regarding the use of PTC Wizard (second year) and any assistance for signing up	May 2021	Certified Staff	N/A	N/A	PTC Wizard Data
Contacts with families by phone calls, meetings, home visits will be documented by all staff	May 2021	Certified Staff	N/A	N/A	IC Documentation Logs
RCS messages will be sent at minimum 2 times per month with updates for families.	May 2021	Administration	N/A	N/A	RCS Messages sent
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

District Goal #4: Develop the Whole Child					
SIP Goal #2: SMART Goal					
During the 2020-2021 school year there will be a 3% decrease in the three most documented behaviors at Oak Ridge (defiance/insubordination/non-compliance, disruption, and abusive language/inappropriate language/profanity).					
Target Group or Sub Group:					
All students that attend 90 days or more at Oak Ridge.					
Rationale:					
There were a total of 4,378 behavior incidents at Oak Ridge during the 2019-2020 school year. During this time the three highest behaviors that were documented were defiance/insubordination/non-compliance (1576), disruption (1571), and abusive language/inappropriate language/profanity (484). During the 2020-2021 there should be a 3% decrease in these three behavior categories.					
Strategy/Actions to address goal:	Date by which this will be a reality:	Person(s) responsible to manage and monitor this activity:	PD: School, District, Or None	Cost & Fund Source	Monitoring Plan*:
SWIS Review for staff to review need areas	May 2021	Administration	N/A	N/A	PLC Agenda and Minutes

Community Unit School District 300 School Improvement Plan

Early release review of data and needs for each individual student	May 2021	Certified Staff and Administration	N/A	N/A	PLC Agenda and Minutes
Target behaviors revised for students on a quarterly basis based on SWIS data	May 2021	Certified Staff and Administration	N/A	N/A	Review of Quality Kid Data
Personal development curriculum taught to all students that are enrolled at Oak Ridge.	May 2021	Certified Staff and Administration	N/A	N/A	Student scheduling when enrolled
<i>*Monitoring Plan: How will you monitor the effectiveness of your strategy/action and what tool will you use to monitor your data?</i>					

Freedom of Information
Board Report
September 8, 2020

<u>FOIA#</u>	<u>Date of Request</u>	<u>Requestor</u>	<u>Subject</u>	<u>Date Completed/ STATUS</u>	<u>Time to complete in hours</u>
40-2020	8/18/2020	Danica Kouba Snow & Ice Management Service, Inc.	Requesting copy of pricing for Bulk Salt, and Bagged Ice Melt Salt for the past three years district wide.	Completed 8/19/2020	1.5
41-2020	8/25/2020	Tina M. Jacobson Community Member	From June 1st - August 25th all email correspondence between all of the following: eberto.mora@d300.org, Michele.meyer@d300.org, Jennifer.breeze@d300.org, and tina.jacobson@d300.org. From the dates of August 13th - August 25th correspondence between Eberto.mora@d300.org and Frederick.heid@d300.org	Pending	
42-2020	8/26/2020	Steve Babin Choice Office Equipment	Commercial Purpose - Purchase and/or Lease agreements for multifunctional copier and printer equipment. Service and supply agreements for copier and printer equipment	Completed 8/31/2020	1.5
43-2020	8/28/2020	Tina M. Jacobson Community Member	All correspondences between June 1st and August 28 between all parties listed Eberto Mora, Shelley Nacke, Jennifer Breeze, Michelle Meyer	Pending	
44-2020	8/26/2020	Joelle McCullar Community Member	Please provide (1) all electronic communications, beginning June 1, 2020 to present, between the teachers' union and the District regarding the return to school plan for the 2020-2021 school year; (2) the results of the student/parent surveys that the District has compiled regarding the return to school in 2020, as well as any teacher/staff surveys completed in June, July and August 2020 related to the return to school in 2020; and (3) the number of District staff that have opted-in for the all day child care program provided by the District pursuant to the Collaborative Agreement with the YMCA, and the total cost of same to the District	Completed 9/2/2020	4.5
45-2020	9/2/2020	Matthew Thomas Community Member	In the 2018/2019 as well as the 2019/2020 school years, how many interactions did School Resource officers have with students? This data would include but not be limited to: reasons why they were called, types of incidents, number of juvenile referrals for criminal prosecution. Additionally during the 2018/2019 as well as the 2019/2020 school years. How many interactions have the SROs had at each education level. Those levels would include pre-k through two, 3 through 5, 6 through 8, and 9 through 12.	Pending	

Community Unit School District 300
A/P Board Bill Listing for September 8, 2020

<u>Fund</u>	<u>Amount</u>
Educational	\$ 1,014,675.64
Health Insurance Fund	
Grant Fund	\$ 188,994.87
COVID 19 Fund	\$ 214,425.88
Operations & Maintenance	\$ 513,514.33
Bond & Interest	
Transportation	\$ 38,473.16
Site & Construction	\$ 296,510.78
Impact Fees	
Tort Immunity Fund	
Total All Funds	<u><u>\$ 2,266,594.66</u></u>

Approved at a meeting of the Board of Education, Community Unit School District No. 300

Date: _____

Signed: _____

President

Secretary

Cash Payment Register

AP265 Date: 09/03/20
Time: 10:51

JOB SUBMISSION PARAMETERS

User Name: D300\laura.kelly
Job Name: AP265
Step Nbr: 1

Pay Group: D300
Company:
Process Level:

Community School District 300

Cash Code:
or Cash Code Group:
or Cash Code List:

Payment Dates: -

Report Option: C
Document Currency: A
Payment Code:
Format Option: S

Current
Account Currency
Standard

Cash Payment Register

AP265 Date 09/03/20
Time 10:51

Pay Group D300 Community School District 300 USD
Post Company 10 Educational Fund USD
Cash Payment Register for thru 12/31/20

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Current Report Account Currency

Cash Code HBAP Harris Bank Accounts Payable Currency USD
Payment Code ACH

Payment Number	Co	Vendor Number	Remit To	Name	City	Payment Date	Status	Payment Amount	Curr
1209	10	4636	ACH2	ARAMARK CORPORATION	ALGONQUIN	09/08/20	Processed	208,594.19	USD
1210	10	20015	ACH	ARCHER & GREINER PC	HADDONFIELD	09/08/20	Processed	70.00	USD
1211	10	17273	ACH	BRUCKER COMPANY	ELK GROVE VILLAGE	09/08/20	Processed	3,640.00	USD
1212	10	16192	ACH	CALL ONE	CLEVELAND	09/08/20	Processed	18,461.69	USD
1213	10	3158	ACH	CDW GOVERNMENT	CHICAGO	09/08/20	Processed	161,425.46	USD
1214	10	9477	ACH	CONSTELLATION NEW ENERGY	CHICAGO	09/08/20	Processed	194,100.22	USD
1215	10	13380	ACH	CREATIVE PROMOTIONAL APPAR	CARPENTERSVILLE	09/08/20	Processed	2,881.35	USD
1216	10	13038	ACH	DIAMOND GRAPHICS OF ALGONQ	Algonquin	09/08/20	Processed	11,977.00	USD
1217	10	12005	ACH	DURHAM SCHOOL SERVICES	WARRENVILLE	09/08/20	Processed	314.23	USD
1218	10	10926	ACH	RIEKE OFFICE INTERIORS	ELGIN	09/08/20	Processed	84,521.00	USD
1219	10	20866	ACH	SANDBOX MARKETING INC	ORANGE	09/08/20	Processed	23,287.43	USD

*** Payment Code ACH Totals

Total Open Payments	11	709,272.57	
Total Reconciled Payments		0.00	
Total Void Payments		0.00	
Total Stale Dated Payments		0	
Total Escheated Payments		0	

Cash Payment Register

AP265 Date 09/03/20
Time 10:51

Pay Group D300 Community School District 300 USD
Post Company 10 Educational Fund USD
Cash Payment Register for thru 12/31/20

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Current Report Account Currency

Cash Code HBAP Harris Bank Accounts Payable Currency USD
Payment Code MHC

Payment Number	Co	Vendor Number	Remit To	Name	City	Payment Date	Status	Payment Amount	Curr
159041	10	20868		10-S TENNIS SUPPLY	POMPANO BEACH	09/08/20	Processed	500.00	USD
159042	10	11910	REM	4IMPRINT	CHICAGO	09/08/20	Processed	3,511.44	USD
159043	10	6301		A FREEDOM FLAG CO	CRYSTAL LAKE	09/08/20	Processed	289.60	USD
159044	10	20888		ABECEDARIAN ABC LLC	AUSTIN	09/08/20	Processed	214.50	USD
159045	10	3860	REM2	ADVOCATE OCCUPATIONAL HEAL	CHICAGO	09/08/20	Processed	259.36	USD
159046	10	16637	REM3	HUDL	CHICAGO	09/08/20	Processed	450.00	USD
159047	10	3096	REM4	AIRGAS USA LLC	CHICAGO	09/08/20	Processed	530.54	USD
159048	10	6839	REM3	AIRGAS USA LLC	CHICAGO	09/08/20	Processed	809.65	USD
159049	10	9556		ALARM DETECTION SYSTEMS IN	AURORA	09/08/20	Processed	3,362.22	USD
159050	10	20759		ALERT LOGIC	HOUSTON	09/08/20	Processed	59,400.00	USD
159051	10	10660		ALL STAR DRAPERY AND WINDO	BUFFALO GROVE	09/08/20	Processed	2,140.00	USD
159052	10	8694	REM1	AMAZON.COM	ATLANTA	09/08/20	Processed	2,308.70	USD
159053	10	11666		AMERICAN READING COMPANY	KING OF PRUSSIA	09/08/20	Processed	17,000.00	USD
159054	10	4076		AMSTERDAM PRINTING & LITHO	AMSTERDAM	09/08/20	Processed	186.15	USD
159055	10	20141		APEX3 SYSTEMS LLC	STREAMWOOD	09/08/20	Processed	542.50	USD
159056	10	565	REM	APPLE COMPUTER INC.	ATLANTA	09/08/20	Processed	1,455.00	USD
159057	10	950		ASBO INTERNATIONAL	ASHBURN	09/08/20	Processed	240.00	USD
159058	10	7277	REM3	ASCD	PHILADELPHIA	09/08/20	Processed	1,562.86	USD
159059	10	10851		AT&T	SAGINAW	09/08/20	Processed	5,240.36	USD
159060	10	11383	REM2	AVID CENTER	SAN DIEGO	09/08/20	Processed	995.00	USD
159061	10	8399	REM	B & H PHOTO-VIDEO	NEW YORK	09/08/20	Processed	3,820.55	USD
159062	10	14453		BEFOUR INC	SAUKVILLE	09/08/20	Processed	741.00	USD
159063	10	16420		BIO CORPORATION	ALEXANDRIA	09/08/20	Processed	1,502.48	USD
159064	10	2239	REM	BOTTS WELDING & TRUCK SVC	Woodstock	09/08/20	Processed	98.50	USD
159065	10	8895	REM4	BSN SPORTS INC	DALLAS	09/08/20	Processed	14,319.42	USD
159066	10	18213	REM3	LEARNING A-Z	BOSTON	09/08/20	Processed	577.25	USD
159067	10	2558		CASSANDRA STRINGS	Algonquin	09/08/20	Processed	3,712.68	USD
159068	10	20276	REM1	CDM PROMOTIONS, INC	CHICAGO	09/08/20	Processed	1,429.00	USD
159069	10	15452	REM2	COTG	ATLANTA	09/08/20	Processed	900.00	USD
159070	10	15593		COLLEY ELEVATOR	BENSENVILLE	09/08/20	Processed	11,373.75	USD
159071	10	4620		COMMUNICATIONS DIRECT INC	ST CHARLES	09/08/20	Processed	1,271.21	USD
159072	10	49605	REM	CONSERV FS	CHICAGO	09/08/20	Processed	910.65	USD
159073	10	16554	REM2	CONSTELLATION NEWENGERY -	CAROL STREAM	09/08/20	Processed	24,047.15	USD
159074	10	16891	REM3	SPECIAL EDUCATION SERVICES	CHICAGO	09/08/20	Processed	13,582.20	USD
159075	10	23470	REM3	CURRICULUM ASSOCIATES LLC	ATLANTA	09/08/20	Processed	1,616.82	USD
159076	10	20911		SAMANTHA CURTIS	HUNTLEY	09/08/20	Processed	97.30	USD
159077	10	4417	REM2	DECKER EQUIP-SCHOOL FIX	VASSAR	09/08/20	Processed	3,783.68	USD
159078	10	264	REM	DELL	CHICAGO	09/08/20	Processed	72,502.45	USD
159079	10	3449	REM	DEMCO, INC.	MADISON	09/08/20	Processed	697.91	USD
159080	10	11590		DICK BLICK	CHICAGO	09/08/20	Processed	223.44	USD
159081	10	18062		DONS WORLD OF SPORTS	PALOS HILLS	09/08/20	Processed	3,859.50	USD
159082	10	10777		EDS RENTAL AND SALES INC	ALGONQUIN	09/08/20	Processed	904.50	USD
159083	10	3971	REM	ETA HAND2MIND	CHICAGO	09/08/20	Processed	2,824.06	USD
159084	10	16801	REM	FASTSIGNS OF CARPENTERSVIL	CARPENTERSVILLE	09/08/20	Processed	884.51	USD
159085	10	17404	REM2	HP PRODUCTS CORPORATION #3	CHICAGO	09/08/20	Processed	112,290.58	USD
159086	10	2919	REM1	THE FLOLO CORPORATION	WEST CHICAGO	09/08/20	Processed	2,834.16	USD
159087	10	17269	REM1	FOLLETT SCHOOL SOLUTIONS I	CHICAGO	09/08/20	Processed	4,173.89	USD
159088	10	1941	REM	FOX VALLEY FIRE AND SAFETY	ELGIN	09/08/20	Processed	8,668.00	USD

