

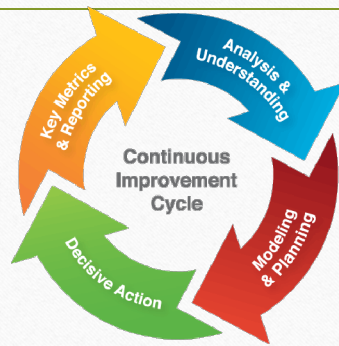
District 89 Student Learning





PARCC

- State Required
- Grades 3-8
- Annual
- Measure College and Career Readiness



NWEA MAP

- District Required
- Grades K-8
- Three times a year
- Measures Student Growth (adaptive)

PARCC Proficiency: ELA

- Level 1 Dark Orange - did not yet meet expectations
- Level 2 Light Orange - partially met expectations
- Level 3 Yellow - approached expectations
- Level 4 Light Green - met expectations
- Level 5 Dark Green - exceeded expectations

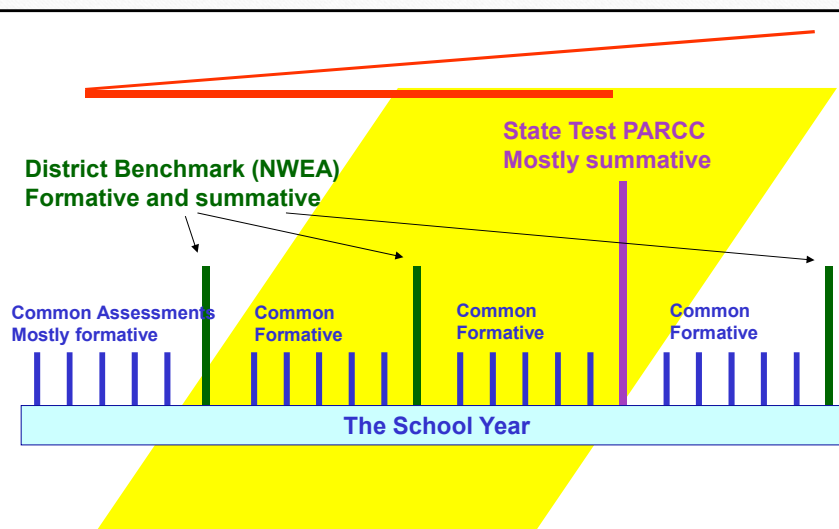


PARCC Proficiency: Math

- Level 1 Dark Orange - did not yet meet expectations
- Level 2 Light Orange - partially met expectations
- Level 3 Yellow - approached expectations
- Level 4 Light Green - met expectations
- Level 5 Dark Green - exceeded expectations



A Year of Assessment – PARCC & MAP



Why do NWEA MAP?



- Adapts to each student's instructional level, giving more information about the student's specific skills, and also making it more engaging for the student.
- Provides a stable measure over time which can be tracked within the school year, and from year to year.
- Helps students set individual learning goals, thus motivating their own learning.

7

District Improvement Plan

District Improvement Plan: Implementation and Monitoring Template							
Student Achievement SMART Goal 1 - ELA:							
On the Reading Student Growth Summary Report in MAP, from spring to spring (cohort), the achievement status percentile for students K-5 will grow 5% annually for the next three years.							
Worthy Target and Practice/Performance Measures							
WT #1: All K-5 teachers will implement comprehensive balanced literacy using Wonders/Maravillas (shared, guided, independent) as measured by classroom walk-through trend data and MAP achievement status percentile.							
Measures	Baseline Data	Progress Data		Progress Data		Progress Data	
Practice/Performance		10/1/2016-12/15/2016	Actual Results	1/10/2017-3/10/2017	Actual Results	May-17	Actual Results
100% of teachers will implement the curriculum as outlined in the district curriculum guides as evidenced by classroom walkthroughs.	65% on 2015-2016 Walkthroughs	Target 100% on EOY tool	86%	Target 100% on EOY tool	74%	Target 100% on EOY tool	not completed
Measures	Baseline Data	Progress Data	Actual Results	Progress Data	Actual Results	Progress Data	Actual Results
Practice/Performance	Spring 2016	Winter 2017	Actual Results	Spring 2017	Actual Results	Year to Year	Actual Results
On the Reading MAP Achievement Status Percentile Report for growth, from spring to spring (cohort), students will grow 5% by spring 2017.	K G1-13% G2-11% G3-14% G4-11% G5-16%	Fall to Winter growth 3%	K 20%-18% G1 11%-7% G2 12%-14% G3 21%-14% G4 12%-18%	Winter to Spring Growth 2%	K 18%-24% G1 8%-11% G2 13%-18% G3 15%-17% G4 17%-16%	Spring to Spring Growth 5%	K 18%-24% G1 18%-13% G2 11%-18% G3 13%-18% G4 12%-18% G5 17%-23% AVG 14%-16%

THE STORY OUR DATA TELLS... SPRING 2016-2017

Math: Student Achievement Percentile Spring 2015-2016 to Spring 2016-2017

	KDG*		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		K-5		6-8		K-8	
	Fall 2016%	Spring 2017%	Spring 2016	Spring 2017	Spring 2016	Spring 2017	Spring 2016	Spring 2017	Spring 2016	Spring 2017	Spring 2016	Spring 2017	Spring 2016	Spring 2017	Spring 2016	Spring 2017	Spring 2016	Spring 2017	Spring 2016	Spring 2017	Spring 2016	Spring 2017	Spring 2016	Spring 2017
Emerson	5	1	7	7	1	5	2	11	1	2	1	5							2	6			2	6
Garfield	15	23	13	19	1	4	7	4	2	4	13	22							7	11			7	11
Irving													4	9	6	12	9	14			6	12	6	12
Jane Addams	15	65	32	61	32	16	11	7	6	30	29	40							22	31			22	31
Lincoln	17	59	35	18	13	36	13	11	20	17	17	31							20	23			20	23
Melrose Park	10	47	32	14	14	10	9	13	5	12	23	41							17	18			17	18
Roosevelt	12	4	14	2	3	14	2	1	18	15	1	1							8	7			8	7
Stevenson													26	19	11	23	23	34			20	25	20	25
WDLA	29	64	26	35	22	19	38	72											29	42			29	42
District %ile	13	33	23	19	9	13	8	9	6	11	11	23	15	15	9	18	17	26	11	15	14	20	12	17

