



FOREST PARK DISTRICT 91

STATE OF THE DISTRICT ADDRESS

May 15, 2019

logo inspired by Nialiah Togba



MISSION STATEMENTS

Our mission, in partnership with home and community, is to educate each individual child in a safe and nurturing environment.

We will foster respect and self-worth, teach skills relevant to contemporary life, and promote academic success and creative expression.

We will encourage an appreciation of the rich cultural diversity of our community, and instill a sense of wonder for the future to enable our students to become lifelong learners and responsible citizens of the world.



VISION STATEMENT

Forest Park Public School District 91 will be acknowledged by all as a safe, nurturing and diverse learning community that establishes the highest standards for innovation and continuous improvement to achieve academic excellence and global citizenship for each individual child.

DISTRICT 91 SUMMATIVE DESIGNATIONS

All Schools in Illinois were designated as one of four summative designations based on multiple criteria that include academic achievement, subgroup achievement, academic growth and attendance. The four summative designations are Exemplary, Commendable, Under Performing, Lowest Performing.

All five schools in Forest Park District 91 were designated as Commendable.

CORE VALUES

- **District 91 values being an inclusive school community where all individuals are valued and respected**
- **District 91 values small classes that support the continuous improvement of each individual child**
- **District 91 values providing innovative instruction, programs and learning opportunities for each individual child within and beyond the classroom**
- **District 91 values open, honest and effective two-way communication to engage the community in the educational process**
- **District 91 values promoting its excellence and accomplishments to a broad community**
- **District 91 values safe, nurturing environments that invite and engage all members of the community**
- **District 91 values and supports qualified and effective professionals committed to our students and representative of the diversity of our community**
- **District 91 values fiscally responsible planning that ensures resources are used appropriately to support district values and goals**

DISTRICT 91 VALUES BEING AN INCLUSIVE SCHOOL COMMUNITY WHERE ALL INDIVIDUALS ARE VALUED AND RESPECTED



“Students here believe that staff care about them.”

“Students in my school help one another if they are not friends.”

“Students treat others who are different from them with respect.”

DISTRICT 91 VALUES BEING AN INCLUSIVE SCHOOL COMMUNITY WHERE ALL INDIVIDUALS ARE VALUED AND RESPECTED



Work with the National Equity Project:

- ◎ Board had two workshops with NEP followed by two more to develop Equity Imperative
- ◎ Administration attended the four day Leading for Equity Institute and had on-going professional development throughout the year
- ◎ Planning for ALL staff next year with NEP has been completed



DISTRICT 91 EQUITY IMPERATIVE


Recognizing that systemic bias has plagued our educational system, we commit to nurturing dialogue around all issues of inequity, including culture, race, faith, socioeconomic status, gender identity, sexual orientation, and different ability, as they pertain to classroom practices, school and district structures, and policies and procedures. We support actions removing barriers to opportunities that allow children to reach their full potential.

GIVEN THIS IMPERATIVE, THE BOARD WILL:

- **Ensure that all board decisions consider disparities of those who have been marginalized in society**
- **Require the evaluation of the impact of all proposed programs, systems, curriculum, and instructional methods on marginalized groups and individuals;**
- **Provide students with equitable resources, opportunities and supports**
- **Promote practices that attract and retain a qualified workforce, diverse in experiences, reflecting the demographic diversity of our students;**
- **Ensure board members and staff receive training promoting an understanding of racial identity and cultural competencies, identifying and addressing implicit and explicit biases;**
- **Provide a variety of opportunities to involve our diverse community members as active collaborators to ensure that all constituents can be involved and are welcomed to do so; and**
- **Acknowledge and address possible inequities when adopting all board policies.**

GIVEN THIS IMPERATIVE, THE ADMINISTRATION WILL:

- **Lead through actions that diminish disparities of those who have been marginalized in society and promote equity**
- **Require that all program proposals, systems, curriculum, and instructional methods include information on how all students will have access, opportunity, ability to participate; the program proposal will also require information on potential language barriers, cultural appropriateness and any known information about the programs' reported impact on marginalized populations**
- **Provide students with equitable resources, opportunities and supports (equitable and free from bias)**
- **Promote practices that attract and retain a qualified workforce, diverse in experiences, reflecting the demographic diversity of our students**



District 91 values providing innovative instruction, programs and learning opportunities for each individual child within and beyond the classroom

- By May 2019, spring aMath benchmark data will indicate that 60% of all 2nd-8th grade students are low risk/college pathway (an increase from 48% at Spring of May 2018 benchmark).
- By May 2019, spring aMath benchmark data will indicate that the percentage of all 2nd-8th grade high risk students will be reduced from 27% from the Spring benchmark in May 2018 to 15%.
- By May 2019, spring earlyMath benchmark data will indicate that 80% of all K-1st Grade students are low risk (an increase from 73% at Spring benchmark in May 2018).
- By May 2019, spring aReading benchmark data will indicate that 70% of 2nd-8th grade students are low risk/college pathway (an increase from 60% at Spring benchmark in May 2018).
- By May 2019, spring earlyReading benchmark data will indicate that 70% of all kindergarten and first grade students are low risk (an increase from 60% at Spring benchmark in May 2018).

District 91 values providing innovative instruction, programs and learning opportunities for each individual child within and beyond the classroom

Long term goals:

By the fall of 2020, the FY2019 administration of PARCC scores will improve by 10% in ELA.

By the fall of 2020, the FY2019 administration of PARCC scores will improve by 10% in math.