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Payment Number	Co	Vendor Number	Remit To	Name	City	Payment Date	Status	Payment Amount	Curr
159089	10	21050	REM2	FRANK COONEY COMPANY	ELK GROVE VILLAGE	09/08/20	Processed	1,360.00	USD
159090	10	35110	REM2	SCHOOL SPECIALTY	CHICAGO	09/08/20	Processed	1,010.01	USD
159091	10	13542	REM3	ADESTA	CHICAGO	09/08/20	Processed	1,814.05	USD
159092	10	20003		GENSBURG CALANDRIELLO & KA	CHICAGO	09/08/20	Processed	2,040.00	USD
159093	10	7269	REM2	GLENOAKS TDS	GLENDAL HEIGHTS	09/08/20	Processed	6,085.30	USD
159094	10	8320	REM2	GLOBAL EQUIPMENT COMPANY	CHICAGO	09/08/20	Processed	515.81	USD
159095	10	20905		GOLDEN CORRIDOR YMCA	SCHAUMBURG	09/08/20	Processed	54,000.00	USD
159096	10	2580	REM	GRAINGER	PALATINE	09/08/20	Processed	28,521.59	USD
159097	10	9935	REM	GRAPHIC EDGE	CARROLL	09/08/20	Processed	439.02	USD
159098	10	9713	REM	GUSTAVE A. LARSON COMPANY	Chicago	09/08/20	Processed	368.34	USD
159099	10	5509	REM	HENRY SCHEIN INC	PALATINE	09/08/20	Processed	141.79	USD
159100	10	19736	REM2	HERFF JONES LLC	CHICAGO	09/08/20	Processed	1,290.65	USD
159101	10	9971	REM	HERITAGE CRYSTAL LLC	CHICAGO	09/08/20	Processed	130.99	USD
159102	10	8197		HUNTLEY COMM SCHOOL DIST 1	ALGONQUIN	09/08/20	Processed	200.00	USD
159103	10	507		ILLINOIS ASSOCIATION OF SC	DEKALB	09/08/20	Processed	1,170.00	USD
159104	10	7616		ILLINOIS ASSOCIATION FOR P	PEOTONE	09/08/20	Processed	65.00	USD
159105	10	19784	REM3	JAMF SOFTWARE LLC	CHICAGO	09/08/20	Processed	2,341.42	USD
159106	10	3957	REM2	KANE COUNTY REGIONAL OFFIC	GENEVA	09/08/20	Processed	16,679.96	USD
159107	10	17194		KELLENBERGER TECHNOLOGIES	ELGIN	09/08/20	Processed	10,135.00	USD
159108	10	9816	REM2	KINSEY	GLEN ELLYN	09/08/20	Processed	240.00	USD
159109	10	20057		KNOWBE4 INC	CLEARWATER	09/08/20	Processed	32,625.00	USD
159110	10	15351	REM	KRANZ INC-IMPERIAL BAG & P	JERSEY CITY	09/08/20	Processed	14,663.48	USD
159111	10	1504		LAKESHORE LEARNING MATERIA	CARSON	09/08/20	Processed	23,932.22	USD
159112	10	20361		LEAN FORWARD DESIGN LLC	WAYNESVILLE	09/08/20	Processed	800.00	USD
159113	10	13516	REM2	LEARNING A-Z	CHICAGO	09/08/20	Processed	8,396.00	USD
159114	10	20295		LED RITE LLC	HAMPSHIRE	09/08/20	Processed	6,240.00	USD
159115	10	7090		LIBERTYVILLE TILE AND CARP	LIBERTYVILLE	09/08/20	Processed	220.00	USD
159116	10	11043		M AND A PRECISION TRUCK RE	LAKE IN THE HILLS	09/08/20	Processed	176.00	USD
159117	10	4152	REM	WILLIAM V MACGILL & CO	LOMBARD	09/08/20	Processed	46.95	USD
159118	10	20784	REM	MARKETLAB	BOSTON	09/08/20	Processed	265.13	USD
159119	10	53380		MCMASTER CARR SUPPLY	CHICAGO	09/08/20	Processed	2,355.38	USD
159120	10	20450	REM	MEDLINE IND, INC	PALATINE	09/08/20	Processed	216.00	USD
159121	10	13803		MEYER SIGNS	GILBERTS	09/08/20	Processed	1,816.00	USD
159122	10	18348		MIDWEST SALT LLC	WEST CHICAGO	09/08/20	Processed	421.47	USD
159123	10	11777	REM3	MOBILE MINI	DALLAS	09/08/20	Processed	432.32	USD
159124	10	10095	REM2	MONOPRICE, INC	LOS ANGELES	09/08/20	Processed	25.61	USD
159125	10	7791	REM2	MOVIE LICENSING USA	CHICAGO	09/08/20	Processed	11,687.00	USD
159126	10	15964		THE MULCH CENTER LLC	DEERFIELD	09/08/20	Processed	116.90	USD
159127	10	20909		LIZBETH MUNOZ	CRYSTAL LAKE	09/08/20	Processed	216.01	USD
159128	10	20813		MYHOUSE SPORTS GEAR	SCOTT TOWNSHIP	09/08/20	Processed	3,842.00	USD
159129	10	59320		NASCO	FORT ATKINSON	09/08/20	Processed	1,177.01	USD
159130	10	15135	REM3	NATIONAL GEOGRAPHIC BEE	BOSTON	09/08/20	Processed	100.00	USD
159131	10	14224		NORTH AMERICAN CORP	GLENVIEW	09/08/20	Processed	711.36	USD
159132	10	17032	REM	OLDCASTLE ARCHITECTURAL	ATLANTA	09/08/20	Processed	998.70	USD
159133	10	2701		OAK FIRE & SECURITY SYSTEM	HOMER GLEN	09/08/20	Processed	1,380.00	USD
159134	10	19107		OAK HALL INDUSTRIES LP	SALEM	09/08/20	Processed	369.95	USD
159135	10	20910		FELIX OCHOA	WEST DUNDEE	09/08/20	Processed	150.00	USD
159136	10	14577		OCONOMOWOC DEVELOPMENTAL T	DOUSMA	09/08/20	Processed	18,901.25	USD

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159137	10	11511	REM	OLSSON ROOFING COMPANY	AURORA	09/08/20	Processed	262,035.75	USD
159138	10	9464	REM	ON TARGET SALES	ALGONQUIN	09/08/20	Processed	864.00	USD
159139	10	6938	REM5	PADDOCK PUBLICATIONS INC	CAROL STREAM	09/08/20	Processed	54.00	USD
159140	10	15987		PAULY'S CUSTOM APPAREL COM	CRYSTAL LAKE	09/08/20	Processed	6,318.25	USD
159141	10	9325	REM5	NCS PEARSON, INC	CHICAGO	09/08/20	Processed	6,160.00	USD
159142	10	4157		PENTEGRA SYSTEMS	ADDISON	09/08/20	Processed	2,889.35	USD
159143	10	6535	REM	PERIPOLE INC	SALEM	09/08/20	Processed	2,852.53	USD
159144	10	65470	REM	PETERSEN FUELS INC.	HAMPSHIRE	09/08/20	Processed	81.27	USD
159145	10	9764		PRO-SOURCE DISTRIBUTORS	ROCKFORD	09/08/20	Processed	24,238.08	USD
159146	10	13986	REM3	PSA DEWBERRY INC	PHILADELPHIA	09/08/20	Processed	34,475.03	USD
159147	10	18445		QUILTERS DESTINATION	ARLINGTON HEIGHTS	09/08/20	Processed	678.34	USD
159148	10	7326	REM3	QUINLAN & FABISH MUSIC CO	BURR RIDGE	09/08/20	Processed	2,186.40	USD
159149	10	2647		RANDALL OAKS	CARPENTERSVILLE	09/08/20	Processed	5,000.00	USD
159150	10	18892	REM2	RAPTOR TECHNOLOGIES LLC	HOUSTON	09/08/20	Processed	100.00	USD
159151	10	6378	REM1	REALLY GOOD STUFF	CHICAGO	09/08/20	Processed	416.82	USD
159152	10	19320		RED WING BUSINESS ADVANTAG	DALLAS	09/08/20	Processed	1,696.41	USD
159153	10	564	REM2	REINKE INTERIOR SUPPLY CO	DES PLAINES	09/08/20	Processed	1,822.35	USD
159154	10	20178	REM	RILCO INC	ROCK ISLAND	09/08/20	Processed	588.50	USD
159155	10	9296	REM	ROBBINS SCHWARTZ	CHICAGO	09/08/20	Processed	15,361.25	USD
159156	10	1530	REM	ROCKFORD BOARD OF EDUCATIO	ROCKFORD	09/08/20	Processed	1,615.53	USD
159157	10	1544	REM	RYDIN DECAL	ELK GROVE VILLAGE	09/08/20	Processed	1,341.74	USD
159158	10	72400	REM5	SCHOOL SPECIALTY	CHICAGO	09/08/20	Processed	2,393.43	USD
159159	10	8429	REM1	SCHOLASTIC MAGAZINES	CINCINNATI	09/08/20	Processed	229.02	USD
159160	10	11672	REM	SCHOOL DATEBOOKS, INC	LAFAYETTE	09/08/20	Processed	2,248.70	USD
159161	10	4234	REM	SCHOOL HEALTH CORP	CHICAGO	09/08/20	Processed	3,212.88	USD
159162	10	17653	REM	SCHOOL SPECIALTY INC	CHICAGO	09/08/20	Processed	2,030.30	USD
159163	10	50350	RM12	SCHOOL SPECIALTY INC	CHICAGO	09/08/20	Processed	138,051.80	USD
159164	10	498		SHERWIN WILLIAMS	CARPENTERSVILLE	09/08/20	Processed	900.15	USD
159165	10	17056	REM	SHI INTERNATIONAL CORP	DALLAS	09/08/20	Processed	5,353.50	USD
159166	10	75130	REM4	SHIFFLER EQUIPMENT SALES	DETROIT	09/08/20	Processed	280.44	USD
159167	10	15165	REM2	SITEONE LANDSCAPE SUPPLY L	CHICAGO	09/08/20	Processed	4,740.52	USD
159168	10	15972	REM3	SOCIAL THINKING	SANTA CLARA	09/08/20	Processed	35.99	USD
159169	10	11881	REM	SOLARWINDS	DALLAS	09/08/20	Processed	6,609.00	USD
159170	10	76570		SOUND INC	NAPERVILLE	09/08/20	Processed	329.00	USD
159171	10	20595		SPECIAL EDUCATION SYSTEM	CHICAGO	09/08/20	Processed	32,483.96	USD
159172	10	20886		SPLASHTOP INC.	SAN JOSE	09/08/20	Processed	43,360.00	USD
159173	10	13004	REM	SPORTS IMPORTS	COLUMBUS	09/08/20	Processed	354.25	USD
159174	10	14188	REM2	STAPLES ADVANTAGE	CHICAGO	09/08/20	Processed	410.88	USD
159175	10	14242	REM2	STATE INDUSTRIAL PRODUCTS	BOSTON	09/08/20	Processed	1,281.97	USD
159176	10	78395	REM	STEINER ELECTRIC CO.	CHICAGO	09/08/20	Processed	161.16	USD
159177	10	19856	REM	STENSTROM PETROLEUM SRVCS	ROCKFORD	09/08/20	Processed	1,861.21	USD
159178	10	19586		SUPERIOR OVERHEAD DOOR	CRYSTAL LAKE	09/08/20	Processed	149.00	USD
159179	10	19148		T S LIVINGSTON INC	NORTH AURORA	09/08/20	Processed	1,620.00	USD
159180	10	9630	REM3	TEACHER DIRECT	BIRMINGHAM	09/08/20	Processed	223.38	USD
159181	10	20902		TEC21 EDUCATIONAL SERVICES	SEWARD	09/08/20	Processed	1,000.00	USD
159182	10	18583		TECHSMITH CORPORATION	OKEMOS	09/08/20	Processed	2,980.95	USD
159183	10	20002		THE CLEAR ALTERNATIVE INC	WINFIELD	09/08/20	Processed	369.50	USD
159184	10	17068		THE RESPONSIVE MAILROOM IN	ELGIN	09/08/20	Processed	38.00	USD