District data

Reading: Student Achievement Percentile Spring 2015-2016 to Spring 2016-2017

	KDG*		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		K-5		6-8		K-8	
	Fall 2016%	Spring 2017%	Spring 2016	Spring 2017	Spring 2016	Spring 2017	Spring 2016	Spring 2017	Spring 2016	Spring 2017	Spring 2016	Spring 2017	Spring 2016	Spring 2017	Spring 2016	Spring 2017	Spring 2016	Spring 2017	Spring 2016	Spring 2017	Spring 2016	Spring 2017	Spring 2016	Spring 2017
Emerson	10	2	14	6	1	3	8	19	2	5	1	2							5	7			5	7
Garfield	37	16	14	25	6	13	14	14	13	19	36	46							17	23			17	23
Irving													12	22	18	17	22	45			17	28	17	28
Jane Addams	26	56	33	46	34	14	17	18	12	42	40	44							27	33			27	33
Lincoln	20	33	21	6	18	42	15	15	36	21	19	20							22	21			22	21
Melrose Park	10	35	16	7	10	15	10	17	4	11	28	35							14	17			14	17
Roosevelt	17	10	18	5	10	31	6	5	36	37	4	8							15	17			15	17
Stevenson													30	20	17	28	29	43			25	30	25	30
WDLA	37	27	13	13	13	34	55	86											27	44			27	44
District %ile	19	25	18	13	11	19	13	18	12	18	17	23	22	20	18	23	27	43	14	18	22	29	17	22

The district met its 5%ile growth goal in both Reading and Math on MAP!

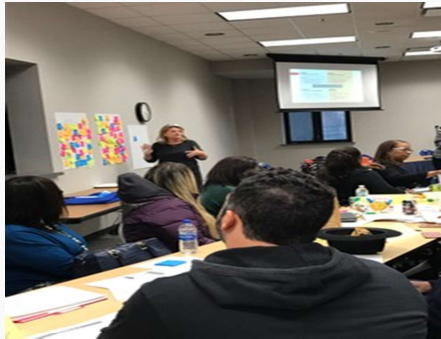
Curriculum Resources Updated



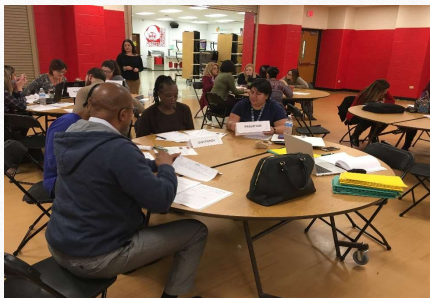
Intervention Resources for Additional Support



Ongoing Professional Development



Coaching & Interventionists



District Family Nights



AFRICAN AMERICAN HISTORY MONTH CELEBRATED ON TUESDAY, FEBRUARY 28, 2017



2nd annual celebration of African American History Night – being held on Wednesday, February 28, 2018

After-School Clubs



IRVING TIGERS

IESA Sectional Champions
8th Grade Class 4A Boys Basketball



February 7, 2018

Preschool for All GOLD ExceleRate



PMSA Students Math Competition



Community Partnerships



Partnership with the Maywood Police Department

42 students participate in the State of the African American Male Conference



Triple I Conference



Center for School Improvement Newsletter

Ensuring Change Reaches the Classroom

As the new Superintendent of Maywood-Melrose Park-Broadview School District 89, Dr. David Ferguson mapped out a vision of transforming systems to increase the level of student achievement and improve teacher practices. He appreciates that Illinois CSI is helping the district focus on that goal.

In his first year as a Priority district, SD 89 focused on collecting and analyzing data to set specific targets that focus on local improvement and implementing curriculum with fidelity.

Barbara Dahly, assistant superintendent of curriculum, explained, "Working with Illinois CSI really allowed us to create a focus. When we started the work, we saw so many things that we needed to improve. But by working together as a team and

really looking at our data, we were able to provide those areas that we needed to improve."

As he began his tenure, Dr. Ferguson soon realized the benefits of having Illinois CSI's National Knowledge Base to the district. It was helpful for understanding Illinois CSI's history with our district.

During his first year as a Priority district, SD 89 has closely implemented plans down to the classroom level, including a program for Comprehensive Balanced Literacy with support from an outside consultant, creating new mathematics and ELA walk-through rubrics to measure to identify targets, and the facilitation of data reviews for school staff to analyze and understand trends in their data.

Dr. Ferguson shared the following statement, "What do we want every single teacher to know in order to be successful in the classroom? We have to be supportive of our teachers in order for them to be successful, which in turn will lead to student success." Dahly added, "We are putting classroom walk-throughs into place and aligning them to the priorities we want that will assist teachers."

Illinois CSI also has helped the district be more intentional about data collection and analysis. For example, Illinois CSI staff members supported school teams in partnering with district personnel to analyze their data to determine the areas they needed to focus on to improve student achievement.

"Deep implementation with fidelity to the means monitoring, accountability and adjusting, if necessary," said Dr. Ferguson. "If we see something is not really working, then we have to go back to the drawing board and say, 'Why is this not working?' What do we need to do differently? But we need to maintain our focus. What we don't want to do is change the goal - in other words, we need to be consistent in our vision of ensuring that all students are successful. So we are confident. What is realistic? That we can accomplish within an academic year and within the next two to three years?"

In 2016-17 the district is having the individual schools set their own yearly targets. This work will begin in a series of school improvement planning teams. From the district has engaged an outside consultant to do classroom walk-throughs to assess school culture and climate—SD 89's next yearly target.

