



About District 41

District 41 serves approximately 3,500 Pre-K through 8th grade students from five communities - Glen Ellyn, Glendale Heights, Carol Stream, Lombard and Wheaton. There are four elementary schools (Abraham Lincoln, Benjamin Franklin, Churchill, and Forest Glen) and one junior high school (William M. Hadley Junior High) in the district.

All District 41 students transition to Glenbard West High School in Glen Ellyn.



Connect 41

THE GLEN ELLYN SCHOOL DISTRICT 41 ANNUAL REPORT

GLEN ELLYN ■ GLENDALE HEIGHTS ■ CAROL STREAM ■ LOMBARD ■ WHEATON

Message from the Superintendent



I am excited to present the Glen Ellyn School District 41 Annual Report edition of our Connect 41 community newsletter. This Annual Report reflects back on the 2015/2016 school year.

All of the work we do and the learning that takes place throughout the district evolves and builds over time. The work we accomplished last year is now being realized throughout the district. Likewise, the learning that takes place during the school year continues to build and grow for our students as they enter each new grade level.

I think about how last school year the remaining portable classrooms were removed from our elementary schools and new classrooms built in their

place. This year, for the first time since 2001, our elementary students started the year without being in portable classrooms. It was an exciting celebration! Also, last year, teachers and staff across the district worked through a process to select new math curriculum and teacher primary resources for literacy. This school year, students are learning from the new curriculum.

In addition, the significant work and planning by District Administration and staff for the last three plus years and the District 41 Community Facilities Task Force of nine months is now coming to life through new facility concept plans being considered by the Board of Education for a Phase 2 to our facilities plan. We are currently confronted with overcrowding issues, lack of space

for full-day kindergarten and 10 portable classrooms remain at Hadley Junior High. Also the comprehensive work that started last year on the development of a new Long-Range Plan is making great progress; the plan will lead us through 2021.

These highlights and more are presented in this report. I am proud of our District, our students, staff and the community. Together, we are a stronger, more trusting community that will positively impact our students today and in the future. On behalf of all of our school communities, thank you!

Dr. Paul Gordon



Long-Range Plan

Children are at the heart of all decisions

In the fall of the 2015-2016 school year, District 41 began a collaborative process to develop the district's new Long-Range Plan. The district offered multiple opportunities for engagement, including staff workshops, engagement with district staff teams, focus groups with teachers and community members, and an online community feedback survey.

The theme during the development of the Long-Range Plan was "Children are at the heart of all decisions." The Long-Range Plan and this theme will guide the work of the district through 2021.

Strategic Priority 1: Academic Excellence – Student Learning and Academic Achievement

We will create a positive and nurturing environment which is foundational to student success. We will enhance and support a culture of academic excellence while working to close the achievement gap.

Strategic Priority 2: Facilities that Enhance Student Learning

We will ensure that our facilities

accommodate and adequately support current educational needs and allow for flexibility to support long-term future needs. We will continually evaluate facilities and strategically plan for the maintenance of all buildings and grounds.

Strategic Priority 3: Finances that Support Student Learning

We will realize the district's mission while utilizing resources responsibly and efficiently. We will be respectful and mindful of taxpayers by evaluating and prioritizing spending.

Strategic Priority 4: Dedicated and Talented Staff Committed to Student Learning

We will recruit, support and encourage retention of employees at all levels. We are committed to a thriving work environment that encourages staff learning, growth and to have a voice in the decision-making process. We will strive to make District 41 an employer of choice.

Strategic Priority 5: School Community Culture & Climate to further Enhance Student Learning

We will enhance a healthy, productive

and collaborative relationship with school and district stakeholders.

Strategic Priority 6: Community Engagement & Communication

We will deepen trust with the community members who live in the over 12,000 households within the District 41 boundaries through comprehensive and transparent communications. We will seek input from all District 41 stakeholders.

How do we know that we are making progress?

Specific Action Steps were created to support the various activities the District will undertake in the next few years to achieve the Strategic Priorities. Each year we will develop a set of annual activities which support the Action Steps (called our School Improvement Plans). At the end of each year we will review the completion of these activities, providing the results to our Board of Education. The District will also publish them on the Long-Range Plan section of the website. These are specific and unique measures for Glen Ellyn School District 41.



Our Vision

Ignite passion. Inspire excellence.
Imagine possibilities.

Our Mission

We embrace the future with optimism, working in partnership with our community on behalf of our children. We develop intellect, engage creativity, foster responsibility, and build positive and collaborative relationships to enable all children to thrive in a changing and increasingly global society.

Academic Growth

One of the ways to measure academic growth over time is by the Northwest Evaluation Association (NWEA) assessment, Measures of Academic Progress (MAP). A snapshot of District 41 MAP data from the 2015/2016 school year is presented below.

