



## LINCOLNSHIRE – PRAIRIE VIEW SCHOOL DISTRICT 103

1370 N. Riverwoods Road • Lincolnshire, Illinois 60069

847/295-4030 • FAX 847/295-9196

<http://www.d103.org>

### COMMITTEE OF THE WHOLE AGENDA

OCTOBER 7, 2014

The Committee of the Whole Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 will be held on Tuesday, October 7, 2014 at 7:00 PM in the Learning Center of Daniel Wright Junior High School, 1370 N. Riverwoods Road, Lincolnshire, Illinois.

A. Call to Order and Roll Call

Time: 2 Hours

B. Pledge of Allegiance

C. Community Participation

D. Discussion Items

Time: 1 Hour 30 Minutes

- |   |    |
|---|----|
| 1. ISAT 2014 Results                            | 2  |
| 2. Strategic Planning                           | 4  |
| 3. Spending/Policies on Teams (Academic/Sports) | 5  |
| 4. 1:1 Implementation Update                    | 7  |
| 5. ELM Update                                   | 12 |
| 6. 2014 Preliminary Levy                        | 15 |
| 7. 5Essentials Report                           | 20 |

E. Community Participation

F. Executive Session

Time: 30 Minutes

G. Adjournment



Lincolnshire – Prairie View School District 103  
1370 RIVERWOODS ROAD  
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847.295.4030  
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**Memo**

**To:** Board of Education  
**From:** Katie Reynolds  
**CC:** Dr. Scott Warren  
**Date:** October 2, 2014  
**Re:** 2014 ISAT Results

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The 2014 ISAT results have arrived, and continue to show that District 103 is doing an excellent job of ensuring that students meet state standards. All of the mathematics and reading assessment items on the 2014 ISAT were aligned to the Common Core State Standards, providing a picture of how District 103 students are progressing towards mastery of these new standards.

As a district, 90% of all students scored in the meets and exceeds category for reading while 92% scored in the meets and exceeds category for mathematics. 55% of students with disabilities and 46% of limited English proficient students scored in the meets and exceeds category for reading, while 58% of students with disabilities and 72% of limited English proficient students scored in the meets and exceeds category for mathematics.

This year the State of Illinois is exempt from reporting Adequate Yearly Progress (AYP) because the State Board of Education was granted a federal waiver releasing school districts from the requirements of No Child Left Behind (NCLB).

This will be the last year of reporting ISAT scores as the State transitions to administering Partnership for Assessment of Readiness for College and Careers (PARCC) in the spring of 2015.

KR:lks

Attachments (1)

**ISAT COMPARISON 2013 VS. 2014**

**PERCENTAGE OF STUDENTS IN EXCEEDS CATEGORY**

GRADE	READING			MATHEMATICS			SCIENCE		
	2013	2014	STATE 2014	2013	2014	STATE 2014	2013	2014	STATE 2014
3	55.8%	55.1%	19.4%	48.3%	63.7%	13.2%			
4	44.8%	59.4%	16.8%	54.6%	50%	11.7%	66.7%	60.6%	16.3%
5	48.4%	49.2%	14.3%	52.9%	59.2%	15.4%			
6	52.2%	49%	14.1%	52.2%	59.7%	13.6%			
7	53.8%	49.3%	14.1%	53%	49.1%	9.8%	67.3%	73.1%	25.2%
8	53.9%	43.7%	14.1%	53.4%	56.3%	15.2%			

**PERCENTAGE OF STUDENTS IN MEETS & EXCEEDS CATEGORY**

GRADE	READING			MATHEMATICS			SCIENCE		
	2013	2014	STATE 2014	2013	2014	STATE 2014	2013	2014	STATE 2014
3	94.8%	86.8%	55.3%	97.1%	89.9%	55.6%			
4	94.5%	95.2%	56.4%	94.5%	97.3%	63.5%	98.4%	97.9%	76.3%
5	91.4%	92.1%	58.2%	92.5%	91.1%	64.4%			
6	89.8%	88.8%	57.3%	91.2%	92.9%	60.1%			
7	91.5%	92.9%	59.4%	94.4%	93.4%	57.7%	96.5%	98.6%	79.9%
8	94.7%	89.7%	56.3%	92.2%	94.4%	59.9%			



## **Lincolnshire-Prairie View School District 103**

Memo

To: Board of Education  
From: Scott Warren  
Date: October 3, 2014  
Re: Strategic Planning Update

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The Strategic Planning sub-group met this past week to review a draft of the stakeholder survey. Once the survey is in final draft form, it will be shared with the Board for review. The survey will be available online with paper copies available upon request. The date and times for the community engagement meeting is set for November 16 from 12-5 pm and November 17 from 6-9 pm. The location will be at Half Day School in the new gym. A message to solicit stakeholders for the Strategic Planning Committee will be sent on Wednesday, October 8 to our parents, staff and community members.



## Lincolnshire-Prairie View School District 103

Memo

To: Board of Education  
From: Scott Warren  
Date: October 3, 2014  
Re: Spending Procedures for Team Competitions

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### Spending Procedures for Team Competitions

Dan Stanley and I have reviewed and clarified the spending procedures for teams attending State and National competitions. The procedures were analyzed and compared to other districts that regularly send students to both state and national competitions. Additionally, we reviewed the supply budget procedures for teams regardless of their attendance at the state or national levels. We discussed the changes related to stipend amounts for staff members with the Association Presidents and they have agreed with those changes. The areas that have been reviewed include stipends for coaches, transportation, food and housing for students, invitational events, stipends for students attending national competitions, and supply budgets.

#### Stipends for Coaches

Stipends for coaches for extra-curricular events are negotiated and included in the Master Contract between the Lincolnshire-Prairie View Teachers' Association and the Board of Education. One stipend area that was not discussed was if a team advances beyond the state level to a national competition. Because advancing to a national competition may increase the coaching time between the state competition and attending the national competition, an additional \$700 stipend would be granted for coaches who actively coach beyond the state level. Coaches who do not actively coach, but attend a national competition as a sponsor with a student or team would not be eligible for the additional stipend.

#### Transportation, Food, Housing for Students

Transportation for teams attending state competitions would be provided at the cost of utilizing a school district bus. If a team chose to use a coach bus or airfare instead of a district bus, the difference in cost would be made up by the team/parents. If major supplies needed to be sent with the team for state and national competitions, the district would cover the cost to send the supplies in the least expensive method. For instance, if large quantities of supplies needed to be sent, the least expensive method may be to rent a truck and have a volunteer drive the supplies to the event. If a smaller amount of supplies needed to be sent, the more cost effective method may be to ship the supplies, or carried with the team. Parents would be responsible for covering the cost for housing and food at both state and national competitions.

### **Invitational Events**

Invitational events are optional yet provide opportunities for teams to participate in competitions beyond the local area. The district would cover the transportation cost for two in-state invitational events equivalent to utilizing a district owned bus. Invitational events outside the state or beyond 2 will be covered by the team/parents.

### **Student Stipends for National Competitions**

The district will provide a \$200 stipend for each student that attends a national competition. If the costs of the competition were covered by the hosting organization, such as Science Bowl, then the \$200 stipend per student would not apply.

### **Supply Budgets**

Supply budgets vary due to the specific needs for each team. While some teams require larger supply budgets due to their significant material costs, such as Science Olympiad, others require much smaller supply budgets due to fewer materials, such as Spelling Bee. All supply budgets will be determined annually based on the need for that team for the season as part of the regular budgeting process.



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Memo

**To:** Board of Education  
**From:** Katie Reynolds, Asst. Supt. of Curriculum and Instruction  
Mark Westhoff, Director of Technology  
**CC:** Dr. Scott Warren  
**Date:** October 2, 2014  
**Re:** 1:1 Teaching and Learning Implementation Update

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## **1:1 Teaching and Learning Implementation Update**

### **Infrastructure Readiness**

Infrastructure is installed.

### **Ownership Model**

Currently, the BYOiPads for 4<sup>th</sup> and 6<sup>th</sup> grade require some small configuration changes to be made by hand from time to time as the MDM (mobile device management) software profile for BYOs is not as granular as for the District-bought iPads.

### **Onsite Service Structures**

Service structures are in place. We have had no known iPad breakages since the last report.

### **Communication Strategies**

Information continues to be communicated to parents from three different levels: classroom, building, and district. Most communication is occurring through email.

### **Professional Development**

We held an all-day professional development session for 6th grade teachers. Diane Powell, one of our instructional technology coaches, led this session. We will be having additional release days for 1:1 teachers to work with coaches on curriculum development on the following days:

- Sprague: October day TBD, January 15, March 12
- Half Day: October 23, January 21, March 5th

- Daniel Wright: December 8, February 23

Instructional technology coaches are spending a good deal of time in classrooms and working with teachers and technical support personnel to resolve issues as everyone becomes acclimated to and comfortable with working with iPads. Examples of such issues include seemingly random iPads not downloading an app; PDF files not rendering consistently on certain iPads; how to best begin using Haiku; legitimate websites being blocked by the local filter.