"Working with Illinois CSI this year has been a very positive experience, their staff members have been very motivated," said Dr. Ferguson. "They've organized several different types of meetings from the district improvement planning team meetings, school improvement planning meetings, DLTs, to the board meetings and day-to-day meetings, so they have been very hands-on. It's been a positive experience."

54%
Performance Evaluation (PDEA) Measures for Academic Progress (SAP) data showed from spring 2015 to spring 2016 that 54% of students in Grades 3-5 had growth in both reading and mathematics. This was an improvement over their overall expectations in their first year of focused monitoring.

Pg. 01



DISTRICT 89 MISSION

The Mission of Maywood-Melrose Park-Broadview School District 89 is to ensure the well-being of our students academically, emotionally and socially.

It is our responsibility to provide an environment that will prepare students to pursue college or career opportunities through meaningful learning experiences.

DISTRICT 89 VISION

As a result of our "Whole Child" approach to education, District 89 Schools will be the school system of choice and source of community pride.

THANK YOU!





DISTRICT 89
MAYWOOD | MELROSE PARK | BROADVIEW

Our Students, Support Services & Climate and Culture



DISTRICT 89
MAYWOOD | MELROSE PARK | BROADVIEW

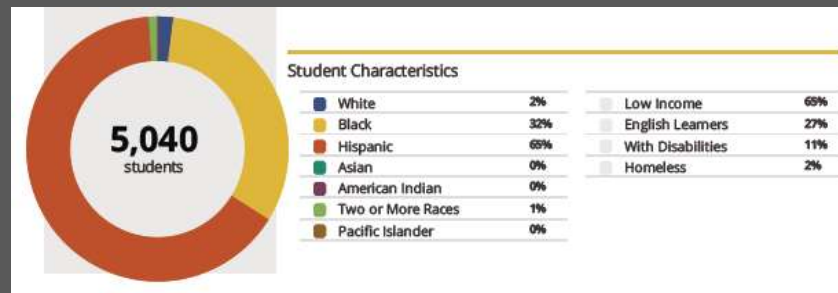
The Students we serve





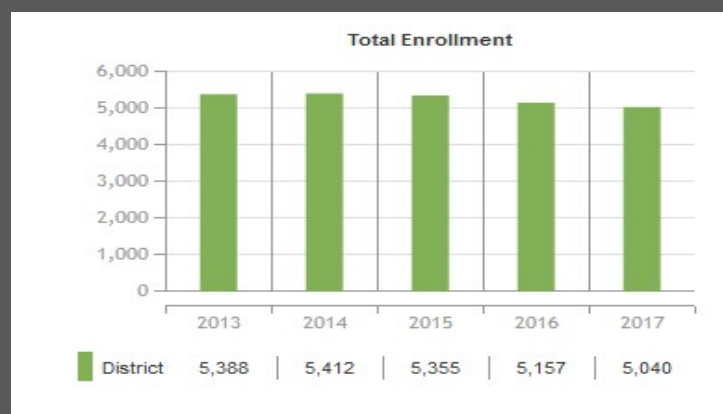
DISTRICT 89
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Demographics



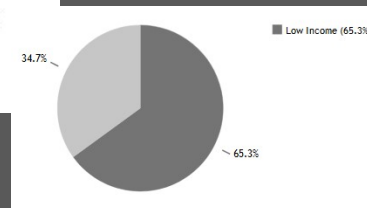
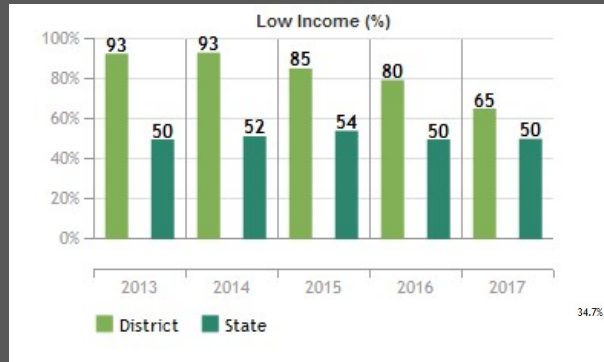
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Student enrollment