Key:

- ¹ Substantially above average
- ² Substantially below average
- ³ Moderately above average
- ⁴ Moderately below average
- ⁵ Slightly above average
- ⁶ Slightly below average

Overall District Proficiency/Growth in Math - MAP 2015/2016

Grade	Count	NWEA/MAP Norm	Proficiency				Growth	
			Mean RIT	% of Student Scores at or above 50th %ile	Student Median %ile	School/District %ile	Student Median Cond. Growth %ile FtoS*	School Cond. Growth %ile FtoS
KG	386	159.1	167.1	70	74 ³	88 ¹	58 ⁵	55
1	375	180.8	190.3	74	76 ³	93 ¹	70 ³	90 ¹
2	333	192.1	201.9	80	76 ³	94 ¹	56	53
3	376	203.4	209.3	69	67	82 ¹	38 ⁶	16 ²
4	376	213.5	222.7	76	71 ³	91 ¹	44	28 ⁴
5	360	221.4	230.3	74	74 ³	86 ¹	46	32 ⁶
6	400	225.3	238.8	81	82 ¹	95 ¹	72 ³	87 ¹
7	414	228.6	243.7	83	80 ¹	96 ¹	54	38 ⁶
8	356	230.9	248.0	83	83 ¹	97 ¹	57	48

Overall District Proficiency/Growth in Reading - MAP 2015/2016

Grade	Count	NWEA Norm	Proficiency				Growth	
			Mean RIT	% of Student Scores at or above 50th %ile	Student Median %ile	School/District %ile	Student Median Cond. Growth %ile FtoS*	School Cond. Growth %ile FtoS
KG	368	158.1	165.0	66	69 ⁵	86 ¹	52	47
1	374	177.5	185.4	68	76 ³	88 ¹	62 ⁵	75 ³
2	332	188.7	200.4	81	82 ¹	96 ¹	71 ³	87 ¹
3	376	198.6	206.0	73	75 ³	87 ¹	57	53
4	376	205.9	214.0	76	75 ³	91 ¹	52	30 ⁶
5	359	211.8	220.1	76	75 ³	92 ¹	55	44
6	402	215.8	225.3	80	78 ³	94 ¹	66 ⁵	78 ³
7	413	218.2	229.2	83	80 ¹	95 ¹	61 ⁵	66 ⁵
8	356	220.1	232.5	86	81 ¹	96 ¹	65 ⁵	78 ³

In reading and math all school/district proficiency percentiles are substantially above average.

Below are the Partnership for Assessment of Readiness for College and Careers (PARCC) results from 2015. These results represent our baseline data.

*2016 District Summary Results will be released later this fall

Proficiency
How did our students score in Spring 2016?

Growth
How did our students grow between Fall 2015 and Spring 2016?

School Conditional Growth Percentile
compares growth with same grade-level at other schools in national sample who started at the same mean RIT.

Average growth is between 42% - 58%

Grade Level	ELA District Percent Met or Exceeded	Math District Percent Met or Exceeded
3	53%	58.6%
4	50.7%	53.8%
5	58.6%	54.6%
6	57.1%	61.3%
7	55.8%	52.3%
8	50.7%	50.8%

District Teams for Excellence and Building Leadership Teams review the data and use it to identify strengths and opportunities. The data helps inform educators' instructional practices to improve outcomes for students.

New Math Curriculum and Literacy Resources Enhance Teaching and Learning

Last school year, the district went through the process to select a new literacy curriculum resource and new math curriculum. A literacy task force and a math task force were then convened to evaluate the different options. Literacy and math teachers from each grade level, representative of all buildings, field tested the resources to help make the best decision for our district. The new curriculum resources are now being used this school year.

Literacy

The literacy resource chosen was Units of Student in Opinion,

Information and Narrative Writing by Lucy Calkins for kindergarten through 8th grade and Units of Study for Teaching Reading for kindergarten through 5th grade. The past literacy teaching practices in District 41 were already influenced by Calkins' work, making it the ideal resource to support our teachers.

Math

Eureka Math curriculum was selected for kindergarten through 5th grade. Eureka Math was developed specifically to meet the Common Core Math Standards, which were adopted by the State of Illinois. Eureka Math

builds student knowledge logically and thoroughly to achieve deep mathematical understanding.

The district provided training for teachers in May 2016 and further professional development around this curriculum will continue throughout the 2016/2017 school year. Parent Education Sessions about the curriculum were held at the beginning of this school year. The district will monitor MAP data, PARCC data, as well as common assessments to determine the impact of the resources over the course of the next five years.

Fiscal Responsibility

The district's budget is aligned with the Long-Range Plan and the Board Fiscal Philosophy, Board Policy 4:20 and 4:20AP.

Fiscal Philosophy

The District shall establish and follow guidelines for the budget development process that provide the community with consistent delivery of high quality educational programs. These programs should be provided in safe and secure learning environments, in facilities that are physically and operationally sound and within the fiscal constraints as deemed necessary by the Board of Education.