### **Mobile Device Management**

Our MDM software continues to aide us in content distribution, inventory control, and management options. An updated version of the software is supposed to help maximize management options for BYO devices. We are tentatively looking to install this update sometime in October. Also, we will be looking to expand wireless MDM management to other 1:1 classrooms outside of 4<sup>th</sup> and 6<sup>th</sup> grades. We will be doing this gradually during the first half of this school year.

### **Digital Citizenship Curriculum**

Teachers have been engaging in various lessons on digital citizenship at all three schools. Many of our teachers are now Common Sense Media Certified Educators on digital citizenship. We also held another Parent Engagement Night on September 23, where Dr. Heitner presented information that can help parents support their children to make positive choices online.



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Memo

**To:** Board of Education  
**From:** Katie Reynolds, Assistant Superintendent of Teaching and Learning  
**CC:** Dr. Scott Warren  
**Date:** September 11, 2014  
**Re:** 1:1 Teaching and Learning Program Evaluation

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Attached is the 1:1 Teaching and Learning Evaluation Plan developed by the D103 Administrative Team. The plan consists of student, parent and teacher surveys, teacher feedback, parent and student focus groups and a review of academic achievement data. It is always our goal to evaluate a program based on previously established goals.

## Goals of 1:1 Initiative

The goals of the Lincolnshire-Prairie View school District 103 1:1 program are to:

- Enhance learning
- Leverage existing and emerging technology for individualizing instruction
- Promote collaboration, increasing student engagement
- Strengthen collaboration, creativity and communication necessary for future success

## Measurements

In an era of accountability for results, it is important to monitor any new program's progress and evaluate the intended outcomes. Frequent monitoring of the effectiveness of the 1:1 initiative will be imperative to the success of the program as the end goal is to replicate the successes in future years.

The 1:1 program evaluation plan includes the following:

- Use technology integration surveys (electronic surveys and focus groups) to assess student engagement
  - Student Check In Survey
    - This survey will capture students' overall impressions of their level of use and engagement
    - Administered: October, December and March
  - Student Snapshot Survey
    - This survey will capture students' impression of a specific learning activity. It will be administered to students immediately after they have engaged in a learning activity involving the IPAD.
    - Administered: October, November, December
  - DW Student Focus Groups
    - The focus groups will be facilitated by Devorah Heitner and will address students' impressions of the 1:1 program and digital citizenship
    - September 23, 2014
  - Parent Check In Survey
    - This survey will capture parents' overall impressions of their student's level of use and engagement
    - Administered: October, December and March
  - Parent Focus Groups
    - The focus groups will be facilitated by Devorah Heitner and will address parents' impressions of the 1:1 program and digital citizenship

- Date- TBD
- Education Technology Profile Apple Survey for Teachers
  - This survey will capture teachers' comfort level with implementation of the 1:1 program and knowledge of the SAMR model
  - Administered: October and March
- Additional feedback will be collected from teachers during grade level meetings, Tech Committee Meetings and 1:1 release workshops
- Student achievement and growth data will be reviewed to assess trends in subject specific scores
  - ECRA will use historical MAP achievement data and future PARCC data to assess the program goals as they relate to student achievement.



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Memo

**To:** Board of Education

**From:** Katie Reynolds, Assistant Superintendent of Curriculum and Instruction

**CC:** Dr. Scott Warren

**Date:** October 3, 2014

**Re:** Enrichment Learning Model Review Committee Update

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On September 24, 2014 the Enrichment Learning Model Review Committee met to discuss the DRAFT Service Delivery and Assessment Model documents. The documents were created by the ELM teachers with the support of Laura Beltchenko and sent to the committee for review prior to the meeting.

Attached is a DRAFT of the Service Delivery and Assessment Model documents. The attached version contains revisions from input provided by the ELM Committee members at the September 24, 2014 meeting.

### DRAFT Vision of Enrichment Model

District 103 is dedicated to preparing students for lifelong success by developing global thinkers, problem solvers and self-directed learners. Enrichment is an integral part of the curriculum. Innovative, multi-disciplinary methods are used to differentiate learning experiences. Additional enrichment is provided, as need is demonstrated, to challenge students to grow. The district enrichment model is designed to adapt to the changing needs of our students.

In practice....

The three tiered enrichment model provides a framework for classroom teachers and differentiation specialists to offer multiple and varied learning opportunities for students based on student need or interest. The model is designed to provide differentiated learning experiences that allow each student to learn at his or her challenge level. Differentiated instruction is a framework or philosophy for effective teaching that provides students with different avenues to acquire content; process, construct, or make sense of ideas. District 103 provides an enriched curriculum for all students. In the classroom, teachers facilitate learning activities that are engaging and provide rigorous and differentiated opportunities for application of knowledge to real world problems. All students are expected to think critically and creatively. Additional learning experiences are offered to those students who demonstrate the need to be challenged above the grade level student learning targets. Tier I, II and III learning experiences will be taught by classroom teachers and/or differentiation specialists.

### DRAFT Description of Tiers

Tier I provides differentiated learning, and curricular enrichment experiences for all students. This tier includes experiences that enhance the grade level curriculum through critical thinking and problem-solving opportunities within a variety of unique topics, ideas, and fields of knowledge. Tier I examples include: differentiated classroom interest centers and projects, school-wide projects, field trips, demonstrations, assemblies, guest speakers, and programs across the content areas.

Tier II experiences are selected both for and by students based on need and/or personal interest.

Teachers use formal and informal classroom assessments and teacher observations to determine appropriate opportunities for student participation in Tier II learning activities. Tier II examples include: flexible grouping, small group instruction that exceeds grade level expectations and/or curriculum compacting.

Additionally, students may choose to participate in supplemental opportunities offered before, during or after school. Individual student choice, parent consultation and teacher guidance may be given consideration in student participation within Tier II activities. Tier II student choice examples include: Math problem of the week, sixth grade science fair, Battle of the Books

Tier III serves students whose needs exceed Tier I and Tier II. These students exhibit high levels of ability, creativity, and task commitment in school activities based on multiple assessment data points. Enrichment options are designed to accommodate their academic needs. Services provided are evidence based, intensive, targeted, and are designed to advance the academic development of students demonstrating a particular talent in specific subject areas. These learning opportunities are offered before, during or after school and are available for students who meet specific criteria. Tier III examples include: out of grade level math instruction and Science Olympiad

#### DRAFT Assessment Model

In order to determine appropriate instructional learning activities for students, data from a variety of formative and summative assessments will be used. These assessments will include; MAP, PARCC, Aimsweb, Common Formative Assessments, Developmental Spelling Inventories and classroom teacher observations. In addition, aptitude testing will begin in select grade levels. This assessment is still being researched.



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MEMO

**To:** Board of Education  
**From:** Dan Stanley  
**CC:** Dr. Scott Warren  
**Date:** October 7, 2014  
**Re:** 2014 Estimated Levy Discussion

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Included are documents regarding the 2014 Tentative Levy. These will be explained during the meeting.

Below are definitions of terms that may be helpful in the discussion:

**Levy** – Amount of property tax revenue requested.

**Extension** – Amount of property tax revenue approved.

**EAV** – **E**qualized **A**ssessed **V**aluation. This is very close to 1/3<sup>rd</sup> of Fair Market Value of properties.

**New Construction** – New property on the “tax rolls”. This could include construction, improvements, annexations, and TIF dissolutions.

**Tax Rate** – Rate applied to EAV to result in extension. Tax rate = Extension/EAV.

**CPI** – **C**onsumer **P**rice **I**ndex (All Urban Consumers). This is essentially the rate of inflation used.

**PTELL** – **P**roperty **T**ax **E**xtension **L**imitation **L**aw. This law caps the amount of revenue the district may receive from property taxes.

**Limiting Rate** – the tax rate calculated by PTELL that, in essence, caps the current year extension by the rate of inflation.

A few minor reminders regarding the tax levy:

- At least 20 days before the District adopts the levy, the Board must estimate the amount of the levy. If the estimated amount is more than 105% of the amount extended for last year’s levy, the district has to conduct a hearing.
- SEDOL IMRF is “outside” of PTELL (i.e. it is not capped) and is levied based on information from SEDOL.
- Bond and Interest is not levied by the district; this was setup when debt was incurred and the county will extend the taxes necessary.
- The levy needs to provide enough contingency in order to protect against massively incorrect estimated New Construction and change in existing EAV. Most important is to protect against if New Construction is significantly higher than expected and existing EAV is significantly lower than expected. Otherwise, loss can occur.

- Specific fund estimates are determined based on fund balances, expenditures, and other revenues.

Included is a draft of the 2014 Estimated Levy. The total estimated levy is \$28,012,543.00. This includes \$62,543 for SEDOL IMRF (last time!). Not including SEDOL IMRF, the estimated levy is \$27.6 million. The 1.5% CPI is built-in as well as estimates for New Construction (New Property). The max estimated capped extension is just over \$27 million, but the \$27.6 million levy protects against incorrect EAV and New Property assumptions. This example does not include abating the Deb Service.