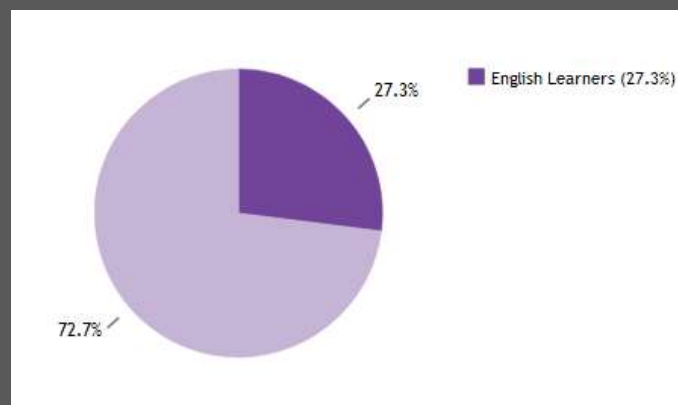




Low income students

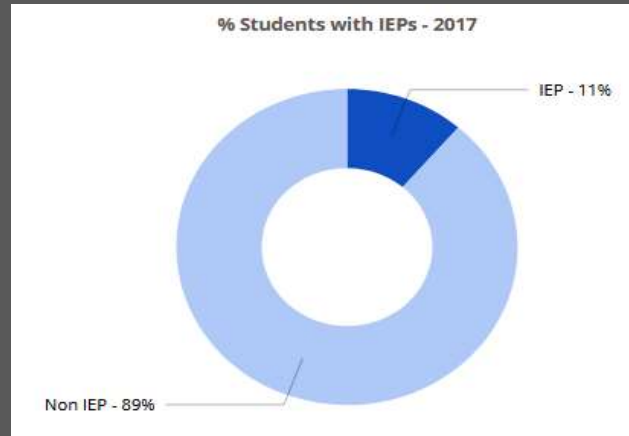


English learners

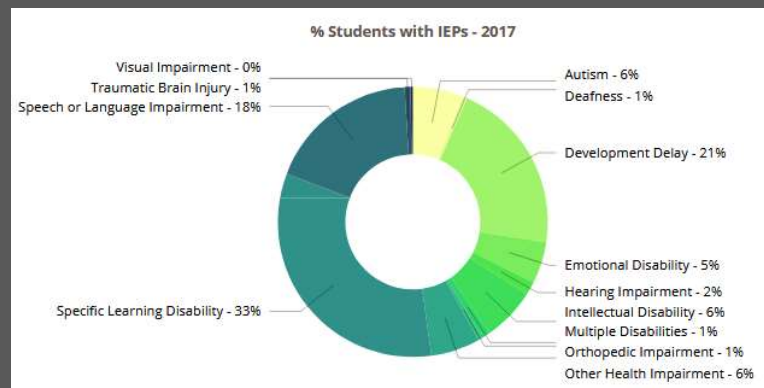




Students with IEP's



Students with IEPs by disability



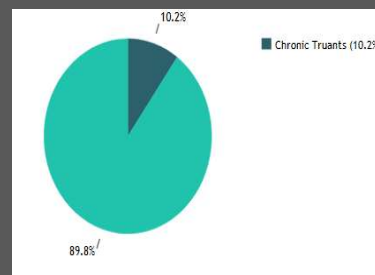
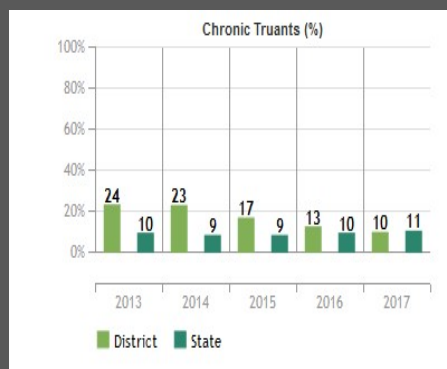
Rationale for paec withdrawal



- We believe “ALL MEANS ALL” and all of our students belong here
- The District will increase its continuum of service options within District buildings
- We will educate ALL of our students about disabilities
- The District will have financial discretion based on the specific needs of our students



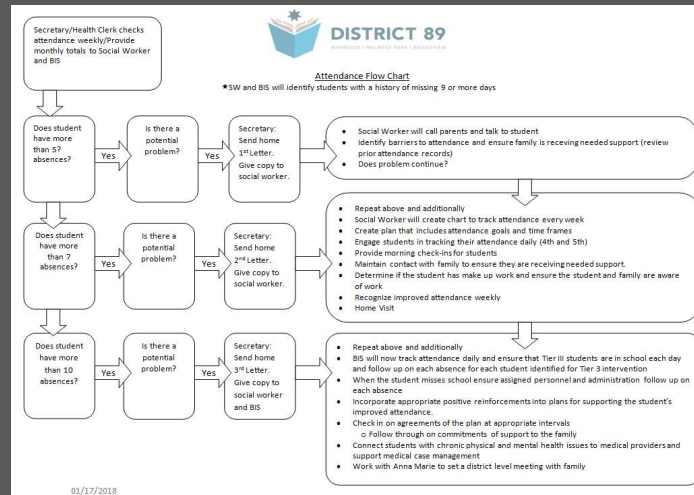
Chronic truancy rate





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Attendance flow chart



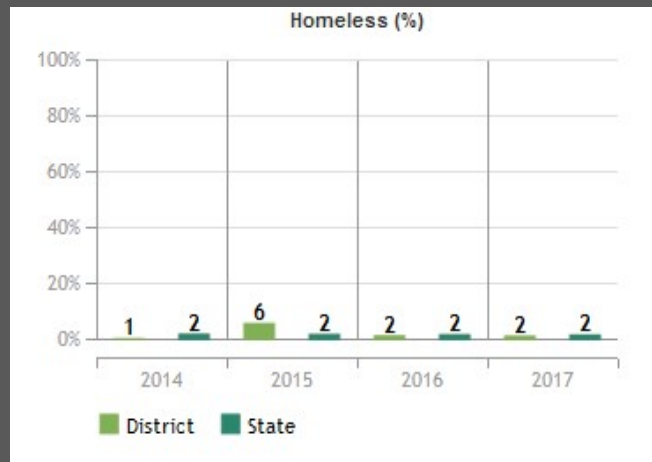
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Behavioral Data

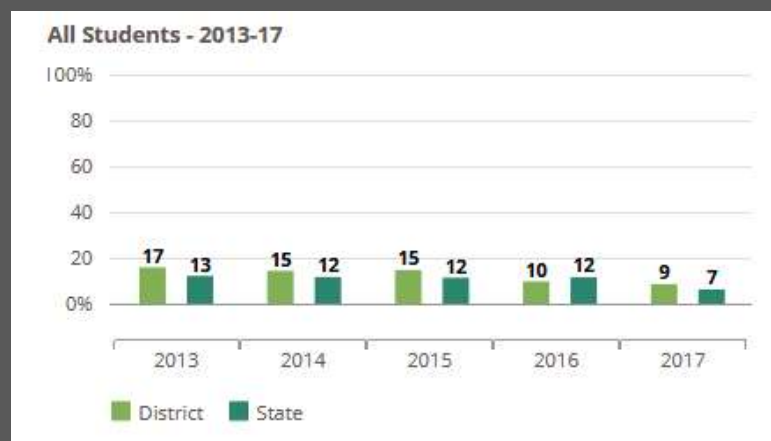
2014-15 School Year Totals		2015-16 School Year Totals		2016-17 School Year Totals		2017-18 School Year Totals	
In School Suspension	Out of School Suspension	In School Suspensions	Out of School Suspension	In School Suspensions	Out of School Suspension	In School Suspensions	Out of School Suspension
87	618	289	335	36	60	41	35