Some of the strategies this year included:

Vertical and Horizontal Alignment of Math Curriculum

Provided ongoing PD on Formative Assessment

Provided ongoing Math PD for FPMS teachers

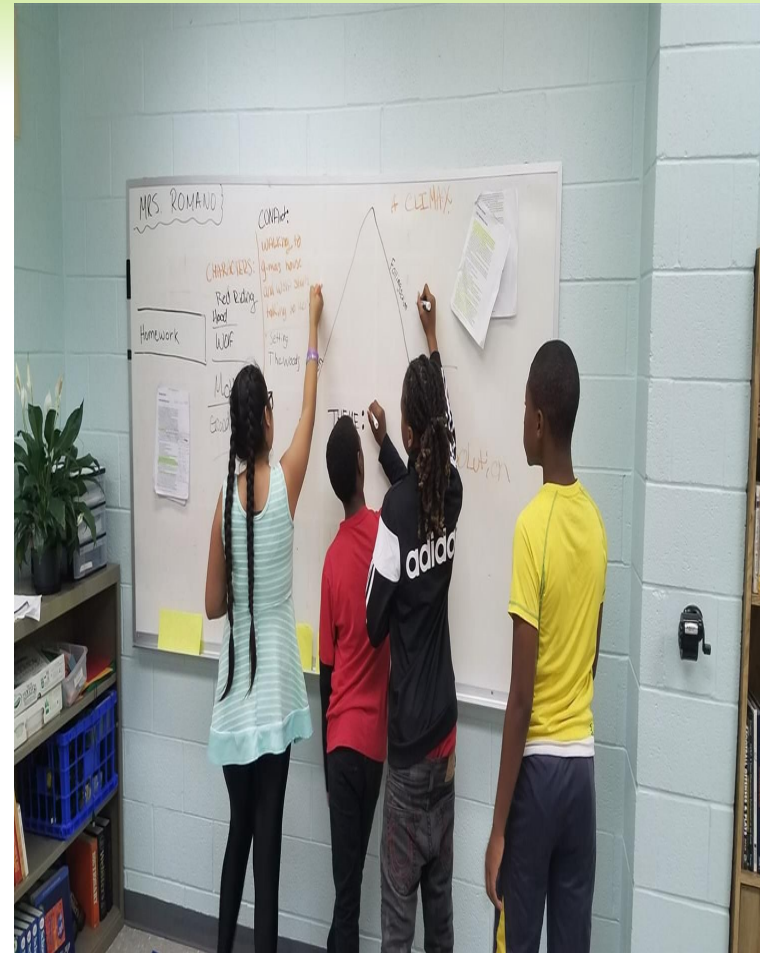
Math coaches at all grade levels

Piloted new math resource at FPMS

50% of 8th grade students in Algebra

Partnered with YMCA and D90 to offer Power Scholars Academy

New Schedule at FPMS with longer academic periods.



PREVIEW OF THINGS TO COME

- **Additional Sections of Preschool**
- **Afterschool Enrichment for Primary Grades**
- **Continued PD on Math**
- **PD on Equity for all staff**



State of the District Finances

Mr. Edward Brophy,
Assistant Superintendent
of Operations

EVIDENCE BASED MODEL

2					
3	Prototypical School				
4	Elementary (PK - 5)			450	
5	Middle School (6 - 8)			450	
6	High School (9 - 12)			600	
	Intervention Teacher Students to 1 FTE	Pupil Support Students to 1 FTE	Extended Day Teacher Students to 1 FTE	Summer School Teacher Students to 1 FTE	
	125	125	120	120	
	Intervention Teacher Students to 1 FTE	Pupil Support Students to 1 FTE	Extended Day Teacher Students to 1 FTE	Summer School Teacher Students to 1 FTE	English Learner Core Teacher Students to 1 FTE
	125	125	120	120	100
	Special Ed Core Teacher Students to 1 FTE	Instructional Assistant Students to 1 FTE	Psychologist Students to 1 FTE		
	141	141	1000		

EVIDENCE BASED MODEL

157%

Final Percent of Adequacy

SITE BASED EXPENDITURES



Illinois State Board of Education

Site-Based Expenditure Reporting

Sites	Enrollment	Site-Level Per-Pupil Expenditures			District Centralized Per-Pupil Expenditures			Total Per-Pupil Expenditures	
		Federal	Local	Subtotal	Federal	Local	Subtotal	Federal	Local
PK Ctr	50	\$500	\$8,020	\$8,520	\$660	\$3,514	\$4,175	\$1,160	\$11,534
ES1	300	\$344	\$5,148	\$5,493	\$529	\$2,781	\$3,310	\$874	\$7,929
ES2	250	\$231	\$5,445	\$5,677	\$457	\$3,095	\$3,552	\$688	\$8,540
MS1	250	\$320	\$5,356	\$5,676	\$361	\$3,499	\$3,861	\$681	\$8,855

ILLINOIS STATE LEGISLATURE

Property Tax Freeze Looped Into Progressive Income Tax Package

As part of a multi-faceted progressive income tax plan, **Illinois Senate Democrats** want to freeze school property taxes in years that the state puts at least the minimum level into the new Evidence-Based Funding Formula and funds mandated categorical payments.

Amendment 1 to SB 690, sponsored by **State Sen. Andy Manar**, is being billed as a way to offer property tax relief and begin to make the state the predominant source of how Illinois funds public schools.