Exhibit 1 calculates the anticipated, likely extension, 2.19% for Truth in Taxation purposes

Exhibit 2 calculates the estimated levy, 4.45%, that is under the 5% threshold

Exhibit 3 calculates what would happen if EAV is significantly less than anticipated and New Construction is significantly more than anticipated (worst case scenario).

### **Estimated Levy Timeline**

- Approve Tentative (Estimated) Levy on October 21, 2014
- Approve Final Levy on November 18, 2014

It will be important to understand a few key points:

- Existing properties, in aggregate, are increasing at the rate of CPI (inflation), 1.5%. **This does not mean that individual property taxes will increase by 1.5%.** Each individual property tax will change based on the change in assessed value. The aggregate effect will be 1.5%.
- The 1.5% CPI is the lowest it has been since 2009. The CPI for 2009 was 0.1%
- New Property will add an estimated 0.7% increase for a total capped change of 2.2%, the lowest increase since 2009. In fact, if 2009 is excluded from consideration, 2.2% increase is the lowest since the tax cap was established in 1991.
- The total extension change will be more in the 3.5% range (2.9% on existing properties) as the Debt Service is added back into the extension.

Exhibit 1

2014 LEVY CALCULATION PAGE

Limiting Rate:  $\frac{\text{Prior Year Extension} \times (1 + \text{Lesser of } 5\% \text{ or CPI})}{\text{Total EAV} - \text{New Construction}}$

Limiting Rate: **3.0501%**  
 Estimated Capped Extension: **\$27,003,780.83**

Consumer Price Index:	1.50%
Actual Total EAV for 2013:	\$881,107,355
Estimated % change from 2013 EAV:	-0.20%
Estimated New Construction for 2014:	\$6,000,000
Estimated Total EAV for 2014:	\$885,345,140
Total change from prior year:	0.48%

	Prior Year Extension:	Maximum Tax Rate:	Individual Fund Estimated Maximum Extension:	Prorated Extension based on prior year extension:	Manual Override:	Balloon % input:	Levy Amount:
Educational	\$21,983,628.51	3.50%	\$30,987,079.91	\$22,465,632.94			\$22,465,633.00
Operations & Maintenance	\$2,405,423.08	0.55%	\$4,869,398.27	\$2,458,163.44			\$2,458,163.00
Transportation	\$1,506,693.58	0.00%	\$0.00	\$1,539,728.75			\$1,539,729.00
Working Cash	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
Municipal Retirement	\$326,009.72			\$333,157.68			\$333,158.00
Social Security	\$202,654.69			\$207,098.02			\$207,098.00
Fire Prevention & Safety *	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
Tort Immunity	\$0.00			\$0.00			\$0.00
Special Education	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
Leasing	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
0	\$0.00	0.00%	\$0.00	\$0.00			\$0.00

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Capped Extension/Levy	\$26,424,409.58	\$35,856,478.18	\$27,003,780.83	\$0.00	Capped Levy	\$27,003,781.00	2.19%	NO
					Levy in excess of estimated extension:	\$0.17		
SEDOL IMRF	\$79,299.66			SEDOL IMRF	\$62,543.00	\$62,543.00		
Bond and Interest:	\$0.00			Bond and Interest:	\$350,000.00	\$350,000.00	#DIV/0!	
Total Extension/Levy	\$26,503,709.24			Total Levy	\$27,416,324.00	\$27,416,324.00	3.44%	

Exhibit 2

2014 LEVY CALCULATION PAGE

Limiting Rate:  $\frac{\text{Prior Year Extension} \times (1 + \text{Lesser of } 5\% \text{ or CPI})}{\text{Total EAV} - \text{New Construction}}$

Limiting Rate: **3.0501%**  
 Estimated Capped Extension: **\$27,003,780.83**

Consumer Price Index:	1.50%
Actual Total EAV for 2013:	\$881,107,355
Estimated % change from 2013 EAV:	-0.20%
Estimated New Construction for 2014:	\$6,000,000
Estimated Total EAV for 2014:	\$885,345,140
Total change from prior year:	0.48%

	Prior Year Extension:	Maximum Tax Rate:	Individual Fund Estimated Maximum Extension:	Prorated Extension based on prior year extension:	Manual Override:	Balloon % input:	Levy Amount:
Educational	\$21,983,628.51	3.50%	\$30,987,079.91	\$22,465,632.94	\$23,000,000		\$23,000,000.00
Operations & Maintenance	\$2,405,423.08	0.55%	\$4,869,398.27	\$2,458,163.44	\$2,300,000		\$2,300,000.00
Transportation	\$1,506,693.58	0.00%	\$0.00	\$1,539,728.75	\$1,300,000		\$1,300,000.00
Working Cash	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
Municipal Retirement	\$326,009.72			\$333,157.68	\$610,000		\$610,000.00
Social Security	\$202,654.69			\$207,098.02	\$390,000		\$390,000.00
Fire Prevention & Safety *	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
Tort Immunity	\$0.00			\$0.00			\$0.00
Special Education	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
Leasing	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
0	\$0.00	0.00%	\$0.00	\$0.00			\$0.00

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Capped Extension/Levy	\$26,424,409.58	\$35,856,478.18	\$27,003,780.83	\$27,600,000.00	Capped Levy	\$27,600,000.00	4.45%	NO
					Levy in excess of estimated extension:	\$596,219.17		
SEDOL IMRF	\$79,299.66			SEDOL IMRF	\$62,543.00	\$62,543.00		
Bond and Interest:	\$0.00			Bond and Interest:	\$350,000.00	\$350,000.00	#DIV/0!	
Total Extension/Levy	\$26,503,709.24			Total Levy	\$28,012,543.00	\$28,012,543.00	5.69%	

Exhibit 3

2014 LEVY CALCULATION PAGE

Limiting Rate:  $\frac{\text{Prior Year Extension} \times (1 + \text{Lesser of } 5\% \text{ or CPI})}{\text{Total EAV} - \text{New Construction}}$

Limiting Rate: 3.2383%  
 Estimated Capped Extension: \$27,306,518.01

Consumer Price Index:	1.50%
Actual Total EAV for 2013:	\$881,107,355
Estimated % change from 2013 EAV:	-6.00%
Estimated New Construction for 2014:	\$15,000,000
Estimated Total EAV for 2014:	\$843,240,914
Total change from prior year:	-4.30%

	Prior Year Extension:	Maximum Tax Rate:	Individual Fund Estimated Maximum Extension:	Prorated Extension based on prior year extension:	Manual Override:	Balloon % input:	Levy Amount:
Educational	\$21,983,628.51	3.50%	\$29,513,431.98	\$22,717,493.31	\$23,000,000		\$23,000,000.00
Operations & Maintenance	\$2,405,423.08	0.55%	\$4,637,825.03	\$2,485,721.71	\$2,300,000		\$2,300,000.00
Transportation	\$1,506,693.58	0.00%	\$0.00	\$1,556,990.53	\$1,300,000		\$1,300,000.00
Working Cash	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
Municipal Retirement	\$326,009.72			\$336,892.68	\$610,000		\$610,000.00
Social Security	\$202,654.69			\$209,419.78	\$390,000		\$390,000.00
Fire Prevention & Safety *	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
Tort Immunity	\$0.00			\$0.00			\$0.00
Special Education	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
Leasing	\$0.00	0.00%	\$0.00	\$0.00			\$0.00
0	\$0.00	0.00%	\$0.00	\$0.00			\$0.00

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Capped Extension/Levy	\$26,424,409.58	\$34,151,257.00	\$27,306,518.01	\$27,600,000.00	Capped Levy	\$27,600,000.00	4.45%	NO
					Levy in excess of estimated extension:	\$293,481.99		
SEDOL IMRF	\$79,299.66			SEDOL IMRF	\$62,543.00	\$62,543.00		
Bond and Interest:	\$0.00			Bond and Interest:	\$350,000.00	\$350,000.00	#DIV/0!	
Total Extension/Levy	\$26,503,709.24			Total Levy	\$28,012,543.00	\$28,012,543.00	5.69%	



## Lincolnshire-Prairie View School District 103

Memo

To: Board of Education  
From: Scott Warren  
Date: October 3, 2014  
Re: 5Essentials Report

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The 5Essentials is a survey for students in grades 6-12, parents and certified teachers, conducted by the State of Illinois, to help school improvement initiatives. The survey was available for school districts throughout Illinois in the 2012-2013 and 2013-2014 school years. School districts are required to administer the 5Essentials survey once every 2 years. In order to receive results for each stakeholder group for each school, 50% of certified teachers, 50% of students and 30% of parents must complete the survey. In the 2012-2013 school year, we received results for 2 schools, students and parents. For the 2013-2014 school year, we received results for 3 schools and students.