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159185	10	1897		THOMPSON ELEVATOR INSPECTI	MT PROSPECT	09/08/20	Processed	200.00	USD
159186	10	295	REM2	TOBII DYNAVON LLC	CLEVELAND	09/08/20	Processed	12,234.29	USD
159187	10	713	REM2	TRANE US INC	CHICAGO	09/08/20	Processed	1,965.62	USD
159188	10	11020	REM3	TRINITY LANDSCAPE	CARPENTERSVILLE	09/08/20	Processed	16,380.00	USD
159189	10	12213		TROPHIES BY GEORGE	BARTLETT	09/08/20	Processed	78.90	USD
159190	10	11468	REM	ULINE	CHICAGO	09/08/20	Processed	1,511.94	USD
159191	10	18375	REM2	VALDES LLC	WHEELING	09/08/20	Processed	164.00	USD
159192	10	6060	REM3	VERITIV OPERATING COMPANY	CHICAGO	09/08/20	Processed	2,096.00	USD
159193	10	6404	REM3	VERIZON WIRELESS	NEWARK	09/08/20	Processed	13,362.84	USD
159194	10	6404	REM3	VERIZON WIRELESS	NEWARK	09/08/20	Processed	94.03	USD
159195	10	4000	REM	VILLAGE OF ALGONQUIN	ALGONQUIN	09/08/20	Processed	14,040.85	USD
159196	10	4000	REM	VILLAGE OF ALGONQUIN	ALGONQUIN	09/08/20	Processed	5,573.50	USD
159197	10	38500	PUR1	HAMPSHIRE POLICE DEPARTMEN	HAMPSHIRE	09/08/20	Processed	500.00	USD
159198	10	49720	REM	VILLAGE OF LAKE IN THE HIL	ALGONQUIN	09/08/20	Processed	0.00	USD
159199	10	20577		VIVACITY TECH PBC	SAINT PAUL	09/08/20	Processed	83,746.00	USD
159200	10	19669		VOICE THREAD LLC	BOCA RATON	09/08/20	Processed	4,189.70	USD
159201	10	86470	REM1	VWR INTL aka Wards Natural	PITTSBURGH	09/08/20	Processed	116.40	USD
159202	10	6808	REM1	WEATHERGUARD ROOFING COMPA	ELGIN	09/08/20	Processed	3,381.60	USD
159203	10	19045	REM2	THOMSON REUTERS - WEST	CAROL STREAM	09/08/20	Processed	834.65	USD
159204	10	3029		WEST MUSIC COMPANY	CORALVILLE	09/08/20	Processed	2,421.90	USD
159205	10	7040		WEST SIDE ELECTRIC SUPPLY	SOUTH ELGIN	09/08/20	Processed	5,486.78	USD
159206	10	6894	REM	WHITEY'S TOWING	CRYSTAL LAKE	09/08/20	Processed	2,900.00	USD
159207	10	10408	REM	WOODWORKER'S SUPPLY, INC	CASPER	09/08/20	Processed	44.51	USD

*** Payment Code MHC Totals

Total Open Payments	167	1,450,283.29
Total Reconciled Payments		0.00
Total Void Payments		0.00
Total Stale Dated Payments		0
Total Escheated Payments		0

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Payment Number	Co	Vendor Number	Remit To	Name	City	Payment Date	Status	Payment Amount	Curr
2624	10	3474	REM	TEACHERS' RETIREMENT SYSTE	SPRINGFIELD	09/08/20	Processed	19,029.14	USD

*** Payment Code WIR Totals

Total Open Payments	1	19,029.14
Total Reconciled Payments		0.00
Total Void Payments		0.00
Total Stale Dated Payments		0
Total Escheated Payments		0

*** Cash Code HBAP Totals

Total Open Payments	179	2,178,585.00
Total Reconciled Payments		0.00
Total Void Payments		0.00
Total Stale Dated Payments		0
Total Escheated Payments		0

*** Pay Group D300 USD Totals

Total Open Payments	179	2,178,585.00
Total Reconciled Payments		0.00
Total Void Payments		0.00
Total Stale Dated Payments		0
Total Escheated Payments		0

Cash Payment Register

AP265 Date: 08/28/20
Time: 10:11

JOB SUBMISSION PARAMETERS

User Name: D300\karen.patek
Job Name: AP265
Step Nbr: 1

Pay Group: D300
Company:
Process Level:

Community School District 300

Cash Code:
or Cash Code Group:
or Cash Code List:

Payment Dates: -

Report Option: C
Document Currency: A
Payment Code:
Format Option: S

Current
Account Currency
Standard

Cash Payment Register

AP265 Date 08/28/20
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Cash Code HBAP Harris Bank Accounts Payable Currency USD
Payment Code ACH

Payment Number	Co	Vendor Number	Remit To	Name	City	Payment Date	Status	Payment Amount	Curr
1208	10	20015	ACH	ARCHER & GREINER PC	HADDONFIELD	08/28/20	Processed	6,704.00	USD

*** Payment Code ACH Totals

Total Open Payments	1	6,704.00
Total Reconciled Payments		0.00
Total Void Payments		0.00
Total Stale Dated Payments		0
Total Escheated Payments		0

Cash Payment Register

AP265 Date: 09/01/20
Time: 16:30

JOB SUBMISSION PARAMETERS

User Name: D300\laura.kelly
Job Name: AP265
Step Nbr: 1

Pay Group: D300
Company:
Process Level:

Community School District 300

Cash Code:
or Cash Code Group:
or Cash Code List:

Payment Dates: -

Report Option: C
Document Currency: A
Payment Code:
Format Option: S

Current
Account Currency
Standard

Cash Payment Register

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Payment Code WIR

Payment Number	Co	Vendor Number	Remit To	Name	City	Payment Date	Status	Payment Amount	Curr
2623	10	12763		HARRIS BANK-PC CARD PROGRA	CHICAGO	08/31/20	Processed	68,891.97	USD

*** Payment Code WIR Totals

Total Open Payments	1	68,891.97
Total Reconciled Payments		0.00
Total Void Payments		0.00
Total Stale Dated Payments		0
Total Escheated Payments		0

*** Cash Code HBAP Totals

Total Open Payments	1	68,891.97
Total Reconciled Payments		0.00
Total Void Payments		0.00
Total Stale Dated Payments		0
Total Escheated Payments		0

*** Pay Group D300 USD Totals

Total Open Payments	1	68,891.97
Total Reconciled Payments		0.00
Total Void Payments		0.00
Total Stale Dated Payments		0
Total Escheated Payments		0

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Pay Group D300 Community School District 300 USD
Post Company 10 Educational Fund USD
Cash Payment Register for thru 12/31/20

Page 2

Current Report Account Currency

Cash Code HBAP Harris Bank Accounts Payable Currency USD
Payment Code MHC

Payment Number	Co	Vendor Number	Remit To	Name	City	Payment Date	Status	Payment Amount	Curr
159030	10	20861		ALEX MILLER	WEST DUNDEE	08/28/20	Processed	99.00	USD
159031	10	17450		KORY ATKINSON	BLOOMINGDALE	08/28/20	Processed	1,219.00	USD
159032	10	7015	REM2	CINTAS	CINCINNATI	08/28/20	Processed	4,811.09	USD
159033	10	9103	REM3	COMCAST	PHILADELPHIA	08/28/20	Processed	2,331.16	USD
159034	10	19330	REM4	COMMONWEALTH EDISON CO	CAROL STREAM	08/28/20	Processed	24.24	USD
159035	10	8161	REM	WILLIAM FREMD HIGH SCHOOL	PALATINE	08/28/20	Processed	0.00	USD
159036	10	20003		GENSBURG CALANDRIELLO & KA	CHICAGO	08/28/20	Processed	2,332.00	USD
159037	10	9971	REM	HERITAGE CRYSTAL LLC	CHICAGO	08/28/20	Processed	90.00	USD
159038	10	19062		KLEIN THORPE & JENKINS LTD	CHICAGO	08/28/20	Processed	1,507.20	USD

*** Payment Code MHC Totals

Total Open Payments	9	12,413.69
Total Reconciled Payments		0.00
Total Void Payments		0.00
Total Stale Dated Payments		0
Total Escheated Payments		0

*** Cash Code HBAP Totals

Total Open Payments	10	19,117.69
Total Reconciled Payments		0.00
Total Void Payments		0.00
Total Stale Dated Payments		0
Total Escheated Payments		0

*** Pay Group D300 USD Totals

Total Open Payments	10	19,117.69
Total Reconciled Payments		0.00
Total Void Payments		0.00
Total Stale Dated Payments		0
Total Escheated Payments		0

COMMUNITY UNIT SCHOOL DISTRICT 300

HUMAN RESOURCES REPORT

September 8, 2020

Page 1

ADMINISTRATORS

1. Recommend the following be employed by Community Unit School District 300 for the **2020 – 2021** school year and be compensated according to the Certified Administrator's and Supervisory Staff Compensation & Benefits Handbook:

Name	Position	Location	Annual Salary	Effective
Harries, Adrian	Director of Diversity	Central Office	\$148,121	September 9, 2020

RESIGNATION - ADMINISTRATORS

None

RETIREMENT - ADMINISTRATORS

None

CERTIFIED PERSONNEL

1. Recommend the following be employed by Community Unit School District 300 for the **2020-2021** school year and be compensated according to the LEAD negotiated agreement:

Name	Position	Location	FTE	Salary	Type
Cermak, Matthew	School Social Worker	Westfield Community School	1.0	M30 Step B	Replacement
Cosgrove, Michael	Computer Technology/ Business	Jacobs High School	1.0	M45 Step A	Replacement
Hernquist, Alexsondra	Behavior Specialist	District Locations	1.0	M15 Step F	Additional
Herrndobler, Danielle	Success Academy Coach (ALOP)	Jacobs High School/ Hampshire High School	1.0	MA Step A	Additional
Koster, Emily	4 th Grade	Liberty Elementary School	1.0	BA Step A	Replacement
Kruit, Meriah	School Social Worker	Lincoln Prairie Elementary School	1.0	M30 Step A	Replacement

Leave of absence requests are attached separately for Board of Education approval.

COMMUNITY UNIT SCHOOL DISTRICT 300**HUMAN RESOURCES REPORT**

September 8, 2020

Page 2

Name	Position	Location	FTE	Salary	Type
Lehechka, Jackie	Speech Language Pathologist	Eastview Elementary School/Westfield Community School	1.0	M30 Step D	Replacement
Lindsay, Jessica	Special Education (LEAP)	Algonquin Middle School	1.0	MA Step A	Additional
Lodi, Nicholas	6 th Grade Science	Carpentersville Middle School	1.0	MA Step A	Replacement
Majewski, Stephen	6 th Grade Social Studies/ELA	Westfield Community School	1.0	M30 Step A	Replacement
Masters, Ethan	Social Studies	Jacobs High School	1.0	BA Step A	Replacement
Miller, Debra	School Social Worker	Lake in the Hills Elementary School	1.0	M30 Step A	Additional
Mostacci, Stephanie	Eastview Elementary School	School Social Worker-MH	1.0	M30 Step A	Additional
Noxon, Kimberly	Cross Categorical	Carpentersville Middle School	1.0	MA Step B	Replacement
O'Hara, Maria	Math	Jacobs High School	1.0	B15 Step A	Replacement
Rau, Emily	ELA/ Interventionist	Carpentersville Middle School	1.0	BA Step A	Replacement
Stegge, Kimberly	Hearing Itinerant	District Locations	1.0	B15 Step I	Additional
Thain, Rachel	Speech Language Pathologist – Bilingual	Parkview Elementary School/ Meadowdale Elementary School	1.0	M30 Step A	Additional
Tylka, Jeff	Exploratory	Carpentersville Middle School	1.0	MA Step A	Replacement
Wala, Gabriela	Math – ESL	Dundee-Crown High School	1.0	BA Step A	Replacement
Williams, Catherine	English/ Alternative Education	Jacobs High School	1.0	BA Step A	Additional

Leave of absence requests are attached separately for Board of Education approval.

COMMUNITY UNIT SCHOOL DISTRICT 300

HUMAN RESOURCES REPORT

September 8, 2020

Page 3

OTHER EMPLOYMENT - CERTIFIED PERSONNEL

1. Recommend employment of the following elementary full-time building substitutes:

Name	Location	Type
Larson, Julie	Liberty Elementary School	Replacement
McBride, Melissa	Lake in the Hills Elementary School	Replacement

RESIGNATION – CERTIFIED PERSONNEL

1. Recommend approval of the following letters of resignation:

Name	Position	Location	Effective
Chapman, Karen	Art	Lakewood Elementary School	September 4, 2020
Tylka, Jeff	Exploratory	Carpentersville Middle School	August 21, 2020

OTHER RESIGNATION - CERTIFIED PERSONNEL

None

RETIREMENT – CERTIFIED PERSONNEL

None

DISMISSAL – CERTIFIED PERSONNEL

None

SUPERVISOR/MANAGER – EDUCATIONAL SUPPORT PERSONNEL

None

RESIGNATION – SUPERVISOR/MANAGER EDUCATIONAL SUPPORT PERSONNEL

None

RETIREMENT – SUPERVISOR/MANAGER EDUCATIONAL SUPPORT PERSONNEL

None

COMMUNITY UNIT SCHOOL DISTRICT 300

HUMAN RESOURCES REPORT

September 8, 2020

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EDUCATIONAL SUPPORT PERSONNEL

1. Recommend employment of the following educational support personnel:

Name	Position	Location	Hourly Rate	Type
Erbes, Katalina	Paraeducator	Dundee-Crown High School	\$14.34	Replacement
Sanchez Zavala, Maria	Paraeducator	Parkview Elementary School	\$16.05	Replacement

RESIGNATION – EDUCATIONAL SUPPORT PERSONNEL

1. Recommend approval of the following letters of resignation:

Name	Position	Location	Effective
Beichner, Susan	School Nurse (Non-Certified)	Dundee Highlands Elementary School	September 18, 2020
Dominguez, B Shelby	Secretary – Registrar	Meadowdale Elementary School	August 27, 2020

DISMISSAL – EDUCATIONAL SUPPORT PERSONNEL

None

RETIREMENT – EDUCATIONAL SUPPORT PERSONNEL

1. Recommend approval of the following requests to retire:

Name	Position	Location	Effective
Borba, Angelica	Paraeducator	deLacey Family Education Center	September 30, 2020
Quinn, Lucy	Principal Secretary	Eastview Elementary School	October 30, 2020
Ring, Cindy	Hallway Monitor	Dundee-Crown High School	August 20, 2020

COACHING/VOLUNTEER – EDUCATIONAL SUPPORT PERSONNEL

None

Leave of absence requests are attached separately for Board of Education approval.