Homeless



Student mobility





Student support services

Advocates	5
Assistive Tech	3
Art Therapist	1
Behavior Interventionist	4
DHH Teachers	3
Health Clerks	7
Instructional Assistants	63
Low- Incidence Teachers	5
Music Therapist	1
Occupational Therapists	5
Physical Therapist	1
Psychologists	4
Recreational Therapist	1
Registered Nurses	6
Resource Teachers	30
Self-Contained Teachers	2
Speech Therapists	11
Social Workers	11



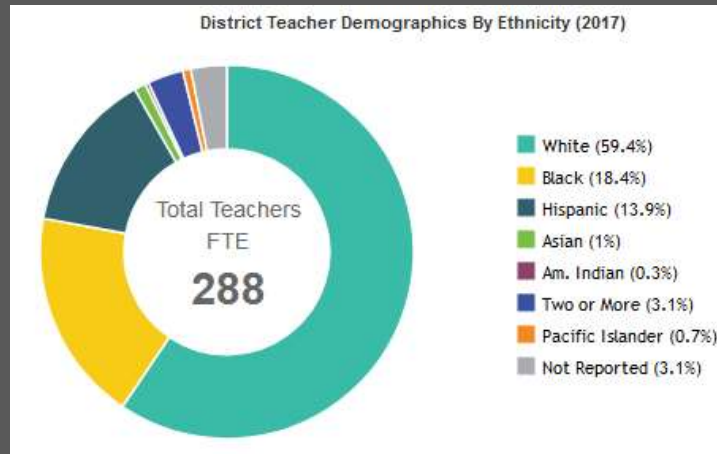
Our Staff





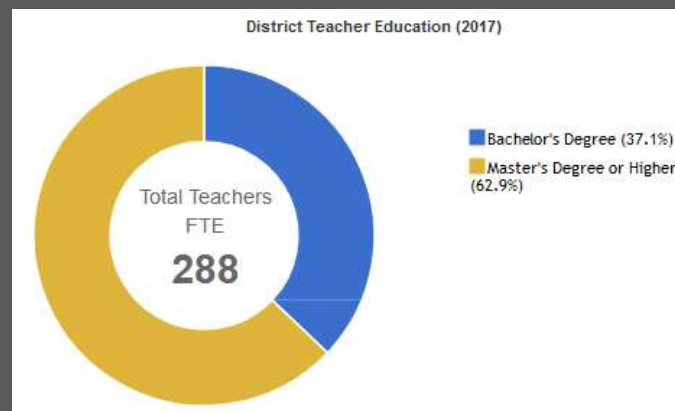
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Teacher demographics



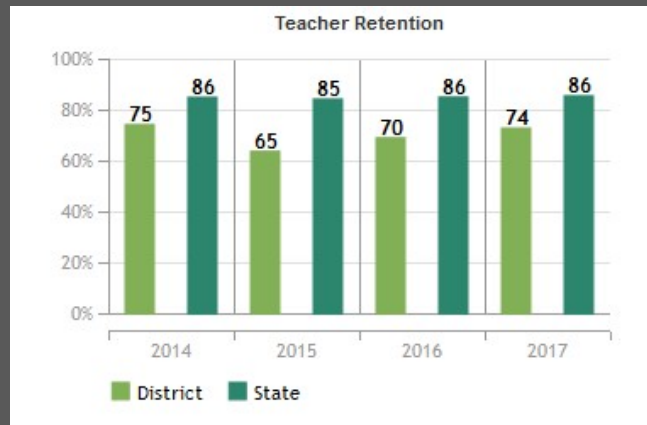
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Teacher education

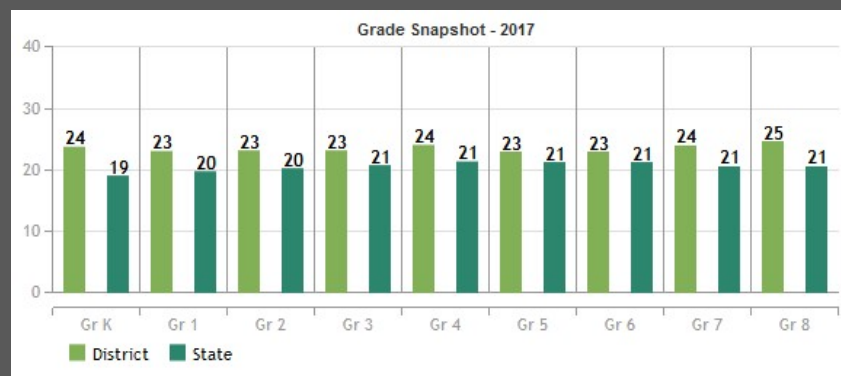




Teacher retention

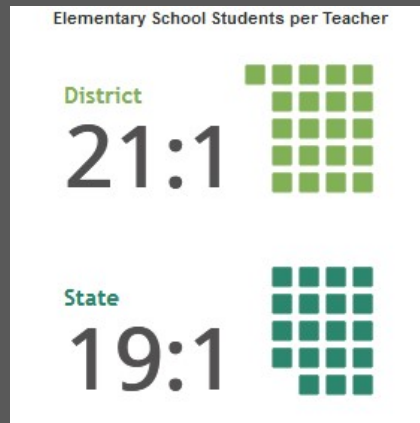


Average class size





Pupil/ teacher ratio



Parent communication



93,000
Users

2:54
Average Time
on a Page

90 families
Access Parent
Portal/day

Climate and Culture



School Environment Checklists

[illegible]



