



**2022 - 2023**  
**ANNUAL**  
**REPORT**

Charting Progress: A Comprehensive  
Report on Our Strategic Plan Achievements

# ANNUAL REPORT 2022-2023

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## MESSAGE FROM OUR BOARD PRESIDENT

As a school district, we understand the importance of delivering robust and transparent communications. Our annual report shares accomplishments while providing an opportunity to build understanding about Indian Prairie.

This year the report structure is aligned with our five-year strategic plan. Topics span the wide spectrum of district goals including academic, financial, staff development, and community engagement. Reflecting on the past year through this annual report allows us to highlight triumphs, but also recognize areas for further focus.

Our District strives to create an environment where each student is nurtured and inspired to achieve their greatest potential. Beyond their time in Indian Prairie, we want to develop future ready students who are able to achieve their passions.

We take great pride in our achievements and will continue to pursue innovations that drive improvements. Our district has a history of high achievement and we are committed to driving continued growth. The active engagement of our staff, families, and students is a key ingredient of our success and greatly appreciated.

Please enjoy reading our Indian Prairie 2022-23 Annual Report.

Sincerely,



Laurie Donahue  
Board President



## MESSAGE FROM OUR SUPERINTENDENT

I am very pleased to announce the production of our first annual report that is based upon our Strategic Plan entitled *Inspire, Innovate, and Empower the Future*. During the 2022-2023 school year, Indian Prairie implemented the first year of its strategic plan. The plan, crafted with input from students, staff, parents, and other community stakeholders, serves as a guide for where the district is going over the next five years.

This annual report allows the district to communicate to our greater community where we are with achieving our goals within our plan. The strategic plan has four priorities. Those priorities are as follows:

- Focus on Student Development
- Invest in Staff
- Engage with the Community
- Optimize Resources and Operations



Within each of the priority areas, you will find various objectives and strategies that support each of the priorities. Since the strategic plan covers a five-year period, this report will provide evidence of success in meeting our goals with an understanding that some objectives have been met, some just started, and some not started as yet.

The annual report serves as our accountability tool to the community. It is the way that we communicate our successes and where we still need to go with our plan. We will publish this report each year to keep everyone informed of our progress along the journey of our strategic plan. I feel that at the end of this five-year journey, our district will be stronger, and more importantly our students, will be in an enhanced place socially and academically.

Thank you for your continued support.

Sincerely,

A handwritten signature in blue ink that reads "Adrian B. Talley".

Adrian B. Talley, Ed.D.  
Superintendent

# CURRENT DISTRICT PROFILE

## OUR SCHOOLS

**34 SCHOOLS**

PRESCHOOL.....1  
 ELEMENTARY SCHOOLS.....21  
 MIDDLE SCHOOLS.....7  
 HIGH SCHOOLS.....3  
 ALTERNATIVE HIGH SCHOOL.....1  
 STEPS.....1

## OUR BUDGET

**\$423** MILLION

PER-PUPIL EXPENDITURE  
**\$14,740**

STATE AVERAGE  
**\$15,755**

## BUILDING OPERATIONS

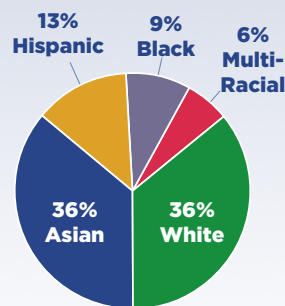
TOTAL SQUARE FEET OF BUILDING SPACE  
**4 MILLION**

TOTAL PROPERTY  
**655 ACRES**

## OUR STUDENTS

**26,000 STUDENTS**

18% LOW INCOME  
 12% INDIVIDUALIZED EDUCATION PLAN (IEP)  
 11% ENGLISH LEARNERS (EL)  
 1% HOMELESS



## TRANSPORTATION

TOTAL NUMBER OF BUSES  
**260**

TOTAL NUMBER OF ROUTES  
**1,100**

MILES TRAVELED ANNUALLY  
**3.5 MILLION**

## SAT ACHIEVEMENT

AVERAGE SAT SCORE  
**1185**

STATE AVERAGE  
**961**

## OUR EMPLOYEES

TOTAL NUMBER OF EMPLOYEES..... 3,226  
 LICENSED STAFF..... 2,106  
 TEACHERS WITH ADVANCED DEGREES..... 85%

## FOOD SERVICE

MEALS SERVED ANNUALLY  
**3 MILLION**

# 2022 - 2023 POINTS OF PRIDE

## NATIONAL ACHIEVEMENTS

Five District 204 students, Rajas Gandhi, Leisha Garg, Anika Prasad, Derek Sisbarro, and Jonah Elias, named 2023 National Merit Scholars by the National Merit Scholarship Corporation

Fifty-four District 204 students named Semifinalists in the 68th annual National Merit Scholarship Program

Waubonsie Valley senior, Maxwell L. Neri, named U.S. Presidential Scholar by the U.S. Department of Education

Neuqua Valley sophomore, Sohail Fong, won the national championship in the student life category from the School Photographers of America

District 204 Virtual Enterprise programs, from Metea Valley and Neuqua Valley, earned the recognition of a Top 50 firm in the nation

Waubonsie Valley science teacher, Stephanie Rybka, selected for the NASA Jet Propulsion Laboratory Solar System Ambassador Program

Four students from Neuqua Valley, seven students from Metea Valley, and five students from Waubonsie Valley participated in the National DECA competition

Students from all three District 204 high schools named Business Professionals of America National Qualifiers

Kevin Carroll, Waubonsie Valley music teacher, nominated for United States Navy Impact Influencer Award

District 204 named 2023 Best Communities for Music Education by the National Association of Music Merchants Foundation

Crone Middle School eighth grade student, Garv Gupta, and Neuqua Valley High School sophomore, Paul Casco, recognized with Awards of Merit by the National PTA Reflection Art Program