The survey measures responses in five areas: ambitious instruction, effective leaders, collaborative teachers, involved families and supportive environment. The scale for assessing the strength of each component is:

1. Most implementation
2. More implementation
3. Average implementation
4. Less implementation
5. Least implementation

The 5Essentials website asserts that “schools strong in 3-5 essentials were 10 times more likely to improve student learning substantially compared to schools weak in 3-5 essentials”. Because only students in grades 6-12 take the survey and our response rate for parents was below 30% this past year, both Sprague and Half Day only received feedback for three out of the five categories. Daniel Wright received enough feedback for all five categories due to students and staff taking the survey. The results showed that our district is well organized for success as our results for each of the five essential areas scored in the Average, More Implementation, or Most Implementation ranges.

The results included in the 5Essentials will be used as data to help with school improvement. Principals will use the information to target areas that have lower scores and work with school teams to improve. Our school community will have another opportunity to provide us feedback on the 5Essentials survey this spring.

The 5Essentials All Measures report is included for your review.



# All Measures

Report for Lincolnshire-Prairieview SD 103

# 2014 Illinois 5Essentials Survey

# Table of Contents

All Measures Report..... 1

## All Measures Report

### Lincolnshire-Prairieview SD 103: Measures in the 5 Essentials

#### Ambitious Instruction

Course Clarity	 less implementation
English Instruction	 more implementation
Math Instruction	 most implementation
Quality of Student Discussion	 most implementation




#### Effective Leaders

Teacher Influence	 most implementation
Principal Instructional Leadership	 most implementation
Program Coherence	 average implementation
Teacher-Principal Trust	 more implementation


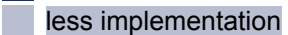

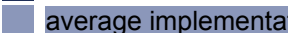
#### Collaborative Teachers

Collective Responsibility	 average implementation
Quality Professional Development	 average implementation
School Commitment	 more implementation
Teacher-Teacher Trust	 more implementation

#### Involved Families

Outreach to Parents	 more implementation
Teacher-Parent Trust	 most implementation
Parent Involvement in School	 most implementation

#### Supportive Environment

Peer Support for Academic Work	 most implementation
Academic Personalism	 less implementation
Academic Press	 average implementation
Safety	 most implementation
Student-Teacher Trust	 average implementation

## Supplemental Measures

The following measures were not used to calculate a 5 Essentials score; however, they have been found to be related to other important student and school outcomes.

### Teacher Measures

Teacher Collaboration	most implementation
Student Responsibility	more implementation
Teacher Safety	more implementation
Socialization of New Teachers	more implementation

### Student Measures

Academic Engagement	less implementation
Rigorous Study Habits	most implementation
Human & Social Resources in the Community	more implementation
Student Classroom Behavior	more implementation

## 5 Essentials Measure Details

## Ambitious Instruction: Course Clarity

### Performance: **Less Implementation**

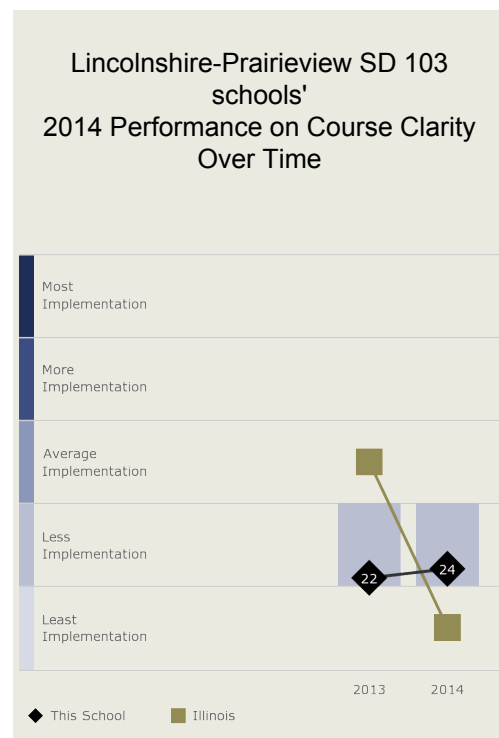
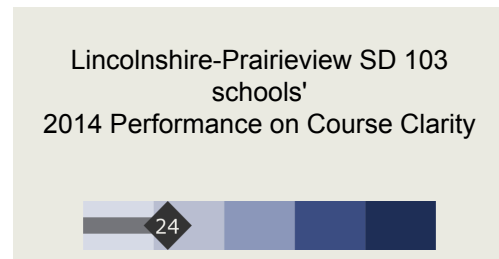
#### Course Clarity

Students are provided clear learning goals and instruction that supports achievement.

#### Survey Questions

Students report that:

- I learn a lot from feedback on my work.
- The homework assignments help me to learn the course material.
- The work we do in class is good preparation for the test.
- I know what my teacher wants me to learn in this class.
- It's clear to me what I need to do to get a good grade.



## Ambitious Instruction: English Instruction

### Performance: **More Implementation**

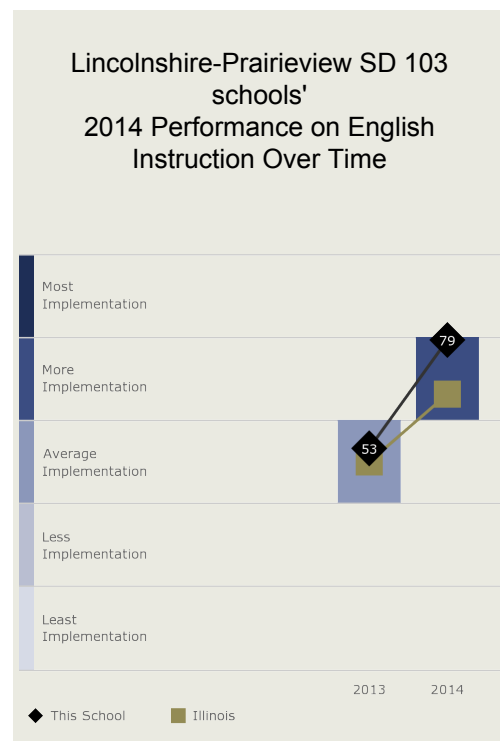
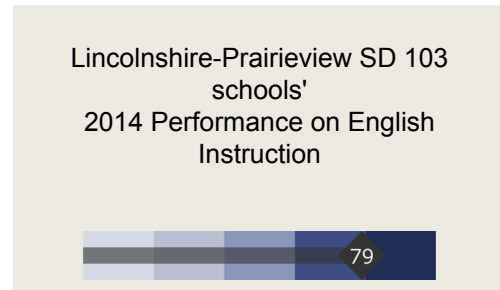
#### English Instruction

Students interact with course material and one another to build and apply critical reading and writing skills.

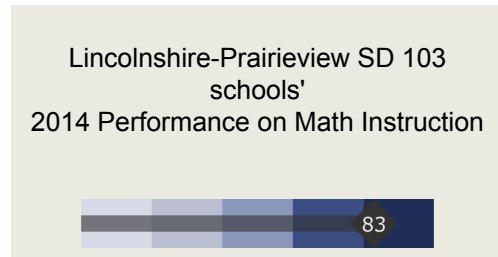
#### Survey Questions

Students report doing the following in English class:

- Rewrite a paper or essay in response to comments.
- Improve a piece of writing as a class or with partners.
- Debate the meaning of a reading.
- Discuss how culture, time, or place affects an author's writing.
- Discuss connections between a reading and real life people or situations.



## Ambitious Instruction: Math Instruction



**Performance:** **Most Implementation**

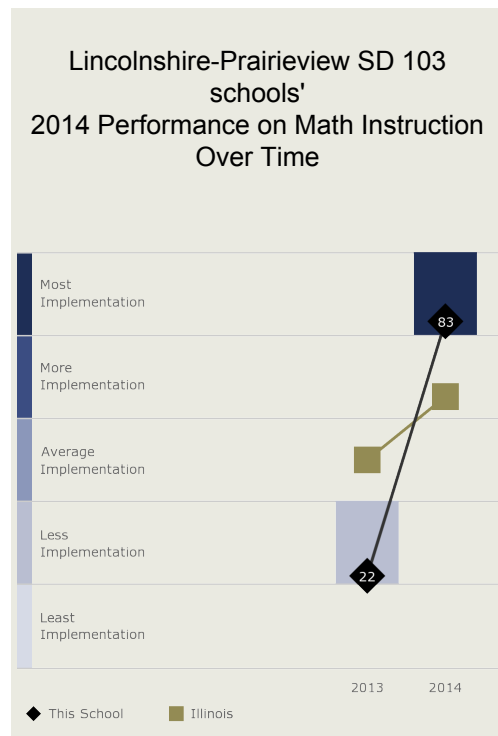
### Math Instruction

Students interact with course material and one another to build and apply knowledge in their math classes.

### Survey Questions

Students report that they do the following in math class:

- Write a math problem for other students to solve.
- Write a few sentences to explain how you solved a math problem.
- Apply math to situations in life outside of school.
- Explain how you solved a problem to the class.
- Discuss possible solutions to problems with other students.



