

MINUTES OF REGULAR MEETING
FOR THE
BOARD OF EDUCATION
EVERGREEN PARK ELEMENTARY SCHOOL DISTRICT 124
November 17, 2010

1. A Regular Meeting for the Board of Education of Evergreen Park Elementary School District 124 was called to order at 5:30 p.m. on November 17, 2010 in the Gymnasium at Northwest School, Evergreen Park, IL.

The following Board Members were physically present at roll call:

Mr. John Kennedy
Mr. Jim Flanagan
Mr. Bob McDonald
Mrs. Beth Amado
Mrs. Kathy Rohan
Mr. Terry MacDonald
Mrs. Joan Boss

Also present: Dr. Diane Cody and Mr. Alan Sraga

2. Mr. Flanagan led the Board in the Pledge of Allegiance.
3. Consideration to approve the agenda was made by the Board. A motion was made by Mrs. Rohan and seconded by Mrs. Boss to approve the agenda as presented. A roll call vote was taken with the following results:

Mr. John Kennedy	yea
Mr. Jim Flanagan	yea
Mr. Bob McDonald	yea
Mrs. Beth Amado	yea
Mrs. Kathy Rohan	yea
Mr. Terry MacDonald	yea
Mrs. Joan Boss	yea

MOTION CARRIED (7-0)

4. At 5:40 p.m. a motion was made by Mrs. Boss and seconded by Mr. McDonald to recess to Closed Session to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity 5 ISCS 120/2 (c) (1) A roll call vote was taken with the following results:

Mrs. Kathy Rohan	yea
Mr. John Kennedy	yea
Mr. Jim Flanagan	yea
Mr. Terry MacDonald	yea
Mr. Bob McDonald	yea
Mrs. Beth Amado	yea
Mrs. Joan Boss	yea

MOTION CARRIED (7-0)

5. At 7:08 p.m. the Board returned to Open Meeting with the following members returning:

Mrs. Kathy Rohan
Mr. John Kennedy
Mr. Jim Flanagan
Mr. Terry MacDonald
Mr. Bob McDonald
Mrs. Beth Amado
Mrs. Joan Boss

Also present: Dr. Diane Cody, Mrs. Kathy Hatzel, Mrs. Fran LaBella, Mrs. Jennifer Volpe, Mr. Bill Smith, Mr. Tony Le, Mr. Jeff Nightingale, Mr. John Stanton, Ms. Shaton Wolverton, Mrs. Rita Sparks, Trayon Sallis, and recording secretary, Mrs. Jan Stanton.

6. Mr. Flanagan asked those in attendance to complete a card with basic information (and give the card to Jan Stanton) if they wish to address the Board during public comments.
7. Mrs. Rohan reported that a Communication Committee has been put in place to look at different ways the Board can improve their communication. Mrs. Rohan reported that the idea of having a 'coffee' where informal conversation would take place with Dr. Cody came as a result of the first meeting. Mrs. Rohan announced that the date of November 30, 2010 from 9:00 – 10:00 a.m. was set for the first 'coffee'. Additionally, Mrs. Rohan reported that a suggestion of the committee was to place 'Public Comments' on the Board agenda after staff reports have been made to give those in the audience the opportunity to hear presentations prior to asking questions/providing comments.
8. Dr. Cody reported that Elizabeth Martin, Bob Buck and Kimberly Leonard had FOIA requests.
9. Dr. Cody provided the following information from a concerned parent, that was brought up at the October 20 Board Meeting, regarding letters not going home with students when there is a health alert:
- ◆ In contacting a second attorney, she was told that a letter can be sent home to the entire school but not a specific grade level.
 - ◆ In contacting the Cook County Department of Public Health, she was told that they do not recommend sending out a letter to parents unless it is a serious concern. They also mentioned that in most cases a child is contagious prior to when the child shows signs of being sick.
10. Mrs. Volpe provided the Board with a PowerPoint presentation (attached) on Response to Intervention (RtI) explaining that RtI is the practice of providing high quality instruction/interventions matched to student needs using learning rate over time and level of performance to make educational decisions. The following was highlighted during her presentation:
- ◆ Mission, Vision/Values, and Improvement Goals of the District

- ◆ Multi-tier model of student support
- ◆ Data based decision making
- ◆ Parent involvement
- ◆ Special education eligibility and entitlement
- ◆ ISBE accountability indicators
- ◆ District special education profile

11. Mrs. Sparks and Mrs. Wolverton provided the Board with PowerPoint presentations (attached) on the Central Junior High School and Southeast School Improvement Plans. The following information was reviewed by each Principal for their schools:

- ◆ Components of the school improvement plan
- ◆ Demographics
- ◆ ISAT data analysis
- ◆ MAP data
- ◆ Building Goals/Activities

12. Mrs. LaBella provided a PowerPoint presentation (attached) on the 2010 Property Tax Levy highlighting the following:

- ◆ Property Tax History, Factors
- ◆ Current Financial Condition
- ◆ Worth Township Collections
- ◆ Current Financial Condition

13. Mr. McDonald provided the audience with a State of the District PowerPoint presentation (attached). Prior to starting his presentation, Mr. McDonald spoke about changes being made and asked that everyone start working together as a community. Thereafter, Mr. McDonald provided the following information:

- ◆ Surrounding district's superintendent compensation 2010-11
- ◆ District 124 operating/instructional expenditure per pupil
- ◆ Pupil/teacher ratio
- ◆ Reasons why changes need to be made – Analysis of Cost 2002-2009
- ◆ Surrounding district's tax rate & expenditures
- ◆ Surrounding district's budget data
- ◆ District 124 overall performance – all state tests
- ◆ Surrounding district's results

In conclusion, Mr. MacDonald noted that we have excellent schools and excellent teachers and that we need to work together in a cohesive manner because we owe our children a good education.

14. Mr. MacDonald provided the Board with highlights from the October 26 Facility Committee noting that:

- ◆ Information was provided to the Committee on the process of how FGM Architectural Firm was chosen by the district
- ◆ A report was provided by Mr. Smith regarding roof repairs at Northwest School

- ◆ The security grant that the district applied for was not awarded to the district
 - ◆ The committee will recommend that the Board consider approving a facility assessment and a 10 year life safety survey
15. Mrs. Rohan provided an AERO update noting that for the most part business was routine. Mrs. Rohan also noted that at the AERO Governing Board meeting AERO administration told her how pleased they were with the AERO class at Southeast School and, in particular, the 'buddy system' that they put in place for the AERO students. Additionally, Mrs. Rohan noted that she has been visiting AERO classrooms and will continue to do so.
16. Mrs. Rohan reported on the November 15 District Review Team meeting noting the following:
- ◆ Special education scheduling
 - ◆ Residency and what is involved in the registration process
 - ◆ School/district climate survey
 - ◆ Concerns regarding gang relationships
17. Mr. Flanagan opened the meeting to the public regarding non-agenda related items.