COMMUNITY UNIT SCHOOL DISTRICT 300

HUMAN RESOURCES REPORT

September 8, 2020

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DISTRICT POSITION TRANSFERS

None

**COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD of EDUCATION MEMO**

DATE: 09/08/2020
TO: Fred Heid, Superintendent
Board of Education

FROM: Susan Harkin
Chief Operating Officer

RE: Collaborative Agreement for Distance
Learning Services

	Presented at the following Board Meetings: On:	
	Construction/Facility	
	Finance	
	Policy/Legislative	
	School Utilization	
X	BOE 1st Reading	09/08/2020
X	BOE 2nd Reading	09/08/2020

Background

Due to COVID-19 restrictions and the education plan to bring staff back into the buildings to perform instruction for remote learning, we found our teaching staff had a great need services for their children, who would be remote learning as well. We have partnered with local agencies to help provide childcare services in our buildings to support our staff during this period. These services will also be offered to working families registered in D300 for childcare services as space permits. In August the board approved the agreement for these services for our Middle School locations. This agreement is for the services being provided at the elementary location

Recommendation

The administration recommends approving the agreement with Golden Corridor YMCA for childcare services. These services will be paid for out of Title Grants funds.



Collaborative Agreement

Purpose of Agreement

This agreement is made on _____ and is intended to outline and formalize the partnership and site-based agreements between School District 300 and The Golden Corridor Family YMCA (Taylor Branch of Elgin, IL) pertaining to childcare at the Gilberts elementary school.

This agreement is designed to a) articulate the vision, mutual goals and expectations of the partnership, b) outline current services, staffing and schedules, and c) clarify roles, responsibilities, and communication mechanisms at the school sites.

Description of Services:

The program will offer childcare from 7am through 2:30pm, logged in the districts virtual learning portal at the designated times as well as art and crafts, games and outdoor physical activity.

Eligibility and Cost

- The all-day care will be available to kindergarten through 5th grade students.
- All services will be provided at no out of pocket cost to the families.

Schedule

Gilberts school site will be open the following dates and times, with the exception of school closures:

Starting August 24, 2020

Monday through Friday

7:00 am to 2:30pm

The District School sites will be staffed by: YMCA staff

Contact Information for Both Parties Site Coordinator or Designated Liaison:

Trisha Morgan

Main Phone Number: 847 772 8743

Expectations of Both Parties

The school will:

Cancellation of Program

- Will agree to give 30 days in advance notice to termination program.

Communication

- Establish and/or maintain ongoing, consistent communication with Taylor Branch YMCA
- Ensure that the Taylor Branch YMCA is oriented annually to the school's staff, priorities, and goals
- Follow established CDC and local Health department guidelines to ensure safety for children and staff.
- Utilize collaborative problem-solving approach to resolve issues as they arise.

The Partner Agency will:

Logistics

- Provide staff with a ratio of 1 staff member to 15 children.
- Will keep all sibling groups together to minimize cross contamination.

Integration

- Comply with school and District policies and practices related to non-medical programs and activities (e.g. field trips, etc.)
- Collaborate with the school and other project partners to ensure the linkage and delivery of services that respond to student needs (includes, but not limited to: homework assistance as well as physical activity)

Pricing/Payments

- School district agrees to pay for 60 children at a cost of \$90 per child each week, regardless of enrollment numbers. The district has made a cap of 60 children. All payments are due in a timely manner weekly. Checks will be made in care of and mailed to:

Taylor Family YMCA

50 N. Mclean Blvd

Elgin, IL 60123

Signature of Both Parties

School District

_____	_____	_____
Print Name	Signature	Date

Golden Corridor Family YMCA

_____	_____	_____
Print Name	Signature	Date

**COMMUNITY UNIT SCHOOL DISTRICT NO. 300
2550 HARNISH DRIVE
ALGONQUIN, ILLINOIS 60102**

**SUPERINTENDENT'S EMPLOYMENT CONTRACT
(July 1, 2020 through June 30, 2025)**

THIS AGREEMENT is between the Board of Education (the "Board") of Community Unit School District 300, Kane, McHenry, Cook, and DeKalb Counties, Illinois (the "School District") and Frederick R. Heid. The Board and Mr. Heid agree as follows:

A. EMPLOYMENT AND COMPENSATION

1. **Salary and Term of Employment.** The parties agree that this is a multi-year, performance-based contract for the period encompassing July 1, 2020 and extending through June 30, 2025. The contract year is July 1 through the immediately following June 30. The Board, as compensation for the duties set forth in this contract, shall pay Mr. Heid a salary of two hundred thirty thousand dollars (\$230,000.00), payable in equal installments in the same manner as the salaries of other twelve-month administrators in the School District are paid.

The Board may not unilaterally decrease Mr. Heid's salary from contract year to contract year but reserves the right to increase from time to time the salary and benefits payable hereunder, based upon a performance evaluation, without entering into a new contract or extending the term of this contract. The parties agree that any increase in salary may not result in a base salary in excess of \$230,000.00 annually (i.e. an annual salary cap of \$230,000.00). Those benefits provided for in this contract may also be decreased or modified by the Board.

2. **Teachers' Retirement System and Health Insurance Security Fund.** In addition to the salary provided for above, the Board shall pay on behalf of Mr. Heid the entire "member"

and "health insurance" contributions to the Illinois Teachers' Retirement System (TRS) and the Teacher Health Insurance Security Fund (THIS) required by Section 16-152.1 of the *Illinois Pension Code*, as amended from time to time. Although designated by the *Illinois Pension Code* as employee contributions, the amounts herein required to be covered by the Board shall be paid by the Board in lieu of contributions by Mr. Heid. Mr. Heid shall not have the option of choosing to receive directly the amounts contributed to the TRS by the Board on his behalf, nor any right or claim to the contributions to the TRS except as such may subsequently become available pursuant to the provisions of the *Pension Code* and TRS rules and regulations. Both parties acknowledge that Mr. Heid did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the Board to the TRS and THIS, and further acknowledge that such contributions are made as a condition of employment to secure Mr. Heid's future services, knowledge and experience.

3. **Additional Retirement Contribution.** In addition to the TRS contribution provided for above, the Board shall make a contribution on behalf of Mr. Heid to a tax-sheltered annuity pursuant to Section 403(6) and/or a deferred compensation plan pursuant to Section 457 of the *Internal Revenue Code of 1986*, as amended, in the amount equal to the difference between Mr. Heid's annual salary and the annual maximum final average salary allowed for Tier Two TRS members multiplied by the annual TRS member retirement contribution percentage. This annuity contribution will be reviewed on an annual basis at the same time Mr. Heid's performance and salary compensation are reviewed by the Board.

B. CONDITIONS OF EMPLOYMENT

1. **Certificate.** Mr. Heid must, throughout the term of this Contract, furnish to the Board of Education a valid and appropriate certificate to act as Superintendent of Schools in accordance with the laws and statutes of the State of Illinois and the rules and regulations of the State Board of Education.

2. **Employment Representations.** Mr. Heid represents that he is not under contract with any other school district for any portion of the term covered by this contract. Mr. Heid further represents that all information provided to the District in the process of application for employment was true and complete.

3. **Medical Examination.** Mr. Heid shall submit, at Board expense, to a comprehensive health or mental examination by a physician licensed in Illinois to practice medicine and surgery in all its branches whenever the Board deems such examination necessary and in accordance with applicable law. As a condition of employment, Mr. Heid also agrees to comply with all health requirements established by law.

4. **Waiver of Tenure.** By accepting this contract, Mr. Heid waives any rights to acquire tenure in the School District under Sections 24-11 through 24-16 of the *Illinois School Code*, as may be amended from time to time.

C. BENEFITS

1. **Sick, Personal and Other Leaves.** Mr. Heid shall be entitled to twelve (12) paid sick leave days per year for each contract year, which may accumulate without limitation. Mr. Heid shall be entitled to two (2) paid personal days per year for each contract year, which if unused may accumulate to sick leave. Mr. Heid may use up to three (3) sick leave days per incident for bereavement purposes. In addition, Mr. Heid shall be entitled to two (2) release days per year to observe major religious

holidays of is faith.

2. **Vacation.** Mr. Heid shall receive twenty five (25) working days of vacation each contract year at full pay, in addition to legal school holidays. The President of the Board of Education, or Vice-President in the absence of the President, shall be advised in advance of all vacations. Vacation time must be used within twelve months of the year in which it is earned and shall not accumulate unless otherwise agreed to by the Board. If Mr. Heid uses at least twelve (12) vacation days each contract year, the Board agrees to pay Mr. Heid at his per diem rate for the remaining unused vacation days per contract year. Such payments will be made on or before June 30 of the contract year and shall be paid into a tax sheltered annuity pursuant to Section 403(b) and/or a deferred compensation plan pursuant to Section 457 of the *Internal Revenue Code*, as amended, or via cash payout, as determined by Mr. Heid. If Mr. Heid uses less than twelve (12) vacation days each contract year, the Board agrees to pay Mr. Heid at his per diem rate for half of the remaining unused vacation days per contract year. Such payments will be made on or before June 30 of the contract year and shall be paid into a tax sheltered annuity pursuant to Section 403(b) and/or a deferred compensation plan pursuant to Section 457 of the Internal Revenue Code or via cash payout, as determined by Mr. Heid.

Mr. Heid shall receive retroactive reimbursement for five (5) unused vacation days for each of the following school years: 2014-2015, 2015-2016, 2016-2017 and 2017-2018 at the respective per diem rate received each year.

3. **Life Insurance.** The Board shall provide Mr. Heid, at its cost, with term life insurance coverage in the amount of two (2) times Mr. Heid's base salary, provided Mr. Heid meets the ordinary qualification requirements of the Board's insurer. At the Board's discretion, the insurance may be group term insurance generally provided to the Board's twelve-month certified administrators, except that the amount shall not be less than that defined in this paragraph.

4. **Health, Dental, Vision and Liability Insurance.** The Board shall provide Mr. Heid with the following health, vision, dental and liability insurance benefits:

a. **Medical**
The Board shall contribute an amount equal of 80% percent of the premium cost for an individual plan and 70% percent for a family plan. Mr. Heid may choose between a health maintenance organization (HMO), participating provider option (PPO) or a High Deductible PPO/HSA plan.

b. **Dental**
The Board shall contribute an amount equal of 80% percent of the premium cost for an individual or family plan. Mr. Heid may choose between a dental HMO program, dental PPO program or a dental Indemnity program.

c. **Vision**
The Board shall contribute an amount equal of 80% percent of the premium cost for an individual or family plan.

d. **Liability**
Mr. Heid shall be covered under the Board-approved liability insurance policy.

5. **Health Reimbursement Account.**
Mr. Heid shall receive a Health Reimbursement Arrangement (HRA) paid by the Board in the amount of three hundred dollars (\$300.00) annually.

6. **Disability Insurance.** Should Mr. Heid be incapable of performing the duties and obligations covenanted herein by reason of illness, accident or other disability, and such disability is continuous for a period of time in excess of accumulated sick leave and vacation benefits due and owing Mr. Heid, then the Board shall continue Mr. Heid's full pay for a period of ninety (90) calendar days after the exhaustion of said benefits. Thereafter, if the same disability should continue, the Board shall cause to be paid to Mr. Heid such benefits as may be payable under a contract of Long Term Disability Pay to be purchased by the Board, and for which the Board shall pay the premiums therefor. Said contract shall provide in the form of benefits, income continuation of at least sixty-six percent (66%) of the amount specified in Section A of this Contract when coordinated with any other benefits to which Mr. Heid may be entitled for a term, which is the lesser of the length of the disability or age 65. Said contract shall insure Mr. Heid for the performance of his professional duties as specified herein. The Board shall pay the full cost of providing said Long Term Disability contract/policy for the duration of this contract.

7. **Automobile Expenses.** In light of the unique nature of his professional duties, the Board shall reimburse Mr. Heid for a gasoline allowance in the amount of four hundred dollars (\$400.00) per month, which shall be paid when his base compensation is paid.

8. **Professional Memberships and Expenses.** Membership fees in Board approved community service organizations, the Illinois Association of School Administrators, the American Association of School Administrators as well as other civic and professional organizations and associations to which Mr. Heid is expected to belong, shall be paid by the Board, to the extent approved by the Board. To the extent provided in the Board's annual budget or as otherwise approved in advance by the Board, the reasonable and necessary costs of attendance at appropriate

professional meetings at the local, state and national levels shall be paid directly by the Board. The Board shall pay, or reimburse Mr. Heid for, reasonable expenses approved by the Board and incurred by Mr. Heid in the continuing performance of his duties. Mr. Heid shall be required to have all expense reimbursement submittals approved by the President of the Board of Education before they will be reimbursed. Mr. Heid shall inform the Board in writing each contract year of professional memberships purchased and conferences attended at the Board's expense.