## Ambitious Instruction: Quality of Student Discussion

**Performance:** **Most Implementation**

### Quality of Student Discussion

Students participate in classroom discussions that build their critical thinking skills.

### Survey Questions

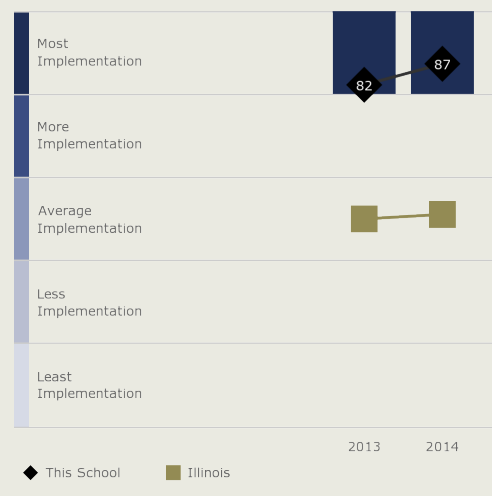
Teachers report that:

- Students use data and text references to support their ideas.
- Students provide constructive feedback to their peers and to me.
- Students build on each other's ideas during discussion.
- Most students participate in the discussion at some point.
- Students show each other respect.

Lincolnshire-Prairieview SD 103 schools' 2014 Performance on Quality of Student Discussion



Lincolnshire-Prairieview SD 103 schools' 2014 Performance on Quality of Student Discussion Over Time



## Effective Leaders: Teacher Influence

### Performance: **Most Implementation**

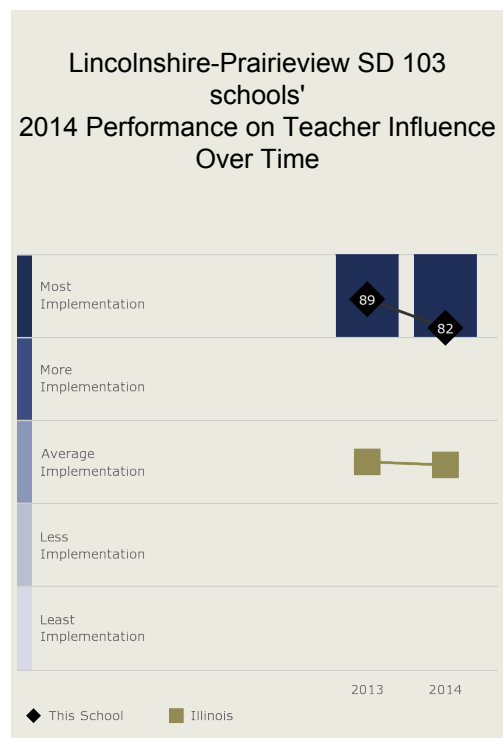
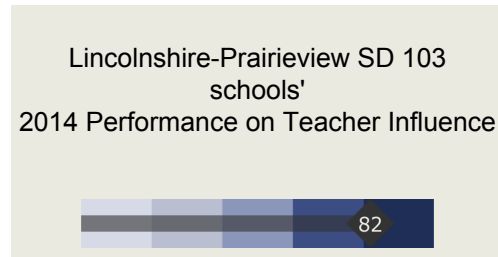
#### Teacher Influence

Teachers have influence in a broad range of decisions regarding school policies and practices.

#### Survey Questions

Teachers report having influence on:

- Planning how discretionary school funds should be used.
- Determining books and other instructional materials used in classrooms.
- Setting standards for student behavior.
- Establishing the curriculum and instructional program.
- Determining the content of in-service programs.



## Effective Leaders: Principal Instructional Leadership

**Performance:** **Most Implementation**

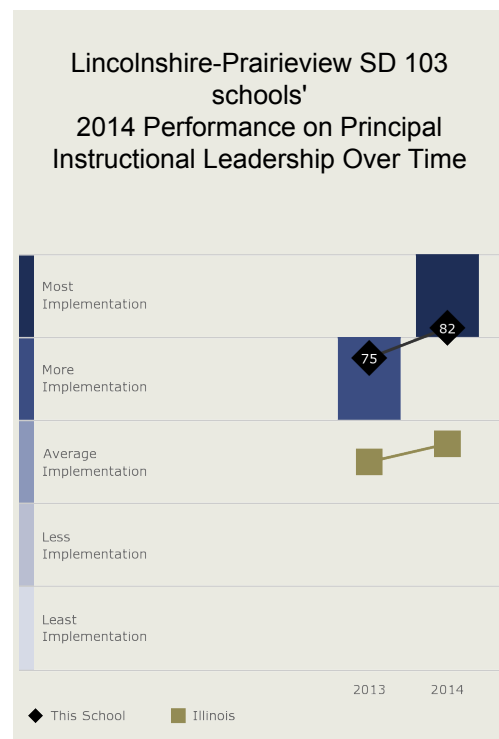
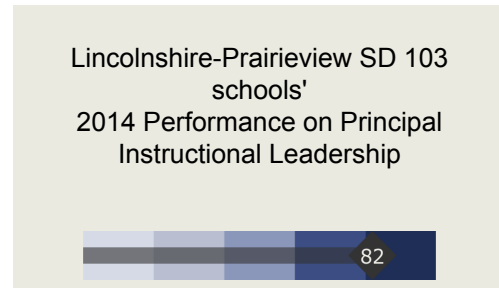
### Principal Instructional Leadership

The principal is an active and skilled instructional leader who sets high standards for teaching and student learning.

### Survey Questions

Teachers report that the school principal:

- Participates in instructional planning with teams of teachers.
- Knows what's going on in my classroom
- Carefully tracks student academic progress.
- Understands how children learn.
- Presses teachers to implement what they have learned in professional development.
- Communicates a clear vision for our school.
- Sets high standards for student learning.
- Makes clear to the staff his or her expectations for meeting instructional goals.



## Effective Leaders: Program Coherence

**Performance:** Average Implementation

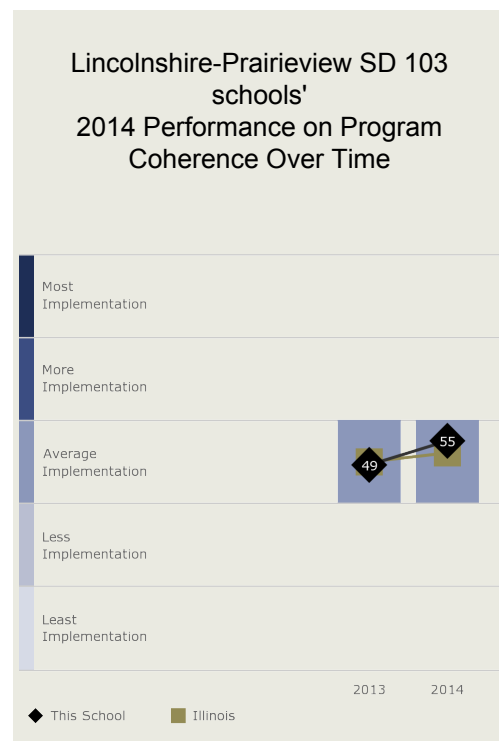
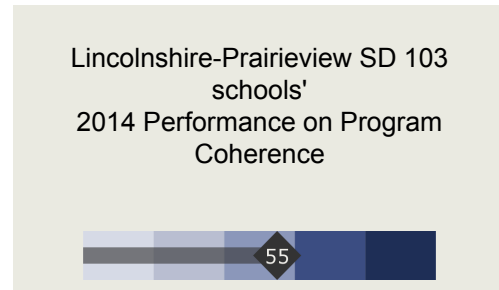
### Program Coherence

School programs are coordinated and consistent with its goals for student learning.

### Survey Questions

Teachers report that:

- Many special programs come and go at this school.
- Once we start a new program, we follow up to make sure that it's working.
- Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.
- We have so many different programs in this school that I can't keep track of them all.
- There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.



## Effective Leaders: Teacher-Principal Trust

**Performance:** **More Implementation**

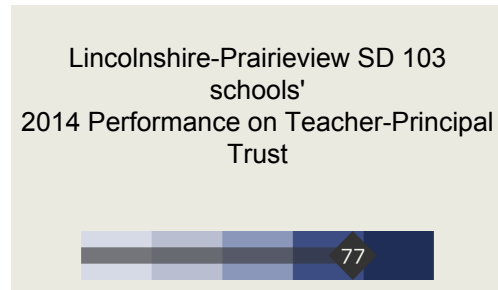
### Teacher-Principal Trust

Teachers and principals share a high level of mutual trust and respect.