The following comments/concerns were expressed:

- ◆ Concern about students that do not live in the district and questions regarding the residency process
 - ◆ A concern regarding no longer sending students to the Robert Crown Center
 - ◆ A 'No Confidence Petition' for Dr. Cody – read in English and Spanish – and a presentation of a petition signed by community members
 - ◆ Positive impressions of Dr. Cody's leadership
 - ◆ Support for the decision making process of the Board and Administration
18. Consent Agenda items 1 through 7 were reviewed by the Board and, thereafter, a motion was made by Mr. McDonald and seconded by Mr. MacDonald to approve the following items as recommended:
1. Approve Monthly Transaction Reports for October, 2010
 2. Approve Fund Balance Reports for October, 2010
 3. Approve Expenditure Report and Projected Payroll Report for November, 2010
 4. Approve Board Minutes of the Regular Meeting of October 20, 2010 and the Special Meeting Minutes of October 27, 2010
 5. Approve Closed Session Minutes of October 27, 2010
 6. Approve Destruction of Closed Session Tape from May, 2009
 7. Personnel Recommendations - Revised (see attached)

FUND	EXPENSES Nov, 2010	EXPENSES Nov 2010	IMPREST ACCOUNT	PROJECTED PAYROLL Nov 2010	TOTAL PROJECTED EXPENSES Nov 2010
EDUCATION	0.00	215,265.11	3,140.47	1,092,555.31	1,310,960.89
TITLE I	0.00	7,238.87	0.00	18,956.80	26,195.67
Pre-K	0.00	0.00	0.00	9,331.22	9,331.22
TPI	0.00	0.00	0.00	3,156.90	3,156.90
TITLE II	0.00	7,793.00	120.00	0.00	7,913.00
DRUG FREE	0.00	0.00	0.00	0.00	0.00
READ. IMPROV.	0.00	0.00	0.00	0.00	0.00
Ext. Day	0.00	0.00	11.25	11,212.58	11,223.83
PL94-402	0.00	2,537.45	418.00	0.00	2,955.45
BUILDING	0.00	56,672.26	97.87	49,124.66	105,894.79
BOND/INT	0.00	0.00	0.00	0.00	0.00
TRANS.	0.00	108,847.43	0.00	0.00	108,847.43
IMRF	0.00	0.00	0.00	42,033.67	42,033.67
TORT	0.00	0.00	0.00	0.00	0.00
WK. CASH	0.00	0.00	0.00	0.00	0.00
FIRE PREV. & SAFETY	0.00	0.00	0.00	0.00	0.00
TOTALS:	0.00	398,354.12	3,787.59	1,226,371.14	1,628,512.85

A roll call vote was taken with the following response:

Mrs. Beth Amado	yea
Mr. John Kennedy	yea
Mr. Jim Flanagan	yes
Mr. Terry MacDonald	yea
Mr. Bob McDonald	yea
Mrs. Kathy Rohan	yea
Mrs. Joan Boss	yea

MOTION CARRIED (7-0)

19. Consideration was made by the Board to approve the Administrative salaries for the 2010-11 school year. A motion was made by Mrs. Boss and seconded by Mr. Kennedy to approve the Administrative salaries in a total amount equal to

2.25% which is equal to the increase union certified staff members received. A roll call vote was taken with the following results:

Mrs. Beth Amado	no
Mr. John Kennedy	yea
Mr. Jim Flanagan	abstain
Mr. Terry MacDonald	yea
Mr. Bob McDonald	yea
Mrs. Kathy Rohan	yea
Mrs. Joan Boss	yea

MOTION CARRIED (5-1)

20. Consideration was made by the Board to approve the non-union support staff salaries for the 2010-11 school year. A motion was made by Mrs. Boss and seconded by Mrs. Rohan to approve the non-union support staff salaries in the amount of 2.50% with a one time bonus of .75%, which is equal to the increase for non-certified union staff members. A roll call vote was taken with the following results:

Mrs. Beth Amado	no
Mr. John Kennedy	yea
Mr. Jim Flanagan	abstain
Mr. Terry MacDonald	yea
Mr. Bob McDonald	yea
Mrs. Kathy Rohan	yea
Mrs. Joan Boss	yea

MOTION CARRIED (5-1)

21. Consideration was made by the Board to approve the salary reporting requirement PA 96-0434. A motion was made by Mrs. Boss and seconded by Mrs. Amado to approve the salary reporting requirement PA 96-0434. A roll call vote was taken with the following results:

Mrs. Beth Amado	yea
Mr. John Kennedy	yea
Mr. Jim Flanagan	yes
Mr. Terry MacDonald	yea
Mr. Bob McDonald	yea
Mrs. Kathy Rohan	yea
Mrs. Joan Boss	yea

MOTION CARRIED (7-0)

22. Consideration was made by the Board to approve the FGM Architect contract to conduct a facility assessment and 10 year life safety survey as recommended by the Facility Committee. A motion was made by Mrs. Boss and seconded by Mr. Kennedy to approve the facility assessment and 10 year life safety survey not to exceed \$17,000. A roll call vote was taken with the following results:

Mrs. Beth Amado	yea
Mr. John Kennedy	yea
Mr. Jim Flanagan	yes

Mr. Terry MacDonald yea
Mr. Bob McDonald yea
Mrs. Kathy Rohan yea
Mrs. Joan Boss yea

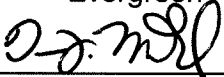
MOTION CARRIED (7-0)

23. There being no further business, at 9:40 p.m. a motion was made by Mrs. Amado and seconded by Mr. MacDonald to adjourn the meeting. A roll call vote was taken with the following results:

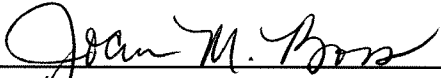
Mrs. Kathy Rohan yea
Mr. John Kennedy yea
Mr. Jim Flanagan yea
Mr. Terry MacDonald yea
Mr. Bob McDonald yea
Mrs. Beth Amado yea
Mrs. Joan Boss yea

MOTION CARRIED (7-0)

24. The next Regular Meeting of the Board of Education will be held on December 15, 2010 at 7:00 p.m. at Central Junior High School, 9400 South Sawyer, Evergreen Park.




President



Secretary

The Path to Sustainability: Integration of Response to Intervention/Instruction as a Continuous School Improvement Model



RtI as the framework of a broader educational context – a major national school reform initiative
ISBE 5/13/2010

Evergreen Park District 124 **Mission**

We commit to inspire ALL children to achieve their full potential through comprehensive instruction, *innovation* and programs that develop intellectual and personal growth

Evergreen Park District 124 **Vision and Values**

- We value *collaboration* of staff, parents and community in the educational process
- An *Inclusive* Philosophy which embraces the belief that ALL students can learn and Succeed
- We provide a variety of learning opportunities recognizing each student as an *individual learner* with unique needs based on *authentic data*
- We accept *change* as a POSITIVE challenge towards EXCELLENCE

RTI is an innovative change process!