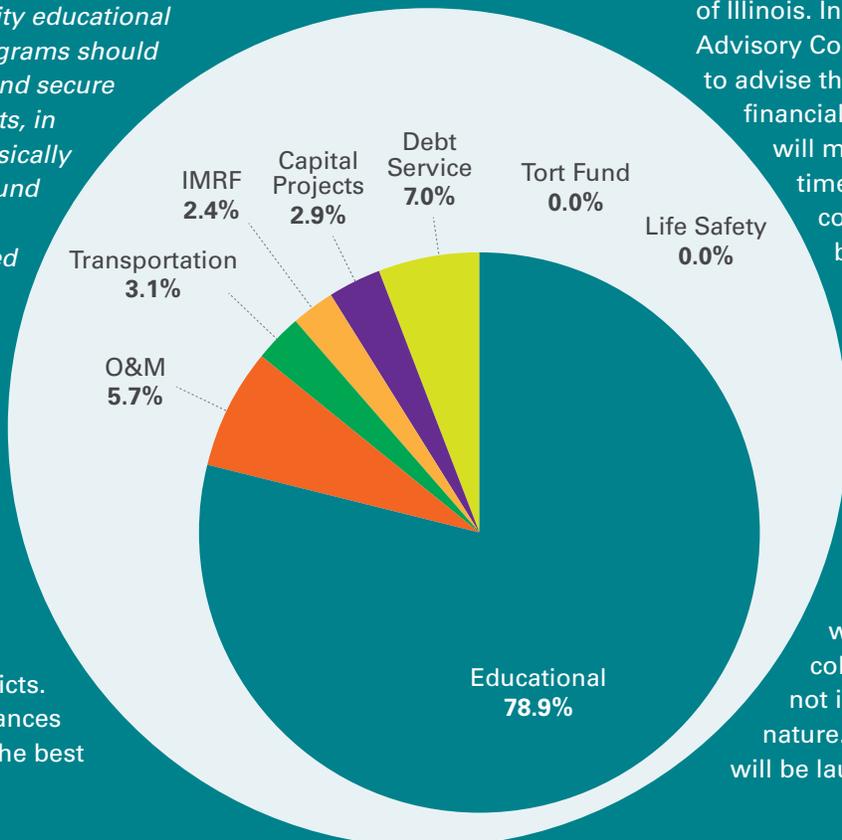
The district's operating fund's largest source of revenue, 88.2 percent, is property taxes. District 41 remains one of the most fiscally conservative districts among other area elementary school districts. District 41 manages finances in a way that provides the best

for the students and is respectful to the taxpayer.

The district provides budget allocations to the buildings based on a per-pupil amount. Other areas of the budget, such as salaries and benefits, capital expenditures and construction projects are based on need and contractual agreements.

The allocation per elementary building is \$140 per pupil and \$185 per pupil for Hadley Junior High School.

Over the past several years, the Board of Education Finance Committee and the district finance office have developed a five-year plan to prepare for financial threats in the State of Illinois. In addition, a Finances Advisory Committee is being formed to advise the administration on financial matters. The committee will meet approximately four times per school year. The committee's focus will be to examine the long-range financial plans and cost structure and identify ways that the district can improve its financial health and efficiency while maintaining quality educational opportunities for students. The committee will not participate in collective bargaining and is not intended to be political in nature. An application process will be launched in the near future.





Community Facilities Task Force

In February 2015, the Board of Education directed the administration to obtain feedback from the community on the future of facilities through a Community Facilities Task Force. Phase I of a Facilities Master Plan was completed with the removal of 22 portables at the elementary schools and replacement classrooms built at each of the schools. The Community Facilities Task Force was charged with studying a number of remaining issues related to ongoing programmatic and facilities related initiatives, including:

Elementary Schools

- Space options for full-day kindergarten
- Overcrowding - Evaluation of “core” facilities
- Maximize flexibility for future programming

Hadley Junior High

- Elimination of ten portable classrooms
- Overcrowding - Evaluation of “core” facilities
- Maximize flexibility for future programming

The task force of over 30 people, led by two community members who served as co-chairs, studied district school



facilities needs for Phase II and presented a report to the Superintendent and the Board of Education in April 2016.

The report is now being used to inform the decision making process for facilities both long and short term. The district will be sending out a survey to all of the households within the school district boundaries to get further feedback on facilities plan options.





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Paul Gordon, Superintendent

Board of Education

- Erica Nelson, President
- Drew Ellis, Vice President
- Stephanie Clark, Secretary
- Joe Bochenski
- Kurt Buchholz
- Willie DiFabio
- Patrick Escalante

Meetings are held at the District Central Services Office
793 N. Main, Glen Ellyn

Glen Ellyn SD41 will have four Board of Education seats open in April 2017. More information is available on the School Board section of our website.



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Connect with us!

District 41 recently won an Award of Excellence from the Illinois School Public Relations Association for the district website. Check it out at www.d41.org.

Subscribe to get e-mail news items and the District Digest email newsletter at www.d41.org.

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