Scullen Middle School science teacher, Aaron Mueller, selected as a Presidential Award for Excellence in Mathematics and Science Teaching finalist for the State of Illinois by the National Science Foundation

Metea Valley rising freshman Samhitha Kamatala, performed at Carnegie Hall in New York City

Indian Prairie School District 204 earned a 2023 Golden Achievement Award from the National School Public Relations Association for the district's first-ever, Strategic Plan entitled "[Inspire, Innovate and Empower the Future](#)"

Metea Valley junior, Ani Apresyan, and seniors, Roshini Ashrit, Zara Saleem, and Al Lauren Lane, earned first place from the National Academy of Television Arts & Sciences for The Mane

Neuqua Valley junior, Zawadi Brown, named to the 2022 USA Select U16 lacrosse team





## ACADEMICS

Neuqua Valley junior, April Zhang, won the American Legion Department of Illinois High School Oratorical contest



Jianna Sequeira, seventh grader from Scullen Middle School, captured the first-place title at the 2023 Indian Prairie School District Spelling Bee

Neuqua Valley senior, Luke Fosdick, achieved top honors in both the Impromptu and Extemporaneous categories at the Illinois High School Association Speech State Final

Four District 204 students, Briana Harris, Daniel Mason, Bryan Mann, and Paisley Namowicz received gold medals at the DuPage ACT-SO Awards

## FINE ARTS

Gregory Middle School sixth-grader, Jeremy Liu, won the Illinois State Junior Piano Competition



Waubonsie Choir Department selected to perform with Broadway in Chicago for their production of Children of Eden in Concert at the Cadillac Palace Theatre

Fifty-seven District 204 high school student musicians selected by the Illinois Music Education Association to perform at the All-State Music Festival in Peoria

Spring Brook Elementary School second grader, Emerson Chan, and Waubonsie Valley freshman, Juliana Filapek, appeared in the Paramount Theater's *The Sound of Music*



Neuqua Valley juniors, Jack and Jerry Zhou, awarded the College of Fine Arts and Communication Young Artist Awards by Western Illinois University College for their visual art



Numerous District 204 students won awards at the Chicagoland Google Educator Group Film Festival

Five District 204 students named National Student Production Award Nominees by the National Academy of Television Arts & Sciences Foundation

## COMPUTERS & TECHNOLOGY

Metea Valley junior, Eugene Vincent, achieved a perfect score on the Microsoft Excel Certification exam and named the Illinois Champion

Still Middle School eighth grade students, Khanak Parikh, Saanvi Thammineni, and Kartika Palani, on Team Remote Reality, made it to the national level for the North Central Region of the eCybermission Competition in Washington D.C.



## BUSINESS & FINANCE

White Eagle Elementary fourth-grade student, Aparna Sarkar, placed first in Illinois and third nationally in the Securities Industry and Financial Markets Association Foundation InvestWrite Competition



Fry Elementary fifth grade student, Danyaal Rizvi, placed first in Illinois and second nationally in the Securities Industry and Financial Markets Association Foundation InvestWrite Competition



Fry Elementary fifth grade student, Lucas Lannon, placed first in Illinois in the Stock Market Game, an online simulation of the global capital markets

Neuqua Valley senior, Tanisha Aggarwal, participated in the Virtual Enterprises International Youth Business Summit in New York and was part of an international team who won first place in the Global Innovation Challenge



## COMMUNITY SERVICE

Eight District 204 high school students received Youth Service Awards from the City of Naperville and KidsMatter

The Jeanine Nicarico Memorial Fund for Literacy provided \$2,500 to all schools in District 204 for professional learning in literacy



Six District 204 Parent Teacher Associations received \$1,000 grant awards from the National Parent Teacher Association

Brookdale Elementary fifth grade students, Aria Janes and Jencarlos Recendiz, were honored at the DuPage Region of the Illinois Principal Association student recognition breakfast for making positive contributions to their schools



Nine District 204 students achieved the rank of Eagle Scout, the highest advancement rank in scouting

## ATHLETICS

Neuqua Valley sophomore, Drew Beutel, and his team, won the Illinois High School Association Wheelchair Basketball State Championship



Metea Valley senior, Adrian Gonzalez, Neuqua Valley junior, Adam Jeffrey, and STEPS student, MJ Palmquist, selected to be part of the Special Olympics Chicago Fire Unified team





## DISTRICT & STAFF

Kendall Elementary Library Media Center Director, Rhonda Jenkins, named the 2022 Librarian of the Year by the Illinois Library Association



Metea Valley health education program received the Health Blue Ribbon Award by the Illinois Association for Health, Physical Education, Recreation and Dance

Waubonsie Valley principal, Jason Stipp, named the DuPage Region Reaching Out and Building Bridges Award winner by the Illinois Principals Association



Prairie Children Preschool received the 2022 Gold Circle of Quality Designation by ExceleRate Illinois

Young Elementary received the 2023 American Student Council Association Student Council School of Excellence Award



Assistant Superintendent Dr. Nicole Howard, awarded the Education Award from the DuPage County NAACP

Waubonsie Valley guidance counselor Matt Walker was selected as the 2023 Illinois School Counselor Association's Rising Star award winner



Waubonsie Valley Assistant Principal, Charles Bibbs, and the Waubonsie Valley High School PAGES received the Illinois Principal Association Reaching Out and Building Bridges Award

May Watts Elementary School Physical Education Teacher, Terri Andrews, awarded the Illinois State Board of Education's 2023 Teacher of the Year Award

Fischer Middle School Special Education Teaching Assistant, Patrick Kearney, awarded the Illinois State Board of Education's 2023 Those Who Excel Award