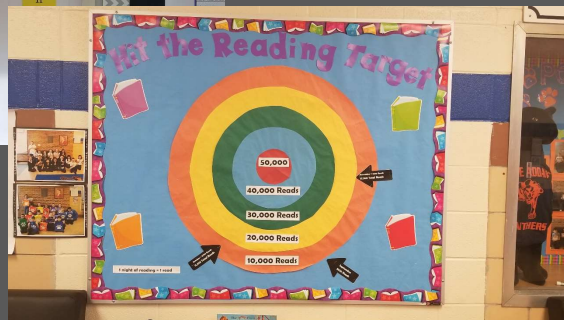
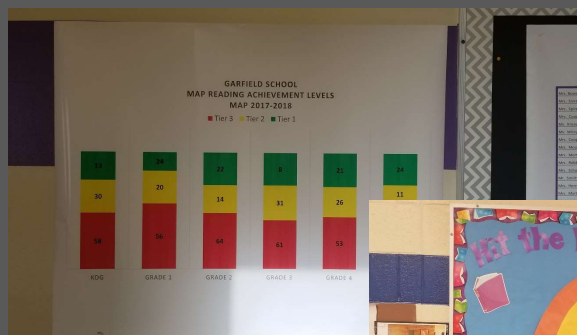
DISTRICT 89
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School Environment Checklists



DISTRICT 89
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School Environment Checklists





DISTRICT 89
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School Environment Checklists



Classroom Environment



DISTRICT 89
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DISTRICT 89 Classroom Environment Checklist	
Teacher: _____	Room: _____ Date: _____
Classroom Set Up	
<input type="checkbox"/> Classroom is neat organized and overall appearance is consistent with safety practices of classroom (e.g. storage neatly put away, no piles on ledge, damaged books and materials removed).	<input type="checkbox"/> Library area is clearly organized and labeled by genre, theme, topic and/or reading level, with clear check-out system posted.
<input type="checkbox"/> Student seats situated for purposeful learning and smooth transition for a wide variety of instructional strategies (e.g. direct instruction, cooperative learning, reading, etc.)	<input type="checkbox"/> Have/View meets principal expectations per grade level content.
<input type="checkbox"/> Furniture arrangement allows for clear lines of sight and movement for teacher and students.	<input type="checkbox"/> Student and teacher-generated instructional anchor charts and artifacts are neatly written, visible, organized by content area, and reflect current studies.
<input type="checkbox"/> Rug/meeting area for class activities set up and in use.	<input type="checkbox"/> Questions are posted to support content area development (literacy, math, science/bio, studies, nutrition, character education, etc.)
<input type="checkbox"/> Updated, coordinating bulletin boards (themed displays with matching posters and text).	<input type="checkbox"/> Pictures of students are posted and visible.
<input type="checkbox"/> School mission, vision, goals, and core values are posted (as provided by administration).	<input type="checkbox"/> Lamp, plants, and additional decorative items that provide a warm and welcoming classroom feel.
<input type="checkbox"/> School information is posted (schedule/calendar, emergency procedures, current classroom and/or school newsletters).	<input type="checkbox"/> Cook Message (may be inspirational, motivational, or practical).
<input type="checkbox"/> Name-Board Configuration meets principal expectations.	<input type="checkbox"/> Information and artifacts related to high school and college are posted (e.g. college), where the teacher attended, university, etc.)
<input type="checkbox"/> Current student work (updated bi-monthly) displayed with grading rubric reflecting high expectations for academic achievement.	
Material and Supplies	
<input type="checkbox"/> Functioning classroom technology (e.g. LCD projector, SMART board) positioned for use, with electrical cords neatly and safely secured.	<input type="checkbox"/> Textbooks, manipulatives and other instructional materials: unopened, well-organized, labeled, and easily accessible.
<input type="checkbox"/> Classroom supplies are organized and accessible (e.g. table, boxes, bags of sharpened pencils, etc.)	<input type="checkbox"/> Teachers' professional resources are organized and easily accessible (teacher's editions, lesson plans, resourcekeeping system, etc.)
Room and Procedures	
<input type="checkbox"/> Emergency procedures are clearly marked, posted and easy to follow: computer usage, volume level, student use of supplies, early dismissal, after school work, work stations, guided reading, and classroom jobs.	<input type="checkbox"/> Clear system for collection and distribution of student work (e.g. folders, student mailboxes, binders, homework, etc.)
<input type="checkbox"/> Classroom management system is posted (including rules, hierarchy of consequences, and incentives system).	<input type="checkbox"/> Updated lessons plans/quarterly agendas/unit plans are easily accessible.
	<input type="checkbox"/> Student greeters are assigned and greet visitors.
Comments	





Culture and Climate Growth In our Middle Schools

Category	2015-16	2016-17	2017-18 Goal
Attendance	95%	94%	97%
Classroom Environment Checklist Score	33%	75%	85%
School Environment Checklist Score	32%	92%	94%
In School Suspensions	102	50	70
Out of School Suspensions	92	72.5	60
Students Involved in Activities Rate	-	89%	100%

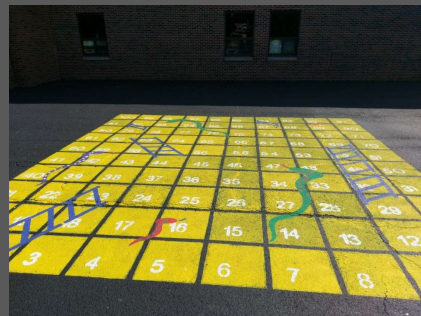
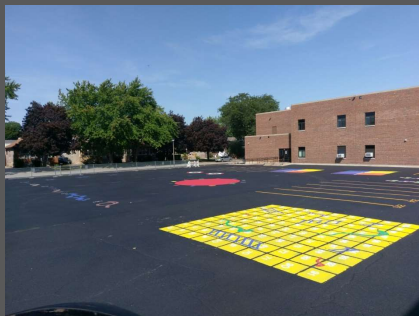
Active recess and playground



Active recess and playground



Active recess and playground



Active recess and playground



“Kasserian Ingera...And how are the children?”