Federal & State Legislation


- NCLB 2002: Accountability, subgroups, scientific, research-based instruction, data
- IDEIA 2004: Gave permission to use RtI
- Illinois Regulations **Mandate RtI: Illinois Special Education Rules 23 IAC 226.130(b);**

"Beginning in 2010-2011, LEAs must use a process that determines how a child responds to scientific, research-based interventions as part of the evaluation procedures for SLD"

Illinois RtI Guidance Documents


Two Documents Behind So Many Changes www.isbe.net

Illinois Special Education Eligibility and Entitlement Procedures and Criteria within a Response to Intervention (RTI) Framework:
A Guidance Document



Illinois State Board of Education
Special Education and Support Services
January 2010

Frequently Asked Questions about Special Education Eligibility and Entitlement within a Response to Intervention (RTI) Framework



Illinois State Board of Education
Special Education and Support Services
March 2010

"Optional use of RtI as a part of the evaluation procedures to determine special education eligibility for ALL students suspected of having a disability other than SLD"

Response to Intervention (RtI)

RtI is the practice of providing :

- 1) High quality instruction/intervention matched to student needs
- 2) Using learning rate over time and level of performance
- 3) To make educational decisions

(Batsche, et al, 2005)

District Improvement Goals

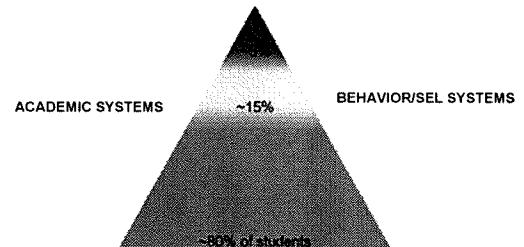
2010-2012

1. Increase the percentage of students meeting/exceeding standards in reading on ISAT
2. Increase the percentage of students meeting/exceeding standards in mathematics on ISAT
3. Increase the percentage of ELL students meeting/exceeding standards in reading and math on ISAT
4. Accurately identify and determine appropriate placement in the least restrictive environment for students requiring special education; 3% of students with an IEP will receive services within the multi-tier RTI model and increase by 3% the number of students in a less restrictive environment

Multi-Tier Model of Student Support

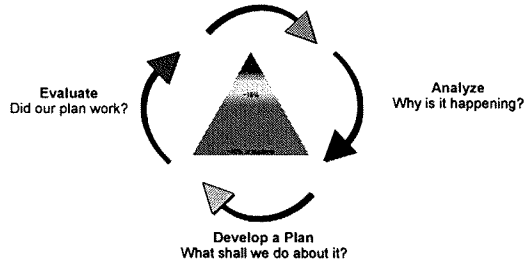
Where is your child educated within this model?

The VISION: To Provide Effective Interventions to Meet the Needs of ALL Students Through Early Intervention, Implementing Scientifically Based Interventions and Continuous Systems Planning and Progress Monitoring



PROBLEM SOLVING

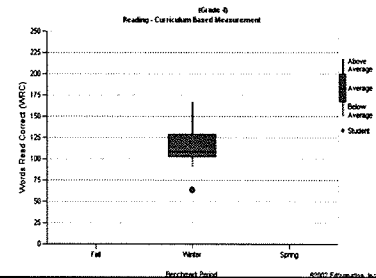
DEFINE THE PROBLEM
Is there a problem? What is it?



Data Based Decision Making

Formative and summative assessment measures are used to drive instruction, evaluate programs and make changes to instruction on an ongoing basis

CBM
MAP
ISAT
ACCESS
Classroom
Diagnostic



Parent Involvement

- ▶ Become familiar with the changes in our system
- ▶ Understand the various data collected and the purposes
- ▶ Volunteer on District/Building Leadership Teams
- ▶ Provide input through surveys, committees, etc.
- ▶ Individual Problem Solving Team Includes YOU: *Student receives tier 3 level services & continues to demonstrate little or no growth after interventions have been implemented OR a student in crisis*
- ▶ Other suggestions welcome!

Special Education Eligibility & Entitlement: Major Changes

- The use of information on *how a student responds to scientifically-based instruction and intervention (RtI)* when determining whether a student is *eligible for and entitled to* special education services represents a significant shift in how disabilities are identified
- Focus shifts from identifying and diagnosing characteristics that are *internal* to the student and moves to identifying *effective instruction and interventions* (IQ and Achievement discrepancy not sufficient)
- The RtI Process can fulfill the requirements of a Comprehensive Evaluation!

Illinois Special Education Eligibility and Entitlement Within a Response to Intervention (RtI) Framework:
A presentation sponsored by the Illinois State Board of Education Illinois May 13, 2010

ISBE Accountability- Indicators

- Subgroup achievement data: IEP, LEP, minority etc.
- The number of students who are identified as having an IEP (percentage of the total district population)
- Least Restrictive Environment (LRE). State compiles this data as Educational Environment Data (EE data). Percentage of time students are educated within the general education setting.

District AYP- Subgroup Data

Find District and Building AYP data on our website!

www.d124.org

2010 District Adequacy Yearly Progress (AYP) Status Report - Report Section Page 1 of 1

Illinois State Board of Education
2010 Adequacy Yearly Progress (AYP) Information - Revision Part 800.430

2010 Adequacy Yearly Progress (AYP) Information

District	2009		2010		2011		2012		2013		2014	
	AYP	AYP	AYP	AYP	AYP	AYP	AYP	AYP	AYP	AYP	AYP	AYP
District	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Elementary	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Intermediate	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
High School	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Have questions or need help? Call our helpline (1) 815.850.3800 between the hours of 9am-5pm or visit our website www.isbe.net

District Special Education Profile

2008-2009 Illinois Special Education Profile
 Illinois State Board of Education
 Department of Special Education

EVERGREEN PARK ESD 124
 EVERGREEN PARK, ILLINOIS

Member of AERO Sped Educ Coop

Section One: Background Information

Student Population

Year	Total Enrollment	Students with IEP	Percent
2008	1,121	103	9.2%
2009	1,081	103	9.5%
2010	1,081	103	9.5%

Percent of Students by Race / Ethnicity

Race / Ethnicity	2008	2009	2010	2008	2009	2010
White	552	552	552	49.3%	50.9%	50.9%
Hispanic	302	302	302	27.0%	27.9%	27.9%
African American	157	157	157	14.0%	14.5%	14.5%
Other	110	110	110	9.8%	10.2%	10.2%