### Survey Questions

Teachers report that:

- It's OK in this school to discuss feelings, worries, and frustrations with the principal.
- The principal looks out for the personal welfare of the faculty members.
- I trust the principal at his or her word.
- The principal at this school is an effective manager who makes the school run smoothly.
- The principal places the needs of children ahead of personal and political interests.
- The principal has confidence in the expertise of the teachers.
- The principal takes a personal interest in the professional development of teachers.
- Teachers feel respected by the principal



## Collaborative Teachers: Collective Responsibility

**Performance:** Average Implementation

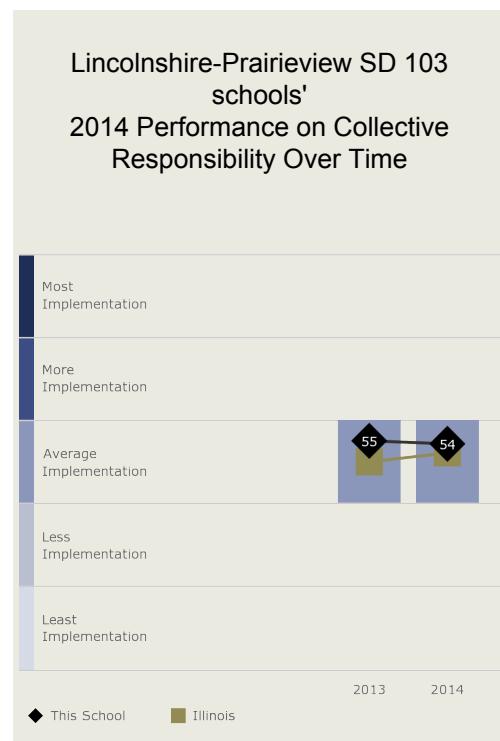
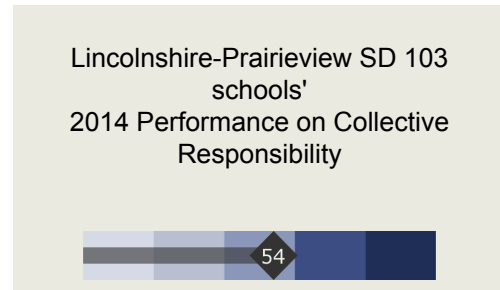
### Collective Responsibility

Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

### Survey Questions

Teachers report that other teachers in the school:

- Feel responsible when students in this school fail.
- Feel responsible to help each other do their best.
- Help maintain discipline in the entire school, not just their classroom.
- Take responsibility for improving the school.
- Feel responsible for helping students develop self-control.
- Feel responsible that all students learn.



## Collaborative Teachers: Quality Professional Development

**Performance:** Average Implementation

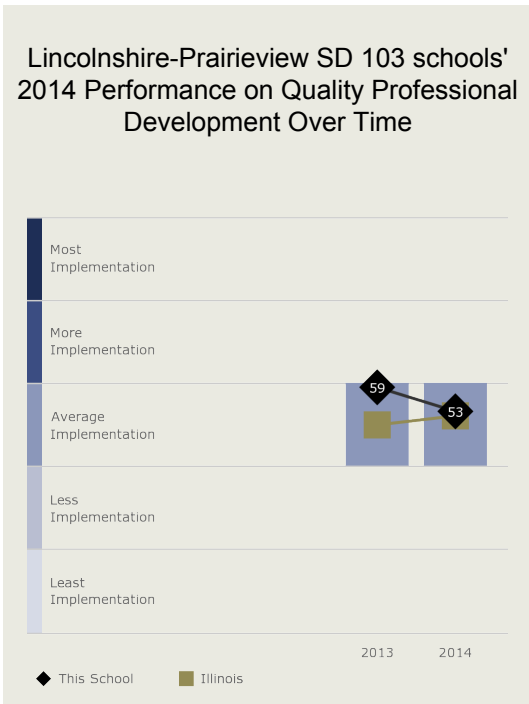
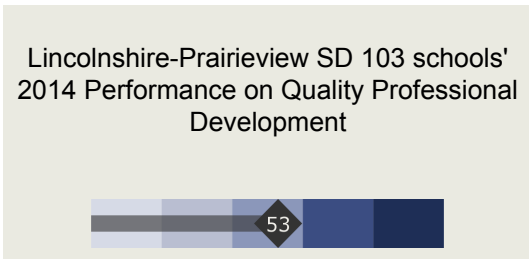
### Quality Professional Development

Professional development is rigorous and focused on student learning.

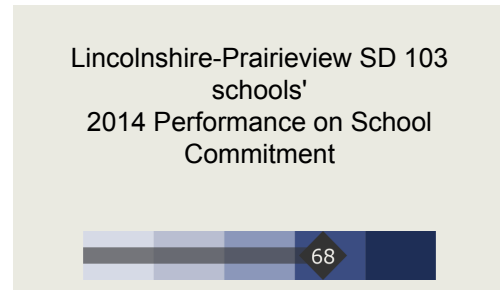
### Survey Questions

Teachers report that professional development this year has:

- Included opportunities to work productively with teachers from other schools.
- Included enough time to think carefully about, try, and evaluate new ideas.
- Been sustained and coherently focused, rather than short-term and unrelated.
- Included opportunities to work productively with colleagues in my school.
- Been closely connected to my school's improvement plan.



## Collaborative Teachers: School Commitment



**Performance:** **More Implementation**

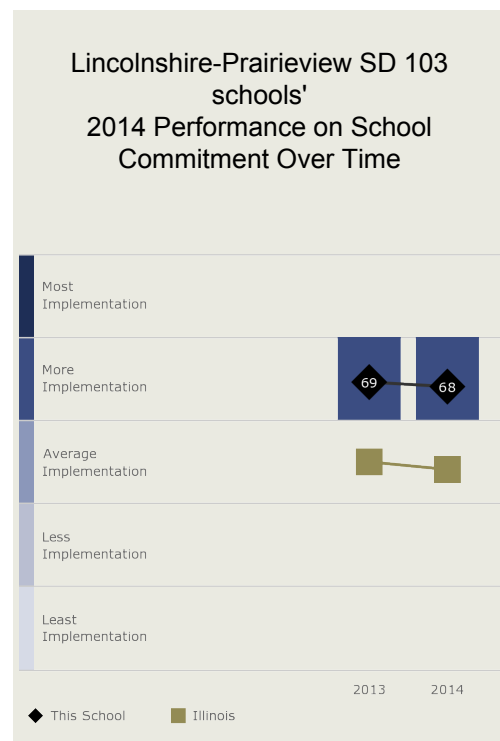
### School Commitment

Teachers are deeply committed to the school.

### Survey Questions

Teachers report that:

- I wouldn't want to work in any other school.
- I would recommend this school to parents seeking a place for their child.
- I usually look forward to each working day at this school.
- I feel loyal to this school.



## Collaborative Teachers: Teacher-Teacher Trust

**Performance:** **More Implementation**

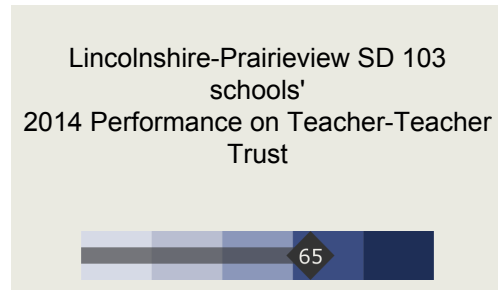
### Teacher-Teacher Trust

Teachers are supportive and respectful of one another, personally and professionally.

### Survey Questions

Teachers report that:

- Teachers in this school trust each other.
- It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
- Teachers respect other teachers who take the lead in school improvement efforts.
- Teachers at this school respect those colleagues who are experts at their craft.
- Teachers feel respected by other teachers



## Involved Families: Outreach to Parents

**Performance:** **More Implementation**

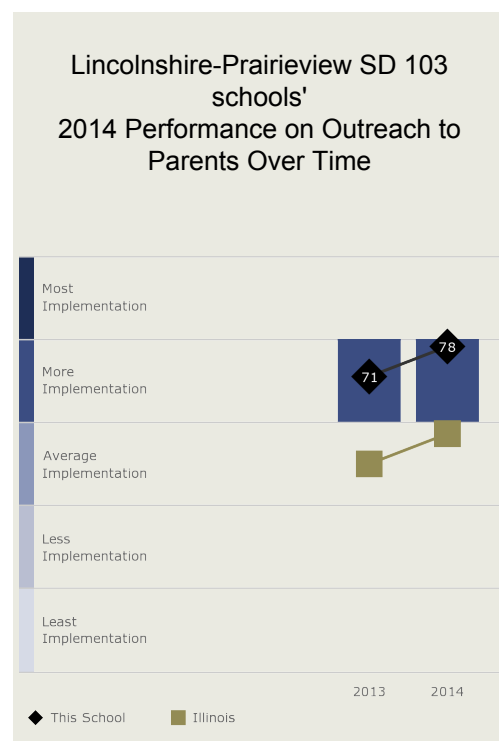
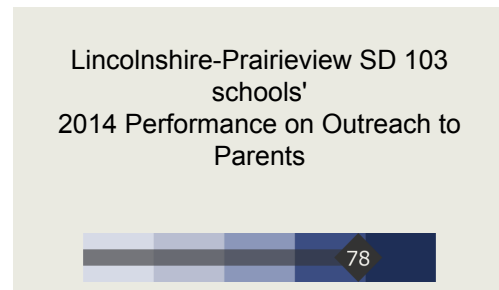
### Outreach to Parents

The school creates a welcoming and communicative environment for all parents.