9. **Doctoral Pay and Tuition Reimbursement.** The Board shall reimburse Mr. Heid up to three hundred dollars (\$300.00) per credit hour if Mr. Heid chooses to enroll in an accredited doctoral program directly applicable to his daily functions. The maximum number of courses Mr. Heid may submit for reimbursement is limited to eight (8), three-hour courses per year, for a maximum reimbursement of seven thousand and two hundred dollars (\$7,200.00) per year.

In the event Mr. Heid chooses to leave the School District's employment during progress towards his doctoral degree or prior to four years after earning the degree, Mr. Heid will be responsible for reimbursing the School District for the associated costs to this benefit.

In the event Mr. Heid earns his doctoral degree through an approved and accredited university, he will receive an eight percent (8%) increase to his base salary. The parties agree that in the event this salary increase results in an amount that exceeds the salary cap delineated in Section A(l) above (\$230,000.00), Mr. Heid will not be eligible to receive monies in excess of this cap. The parties further agree that Mr. Heid, with Board approval, may direct any monies in excess of the salary cap to be donated to student scholarship opportunities of his choice.

D. POWERS AND DUTIES

1. **Duties.** Mr. Heid's duties shall be those as prescribed by the laws and regulations of the State of Illinois and by the policies, regulations and directions of the Board, all as may be amended or modified from time to time, and as are reasonably incidental thereto.

2. **Extent of Service.** Mr. Heid shall devote his entire time, attention, and energy to the business of the School District and related professional activities. With the permission of the Board President, Mr. Heid may attend university courses, seminars, or other professional growth activities; lecture; and engaged in writing activities and speaking engagements. Mr. Heid may not jeopardize the functioning of the School District by any lengthy and conspicuous absence for such professional activities.

3. **Performance Goals and Indicators.** In accordance with the requirements of the *Illinois School Code*, the parties agree that the following performance goals for Mr. Heid have been established with respect to student performance and academic improvement, including the indicators listed beneath the goals that shall be used by the Board to measure Mr. Heid's performance:

Goal 1. Mr. Heid shall direct the efforts of the administration and staff in enhancing student performance and welfare, as measured by the following indicators:

- a. Continue with the implementation of the District's Strategic Plan;
- b. Establish processes to ensure District compliance with the *Performance Evaluation Reform Act* and the *Educational Reform (SB 7)* law.

Goal 2. Mr. Heid shall direct the efforts of the administration and staff to improve the District academically, as measured by the following indicators:

- a. Establish timeframes and processes to align the District curriculum and instruction with the common core standards and assessments;
- b. Report to the Board on the progress and impact of new curriculum implementation;

- c. Report to the Board on the results of standardized and/or other required assessments.

Throughout the term of this contract, the Board and Mr. Heid shall review the District Goals, and, in consultation with one another, shall establish revised written Performance Goals no later than October 1 of each contract year. The Board shall, as part of the annual evaluation of Mr. Heid, determine whether the Performance Goals for the contract year have been achieved and/or whether adequate progress is being made toward achievement of the goals. If so, the Board may consider an extension or rollover of this contract, although nothing prevents the Board and Mr. Heid from entering into a new contract at the end of this contract.

E. RENEWAL, EXTENSION AND AMENDMENT OF CONTRACT

1. **Non-Renewal.** Notice of intent not to renew this contract shall be given to Mr. Heid by the Board by February 1 of the year in which the contract expires. Said notice shall be in writing. Failure to provide timely notice of non-renewal shall extend this contract for one (1) additional year. Mr. Heid shall notify the President and Secretary of the Board by January 1 of the year in which the contract expires that failure of the Board to give Mr. Heid said notice of intent not to renew shall extend this contract for one (1) additional year. The failure of Mr. Heid to give the required reminder notice to the Board shall waive the obligation of the Board hereunder to give its notice of intent by February 1.

2. **Renewal and Extensions.** Prior to the end of any year of this contract, the Board and Mr. Heid may mutually agree to renew or extend the employment of Mr. Heid for a multi-year period, provided that the performance goals and indicators set forth in this contract have been met. In such event, the Board shall take specific action to discontinue this contract and enter into a new multi-year contract of employment.

3. **Amendment.** Any salary or other adjustment or modification made during the life of this contract shall be in the form of a written amendment and shall become part of this contract, but such adjustment or modification shall not be construed as a new contract with Mr. Heid or as an extension of the termination date of this contract.

F. TERMINATION

This employment contract may be terminated by:

- a. Mutual agreement of the parties.
- b. Disability. The Board may terminate this contract during its term by written notice to Mr. Heid at any time after Mr. Heid has exhausted any accumulated sick leave and such other leave as may be available and he is permanently disabled (as certified by a physician chosen by the Board) or has been absent from his employment for whatever cause for an additional continuous period of ninety (90) work days. All obligations of the Board shall cease upon such termination, notwithstanding the long term disability benefits set forth in paragraph 10
- c. Discharge for Just Cause. During the term of this contract, Mr. Heid may be discharged for just cause, which shall constitute conduct, which is seriously prejudicial to the Board or the School District, including, but not limited to, breach of contract or any cause set forth in Section 10-22.4 of the Illinois School Code. The notice of discharge for cause shall set forth specific reasons and shall be given in writing. Mr. Heid shall be entitled to appear before the Board in closed session to be afforded a hearing. If Mr. Heid chooses to be accompanied by legal counsel at such meeting, he shall bear any costs of such representation. Pending any hearing, the Board may

suspend Mr. Heid with or without pay. At the conclusion of any hearing, the Board shall determine whether or not to terminate this contract and Mr. Heid's employment and shall provide a written decision to Mr. Heid. In the event that the Board offers to terminate the contract by paying the amount specified in subparagraph D below, the requirement of the hearing before the Board shall be waived by Mr. Heid.

d. Unilateral Termination by Board. The Board may, at its option and by a minimum of one hundred and eighty (180) days' notice to Mr. Heid, unilaterally terminate this contract during its term. In addition, the Board shall pay Mr. Heid an amount equal to six months of his base salary and medical, dental and vision insurance for a period of six months from the date of termination.

e. Death.

The Board may terminate or non-renew this contract in accordance with subparagraphs a, b, d, or e, of this paragraph whether or not the evaluations provided for in paragraph G have occurred.

G. EVALUATION

Provided Mr. Heid notifies the Board during the month of January of each contract year of the Board's evaluation obligations, the Board shall thereafter, at such time as the business of the Board reasonably permits, meet with Mr. Heid to review his performance, including the progress toward achievement of the performance goals as provided in this contract, assess the working relationship of Mr. Heid with the Board, the faculty, the staff, students and the community and consider a salary increase and benefit adjustments for subsequent years. The Board shall begin the evaluation process by April 1 and complete the process as close to June 30 of each year of the contract as possible; provided, however, in the last year of this contract, Mr. Heid shall notify the Board by October 1 and

the Board shall complete the process by March 15.

H. NOTICE

Any notice or communication permitted or required under this contract shall be made in writing and shall become effective on the day of service thereof by personal service or by first class mail, registered or certified, return receipt requested, postage prepaid, sent to the parties at their respective addresses listed below, or at such other addresses as the parties may from time to time advise in writing.

Service by mail as provided above shall be deemed made upon deposit in the mail.

If to the Board:	President, Board of Education Community Unit School District 300 2550 Hamish Drive Algonquin, Illinois 60102

If to Mr. Heid:	Frederick R. Heid Community Unit School District 300 2550 Hamish Drive Algonquin, Illinois 60102

I. MISCELLANEOUS

1. This contract has been executed in Illinois, and shall be governed in accordance with the laws of the State of Illinois in every respect.
2. Paragraph headings and numbers have been inserted for convenience of reference only, and if there shall be any conflict between any such headings or numbers and the text of this contract, the text shall control.
3. This contract may be executed in one or more counterparts, each of which shall be considered an original, and all of which taken together shall be considered one and the same instrument.
4. If any provision of this contract is subsequently declared by the proper legislative or judicial authority to be unlawful or unenforceable, all other provisions of the contract shall remain in full force and effect.
5. This contract contains all the terms and benefits agreed upon by the parties with respect to the subject matter of this contract and supersedes all prior agreements , arrangements and communications between the parties concerning such subject matter whether oral or written. No modification or amendment of this contract shall be valid or binding on the parties unless it is in writing and executed by the Board and Mr. Heid.
6. This contract shall become effective as of the date the last of the parties signs this contract as set forth below.

**BOARD OF EDUCATION OF
COMMUNITY UNIT SCHOOL
DISTRICT 300, Kane, McHenry,
Cook, and DeKalb Counties, Illinois**

FREDERICK R. HEID,

By: _____
President, Board of Education Date

By: _____
Frederick R. Heid Date

Secretary, Board of Education Date

REAL ESTATE PURCHASE AND SALE AGREEMENT

This Agreement (this “**Agreement**”), dated as of the effective date set forth in Section 36 of this Agreement (the “**Effective Date**”), is made by and between Hampshire East LLC, an Illinois limited liability company (“**Crown**”), and the Board of Education of Community Unit School District No. 300, Kane, McHenry, Cook, and DeKalb, Counties, Illinois (“**School District**”); Crown and School District are collectively referred to in this Agreement as the “**Parties**”).

RECITALS

Crown and School District desire to enter into this Agreement whereby Crown shall sell to School District the property legally depicted on **Exhibit A-1** and legally described in **Exhibit A-2** attached to this Agreement (the “**Property**”).

Subject to the terms and conditions set forth in this Agreement, and in consideration of the covenants and undertakings of the Parties set forth in this Agreement, the Parties hereto mutually agree as follows:

1. **Sale of Property.** School District agrees to purchase and Crown agrees to sell the Property at a price of Fifty Thousand Dollars (\$50,000.00) an acre as shown on the New Survey (the “**Purchase Price**”) on the terms and conditions set forth herein.

2. **Payment of Purchase Price.** School District shall pay the sum of Fifty Thousand Dollars (\$50,000.00) as earnest money (the “**Earnest Money**”) in accordance with Section 3 of this Agreement to be applied at the time of Closing (as defined in Section 4) to the Purchase Price and agrees to pay or satisfy the balance of the Purchase Price, plus or minus prorations, at the time of Closing by wire transfer.

3. **Payment of Earnest Money.** School District shall pay the Earnest Money by wire transfer to an account designated by Crown within ten business days after the Effective Date. Crown’s sole remedy for School District’s breach of this Agreement shall be retention of the Earnest Money; provided, however, that Crown shall be entitled to the remedies set forth in **Exhibit B, Additional Terms**, of this Agreement, if the School District breaches one of its obligations set forth in Exhibit B.

4. **Escrow Closing.** The sale of the Property shall be closed through a closing escrow jointly established by the Parties with Chicago Title Insurance Company in accordance with the general provisions of Chicago Title Insurance Company’s deed and money escrow agreement consistent with the terms of this Agreement (the “**Closing Escrow**”). Upon creation of the Closing Escrow, anything in this Agreement between the Parties to the contrary notwithstanding, the payment of the Purchase Price and delivery of the deed and other required documents shall be made through the Closing Escrow. The closing of the sale of the Property pursuant to this Agreement (the “**Closing**”) shall be on January 31, 2020 or such earlier date as may be mutually agreed upon by the Parties in writing.

5. **Conveyance of Title.** Crown agrees to convey title to the Property by a recordable stamped Special Warranty Deed to School District subject to the Permitted Title Exceptions set forth below. In addition, at the time of Closing, Crown shall provide the appropriate declarations or exemption certificates in compliance with the provisions of any applicable State Transfer Tax Act and any county or local governmental transaction tax ordinance or similar applicable laws and ordinances, appropriate Affidavits of Title, appropriate ALTA Statements, appropriate Plat Act Affidavits, and any other documents deemed reasonably necessary for said conveyance. School District shall pay all State, County, and City taxes regarding said transaction, unless the transaction is exempt from transfer taxes. Crown shall surrender possession of the Property to School District and remove all personal property at the time of Closing.

6. **Condition of Title.** Crown shall cause a commitment for title insurance to be issued in the name of School District by Chicago Title Insurance Company (the “**Title Company**”) in an amount equal to the Purchase Price (the “**Commitment**”). The Commitment shall be made available to School District 14 days before the Closing and the cost of the Commitment shall be paid by Crown. The Commitment shall show title in Crown, subject only to the following exceptions (hereinafter referred to as “**Permitted Title Exceptions**”), so long as such exceptions do not prevent School District’s intended use of the Property for school administrative and instructional purposes:

- a. General real estate taxes not yet due and payable;
- b. Zoning and building laws and ordinances and building lines (including any zoning approvals obtained during the Approval Period as more fully described below);
- c. Rights of the public, State of Illinois, or any municipality in and to any roads and highways over the Property;
- d. Rights-of-way for drainage ditches, feeders, laterals and drainage tile, pipe, or conduit;
- e. Easements of record as of the date hereof or other easements, the existence of which other easements are readily ascertainable from a physical inspection of the Property;
- f. Conditions, Covenants, and Restrictions of Record; and
- g. Acts done or suffered by or judgments against School District or those claimed by, through or under School District.