Percent of Students in Each Disability Category

Disability Category	2008	2009	2010	2008	2009	2010
Specific Learning Disabilities	49	49	49	4.8%	4.5%	4.5%
Emotional Disturbance	15	15	15	1.4%	1.4%	1.4%
Other Health Impairment	1	1	1	0.1%	0.1%	0.1%
Autism	1	1	1	0.1%	0.1%	0.1%
Deaf-Blindness	0	0	0	0.0%	0.0%	0.0%
Intellectual Disability	1	1	1	0.1%	0.1%	0.1%
Multiple Disabilities	1	1	1	0.1%	0.1%	0.1%
Orthopedic Impairment	1	1	1	0.1%	0.1%	0.1%
Other Health Impairment	1	1	1	0.1%	0.1%	0.1%
Specific Learning Disabilities	49	49	49	4.8%	4.5%	4.5%
Emotional Disturbance	15	15	15	1.4%	1.4%	1.4%
Other Health Impairment	1	1	1	0.1%	0.1%	0.1%
Autism	1	1	1	0.1%	0.1%	0.1%
Deaf-Blindness	0	0	0	0.0%	0.0%	0.0%
Intellectual Disability	1	1	1	0.1%	0.1%	0.1%
Multiple Disabilities	1	1	1	0.1%	0.1%	0.1%
Orthopedic Impairment	1	1	1	0.1%	0.1%	0.1%
Other Health Impairment	1	1	1	0.1%	0.1%	0.1%

www.isbe.net

Big Ideas in Special Education

- ✓ Early Intervention Services: Reduce learning difficulties early to "close the gap"
- ✓ Weekly progress monitoring to guide/change instruction when necessary
- ✓ Wait to fail model no longer applies- students receive support without a label
- ✓ RtI model provides support any time a child demonstrates need
- ✓ Significant changes in evaluation procedures for special education
- ✓ High expectations for students regardless of placement or "label"
- ✓ Provide a full continuum of supports and services
- ✓ Investigate less restrictive/highly effective models of special education services
- ✓ Self contained settings will continue to be a part of our continuum of services

Focus

Tools
 Training
 Support

RtI/PS Coach, Behavior Coach, Literacy Coach & District Administrators facilitate, model and provide ongoing feedback and guided learning opportunities for teams to develop new skills

Additional Resources

Essential Components of RTI – A Closer Look at Response to Intervention April 2010. National Center on Response to Intervention <http://www.rti4success.org>

Illinois ASPIRE Grant www.illinoisaspire.org

Response to Intervention: Policy Considerations and Implementation National Association of State Directors of Special Education www.NASDSE.org

Best Practices in School Psychology V, 2010 National Association of School Psychologists

Watch our district website for the RtI Webpage coming soon!

Questions? Feedback?

Please contact your Principal for building specific information.

Contact me any time with questions, concerns or constructive feedback!

Jennifer Volpe
Executive Director of Student Support Services
jvolpe@d124.org

School Improvement Plan Central Junior High School 2010-2012 Evergreen Park Elementary School District 124

- ## What are the components of a district improvement plan?
- **Data and Analysis** – Includes a review of data such as ISAT test scores, attributes and challenges of the school and community such as educator qualifications, professional development, student discipline, parent involvement, student mobility and attendance rates, low-income, etc.
 - **Determine Needs** – Look at the data to determine the needs of the students, staff, and parents
 - **Create Goals** – Develop goals that address the needs; goals are designed around areas of deficiency – reading, math, attendance, etc.
 - **Action Plan** – What steps are needed to accomplish each goal; what is the timeline in which the steps must be completed
 - **Plan Implementation**: Start doing it!
 - **Evaluation of Goal**: How do we know we accomplished what we set out to do?

- ## Demographics at Central 2009-2010 school year
- School population – 447 students
 - Attendance rate – 95%
 - Mobility rate – 7.4%
 - Low income – 31%
 - Limited English Proficient – 3.5%
 - White – 59.3%
 - Black – 24.8%
 - Hispanic – 12.9%
 - Asian – 1.2%
 - Native American – 0.2%
 - Multiracial – 1.5%
 - Students with disabilities – 19.9%

Central Junior High ISAT DATA ANALYSIS

ALL STUDENTS	READING	MATH	# OF STUDENTS
	83%	64%	447
SUBGROUPS	READING	MATH	# OF STUDENTS
White	87%	90%	255
Black	74%	75%	118
Hispanic	79%	74%	62
Asian/Pacific Islander	100%	100%	5
Native American	100%	100%	1
Mult-Racial	83%	67%	6
IEP's	49%	58%	77
LEP	74%	79%	19
Low Income	75%	76%	163

MAP DATA

Reading Quadrant

Quadrant Legend:
 80%+ Growth Index: Significant student growth (20% or more)
 70-79% Growth Index: Moderate student growth (10-19%)
 60-69% Growth Index: Minimal student growth (1-9%)
 50-59% Growth Index: No student growth (0%)

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
7	221	67.5%	227	76.7%	62.1%
8	223	47.1%	229	81.7%	53.3%

MAP DATA

Mathematics Quadrant

Quadrant Legend:
 80%+ Growth Index: Significant student growth (20% or more)
 70-79% Growth Index: Moderate student growth (10-19%)
 60-69% Growth Index: Minimal student growth (1-9%)
 50-59% Growth Index: No student growth (0%)

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
7	220	34.1%	226	62.3%	49.6%
8	213	39.0%	219	78.5%	38.8%

2010-12 Building Goals

- By June of 2011, 65% of our students will reach targeted growth as evidenced by MAP scores and 85% will meet or exceed on ISAT in the area of reading. This improvement will continue through June of 2012, with 70% of our students reaching target growth and 92.5% meeting or exceeding on ISAT.
- By June of 2011, we will increase overall ISAT scores in the area of reading specifically for students with disabilities to make AYP through safe harbor. This improvement will continue through June of 2012.
- By June of 2011, 65% of our students will reach targeted growth as evidenced by MAP scores and 85% will meet or exceed on ISAT in the area of math. This improvement will continue through June of 2012, with 70% of our students reaching target growth and 92.5% meeting or exceeding on ISAT.

Goal #1

- **Current Status:** 52% of our students met or exceeded their growth target as evidenced by MAP scores. 83% of our students met or exceeded on ISAT.
- **Goal:** By June of 2011, 65% of our students will reach targeted growth as evidenced by MAP scores and 85% will meet or exceed on ISAT in the area of reading. This improvement will continue through June of 2012, with 70% of our students reaching target growth on MAP and 92.5% meeting or exceeding on ISAT.

Goal #1 Activities

- ❖ Analyze ISAT and MAP data to look at strengths and weaknesses of individual students as well as our core program. Current data will continue to be reviewed weekly at team meetings.
- ❖ Differentiate curriculum according to strands identified through benchmark testing as the area of concern.
- ❖ Implement research based word analysis strategies in science and social studies to support reading.
- ❖ Increase reading opportunities for students with the implementation of a reading master's program.
- ❖ Identify students who require interventions at the Tier II level in the RTI process, and place them in appropriate intervention groups.
- ❖ Increase communication with parents regarding progress monitoring of students at the Tier II level.
- ❖ Increase parent participation of the problem solving process and meetings at the Tier III level.

Goal #2

- **Current Status:** As measured by the ISAT, 49% of our students with IEPs met or exceeded on the ISAT reading assessment. The IEP subgroup did not meet the standards through safe harbor, causing Central to fail in making AYP in the area of reading.
- **Goal:** By June of 2011, we will increase overall ISAT scores in the area of reading specifically for students with disabilities to make AYP through safe harbor. This improvement will continue through June of 2012.