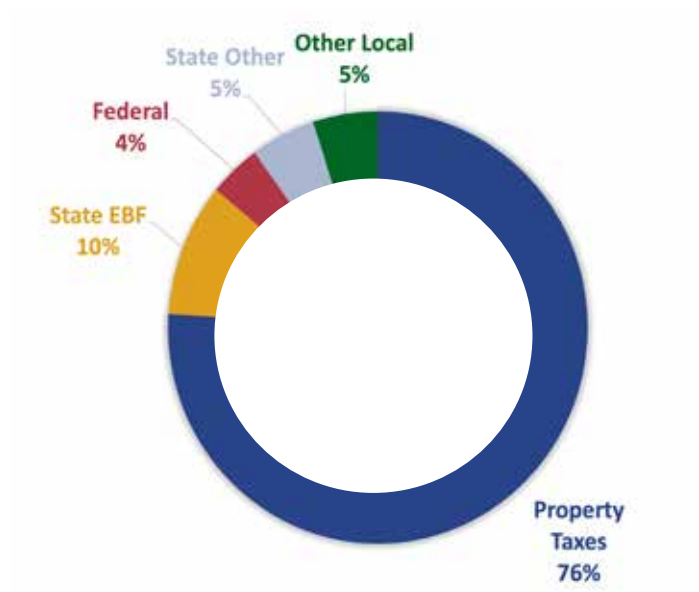
# RESOURCE AND FINANCIAL MANAGEMENT

## 2022-2023 SCHOOL YEAR HIGHLIGHTS

The Board of Education and administration are committed to the efficient and transparent allocation of financial resources. The District maintained a balanced budget for the 2022-2023 school year, and for the sixth straight year will receive the State Board of Education’s “Recognition” Status, the highest status awarded for a District’s financial position. The Association of School Business Officials has awarded the District’s Annual Comprehensive Financial Report its “Certificate of Excellence in Financial Reporting” for twenty one straight years. Financial information, including annual reports, budgets, and required disclosures, are available at [ipsd.org/Businessoffice](https://ipsd.org/Businessoffice).

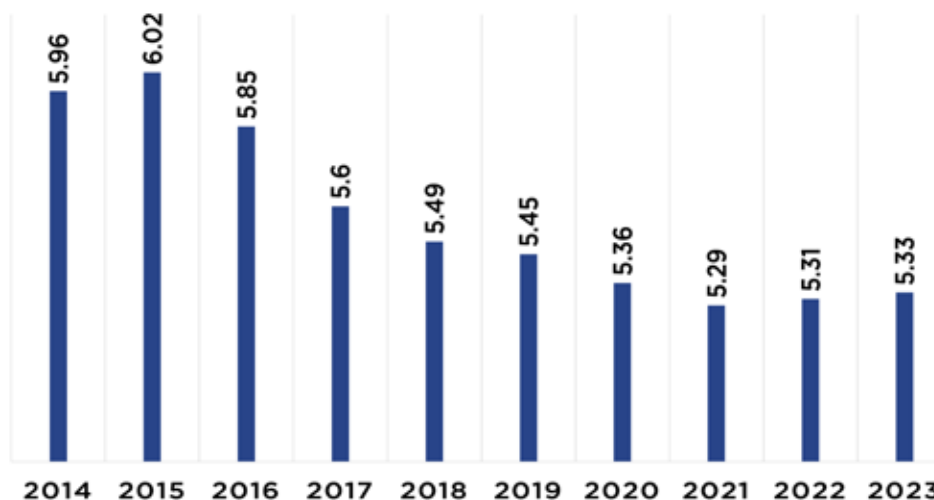
The District’s largest revenue source is property taxes paid by district residents and local businesses, which represents 76% of all revenue. This percentage has been consistent for much of the District’s history. Under the State of Illinois Evidence Based Funding (EBF) formula, the District is a “Tier 2” District, with an 84% funding level. Although this means the State recognizes the District is underfunded when compared with the needs of the District, State funding represented only 15% of the District revenues.

### WHERE OUR MONEY COMES FROM



Despite these revenue challenges, the District has been able to reduce the annual tax rate by 10.6% over the past ten years.

### PROPERTY TAX RATE



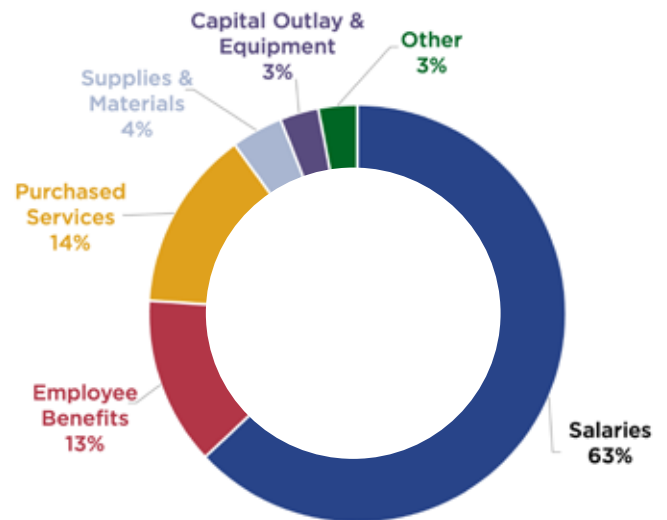
## RESOURCE AND FINANCIAL MANAGEMENT

In developing the annual operating budget, the District prioritizes spending that has a direct impact on student growth and achievement. Priorities for the 2022-2023 school year included reducing class sizes at the kindergarten through second grade levels, supporting social—emotional learning and mental health supports, and addressing deferred maintenance needs at several District buildings.