If the Commitment discloses unpermitted exceptions, Crown may elect, within 30 days after the date of delivery thereof, to have such exceptions removed from the Commitment or to have the title insurance company commit to insure against loss or damage that may be occasioned by such exceptions. If at the end of said 30-day period Crown fails or chooses to have the unpermitted exceptions removed or insured against, School District may elect, upon notice to Crown within ten days after expiration of the 30-day period, to accept title as it then is, in which event the defined term “Permitted Title Exceptions” shall thereafter also include any title exceptions which

have been accepted by School District by the notice aforesaid. If School District does not elect to accept title as it then is, School District shall have the right to terminate this Agreement and Crown shall return the Earnest Money within five business days after School District sends the termination notice to Crown and the Parties shall have no further obligations under this Agreement other than those that expressly survive termination of this Agreement.

As a condition to Closing, the Title Company shall provide School District, as of the Closing, the Title Company's current ALTA Owner's Policy Form of Title Insurance in the amount of the Purchase Price, based on the Commitment, showing fee simple title to the Property vested in School District, with extended coverage over all general exceptions (the "**Title Policy**").

7. **Survey.** Crown shall provide, at its cost, at least 30 days prior to Closing, a current ALTA survey of the Property prepared by an Illinois Registered Land Surveyor sufficient for purposes of the issuance by the Title Company of extended coverage over survey matters in the Title Policy (the "**New Survey**").

8. **Due Diligence Period.** Within 60 days after the Effective Date (the "**Due Diligence Period**"), School District, at School District's expense, shall have the right to enter, inspect, test, study, and investigate the condition of the Property, including obtaining a Phase I Environmental Audit regarding the Property. School District shall pay the full cost of obtaining the Phase I and any other environmental audit it chooses to conduct regarding the Property. If School District determines in its reasonable discretion that the results of its Phase I Environmental Audit warrant the completion of a Phase II Environmental Audit, School District may request by written notice to Crown that Crown consent to (i) a Phase II Environmental Audit being performed by School District and (ii) the Due Diligence Period be extended an additional 30 days. Crown may withhold its consent to a Phase II Environmental Audit at its sole discretion. All such investigations and studies are to be at School District's sole cost and expense. Said right of entry is upon the express condition that School District shall not suffer or permit any mechanics' liens to attach to the Property. School District shall indemnify, save, and hold Crown harmless from and against any claim of loss or damage made by any third party arising from the entry onto the Property by School District, its employees, representatives, or agents. The foregoing indemnity shall survive Closing or termination of this Agreement. Prior to School District or any of School District's consultants entering the Property, School District and any consultant so entering shall obtain and maintain, and School District shall deliver to Crown, evidence of, general liability insurance from an insurer reasonably acceptable to Crown in the amount of \$1,000,000.00 combined single limit for personal injury and property damage per occurrence, such policy to name Crown as additional insured and shall provide coverage against any claim for personal liability or property damage caused by School District or its vendors and consultants in connection with such entry.

9. **Approval Period.** It is Crown's intent, as part of its application to annex and zone other real estate it owns within or adjacent to the Village of Hampshire (the "**Village**"), to seek entitlements for the Property that would permit the School District to develop and use the Property for instructional, office and general educational purposes on such conditions and terms as may, in the School District's sole determination, be acceptable. The other real estate Crown intends to zone is depicted on **Exhibit B-2** attached hereto (the "**Residential Parcel**"). Crown

will coordinate with the School District in preparing its application and will keep the School District reasonably advised of the status of its entitlement efforts. Crown reserves the right to delay or terminate its application if it believes, in its sole discretion, that conditions imposed by any government body on the issuance of the entitlements for the Property or the Residential Parcel warrant delay or termination of its efforts. School District agrees to cooperate in the entitlement efforts and to provide information, and if necessary, witnesses related to the proposed use of the Property. Such cooperation may include, without being limited to, the signing of all documents necessary or incident to the processing of development approval applications. It is assumed that the entitlement of the Property could take up to 75 days after the expiration of the Due Diligence Period (the “**Approval Period**”).

10. **Termination During Due Diligence Period or Approval Period.** Prior to the expiration of the Approval Period (which, unless extended by mutual agreement of the parties, is 135 days after the Effective Date), School District may, for any reason, terminate this Agreement by delivering a termination notice to Crown. If School District terminates the Agreement in accordance with this Section, Crown shall return the Earnest Money to School District within five business days after School District sends the termination notice to Crown and thereafter the Parties shall have no further obligations under this Agreement other than those that expressly survive termination of this Agreement

11. **Contingency for Representations and Waivers.** Closing under this Agreement is contingent upon, and subject to, the representations and warranties of Crown contained in this Agreement being true and accurate in all material respects, unless waived by School District in writing, from and after the Effective Date in the case of representations and warranties regarding title, and from and after no later than 60 days after the Effective Date in the case of all other representations and warranties. In the event this contingency is not satisfied at the time of Closing, School District shall have the right to terminate this Agreement and Crown shall return the Earnest Money to School District within five business days after School District sends the termination notice to Crown and thereafter the Parties shall have no further obligations under this Agreement other than those that expressly survive termination of this Agreement

12. **Representations of Crown.** Crown hereby represents and warrants to School District that to Crown’s actual knowledge without undertaking any independent inquiries, as follows:

a. That Crown possesses fee simple title to the Property as described in Section 1 above.

b. That there are no outstanding oral or written agreements to sell the Property other than to School District, and Crown agrees to refrain from negotiating with any third parties for the sale of the Property during the term of this Agreement and any extensions of the Agreement.

c. Crown is currently investigating whether there are any wetlands located on the Property. Should Crown discover the existence of wetlands on the Property it will take such steps as are necessary to alleviate the issue through use of a land bank or other means (“**Wetlands Mitigation**”). It is Crown’s intent to complete the Wetlands

Mitigation prior to Closing, but circumstances may make that impossible. Crown's obligation to perform the necessary Wetlands Mitigation shall survive Closing and School District shall provide Crown such site access and cooperation as may be necessary.

d. That to Crown's actual knowledge, as of the Effective Date, Crown has not received written notice that the Property and the operation thereof are currently in violation of any applicable law, ordinance, order, regulation, or code of any governmental or quasi-governmental body or agency having jurisdiction over the Property.

e. That as of the Effective Date there are not presently pending any special assessments of any nature with respect to the Property or any part thereof, nor has Crown received any notice of or become aware of any such special assessments being contemplated. Crown has disclosed to the School District that it is anticipated that the Village will require a "back-up" special service area be formed to serve the property in the event the Village has to take some action to maintain the site. Should that be the case, the back-up special service area shall be deemed a Permitted Exception.

f. That Crown will not enter, during the pendency of this Agreement, into any contracts, agreements, or options that would affect the ability of Crown to undertake the transaction contemplated in this Agreement.

g. That as of the Effective Date Crown has not received any written notice from any governmental authority of any zoning, building, fire, environmental, or health code violations in respect to the Property, that have not heretofore been corrected.

h. That, to the best of Crown's knowledge, as of the Effective Date, there is no pending or threatened suit, claim, or demand of any kind challenging the existence, authority, or ability of Crown to consummate the transaction contemplated hereby.

i. That the execution, delivery of, and performance under this Agreement is pursuant to authority validly and duly conferred upon Crown and the signatories hereto. The consummation of the transaction herein contemplated and the compliance by Crown with the terms of this Agreement do not and will not conflict with or result in a breach of any of the terms or provisions of, or constitute a default under, any agreement, arrangement, understanding, accord, document, or instruction by which Crown or the Property is bound; and will not and does not to the best knowledge and belief of Crown, constitute a violation of any applicable law, rule, regulation, judgment, order, or decree of, or agreement with, any governmental instrumentality or court, domestic or foreign, to which Crown or the Property is subject or bound.

j. That all bills and invoices for labor and material of any kind contracted for or incurred by Crown regarding the Property have been paid in full or will be prior to the Closing, and, as of the Closing, there will be no mechanic's liens or other claims outstanding or available to any party regarding the Property, because of any act of Crown. At the Closing, Crown shall provide evidence satisfactory to the School District that Crown has paid in full all water and sewer bills.

13. **School District's Representations.** School District hereby represents and warrants to Crown as follows:

a. That the undersigned has been duly authorized by the Board of Education of School District to execute this Agreement on behalf of School District.

b. That the consummation of the transaction herein contemplated and the compliance by School District with the terms of this Agreement do not and will not conflict with or result in a breach of any of the terms or provisions of, or constitute a default under, any agreement, arrangement, understanding, accord, document or instruction by which School District is bound; and will not and does not to the best knowledge and belief of School District, constitute a violation of any applicable law, rule, regulation, judgment, order or decree of, or agreement with, any governmental instrumentality or court, domestic or foreign, to which School District is subject or bound.

14. **Allocation of Closing Costs and Expenses.** Crown shall pay the following costs for Closing: New Survey, title commitment, Owner's Policy of Title Insurance, title curative instruments, releases of existing liens, preparation and recording of deed, recording fees for curative instruments and releases, tax statements and certificates, one-half of any escrow fee, Crown's attorney's fee, and any other expenses customarily charged to the seller. School District shall pay the following costs for Closing: premium for any title policy endorsements requested by School District, one-half of any escrow fee, School District's attorney's fees, and any other expenses customarily charged to the buyer.

15. **Real Estate Taxes.** The Property is not exempt from real estate taxes. Crown shall pay all taxes and assessments on the Property that are due and payable prior to the Closing on or before the date when due but in any event prior to the Closing, including, without limitation, all current special assessments billed and unpaid as of the date of Closing (installments of special assessments, if any, due from and after the date of Closing shall be the responsibility of the School District). Taxes and assessments on the Property which are attributable to the Property on and prior to the Closing which are not yet due and payable or ascertainable shall be prorated as of the Closing based upon One Hundred Ten Percent (110%) of the most recent tax bill and paid for by Crown to School District at Closing. Such proration of real estate taxes and assessments shall be final and not subject to reparation based on the subsequent issuance of tax bills for the applicable tax period.

16. **Property to be used for School Purposes.** School District covenants and agrees that the Property will be used for school administrative and instructional purposes and related uses and for no other purposes.

17. **Remedies.** If this Agreement is breached by Crown prior to or at Closing, School District, as liquidated damages and as its sole remedies hereunder, shall be entitled to (i) terminate this Agreement and upon such termination the Earnest Money and all interest accrued thereon shall be returned to School District and all obligations of the Parties hereunder shall cease (except those this Agreement expressly provides shall survive termination)_and School District may seek recovery of School District's out-of-pocket costs in entering this transaction up

to a maximum of \$10,000.00; or (ii) seek the remedy of specific performance. The remedy of specific performance will not be available to School District unless an action for the remedy is filed within 4 months of the breach. If this Agreement is breached by School District prior to or at Closing, then the Earnest Money and all accrued interest thereon shall be forfeited to Crown as liquidated damages and as Crown's sole and exclusive remedy for all claims arising out of this Agreement other than those for which School District has expressly indemnified Crown. The only post-closing remedies available to either Party are those set out in Exhibit B.

18. **Assignability.** This Agreement shall not be assigned by either Party without the prior written consent of the other Party.

19. **Real Estate Broker.** The Parties shall be responsible for their own real estate broker or agent fee, if any, to be paid at Closing.

20. **Notices.** All notices, demands or other writings in this Agreement provided to be given, made, or sent by either Party to the other shall be deemed to have been fully given, made, or sent when made in writing and either served personally or sent by overnight delivery addressed as follows:

To Crown: Hampshire East LLC
c/o Crown Community Development
1751A W. Diehl Road
Naperville, IL 60563
Attn: Chris Naatz
Confirmation Number: 630-851-5490

With a Copy to: Gould & Ratner
Suite 300
222 N. LaSalle Street
Chicago, IL 60601
Attention: John H. Mays
Philip P. Piecuch
Confirmation Number: 312-236-3003

To School District: Community Unit School District No. 300
2550 Harnish Drive
Algonquin, IL 60102
Attention: Chief Operating Officer/CSBO
Confirmation Number: (847) 551-8300

With a Copy to: Franczek
300 South Wacker Drive
Suite 3400
Chicago, Illinois 60606
Attention: Brian Crowley
Confirmation Number: (312) 786-6560

Notice of change of the foregoing addresses of either Party shall be given to the other Party, as above provided, at least seven days prior to the effective date of such change.

21. **Binding Agreement.** This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective executors, administrators, heirs, successors, and permitted assigns.

22. **Modification.** This Agreement contains the entire agreement of the Parties and shall not be amended or modified except by written agreement of the Parties.

23. **Headings.** The captioned headings contained in this Agreement are for convenience only and shall not be construed as modifying the provisions of the text of any portion of this Agreement.

24. **Severability.** In the event any provision of this Agreement or the application of any such provision to any state of facts shall be declared to be illegal, unenforceable, or contrary to public policy, then such provision or application shall be null and void, but this Agreement, with such provision severed, shall continue in full force and effect as to all other provisions.

25. **RESPA.** The Parties hereto agree to furnish all information and documents, if any, required to comply with the Real Estate Settlement Procedure Act of 1974 and with Regulation X, if applicable, and any amendments thereto.