Goal #2 Activities

- ❖ Analyze ISAT data to look at strengths and weaknesses of individual students as well as our core program.
- ❖ Implementation of Read 180 and System 44 to replace the core program for students scoring below level on ISAT and/or MAP assessments.
- ❖ Review placement of students who currently have an IEP to make certain they are receiving instruction in the least restrictive environment.
- ❖ Establish the Tier 3 problem solving process to review student growth through progress monitoring and make changes to the educational setting as needed.

Goal 3

- **Current Status:** 36.5% of our students met or exceeded their growth target as evidenced by MAP scores. 84% of our students met or exceeded on ISAT.
- **Goal:** By June of 2011, 65% of our students will reach targeted growth as evidenced by MAP scores and 85% will meet or exceed on ISAT in the area of math. This improvement will continue through June of 2012, with 70% of our students reaching target growth on MAP and 92.5% meeting or exceeding on ISAT.

GOAL #3 Activities

- ❖ Analyze ISAT and MAP data to look at strengths and weaknesses of individual students as well as our core program. Current data will continue to be reviewed weekly at team meetings.
- ❖ Differentiate curriculum according to strands identified through benchmark testing as the area of concern.
- ❖ Investigate research based strategies to be used for math interventions.
- ❖ Provide professional development for teachers for the implementation and delivery of math interventions.
- ❖ Implement Math AIMS testing to use the baseline data to evaluate data for subgroups.

Evaluation of Goals

- In May of 2011, teachers will review final MAP data. 70% of all students should reach target growth in reading and 65% of all students should reach target growth in math. The information will be reviewed in May of 2012 for second year growth in reading and math.
- 2011 and 2012 ISAT scores will be utilized to determine if AYP was met in reading and math.
- Teachers will review benchmark testing to determine areas of concern in both reading and math and adjust the core curriculum as needed.

School Improvement Plan Southeast 2010-2012 Evergreen Park Elementary School District 124

- ## What are the components of a district improvement plan?
- **Data and Analysis** – Includes a review of data such as ISAT test scores, attributes and challenges of the school and community such as educator qualifications, professional development, student discipline, parent involvement, student mobility and attendance rates, low-income, etc.
 - **Determine Needs** – Look at the data to determine the needs of the students, staff, and parents
 - **Create Goals** – Develop goals that address the needs; goals are designed around areas of deficiency – reading, math, attendance, etc.
 - **Action Plan** – What steps are needed to accomplish each goal; what is the timeline in which the steps must be completed
 - **Plan Implementation** – Start doing it!
 - **Evaluation of Goal** – How do we know we accomplished what we set out to do?

- ## Demographics at Southeast School 2009-2010 school year
- ❖ School Population 357
 - ❖ Attendance 95.2%
 - ❖ Mobility 7.7%
 - ❖ Low Income 39.2%
 - ❖ Limited English Proficient 6.2%
 - ❖ White 43.4%
 - ❖ Black 29.7%
 - ❖ Hispanic 20.2%
 - ❖ Asian 1.7%
 - ❖ Multiracial 5.0%
 - ❖ Students with disability 14.8%

Southeast ISAT DATA ANALYSIS

ALL STUDENTS	READING	MATH
	84.3%	90.2%
SUBGROUPS	READING	MATH
White	88.3%	95.7%
Black	79.8%	84.5%
IEP's	42.9%	63.3%
Low Income	79.5%	85.2%

MAP DATA

Reading Quadrant

Quadrant Legend:
 Deep Proficient: Student's growth index is high and their proficiency is high.
 Proficient: Student's growth index is high and their proficiency is high.
 Limited Proficient: Student's growth index is low and their proficiency is high.
 Limited Proficient: Student's growth index is low and their proficiency is high.
 Limited Proficient: Student's growth index is low and their proficiency is high.

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
1	20	-	35	-	51.4%
2	34	100.0%	35	-	66.7%
3	3	33.3%	3	66.7%	33.3%
4	45	55.6%	45	66.7%	60.0%
5	47	51.1%	48	77.1%	52.0%
6	45	33.3%	45	95.6%	64.4%

MAP Data

Mathematics Quadrant

Quadrant Legend:
 Deep Proficient: Student's growth index is high and their proficiency is high.
 Proficient: Student's growth index is high and their proficiency is high.
 Limited Proficient: Student's growth index is low and their proficiency is high.
 Limited Proficient: Student's growth index is low and their proficiency is high.
 Limited Proficient: Student's growth index is low and their proficiency is high.

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
1	31	-	35	-	41.7%
2	36	100.0%	35	-	63.0%
3	3	33.3%	3	100.0%	67.0%
4	45	60.0%	45	95.6%	57.8%
5	47	42.6%	48	77.1%	50.0%
6	45	66.7%	45	95.6%	73.2%

2010-12 Building Goals

- By June of 2012, Southeast will increase overall ISAT reading scores for all subgroups, and make AYP with 92.5% of all students meeting or exceeding. In addition, our special education students will meet safe harbor by increasing the overall score by 5.8%. The overall percentage of students meeting their individual growth targets on MAPS will increase by 5% during the 2011 and 2012 school year respectively.
- By June of 2012, Southeast will increase overall ISAT math scores for all subgroups, and make AYP with 95% of all students meeting or exceeding. In addition, our special education students will meet safe harbor by increasing the overall score by 3.7%. The overall percentage of students meeting their individual growth targets on MAPS will increase by 5% during the 2011 and 2012 school year respectively.
- By June 2011, Southeast will identify and determine appropriate placement in the least restrictive environment for students requiring an IEP which will result in a reduction of students needing special education services by 3%. This will continue through June 2012.
- By June 2011, Southeast School will use a systematic universal behavior screening tool to identify students at -risk and provide research-based supports to 20% of all students. In addition, we will continue to use a multi-tiered model of support for all students during the 2012 school year.

(Goal #1)

- **Current Status:** As measured by ISAT, Southeast had 84.3% of all students meet or exceed on the ISAT assessment. 42.9% of our special education students met on the ISAT. 65.7% of all students met their individual growth target on the MAPS assessment.
- **Goal:** By June of 2012, Southeast will increase overall ISAT reading scores for all subgroups, and make AYP with 92.5% of all students meeting or exceeding. In addition, our special education students will meet safe harbor by increasing the overall score by 5.8%. The overall percentage of students meeting their individual growth targets will increase by 5% during the 2011 and 2012 school year respectively.

(Goal #1) Activities

- ❖ Job embedded professional development that focuses on using data effectively and practical research-based teaching strategies in the area of reading.
- ❖ Staff will use direct instruction as a teaching strategy in the area of reading.
- ❖ Individualized instruction in the form of intervention groups will be used as well.
- ❖ Analyze local and state assessments and use this data to drive instruction.
- ❖ Ongoing professional development will be provided to better understand MAPS and how to use data to drive instruction.
- ❖ Re-teach and retest skills after assessments for all students who are not successful.
- ❖ Provide parents with the MAPS Parent Toolkit during parent/teacher conferences to increase parent understanding of the MAPS assessment.
- ❖ Actively involve students in MAPS by discussing growth targets with them and setting personal goals.
- ❖ Provide after school instruction with a clear instructional purpose based on both local and state data.
- ❖ Incorporate test taking strategies across grade levels and curricular areas.