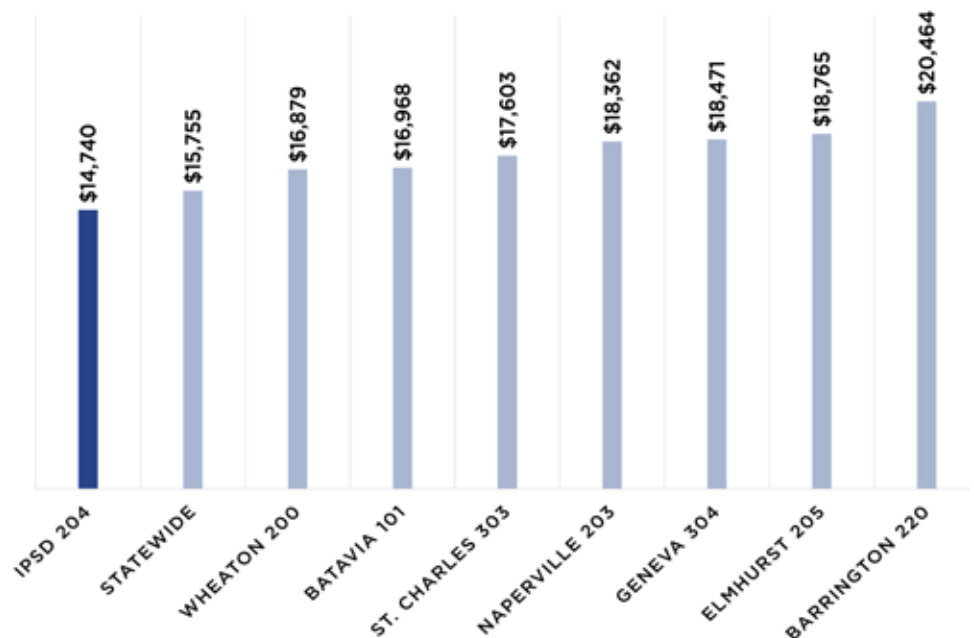
The District has one of the lowest administrator to pupil ratios in Illinois. 76% of expenditures are for salary and benefits, with most of these staff working directly with our students. 14% of expenditures are for contractual services related to food service, transportation, and custodial services, with the remaining 10% covering supplies and materials, technology needs, capital outlay, and other expenses. The District consistently spends below the state average on a per pupil basis and has the lowest spending per pupil among our eight comparable Districts.

As of June 30, 2023, the District had \$83.9 million in outstanding general obligation bonds. These bonds financed the construction of District facilities throughout the 1990's and 2000's, with the last bond issued in 2007. The principal and interest payments are made with property tax revenue. The bonds will be paid off in full on December 30, 2026.

### OPERATING EXPENDITURES



### EXPENSES PER PUPIL



# STRATEGIC PLAN: INSPIRE, INNOVATE, AND EMPOWER THE FUTURE

In early 2022, District 204 embarked on a strategic planning journey, aimed at charting a course that would bring to life the vision in our [Portrait of a Graduate](#). To guide us through this work, District 204 enlisted the expertise of Battelle for Kids (BFK), with whom we had previously collaborated in shaping our Portrait of a Graduate. The district established a committee which ultimately grew to over 175 stakeholders, including students, staff, parents, and community members, to participate in formulating the plan. Facilitated by BFK, four meetings were held in which committee members shared their thoughts and hopes for Indian Prairie. The committee engaged in an extensive review of the Portrait of a Graduate competencies, participated in a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, and brainstormed priority areas for the district.



PORTRAIT OF  
A GRADUATE |  **INDIAN  
PRAIRIE**  
SCHOOL DISTRICT 204

The resulting five-year [strategic plan](#) outlines key priority areas in which the district will focus:

- 1. Focus on Student Development**
- 2. Invest in Staff**
- 3. Engage with the Community**
- 4. Optimize Resources and Operations**

With the successful completion of the first year of our five-year plan, we are pleased to share our progress on these priorities and objectives.



*Click image to watch video*

## PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT



IPSD 204 ensures learning environments have caring relationships, engaging lessons, and challenging curriculum and instruction. To monitor these efforts, the learning community is dedicated to looking at multiple measures of student empowerment and will be accountable to the community for these results.

**OBJECTIVE 1:** Provide all students equitable experiences by ensuring their needs are known and met to increase performance and reduce disparities in student outcomes.

**OBJECTIVE 2:** Provide all students with high-quality curriculum and instruction to meet or exceed standards and/or demonstrate greater than predicted growth on standardized assessments.

**OBJECTIVE 3:** Provide all students comprehensive programs and interventions to support their social and emotional growth.

### OBJECTIVE 1: EVIDENCE OF SUCCESS

» COMPLETE

» IN PROGRESS

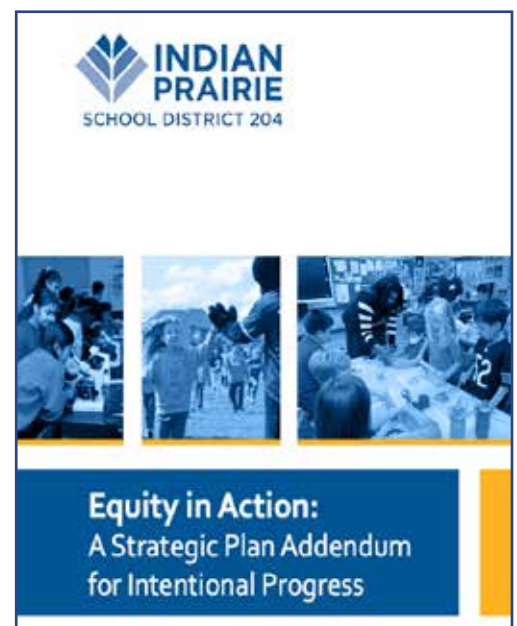
» NOT YET STARTED

» Completion of an [Equity Plan](#) that is presented to the Board of Education and community by the end of the 2022-2023 school year.

At its July 12, 2023 meeting, the Indian Prairie Board of Education approved the district's Equity Plan entitled [Equity in Action: A Strategic Plan Addendum for Intentional Progress](#).

» Implementation of the [Equity Plan](#) across the district beginning no later than the fall of 2023.

This year marked a meaningful step forward in our pursuit of creating a more equitable educational environment in our district. As previously stated in our Strategic Plan, the term 'equity' resonated throughout its pages. Our district recognized the necessity to actualize our commitment. Thus, the Equity Plan was born.