26. **Section 1445 of the Internal Revenue Code.** Crown represents that Crown is not a "foreign person" as defined in Section 1445 of the Internal Revenue Code and that Crown is, therefore, exempt from the withholding requirements of said Section. Crown will furnish School District, at the Closing, with the Exemption Certificate set forth in said Section.

27. **Time.** Time is of the essence of this Agreement.

28. **Governing Law.** This Agreement shall be governed by, construed, and enforced in accordance with the laws of the State of Illinois without regard to conflict of law principles. Jurisdiction and venue for all disputes hereunder shall be the Circuit Court located in Kane County, Illinois, or the federal district court for the Northern District of Illinois.

29. **Right of Waiver.** Every condition of the Closing, other than School District's duties at the Closing and any other provision expressly in favor of Crown, is intended for and is for the sole and exclusive benefit of School District. Accordingly, School District may at any time and from time to time waive any condition of Closing, without waiver of any other condition or other prejudice of its rights hereunder. Such waiver by School District shall, unless otherwise herein provided, be in a writing signed by School District and delivered to Crown.

30. **Eminent Domain Proceeding.** In the event that prior to the Closing any eminent domain proceedings, other than by School District, are initiated which might result in the taking of any part of the Property, or if Crown receives written notice from a governmental or quasi-governmental authority which states that such an action is contemplated, other than as a result of School District's actions, School District may (a) terminate this Agreement, or (b) consummate the transaction herein described in which event Crown shall assign to School District all of Crown's right, title, and interest in and to any award made in connection with such eminent domain proceedings. Crown shall immediately notify School District in writing of the occurrence of any eminent domain proceedings or the receipt of a written notice stating that such an action is contemplated. School District shall then notify Crown within ten days after School District's receipt of Crown's notice whether School District elects to exercise its rights under clause (a) or clause (b) of this Section.

31. **Extension of Dates.** Wherever under the terms and provisions of this Agreement the time for performance falls upon a Saturday, Sunday, or School District holiday, such time for performance shall be extended to the next business day.

32. **Counterparts.** This Agreement may be executed in counterparts, each of which shall constitute an original, but all together shall constitute one and the same Agreement. Signed copies of this Agreement delivered electronically (e.g., fax, email, PDF), shall have the same force and effect as original signatures.

33. **Additional Terms Regarding Development of Property.** As consideration for the purchase and sale of the Property, the Parties have agreed to certain terms set forth in **Exhibit B** attached to this Agreement regarding the development of the Property after the Property is transferred to the School District.

34. **Survival of Terms.** Exhibit B and those terms, provisions, warranties, and covenants made herein that expressly state they survive the Closing and delivery of the deed and other instruments of conveyance shall so survive.

35. **Exhibits.** Exhibits A-1, A-2, B, B-1, and B-2 are incorporated into and made part of this Agreement.

36. **Effective Date.** This Agreement shall be deemed dated and become effective on the date the last of the Parties signs as set forth below the signature of its duly authorized representatives.

SIGNATURES APPEAR ON FOLLOWING PAGE

Board of Education Community Unit
School District No. 300

Hampshire East LLC

By: _____
President

By: _____
Title: Authorized Agent

Dated: _____

Dated: _____

EXHIBIT A-1

Depiction of the Property

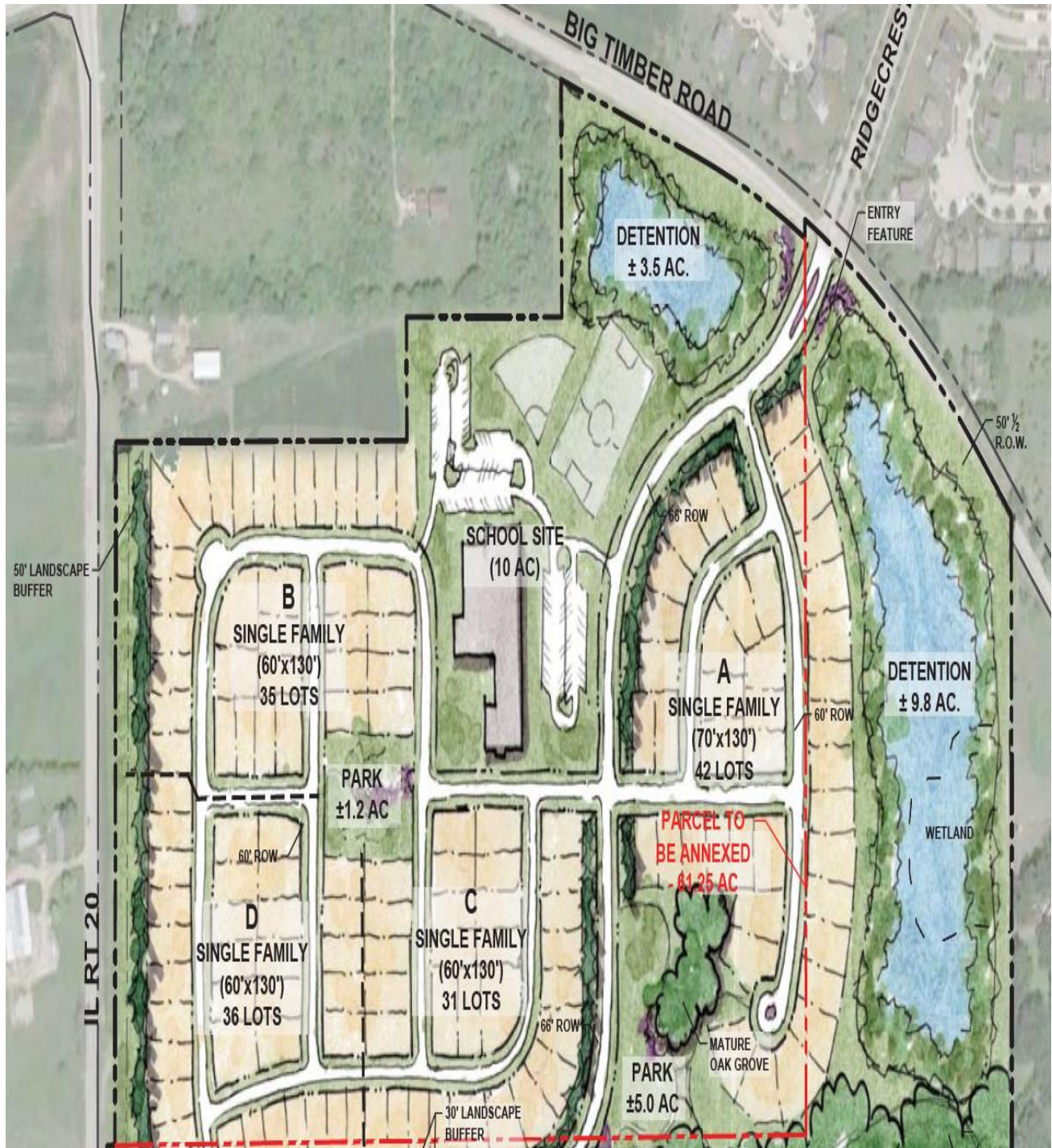


EXHIBIT A-2

Legal Description of the Property

[Legal Description to be added after completion of the New Survey]

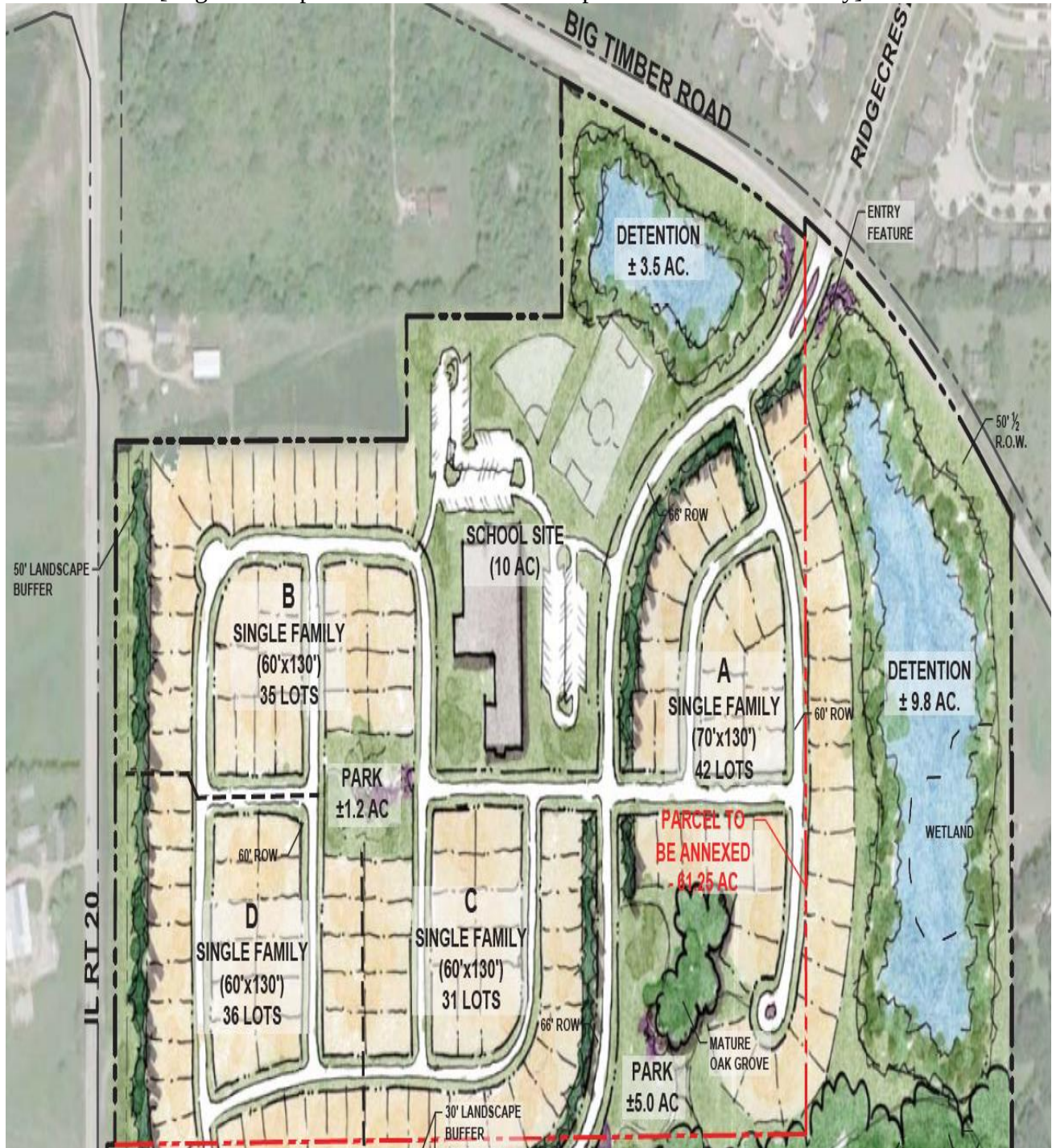


EXHIBIT B

Additional Terms

The School District and Crown agree to the additional terms regarding the development of the Property set forth below. Should either Party not perform one of its obligations set forth below, the non-breaching Party may seek specific performance or seek money damages for such breach. The terms below shall survive the Closing and delivery of the deed.

- **Watermain Improvements.** The School District shall construct an eight-inch wide watermain improvement in substantial conformity with the depiction in Exhibit B-1 to this Agreement (the “**Watermain Improvements**”). The School District shall provide Crown its plans for the Watermain Improvements prior to finalizing any contract for related work and Crown shall have 30 days in which to approve such plans, which approval shall not unreasonably be withheld. Upon the earlier of (i) three years following the date of Closing; or (ii) the date Crown receives final subdivision approval of any subdivision within the Residential Parcel, Crown shall reimburse the School District 50% of the School District’s costs to construct the Watermain Improvements. If the Village requires Watermain Improvements larger than eight inches, Crown shall pay 100% of the cost to increase the Watermain Improvements size over eight inches at the same time it reimburses the School District for the other Watermain Improvements costs.
- **Sanitary Sewer Improvements.** The School District shall construct an eight-inch wide sanitary sewer improvement in substantial conformity with the depiction in Exhibit B-1 to this Agreement (the “**Sanitary Sewer Improvements**”). The School District shall provide Crown its plans for the Sanitary Sewer Improvements prior to finalizing any contract for related work and Crown shall have 30 days in which to approve such plans, which approval shall not unreasonably be withheld. Upon the earlier of (i) three years following the date of Closing; or (ii) the date Crown receives final subdivision approval of any subdivision within the Residential Parcel, Crown shall reimburse the School District 50% of the School District’s costs to construct the Sanitary Sewer Improvements. If the Village requires Sanitary Sewer Improvements larger than eight inches, Crown shall pay 100% of the cost to increase the sanitary sewer over eight inches at the same time it reimburses the School District for the other Sanitary Sewer Improvements costs.
- **Storm Sewer Improvements.** The School District shall construct storm sewer improvements in substantial conformity with the depiction in Exhibit B-1 to this Agreement (the “**Storm Sewer Improvements**”) on the Property and on other real estate owned by Crown. The School District shall provide Crown its plans for Storm Sewer Improvements prior to finalizing any contract for related work and Crown shall have 30 days in which to approve such plans, which approval shall not unreasonably be withheld. The School District shall pay 100% of the costs of the Storm Sewer Improvements related to the storm sewer piping as well as 100% of the cost of construction of the actual storm water management facility. Should Crown subsequently decide to increase the size of the storm water management facility to serve land it owns, Crown shall have the right to do so at its discretion and Crown will pay the costs related to such work. Crown shall

have no right to connect its storm sewer system into the storm sewer piping constructed by the District without the prior approval of the District, which approval may be withheld in the District's sole discretion. It shall be a condition of the Agreement that the Parties negotiate a mutually acceptable non-exclusive storm sewer easement (the "**Stormwater Easement**") during the Approval Period and if the Parties are unable to agree upon the Stormwater Easement during the Approval Period, then upon expiration of the Approval Period, this Agreement shall terminate, the Earnest Money shall be returned to the School District and the Parties shall have no further rights or obligations hereunder other than those that specifically survive termination of this Agreement. The Stormwater Easement shall provide, among other things, that the Storm Sewer Improvements on the real estate owned by Crown shall be maintained by Crown or successors commencing upon approval of the final plat for said real estate.