(Goal #2)

- **Current Status:** As measured by ISAT, Southeast had 91% of the students meet or exceed on the ISAT math assessment. 64% of our special education students met on the ISAT. 66.8% of all students met their individual growth target on the MAPS assessment.
- **Goal:** By June of 2012, Southeast will increase overall ISAT math scores for all subgroups, and make AYP with 95% of all students meeting or exceeding. In addition, our special education students will meet safe harbor by increasing the overall score by 3.7%. The overall percentage of students meeting their individual growth targets will increase by 5% during the 2011 and 2012 school year respectively.

(Goal #2) Activities

- ❖ Job embedded professional development that focuses on using data effectively and practical research-based teaching strategies in the area of math.
- ❖ Analyze local and state assessments and use this data to drive instruction.
- ❖ Re-teach and retest skills after all assessments.
- ❖ Staff will use direct instruction as a teaching strategy to support student learning.
- ❖ Provide individualized instruction to small intervention groups.
- ❖ Staff will use direct instruction as a teaching strategy in the area of math.
- ❖ Ongoing professional development will be provided to better understand MAPS and how to use data to drive instruction.
- ❖ Collaboration time will be provided to grade level teams.
- ❖ Incorporate test-taking strategies into daily instruction.
- ❖ Provide after school instruction with an instructional purpose based on local/state data.
- ❖ Provide parents with the MAPS Parent Toolkit during parent/teacher conferences.

Goal 3

- **Current Status:** 14.8% of all students at Southeast have been identified as needing an IEP. 24% of the students in the district have been identified as needing an IEP. The state average is 15%.
- **Goal:** By June 2011, Southeast will identify and determine appropriate placement in the least restrictive environment for students requiring an IEP which will result in a reduction of students needing special education services by 3%. This will continue through June 2012.

(Goal 3 Activities)

- Educate all parents regarding RtI, supports available, and include them in Tier III problem solving meetings.
- SWAT (School Wide Assessment Team) will administer AIMSweb benchmark assessment to all students three times per year.
- Staff will analyze AIMSweb data and identify students who need additional support. Interventions will be prescribed.
- Notify parents of students needing additional support at either Tier II or Tier III level.
- All students receiving interventions including special education students will be progress monitored via CBM weekly.
- Southeast staff will meet every 4-6 weeks to evaluate the effectiveness of the intervention and discuss student progress.

(Goal #4)

- **Current Status:** As measured by SWIS, 88.4% of all students were at the universal level while 13.6% of all students are in need of targeted interventions.
- **Goal:** By June 2011, Southeast School will use a systematic universal behavior screening tool to identify students at risk and provide research-based supports to 15% of all students. In addition, we will continue to use a multi-tiered model of support for all students during the 2012 school year.

(Goal #4 Activities)

- ❖ Southeast will pilot the AIMSweb Behavior Module during the 2010-2011 school year.
- ❖ All students will be benchmarked in the fall and spring using the SSIS (Social Skills Intervention System) screening tool.
- ❖ Identify students whose social skills or motivation to learn deficits interfere with their learning and create an action plan for those students.
- ❖ Select appropriate research-based interventions using the AIMSweb behavior management toolkit.
- ❖ Progress monitor student behavior and evaluate the effectiveness of the intervention.
- ❖ Ongoing collaboration and communication with parents .

Evaluation of Goals

- Analyze ISAT data to assess student achievement.
- Teachers will analyze local data (AIMSweb, MAPS, reading/math assessments) and use this data to drive instruction over the course of the school year.
- Tiered team meetings will be held every six weeks to determine the effectiveness of reading interventions.
- In the spring, MAPS data will be analyzed and a higher percentage of students meeting their growth targets should be shown.
- Secondary/Tertiary PBIS Teams will analyze data to determine the effectiveness of the interventions implemented to support student behavior.

Evergreen Park Elementary School District 124

2010 Property Tax Levy

Property Tax Factors 2009

- Assumptions used for 2009 Levy
- CPI (lesser of CPI or 5%): 0.1%
- Assessments: Decrease by 10%
- Multiplier: Held constant
- EAV (Assessments x Multiplier): -10%
- New Property: \$1,000,000

Property Tax History

Levy Year	Rate	EAV	Tax Revenue	Increase	CPI	New Property	Tax Revenue	Total Tax
2005	3.677	391,021,842	\$14,378,241					
2006	3.776	393,783,665	\$14,869,271	3.42%	3.40%	9,035,078	\$341,165	\$15,210,436
2007	3.678	423,977,839	\$15,593,905	2.52%	2.50%	6,807,779	\$250,390	\$15,844,295
2008	3.487	473,044,975	\$16,495,078	4.11%	4.10%	1,974,451	\$68,849	\$16,563,927
2009 Est.	3.878	427,517,483	\$16,579,128	0.09%	0.10%	1,000,000	\$38,780	\$16,617,908

Property Tax Factors 2009 Actual

- CPI: 0.1%
- EAV: Increase of .92%
- New Property: 620,496

Property Tax History

Levy Year	Rate	EAV	Tax Revenue	Increase	CPI	New Property	Tax Revenue	Total Tax	Tax Inc.
2008	3.487	473,044,975	\$16,495,078	4.11%	4.10%	1,974,451	\$68,849	\$16,563,927	\$719,632
Est. 2009	3.878	427,517,483	\$16,579,128	0.09%	0.10%	1,000,000	\$38,780	\$16,617,908	\$53,981
2009	3.474	477,412,837	\$16,585,322	0.13%	0.10%	620,496	\$21,556	\$16,606,878	\$42,951

Property Tax Factors 2010

- Assumptions for 2010 Levy:
- CPI: 2.7% (known)
- EAV: 3% Increase (estimate)
- New Property: 1,000,000

Property Tax 2010

Levy Year	Rate	EAV	Tax Revenue	Increase	CPI	New Property	Tax Revenue	Total Tax	Tax Inc.
2005	3.677	391,031,842	\$14,378,241						
2006	3.776	393,783,665	\$14,869,271	3.42%	3.40%	9,035,078	\$341,165	\$15,210,436	
2007	3.678	423,977,838	\$15,593,905	2.52%	2.50%	6,807,779	\$250,390	\$15,844,295	\$633,859
2008	3.487	473,044,975	\$16,495,078	4.11%	4.10%	1,974,451	\$68,849	\$16,563,927	\$719,632
2009	3.474	477,412,837	\$16,585,322	0.10%	0.10%	620,496	\$21,556	\$16,606,878	\$42,951
2010 Est.	3.464	492,374,333	\$17,055,847	2.70%	2.70%	1,000,000	\$34,640	\$17,090,487	\$43,609