*Click image to view Equity Plan*

## **PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT**

### **PURPOSE OF THE EQUITY PLAN:**

The Equity Plan serves as an operational addendum to our Strategic Plan. It acts as a detailed road map to actualizing equity in our schools, laying out tangible measures that inch us closer to our equity aspirations. The goal of this plan is to ensure that our dedication towards equity is not just inked on paper, but it breathes life in our classrooms and thrives in our communities.

### **KEY HIGHLIGHTS FROM THE PLAN:**

1. **Indian Prairie's Commitment to Equity:** This section roots our commitment, reaffirms our purpose, and aligns our equity beliefs with our strategic plan.
2. **Turning Our Equity Commitment into Action:** Our plan isn't just theoretical; it's practical. Schools are now integrating high-leverage equity practices into their improvement plans. This flexibility allows each school to customize its strategies based on its community's unique needs, yet with a unified focus on equity.
3. **Equity-Focused Capacity Building:** We're nurturing an environment where our administrators and educators are equity-centered, and our students are equity-conscious.
4. **Continuous Professional Learning:** Our professional learning initiatives, "We All Learn" and "Personalized Learning," ensure our staff stays updated, informed, and equipped to champion equity in all their actions.

### **OPERATIONALIZING THE EQUITY PLAN: A CLOSER LOOK AT IMPLEMENTATION**

#### **Enhancing School Improvement Plans (SIP):**

**Incorporation of Equity-Driven Goals:** As a foundational step, we incorporated equity-focused goals into our SIP process. While each school's improvement plan retains its individuality, there's now a unified thread - ensuring every strategy is steered by equity objectives.

#### **Equity-Focused Capacity Building:**



**Comprehensive Training for All:** Building capacity around equity isn't confined to just our staff or students. We've rolled out programs targeting all stakeholders, ensuring that the principles of equity are understood and championed at every level, from our classrooms to our community.

#### **Continuous Professional Learning for Equity:**

**Supporting and Sustaining Initiatives:** Our professional learning continues to be enhanced to sustain our equity initiatives. By integrating equity themes and topics into regular training sessions, we are ensuring that our staff remains equipped and motivated to ensure that all students reach their fullest potential.

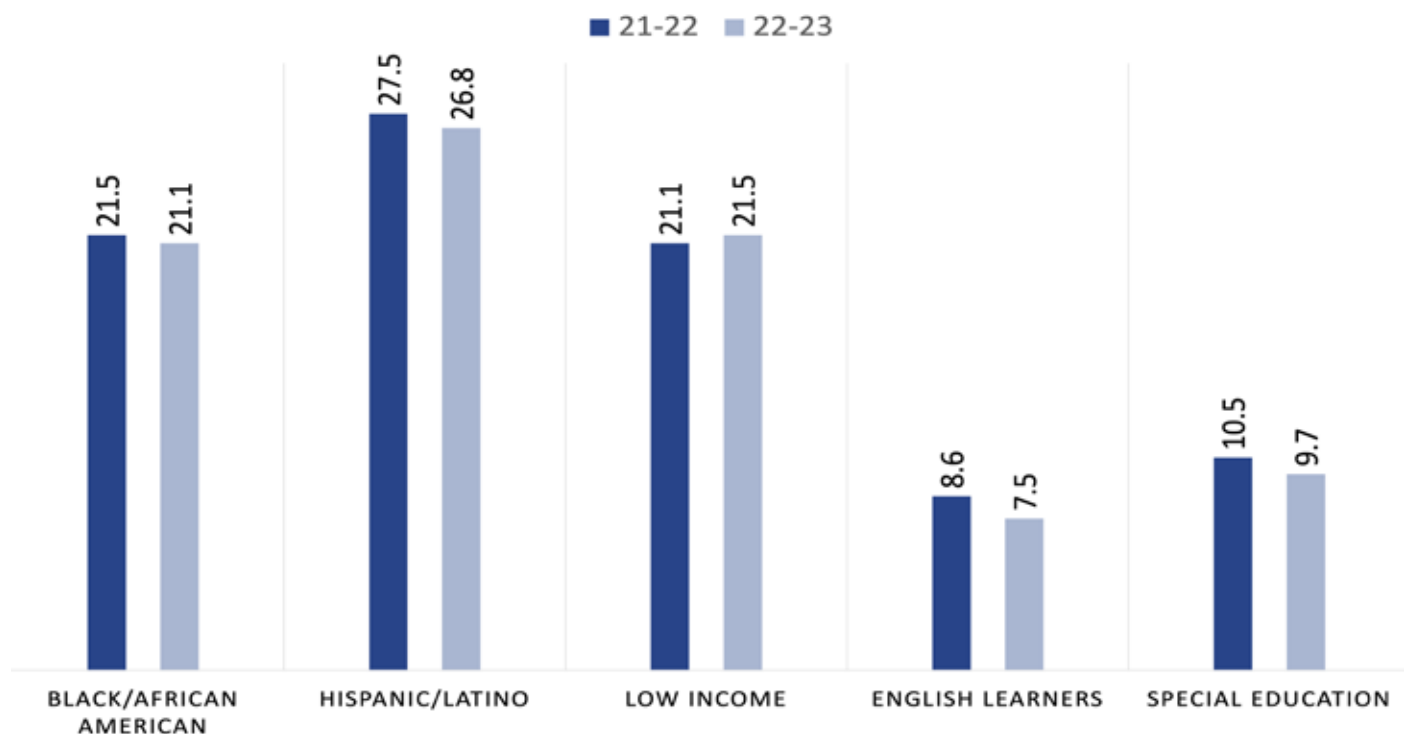


## PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT

-  Introduction of student group representatives presenting student equity reports to the board.
-  Increased percentage of students within each underrepresented group in advanced classes at all levels.

This report card measure shows the percent of each student group enrolled in any type of advanced placement. This includes accelerated math and Project Arrow at the elementary and middle school levels. At the high school level, it includes honors, AP, and dual credit courses.