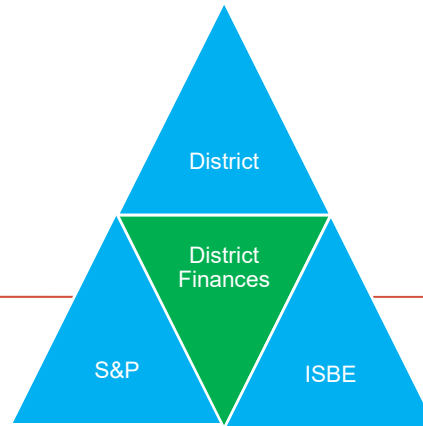
RESOURCE MANAGEMENT



Building our future on a solid financial foundation.

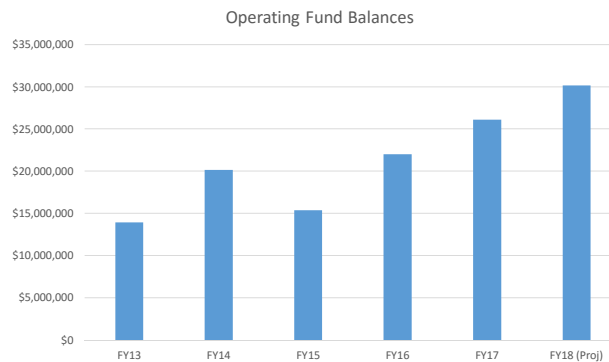


FINANCES



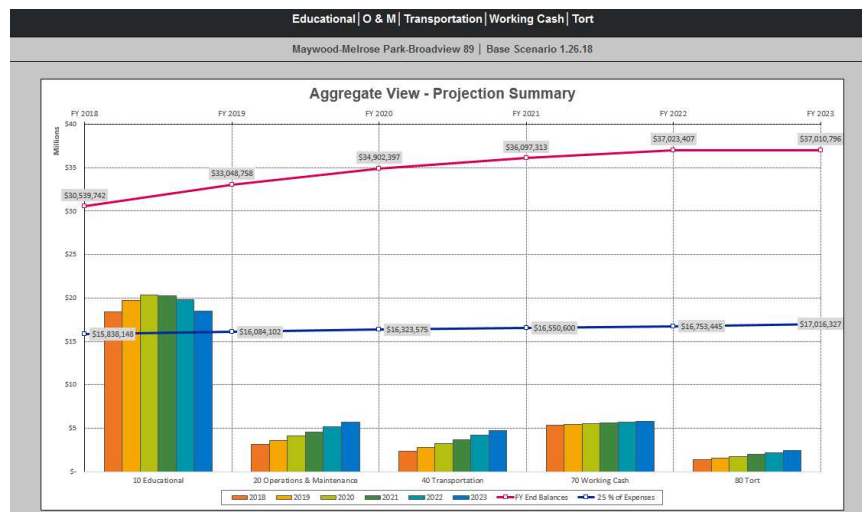
Operating Fund Balances

FY13	FY14	FY15	FY16	FY17	FY18 (Proj)
\$13,965,668	\$20,153,963	\$15,383,880	\$22,006,536	\$26,133,159	\$30,153,955

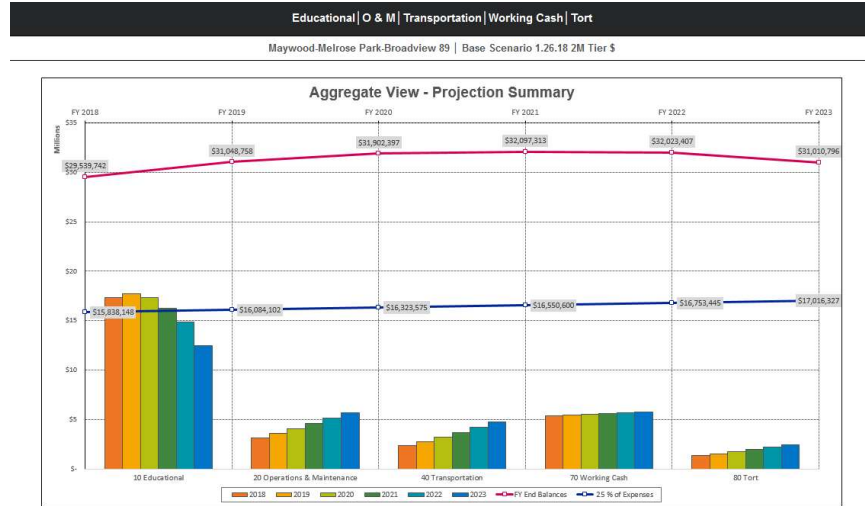




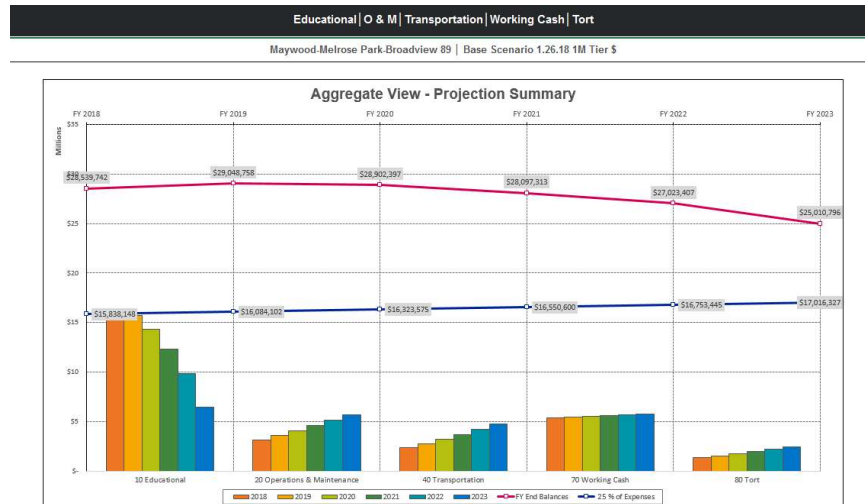
\$3 million promised Tier money



\$2 million promised Tier money



\$1 million promised Tier money



	A	B	C	D	E	F	G	H	I	K	L	M	N	O	P	Q	R
1																	
2																	
3																	
4																	
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42																	