Worth Township Collections

	2009	2008	2007	2006
District 122	101.14	98.63	98.93	96.86
District 123	96.91	98.32	98.74	97.49
District 124	93.90	101.22	98.35	97.45
District 125	96.17	98.13	98.34	98.03
District 126	95.01	98.44	98.39	97.61
District 127	95.80	99.08	98.53	97.12
District 1275	98.23	97.31	98.30	97.57
District 128	95.81	99.29	98.85	98.22
District 130	93.23	96.79	97.58	96.31
District 218	94.86	97.49	97.81	96.64
District 229	97.51	98.42	98.77	97.35
District 231	93.89	101.20	98.37	97.42
Worth Total	95.74	98.37	98.27	97.08
Average All	96.04	98.69	98.41	97.34
Average Elementaries	96.24	98.58	98.45	97.41
124	93.90	101.22	98.35	97.45
Difference	-2.34	2.64	-0.10	0.04

Current Financial Condition

	Unrestricted Fund Balance	Revenues	Expenditures	Net	4 mos. Expenses
June	\$ 15,570,809.47				
July	\$ 15,671,525.98	\$ 572,962.24	\$ 472,245.73	\$ 100,716.51	\$ 7,227,692.00
August	\$ 15,386,178.66	\$ 884,245.30	\$ 1,068,878.11	\$ (184,632.81)	\$ 7,227,692.00
September	\$ 13,839,613.25	\$ 1,110,292.58	\$ 2,841,488.80	\$ (1,731,196.22)	\$ 7,227,692.00
October	\$ 12,111,071.38	\$ 1,655,290.80	\$ 5,115,031.69	\$ (3,458,738.09)	\$ 7,227,692.00
November	\$ 10,763,204.47				

Evergreen Park Elementary School District 124 Fiscal Year 2010 State Obligations Held at the Comptroller's Office As of November 16, 2010			
	Approved Amount	Paid Amount	Vouchered & Held
SpEd Private Facilities	\$230,025.96	\$173,590.27	\$56,435.71 3rd qtr
SpEd Funding (Extraordinary)	\$255,104.99	\$191,325.40	\$63,779.59 3rd qtr
SpEd Funding (Extraordinary HH)	\$10,175.57	\$0.00	\$10,175.57
SpEd Personnel	\$553,670.00	\$553,670.00	\$0.00
SpEd Orphanage	\$51,212.05	\$15,769.57	\$35,442.48
SpEd Summer School	\$2,279.83	\$2,279.83	\$0.00
TPH	\$51,392.00	\$26,216.00	\$25,176.00
State Free Lunch	\$5,480.00	\$9,460.00	\$0.00
SpEd Transportation	\$348,619.80	\$261,460.35	\$87,159.45 3rd qtr
Early Childhood Block	\$106,151.00	\$82,000.00	\$24,151.00
Reading Improvement Block	\$72,600.00	\$0.00	\$72,600.00 entire amount
ADA Safety & Ed Block	\$15,227.26	\$7,683.00	\$7,544.26 half
Total	\$1,786,912.58	\$1,329,234.42	\$463,678.16

Evergreen Park Elementary School District 124 Fiscal Year 2011 State Obligations Held at the Comptroller's Office As of November 16, 2010			
	Approved Amount	Paid Amount	Vouchered & Held
SpEd Private Facilities	\$66,464.37	\$0.00	\$66,464.37 1st quarter
SpEd Funding (Extraordinary)	\$62,896.48	\$0.00	\$62,896.48 1st quarter
SpEd Personnel	\$143,391.25	\$0.00	\$143,391.25 1st quarter
State Free Lunch	\$1,243.20	\$0.00	\$1,243.20
SpEd Transportation	\$110,586.80	\$0.00	\$110,586.80 1st quarter
Total	\$384,542.10	\$0.00	\$384,542.10

Total Funds Vouchered and Held **\$848,220.26**

What's Next??

- 2nd installment 2009 property tax – Dec.
- Truth in Taxation Box in Paper
- Truth in Taxation Hearing Dec. 15th meeting
- 1st installment 2010 property tax (55% of 2009 levy) now due April 1st instead of March 1st

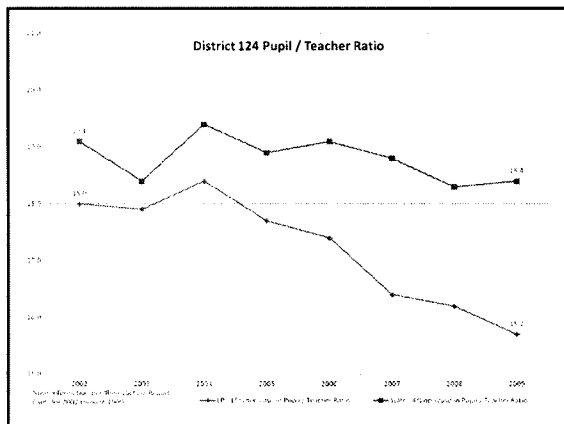
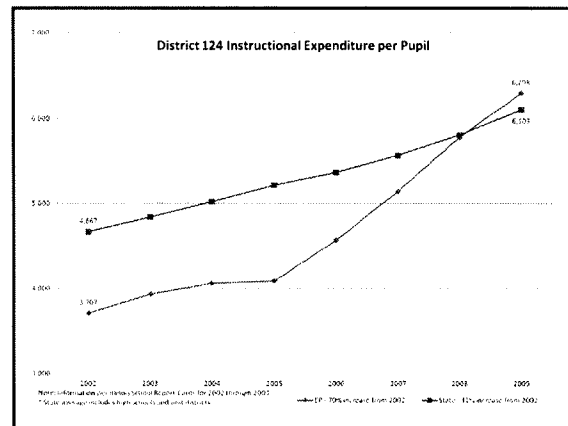
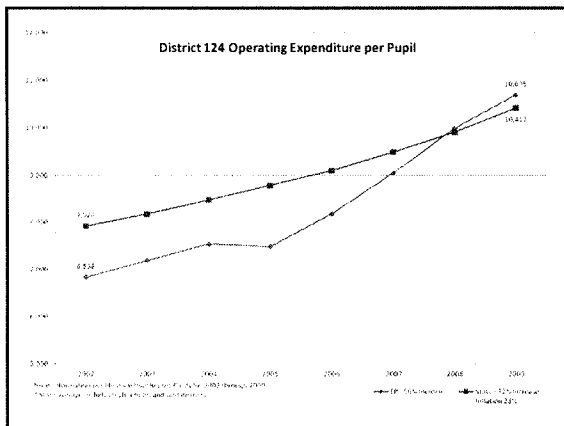
Questions??