### STUDENTS ENROLLED IN ADVANCE PLACEMENTS



## PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT

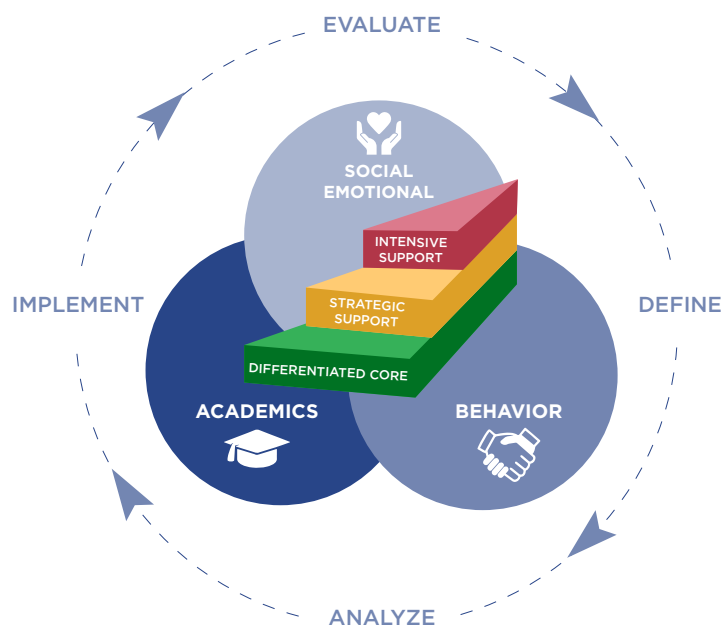

 Implementation of a systemic and robust Multi-Tiered Systems of Support across all grade levels to address academic and social emotional needs.

In alignment with our mission to inspire all students to achieve their greatest potential, District 204 has made significant progress in successfully implementing a comprehensive Multi-Tiered System of Supports (MTSS) framework across all grade levels to address both academic and social-emotional needs.

The foundation of this work occurred in the 2022-23 school year with the creation of the MTSS handbook at the elementary level, which emphasizes the importance of relevant and rigorous learning, productive collaboration, community engagement, respect for diversity, and lifelong learning.


The program is in the early stages of development at the middle and high school levels and is currently being piloted at several elementary schools to gain further feedback. By adopting MTSS, we employ data-driven decision-making to tailor academic and behavioral support to individual student requirements, thereby identifying and addressing any challenges.

This effective support system allows staff members to better understand why students may face difficulties, match interventions to their unique needs, and collaboratively monitor their progress. In this way, we continue to build a safe and caring learning environment that empowers all students to achieve their greatest potential.




Caption: A three-tiered system of service delivery is a necessary structure to efficiently and effectively support all children, not just those who struggle in school.


**PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT**
**OBJECTIVE 2: EVIDENCE OF SUCCESS**

- 

More than 50% of students in grades K-8 will meet or exceed typical national growth in reading and math as measured by the iReady assessment from fall to spring.


<b>58.5%</b>	<b>52.3%</b>
<b>Met in Reading</b>	<b>Met in Math</b>
  
- 

More than 50% of students in grades 9-11 will meet or exceed the College Board annual growth norms for both Evidence-Based Reading and Writing (EBRW) and Math, as measured by the SAT suite of assessments.

<b>55.5%</b>	<b>54.4%</b>
<b>Met in EBRW</b>	<b>Met in Math</b>
  
- 

Students, collectively and across demographic and special services groups, will meet and exceed standards at a higher rate than their peers across the state.

IPSD students met and exceeded standards at a higher rate than their peers across the state at all levels and across all student groups.



Implementation of a systemic and robust Summer Learning Program across all grade levels to address academic needs.

District 204 has been fortunate to have secured multiple grants enabling the development of a comprehensive summer learning program tailored to address critical academic needs. The following summer programs were offered to help prepare students for the 2022-23 school year.

## PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT

### Club Hub (21st Century Grant)

150 K-5 students: Georgetown and Longwood Students

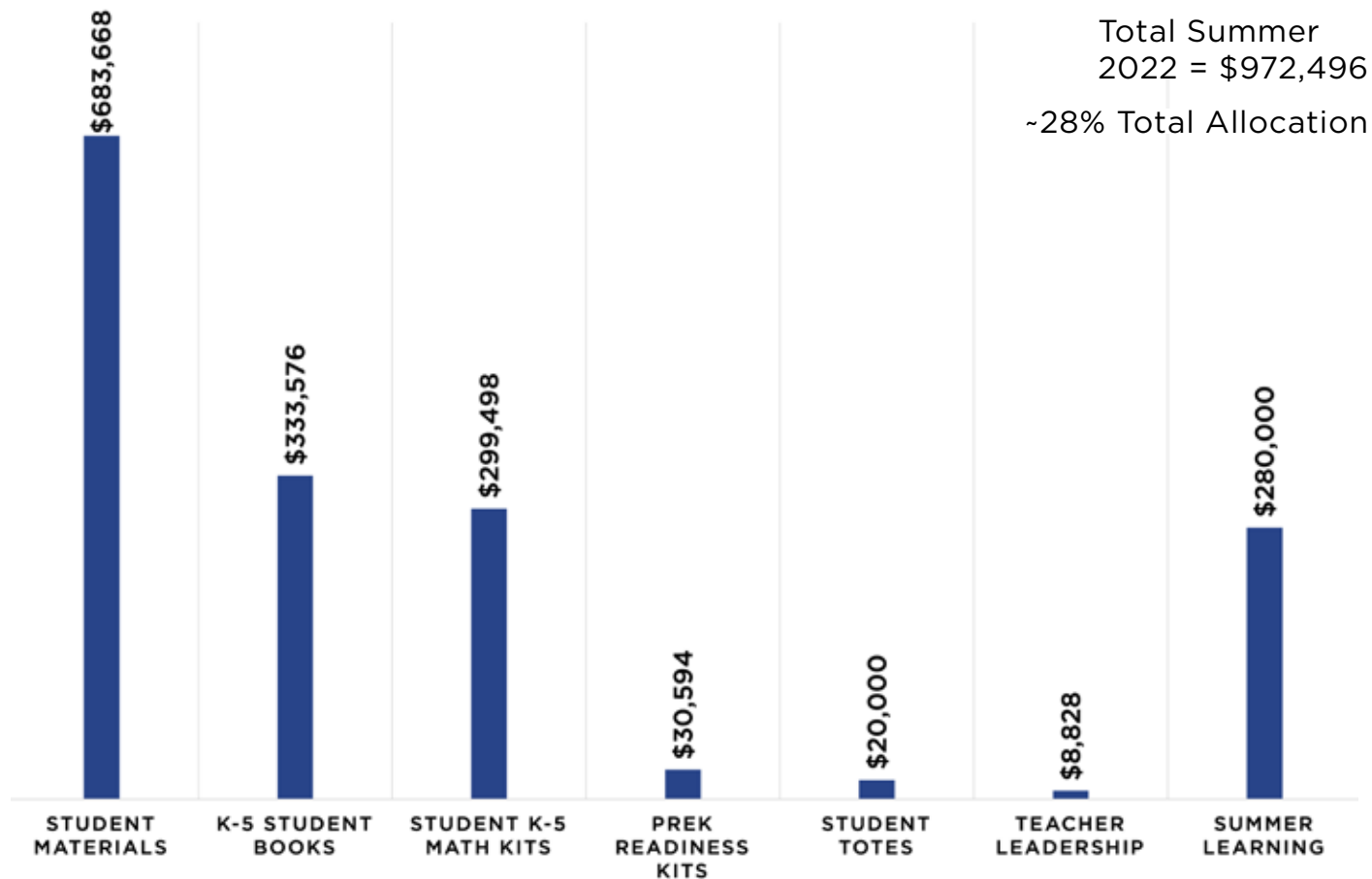
### Expressive Arts Zoom Camp (ISBE Community Partnership Grant)

275 K-5 students: Cowlshaw, Georgetown, Gombert, Longwood, and McCarty

### Freedom Schools Grant

Over 600 K-12 students: Gombert, Longwood, McCarty, Cowlshaw, Granger, Fischer, Hill, Waubonsie

## TOTAL INVESTMENT (ESSER II)



## **PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT**

### **Hands-On Standards-Based Supplemental Resources**

- Scholastic My Books Summer Pack for ALL K-5 students by grade level
- Hand2Mind Learning at Home Math Kit for ALL K-5 students by grade level
- Hand2Mind Learning at Home Literacy & Math Kit for ALL preschool students
- Georgetown bilingual: English & Spanish

McKinney-Vento eligible students also received:

- Extra Scholastic 5 pack of books for K-5
- Scholastic 10 book pack for 7-12th grade

### **Family Engagement**

- Engaged Students & Families over 6 weeks
- Family overview letters included inside materials
- “Unpacking” tutorial video for families

Resources paired with family engagement Zooms

- Grade-level Specific Zooms
- Led by ESSER-funded Literacy & Math Coordinators
- Facilitated by 16 Teacher Leaders
- Featuring weekly Book & Number Talks
- Learning loss addressed
- Prevent the “Summer Slide”
- Support Home-School Connections

### **Academic Boost**

Elementary Students: 454

Brooks, Fry, Georgetown, McCarty, Patterson, May Watts, Welch

The program provided literacy and math instruction and practice to build students' confidence before the beginning of the school year. (2 hours per day)

Middle School Students: 146

Scullen, Fischer, Hill

Camp Invention - Multi-disciplinary/STEM (3 hours per day)

## **PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT**

### **K-8 Enrichment Program**

#### **STEM Camp**

Students were invited to participate in a week-long STEM Camp. This fun hands-on experience focused on the various elements of STEM (Science, Technology, Engineering and Mathematics) and was taught by Indian Prairie certified teachers.

Students: 425

Hill & Crone

3 hours per day

Small Group STEM Activities

### **High School Summer Bridge**

Students: 107

- Program at each of the three high schools focusing on helping freshmen enter our schools more confident and prepared for success
- This three week program focuses on academics as well as growth mindset, advocacy and belongingness

### **Credit Recovery**

- 214 students earned a total of 309 semester credits
- Assist students that may have fallen behind in credits last school year. It provided opportunities to earn credit using the APEX software with guidance from our teachers through the learning process