### Survey Questions

Teachers report that:

- Teachers work closely with parents to meet students' needs.
- This school regularly communicates with parents about how they can help their children learn.
- The principal pushes teachers to communicate regularly with parents.
- Teachers really try to understand parents' problems and concerns.
- Parents are greeted warmly when they call or visit the school.



## Involved Families: Teacher-Parent Trust

**Performance:** **Most Implementation**

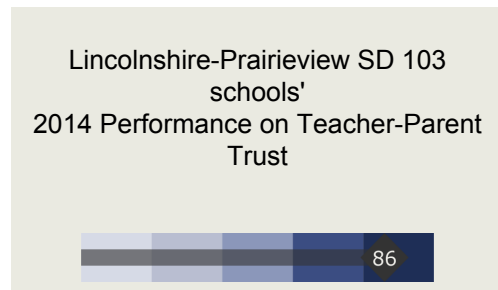
### Teacher-Parent Trust

Teachers and parents are partners in improving student learning.

### Survey Questions

Teachers report that:

- Parents do their best to help their children learn
- Teachers feel good about parents' support for their work
- Parents support teachers teaching efforts
- Teachers and parents think of each other as partners in educating children.
- Staff at this school work hard to build trusting relationships with parents.
- Teachers feel respected by the parents of the students



## Involved Families: Parent Involvement in School

### Performance: **Most Implementation**

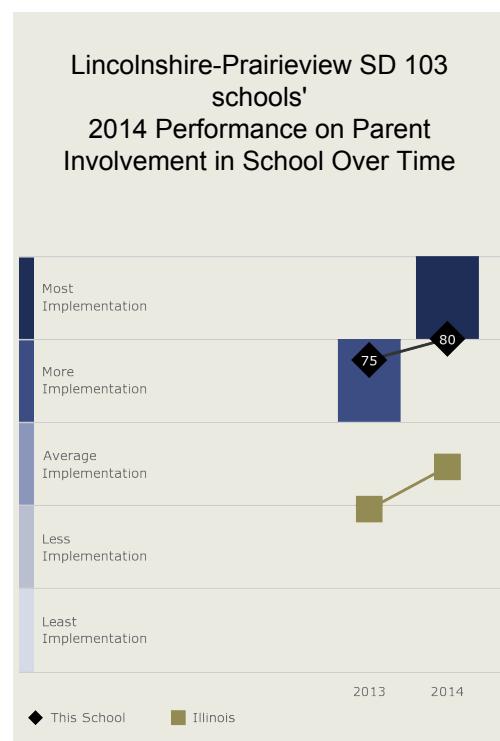
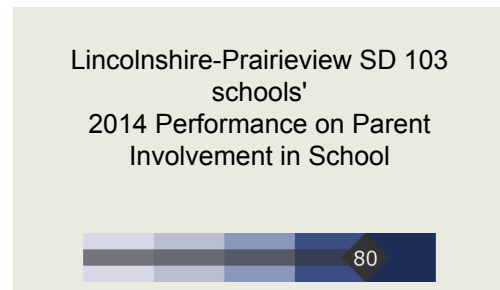
#### Parent Involvement in School

Parents are active participants in their child's schooling.

#### Survey Questions

Teachers report that parents at the school:

- Volunteered time to support the school (e.g., volunteer in classrooms, help with school-wide events, etc.)
- Contacted me about their child's performance.
- Respond to my suggestions for helping their child.
- Attended parent-teacher conferences when you requested them.



## Supportive Environment: Peer Support for Academic Work

Lincolnshire-Prairieview SD 103 schools' 2014 Performance on Peer Support for Academic Work



**Performance: Most Implementation**

### Peer Support for Academic Work

Students demonstrate behaviors that lead to academic achievement.

### Survey Questions

Students report that their classroom peers:

- Think doing homework is important.
- Feel it is important to pay attention in class.
- Feel it is important to come to school every day.
- Try hard to get good grades.

Lincolnshire-Prairieview SD 103 schools' 2014 Performance on Peer Support for Academic Work Over Time



## Supportive Environment: Academic Personalism

### Performance: **Less Implementation**

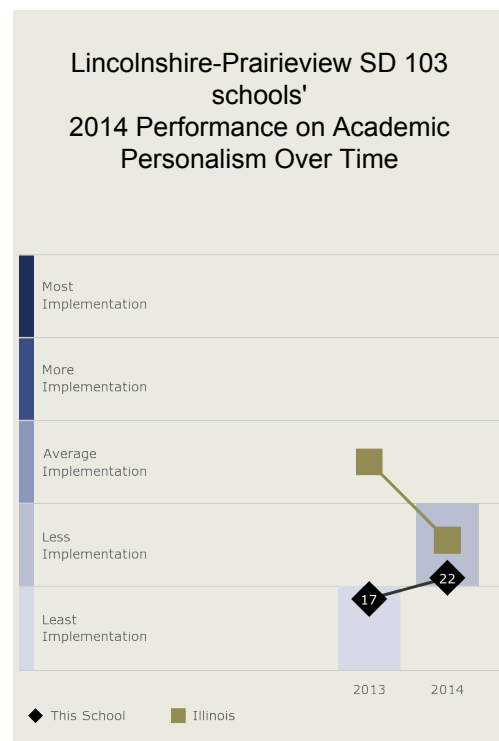
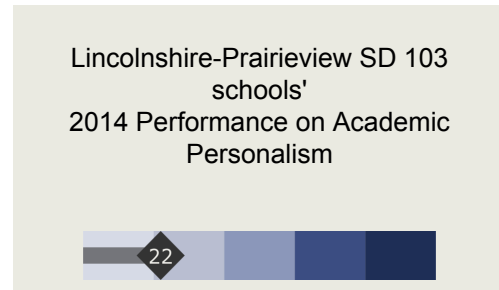
#### Academic Personalism

Teachers connect with students in the classroom and support them in achieving academic goals.

#### Survey Questions

Students report that their teacher:

- Helps me catch up if I am behind.
- Notices if I have trouble learning something.
- Gives me specific suggestions about how I can improve my work in this class.
- Is willing to give extra help on schoolwork if I need it.
- Explains things in a different way if I don't understand something in class.



## Supportive Environment: Academic Press

**Performance:** Average Implementation

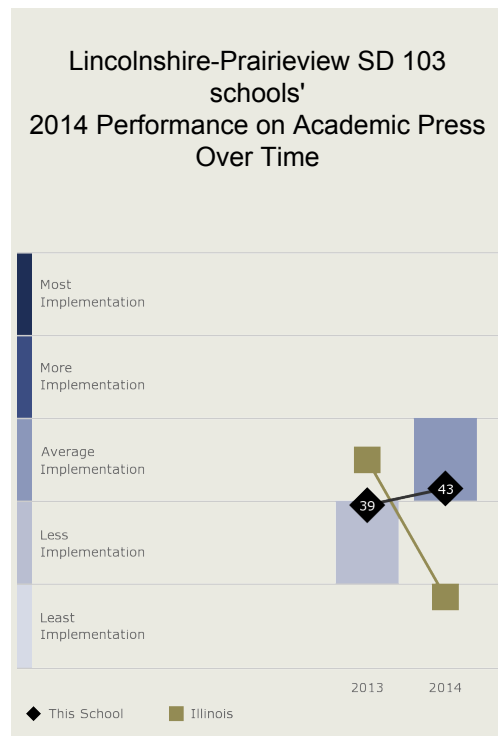
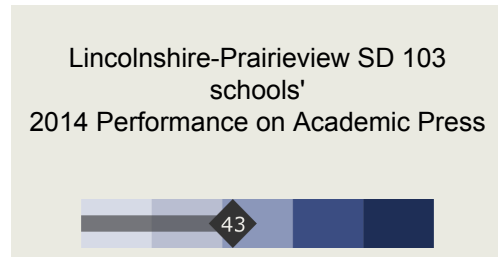
### Academic Press

Teachers expect students to do their best and to meet academic demands.

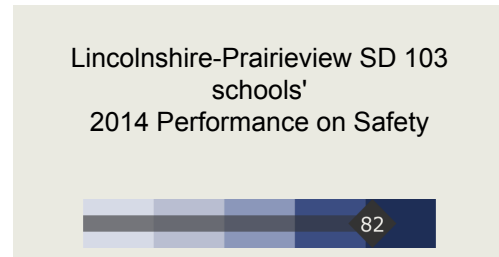
### Survey Questions

Students report that:

- The teacher asks difficult questions in class
- The teacher asks difficult questions on tests
- This class challenges me
- This class really makes me think.
- I really learn a lot in this class
- This class requires me to work hard to do well
- The teacher wants us to become better thinkers, not just memorize things
- The teacher expects me to do my best all the time
- The teacher expects everyone to work hard



## Supportive Environment: Safety



### Performance: **Most Implementation**

#### Safety

Students feel safe both in and around the school building, and while they travel to and from home.