- **Big Timber Road.** Crown shall use commercially reasonable efforts to secure the access permit from Kane County for Big Timber Road, including turn lanes, into the subdivision.
- **Secondary Collector Roadway Improvements.** The School District shall construct secondary collector roadway improvements in substantial conformity with the depiction in Exhibit B-1 to this Agreement (the "**Secondary Collector Roadway Improvements**"). The School District shall provide Crown its plans for the Secondary Collector Roadway Improvements prior to finalizing any contract for related work and Crown shall have 30 days in which to approve such plans, which approval shall not unreasonably be withheld. Upon the earlier of (i) three years following the date of Closing; or (ii) the date Crown receives final subdivision approval of any subdivision within the Residential Parcel, Crown shall reimburse the School District for its share of the School District's costs to construct the Secondary Collector Roadway Improvements, which costs include the excavation, storm sewer, asphalt paving, concrete walks and curbs, and landscaping as required by the Village. Crown's percentage share of such costs shall be determined by the traffic engineers for each Party, based on the engineers' estimates of daily trips that will be generated by the Property and the Residential Parcel. If the two engineers cannot agree, they will within 30 days of a request by either Party name a third traffic engineer whose opinion shall be final. Each Party will pay the cost of its own engineer and if a third engineer is required shall share equally the cost of the third engineer.

EXHIBIT B-1
Depiction of Improvements

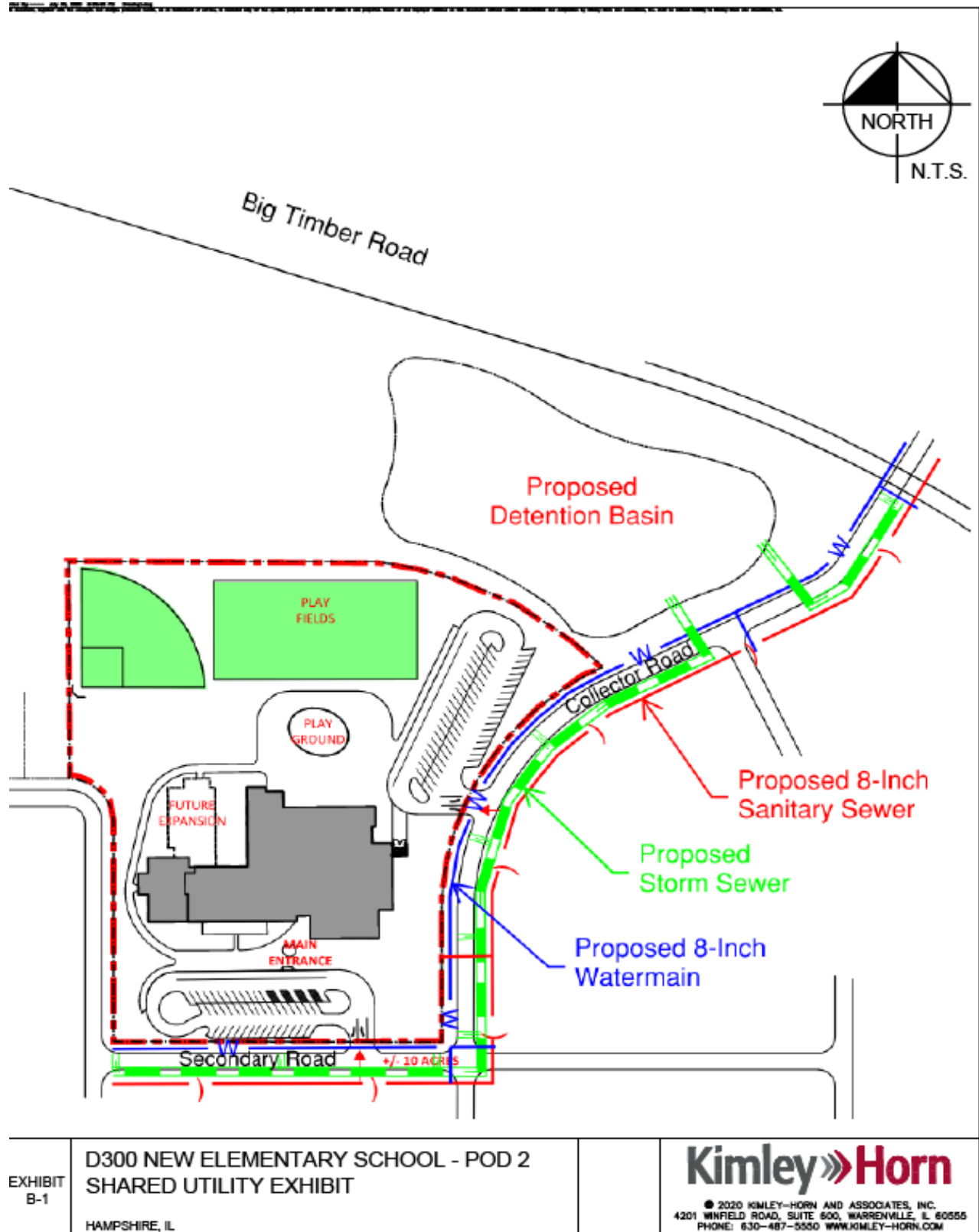
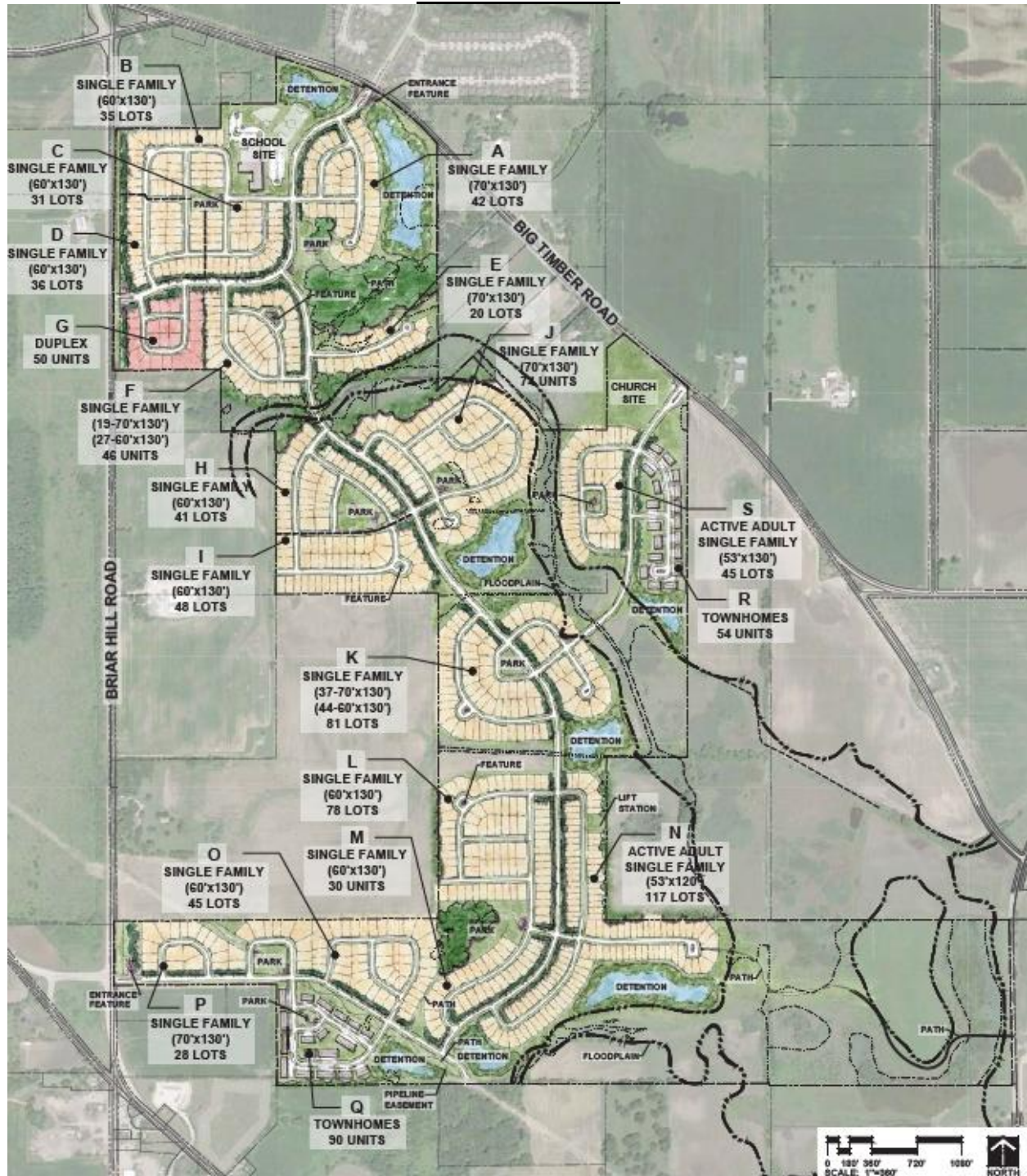


EXHIBIT B-2

Residential Parcel



4845-0639-8662, v. 8

**COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD of EDUCATION MEMO**

DATE: 09/08/2020

TO: Fred Heid, Superintendent
Board of Education

FROM: Susan Harkin
Chief Operating Officer

RE: Real Estate Purchase and Sale Agreement

	Presented at the following Board Meetings:	On:
X	Construction/Facility	09/08/2020
X	Finance	09/08/2020
	Policy/Legislative	
	School Utilization	
X	BOE 1st Reading	09/08/2020
X	BOE 2nd Reading	09/08/2020

Background

Attached for your review is the final agreement for the new elementary site with Crown Development. The administrative staff looked at over 10 locations and determined that this site is the most appropriate site due to size, future growth, lower infrastructure costs and lower overall purchase price.

I have provided an outline that will be followed to zone and annex the property through the Village of Hampshire. As outlined in the agreement, there will be future recapture costs from our construction of shared infrastructure that will also need to be facilitated through the Village of Hampshire. We estimate that we will receive anywhere from \$300k-\$500k from the recapture agreement.

The agreement terms are in alignment with the Board authorized term sheet with the purchase price of \$50k per acre. Crown is also providing offsite detention at no cost to the District. We will need to construct the detention site. However, Crown will own it and agrees to maintain it in the future. We are recommending the purchase of 10 acres as we believe this will be sufficient with the offsite detention.

Recommendation

Administration recommends the approval of the Real Estate Purchase & Sale Agreement as presented.

BAZOS, FREEMAN, SCHUSTER & POPE LLC
Attorneys at Law

MEMORANDUM

To: Jay Hedges / Village Manager
cc: D. Olsem / Crown
From: Mark Schuster / Village Attorney
Date: August 26, 2020
Re: Village of Hampshire / Crown and CUSD 300

In regard to the proposal of Crown Community Development to i) add territory to the Oakstead Subdivision; ii) sell a 10-acre parcel to CUSD 300 for a new elementary school (to be opened by fall, 2022); and iii) to modify the existing Preliminary Development Plan for Oakstead, consider the following timetable to conclude necessary matters by 12-31-20:

I.	Pre-application conference among interested parties	TBD
II.	Petition to Establish PRD District for “new” territory – to be filed by Crown.	09-15
A.	Planned Residential Development	
1.	Concept Plan for new PRD – to PC for recommendation	09-28
2.	Concept Plan to BOT for approval	10-01
3.	Preliminary Development Plan to PC for recommendation (PH) ¹	10-19
4.	Preliminary Development Plan to ZBA for recommendation (PH) ²	11-10 *
5.	Preliminary Development Plan to BOT for approval	11-19 **
6.	Final Development Plan to PC for recommendation	12-14
7.	Final Development Plan to BOT for approval	12-17 ***
B.	Zoning for “new” territory	
1.	Petition to ZBA for recommendation (PH)	11-10 *
2.	Zoning Petition to BOT for approval	12-17 ***
C.	Annex Agreement / Amendment of Original Annex Agreement	
1.	BOT sets date for PH re proposed Annex Agreement/Amendment	10-15
2.	Public Hearing re Annex Agreement / Amendment (PH)	11-19 **
3.	Final Approval of Annex Agreement / Amendment	12-17 ***

¹ The proposed date for this meeting of the PC would constitute a special meeting date, and would require adequate notice to the PC members (use of this date would avoid a meeting on Columbus Day).

“PH” = required public hearing, with prior publication of notice.

² By ordinance, the ZBA public hearing may be combined with the PC public hearing; such combination may be unworkable in the current environment.