Evergreen Park District 124 State of the District

Surrounding Districts Superintendent Compensation 2010-2011

	Base Pay	Bonus	Other	Total
District 117 North Palos	224,233		3,326	227,559
District 118 Palos	194,664		4,980	199,644
District 143 Midlothian	175,000		14,650	189,650
District 122 Ridge/Ol	181,500		3,635	185,135
District 124 EP	150,820	10,000	18,000	178,820
District 128 Palos Heights	166,420		0	166,420
District 123 Ol	165,000			165,000
District 116 Ahwip	150,000			150,000

Data from each district's Salary Compensation Report pursuant to Section 10-20-46 of the Illinois School Code



Why changes need to be made Analysis of Cost – 2002 through 2009

1. Operating expenditure per pupil has increased by 56% from \$6,838 to \$10,695
2. Average state increase was 32% from \$7,926 to \$10,417
3. Instructional expenditure per pupil has increased by 70% from \$3,707 to \$6,298
4. Average state increase was 31% from \$4,667 to \$6,103
5. Pupil / Teacher ratio decreased 15% from 18 in 2002 to 15.7
6. Average state ratio decreased 4% from 19.1 to 18.4
7. District 124 tax rate per \$100 increased from 3.51 to 4.08; a 17% increase
8. Compare to surrounding districts (see next slide)

Surrounding District's Tax Rate & Expenditures

	EAJ Per Pupil	2006 Per \$100	2007 / 2008 Per Pupil Operating	2007 / 2008 Instruction Per Student	2008 / 2009 Enrollment	# of Schools
District 124 EP Rank	229,394	4.08	10,695	6,258	1,878	5
District 117 North Palms	271,436	3.76	11,190	3,828	2,571	5
District 123 Ok	254,053	3.71	10,332	5,692	3,037	6
District 122 Ridge / Ol	288,889	3.2	10,812	4,571	2,254	5
District 118 Palms	478,302	2.18	10,834	6,111	1,841	3
District 128 Palms Heights	529,729	2.27	11,812	8,609	682	4
District 126 Aship	435,391	2.6	9,544	5,970	1,592	4
Midlothian	121,948	2.84	6,920	4,094	1,922	4

Note 1: All information obtained from 2009 Illinois District Report Cards that were posted on the Districts' website

Surrounding District's Budget Data

	Instructional Expenditure %	Education Expenditure %	Support Service Funding Expenditure %	Local Funding %
District 124 EP Rank	50.8%	82.7%	29.9%	79.3%
District 117 North Palms	41.3%	60.9%	24.7%	85.7%
District 123 Ok	45.5%	68.4%	30.5%	86.3%
District 122 Ridge / Ol	30.6%	55.3%	35%	82.2%
District 118 Palms	44.1%	64.2%	30.8%	86.6%
District 128 Palms Heights	46.6%	66.6%	27.5%	89.5%
District 126 Aship	54%	76.1%	31.9%	88.3%
Midlothian	36.9%	58.8%	24.2%	43.7%

Note 1: All information obtained from 2009 Illinois District Report Cards that were posted on the Districts' website

Why changes need to be made Analysis of Cost – 2002 through 2009

Major cause of increase

- 28% increase in average teacher compensation from 2002 to 2009
- 16% increase in average administrative compensation
- State averages were 24% and 21% respectively
- Operating and maintenance costs increased almost 250% from \$610,000 to 1.5 million. Price of dealing with old building. Only 7% of total costs
- Enrollment decreased by 175 students from 2,053 to 1,878
- Certified staff increased from 141 to 148

Why changes need to be made

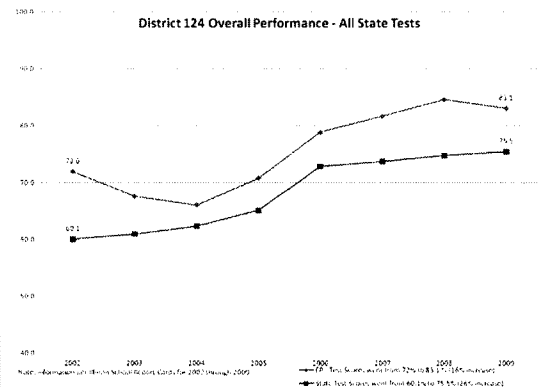
- Faltering economy
- Significant drop in housing prices
- Health insurance cost expected to continue to increase by 10% annually
- Real Estate Tax – rate already one of highest in the area
- Single largest taxpayers (Evergreen Park Plaza) in financial peril and protesting their taxes requesting \$500,000 in reductions

Why changes need to be made

- State revenues expected to continue to decrease
- Deficit for 2011 and 2014 are project to be:

2011	\$1.2 million
2012	\$2.2 million
2013	\$1.9 million
2014	\$2.3 million
- After 2014, will be in a deficit reduction plan
- Will need to balance budget
- Decrease cost by 10%
- Significant program staff and administration cuts
- Cannot afford to wait until 2014 to deal with deficits

District 124 Overall Performance - All State Tests



District 124 Overall Performance

- All state test scores increased 16% from 72% to 83.1% *
- State average test scores increased 26% from 60.1% to 75.5% *
- State ranking of 2,205 State of Illinois elementary schools †

Southwest	408 / 2,205
Northwest	859 / 2,205
Southwest	1,073 / 2,205
Northeast	1,615 / 2,205
Central	627 / 1,386

* From Illinois School Report cards

† From Chicago Sun-Times rankings based on average test scores on state achievement tests

Surrounding District's Results

	Class Size** (Class 1)		Overall Test Score % (Reading / Language- Standard - 4EP Math)		Low Income	Point / Teacher Ratio	Point / Certified Staff Ratio	Point Administration Ratio	LEP
	1-5	6-8							
District 124 EP Rank	21 2	22 2	81.5 5	87.2 5	29	15.7 2	18.9 1	187.8 4	3.4
District 122 North Palms	16	26	80.6	86.4	33.3	20.4	14	264.3	7.7
District 123 OL	22	28	82.3	89.6	34.4	18.1	11	233.8	6.8
District 122 Ridge / OL (2008)	27*	18*	76.9*	89.0*	38.3	23.3*	14.1*	204*	14.2
District 128 Palms	20	13	81.8	85.6	8.1	16.3	11.4	157.4	2.7
District 128 Palms Heights	21	10	89.9	92.7	2.4	16.7	11.2	151	6
District 124 Alton	21	13	79.9	85.8	34.4	15.3	11.2	176.9	18.3
Midwestern	21	12	66.9	76.1	50	17.1	12.7	187.1	105
State	21	22				18.4	13.3	201.8	

- Note 1: All information obtained from 2009 Illinois District Report Cards that were posted on the District's website
 Note 2: District 122 Ridge / OL's information for 2009 obtained from the Interactive Illinois Report Card for 2009. Any amount indicated with a * comes from 2008 Illinois District Report Cards.
 Note 3: Class sizes represent an average class size per grade listed on the 2009 Illinois School District Report Card (rounded to nearest digit)

PERSONNEL RECOMMENDATIONS
November 17, 2010

Certified Personnel

Leave of Absence – FLMA

Name	Date	Position
Denise Thomas	October 4, 2010	Principal – SW
Mary Flanagan	October 4, 2010	Coordinator Student Support Services
Ashley Holland	February 22, 2011	Grade 2 Teacher – NE

Addition

Name	Date	Position
Sandra Truax	October 25, 2010	Interim Principal – SW