#### Survey Questions

Students report how safe they feel:

- Outside around the school.
- Traveling between home and school.
- In the hallways and bathrooms of the school.
- In their classes



## Supportive Environment: Student-Teacher Trust

Lincolnshire-Prairieview SD 103 schools' 2014 Performance on Student-Teacher Trust



### Performance: Average Implementation

#### Student-Teacher Trust

Students and teachers share a high level of mutual trust and respect.

#### Survey Questions

Students report that:

- My teachers always keep their promises
- I feel safe and comfortable with my teachers at this school.
- My teachers will listen to students' ideas.
- My teachers treat me with respect.

Lincolnshire-Prairieview SD 103 schools' 2014 Performance on Student-Teacher Trust Over Time



## Supplemental Teacher Measure Details

## Teacher Collaboration

**Performance:** **Most Implementation**

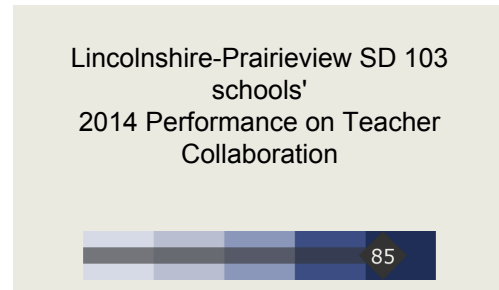
### Teacher Collaboration

Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.

### Survey Questions

Teachers report the frequency of these actions in school year:

- Observed another teacher's classroom to offer feedback.
- Observed another teacher's classroom to get ideas for your own instruction.
- Gone over student assessment data with other teachers to make instructional decisions.
- Worked with other teachers to develop materials or activities for particular classes.
- Worked on instructional strategies with other teachers.



## Student Responsibility

**Performance:** **More Implementation**

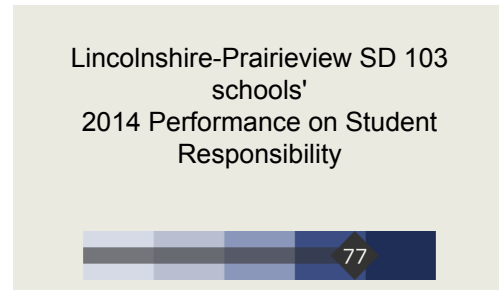
### Student Responsibility

Students are active participants in their own learning and regularly attend class prepared to learn.

### Survey Questions

Teachers report that their students:

- Always turn in their homework.
- Come to class prepared with the appropriate supplies and books.
- Actively participate in class activities.
- Regularly pay attention in class.
- Come to class on time.
- Attend class regularly.



## Teacher Safety

**Performance:** **More Implementation**

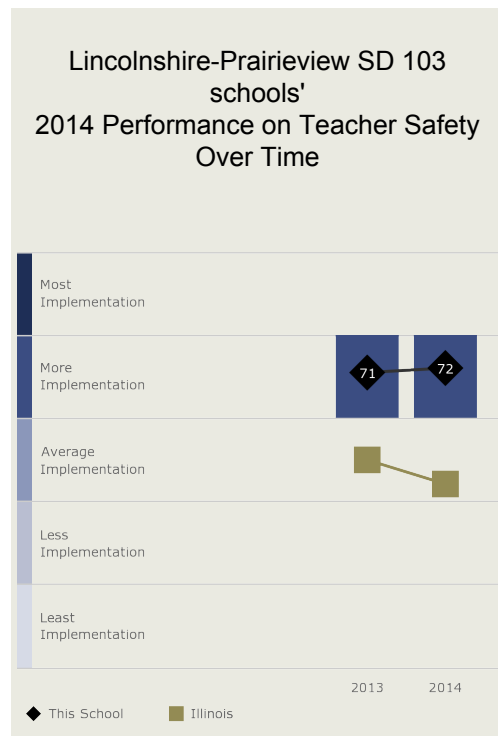
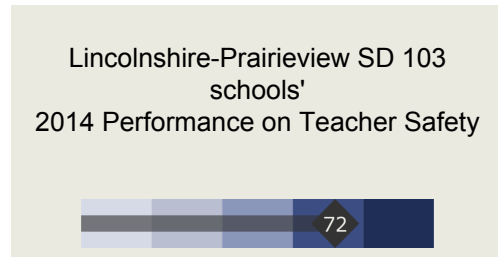
### Teacher Safety

Teachers report little or no disorder in the hallways, physical conflict among students, vandalism, robbery or theft, and threats of violence against teachers.

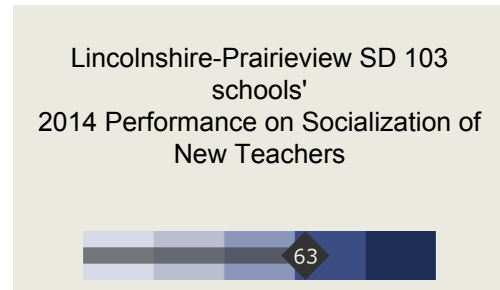
### Survey Questions

Teachers report the extent of the problem in the school:

- Threats of violence toward teachers
- Robbery or theft
- Gang activity
- Disorder in classrooms
- Physical conflicts among students
- Student disrespect of teachers
- Disorder in hallways



## Socialization of New Teachers



### Performance: **More Implementation**

#### Socialization of New Teachers

New teachers are included in the professional community and are given helpful feedback on their instructional practices.

#### Survey Questions

- Experienced teachers invite new teachers into their rooms to observe, give feedback, etc.
- A conscious effort is made by faculty to make new teachers feel welcome here.



## **Supplemental Student Measure Details**

## Academic Engagement

Lincolnshire-Prairieview SD 103 schools'  
2014 Performance on Academic  
Engagement



### Performance: **Less Implementation**

#### Academic Engagement

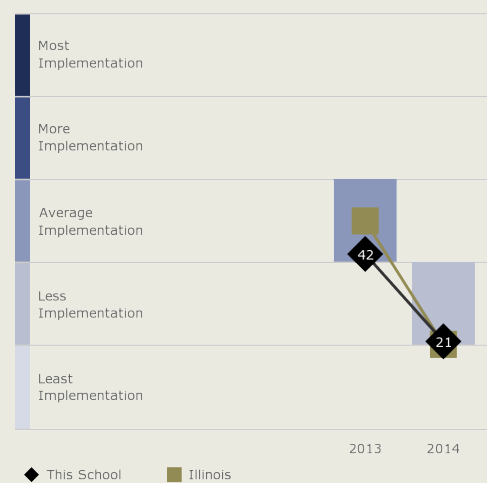
Students are interested and engaged in learning.

#### Survey Questions:

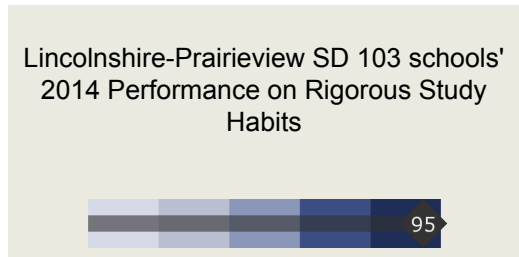
Students report that:

- Sometimes I get so interested in my work I don't want to stop.
- I usually look forward to this class.
- The topics we are studying are interesting and challenging.
- I work hard to do my best in this class.

Lincolnshire-Prairieview SD 103 schools'  
2014 Performance on Academic  
Engagement Over Time



## Rigorous Study Habits



**Performance:** **Most Implementation**

### Rigorous Study Habits

Students set aside time for schoolwork and give priority to studying.

### Survey Questions:

Students report that:

- I always study for tests.
- If I need to study, I don't go out with my friends.
- I set aside time to do my homework and study.
- I try to do well on my schoolwork even when it isn't interesting to me.



## Human & Social Resources in the Community

**Performance:** **More Implementation**

### Human & Social Resources in the Community

Students come from communities where there are adults they can trust who provide a safe environment.

### Survey Questions:

Students report the following about their community:

- People in this neighborhood can be trusted.
- The equipment and buildings in the neighborhood, park, or playground are well kept.
- There are adults in this neighborhood that children can look up to.
- Adults in this neighborhood know who the local children are.
- During the day, it is safe for children to play in the local park or playground.

Lincolnshire-Prairieview SD 103 schools' 2014 Performance on Human & Social Resources in the Community



Lincolnshire-Prairieview SD 103 schools' 2014 Performance on Human & Social Resources in the Community Over Time



## Student Classroom Behavior

Lincolnshire-Prairieview SD 103 schools' 2014 Performance on Student Classroom Behavior



### Performance: **More Implementation**

#### Student Classroom Behavior

Students treat each other with respect, work well together, and help each other learn.

#### Survey Questions:

Students report that their school peers:

- Like to put others down.
- Treat each other with respect.
- Don't get along together very well.
- Help each other learn.

Lincolnshire-Prairieview SD 103 schools' 2014 Performance on Student Classroom Behavior Over Time