ESTIMATED FINANCIAL PROFILE SUMMARY						
(Go to the following website for reference to the Financial Profile)						
https://www.isbe.net/Pages/School-District-Financial-Profile.aspx						
District Name:	Maywood-Melrose Park-Broadview School District 89					
District Code:	05-016-0890-02					
County Name:	Cook					
1. Fund Balance to Revenue Ratio:						
Total Sum of Fund Balance (P3, Cells C81, D81, F81 & I81)	Funds 10, 20, 40, 70 & 80 if negative	Total	Ratio	Score	4	
Total Sum of Direct Revenues (P7, Cell C8, D8, F8 & I8)	Funds 10, 20, 40, & 70,	25,302,489.00	0.422	Weight	0.35	
Less: Operating Debt Pledged to Other Funds (P8, Cell C54 thru D74)	Minus Funds 10 & 20	82,284,835.00		Value	1.40	
(Excluding C.D87, C.D81, C.D85, C.D89 and C.D73)		0.00				
2. Expenditures to Revenue Ratio:						
Total Sum of Direct Expenditures (P7, Cell C17, D17, F17, I17)	Funds 10, 20 & 40	56,065,590.00	Ratio	Score	4	
Total Sum of Direct Revenues (P7, Cell C8, D8, F8, & I8)	Funds 10, 20, 40 & 70,	82,284,835.00	0.900	Adjustment	0	
Less: Operating Debt Pledged to Other Funds (P8, Cell C54 thru D74)	Minus Funds 10 & 20	0.00		Weight	0.35	
(Excluding C.D87, C.D81, C.D85, C.D89 and C.D73)				Value	1.40	
Possible Adjustment:			0			
3. Days Cash on Hand:						
Total Sum of Cash & Investments (P5, Cell C4, D4, F4, H & C5, D5, F5 & I5)	Funds 10, 20, 40 & 70	28,688,808.00	Days	Score	4	
Total Sum of Direct Expenditures (P7, Cell C17, D17, F17 & I17)	Funds 10, 20, 40 divided by 360	155,737.75	184.21	Weight	0.10	
				Value	0.40	
4. Percent of Short-Term Borrowing Maximum Remaining:						
Tax Anticipation Warrants Borrowed (P25, Cell F8-7 & F11)	Funds 10, 20 & 40	0.00	Percent	Score	4	
EAV x 85% x Combined Tax Rates (P3, Cell J7 and J10)	(.85 x EAV) x Sum of Combined Tax Rates	9,914,423.76	100.00	Weight	0.10	
				Value	0.40	
5. Percent of Long-Term Debt Margin Remaining:						
Long-Term Debt Outstanding (P3, Cell H37)		Total	Percent	Score	1	
Total Long-Term Debt Allowed (P3, Cell H31)		23,698,283.00	23.35	Weight	0.10	
		30,918,880.12		Value	0.10	
				Total Profile Score:	3.70 *	
				Estimated 2018 Financial Profile	RECOGNITION	
				* Total Profile Score		
				Information		
				the Financial Profile		
				Financial payments. Final score		

Highest financial rating 3.54 – 4.00

Standard & Poors Investment Rating

- Due to the District's surpluses and stable financial situation, S&P has upgraded the District's credit rating three notches from BBB in 2014 to A in 2018.

Revenues

	Local	State	Federal
ED	\$10,659,072	\$38,944,398	\$9,430,878
OM	\$1,545,386	\$3,144,956	
TRANS	\$900,505	\$1,792,456	
WC	\$74,7350		
TORT	\$367,5310		
	\$13,547,229	\$43,881,810	\$9,430,878
	20.26%	65.63%	14.11%
FY17	21.98%	64.89%	13.13%

Expenditures

Education	\$56,961,805
O&M	\$3,412,471
Debt Service	\$2,853,225
Transportation	\$2,389,845
IMRF	\$1,667,060
Capital Projects	\$757,095
Working Cash	
Tort	\$75,000

Per Pupil Expenditure

- 2017 \$9,532
- 2016 \$9,097
- 2015 \$7,744
- 2014 \$7,222

Concerns

- Pension Cost Shifts
- Full funding of the General State Aid formula

SPACE UTILIZATION / FACILITIES



Available Classrooms

• JA	0
• Lincoln	0
• Irving	0
• Melrose	0
• Roosevelt	1
• Washington	8
• Emerson	2
• Stevenson	0
• Garfield	3

- Some schools have extra classrooms being used for STEM or other non-classroom purpose. The possibility of expanding Early Childhood programs may use up these available spaces.

New Housing Developments

- August 2018 – VA Family Housing – Hines VA
 - 52 two and three bedroom apartments
 - Roosevelt and Irving
- 2020 - 800-820 S. 5th Avenue, Maywood
 - 72 units:
 - 16 studios
 - 32 One bedroom
 - 16 Two bedroom
 - 8 Three bedroom
 - Emerson and Irving Schools. No permits or HUD funding has come through yet, though it appears that this development will occur with a planned 2020 completion date.

LIFE SAFETY



Life Safety

- Year 7 of the 10 year life safety survey
- Typically we spend \$600,000-\$1,000,000 each summer maintaining and upgrading the physical plant to ensure safe, modern facilities for students.
- Summer 2018
 - Roosevelt School exterior stairs
 - Emerson tuck pointing
 - Washington window replacement
 - Irving Library exit

Life Safety

- Recent projects included:
 - Stevenson
 - MS conversion, door assemblies, Special ed adaptation
 - Irving
 - Door assemblies, window replacement, A/C
 - Emerson
 - Door assemblies and playground
 - Garfield
 - Door assemblies, Special ed adaptation and windows
 - JA
 - Door assemblies
 - Lincoln
 - Door assemblies, Special ed adaptation, and asbestos tile removal

Life Safety

- Melrose Park
 - Door assemblies
- Roosevelt
 - Door assemblies
- Washington
 - Door assemblies, asbestos tile removal, electrical upgrade

Building our future on a solid financial foundation.