### **204 Online Summer Learning**

American Government: 664 students

Consumer Economics: 370 students


Geometry: 132 students

Music Theory: 22 students

Psychology: 53 students


US History: 546 students

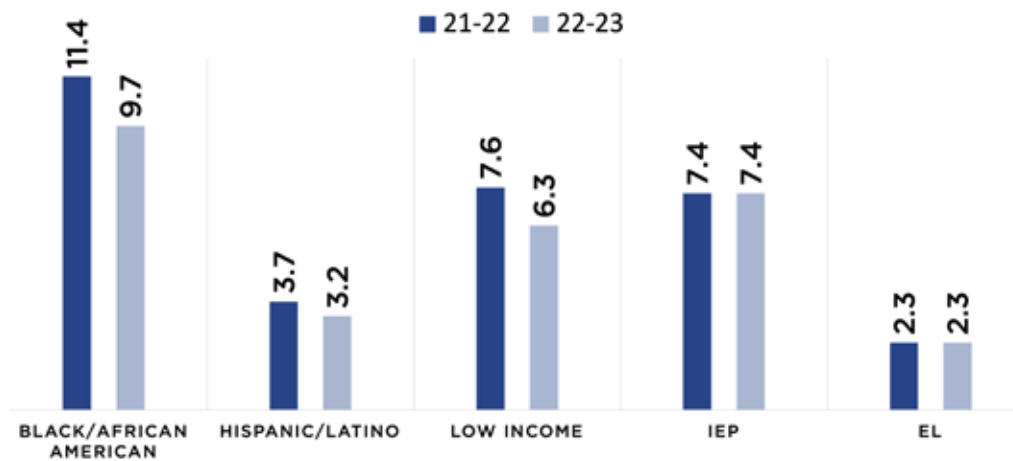
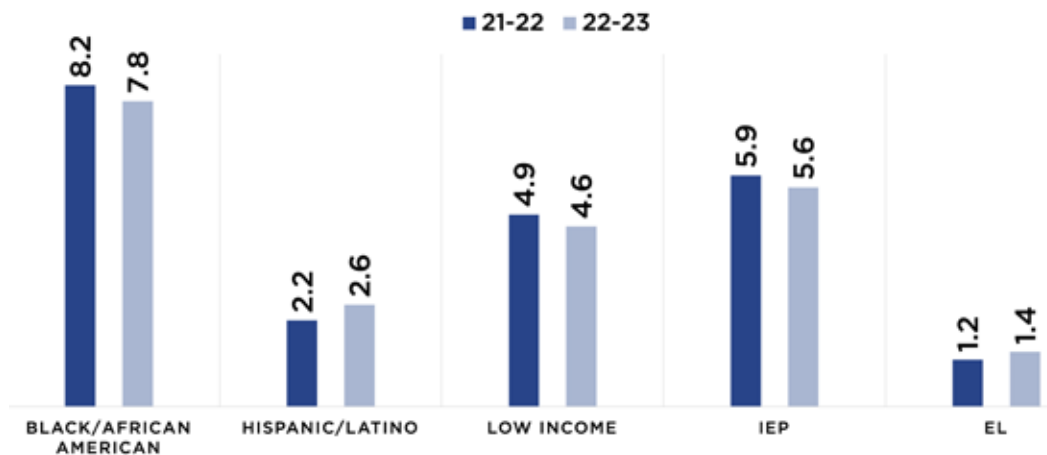
**Total Students: 1,787**




 Complete and implement a Learning Framework that supports the Portrait of a Graduate competencies across all grade levels.



**PRIORITY 1 - FOCUS ON STUDENT DEVELOPMENT**
**OBJECTIVE 3: EVIDENCE OF SUCCESS**

 Reduction of the disproportionality in suspension rates by school and student groups.

**PERCENT OF STUDENTS ASSIGNED AN IN SCHOOL SUSPENSION**

**PERCENT OF STUDENTS ASSIGNED AN OUT OF SCHOOL SUSPENSION**


-  More than 80% of students will respond favorably to questions related to the academic engagement measure in the 5Essentials survey.
-  More than 90% of students will respond favorably to questions related to the academic personalism measure in the 5Essentials survey
-  Students will have access to Teen Mental Health First Aid training.

## PRIORITY 2 - INVEST IN STAFF



IPSD 204 acknowledges that a culture of positive well-being is critical for all staff to deliver on student outcomes. Therefore, IPSD 204 is committed to fostering strong connections to value staff and ensuring equity and elevation of voice.

### OBJECTIVE 1:

Create professional development opportunities for staff that build their capacity as educators, address issues related to equity, and provide support.

### OBJECTIVE 2:

Establish formal and informal methods in which the district leadership will engage with staff continually to ensure a collaborative and productive working environment.

### OBJECTIVE 3:

Focus on the hiring and retention of staff as well as establish practices that support staff well-being.

### OBJECTIVE 1: EVIDENCE OF SUCCESS

➤ COMPLETE

➤ IN PROGRESS

➤ NOT YET STARTED

➤ A portfolio of professional development opportunities is created and offered to staff.



In our commitment to enhancing our staff's capabilities, District 204 has launched a comprehensive portfolio of professional development opportunities. Central to this initiative is our digital platform Kickup that houses the IPSD Academy, making it seamlessly accessible to all staff. This academy, among several other enriching learning avenues, ensures our staff remains at the forefront of educational excellence.

To ensure maximum engagement and awareness, we disseminate information about these opportunities through a blend of print and digital means, ensuring every staff member is well-informed and can leverage these resources to their fullest potential.

**PRIORITY 2 - INVEST IN STAFF**

➤ Three-year PD plan will be created.

We have proactively developed a comprehensive three-year Professional Development (PD) plan that is meticulously inclusive, reaching every corner of our district from the district office, teachers, classified staff, to all administrators.

➤ More opportunities for common planning will be examined and, where possible, established at the elementary level.

➤ PD opportunities will be created in concert with staff based on joint needs.

The content and structure of our PD opportunities are crafted in concert with our staff. By leveraging survey data and other pertinent metrics, our approach is both reactive, addressing immediate needs, and proactive, anticipating future requirements.

This dual strategy ensures our staff is always equipped with the right tools and knowledge to help our students achieve their fullest potential. The overarching design is a testament to our commitment to continuous improvement and excellence across the district.

**OBJECTIVE 2: EVIDENCE OF SUCCESS**

➤ IPCA leadership and central office staff will meet regularly.

The district continues positive and open collaboration with its union leadership by meeting monthly with IPCA.



➤ There will be an increase in the percentage of staff and teachers who have a sense of belonging as measured by a staff survey, currently Panorama.



Overall, our staff have identified that they feel a sense of belonging in the district.

➤ IPEA leadership and central office staff will meet regularly.




The district continues positive and open collaboration with its union leadership by meeting monthly with IPEA.

➤ HR Generalists will be assigned to schools and will meet with staff on a regular basis.



We have increased visibility of the human resources team at our schools by implementing an “HR in the Building” program. After a very successful launch of promoting wellness last school year, our team will be back in the schools this year finding ways to save staff time.

**PRIORITY 2 - INVEST IN STAFF**

**OBJECTIVE 3: EVIDENCE OF SUCCESS**

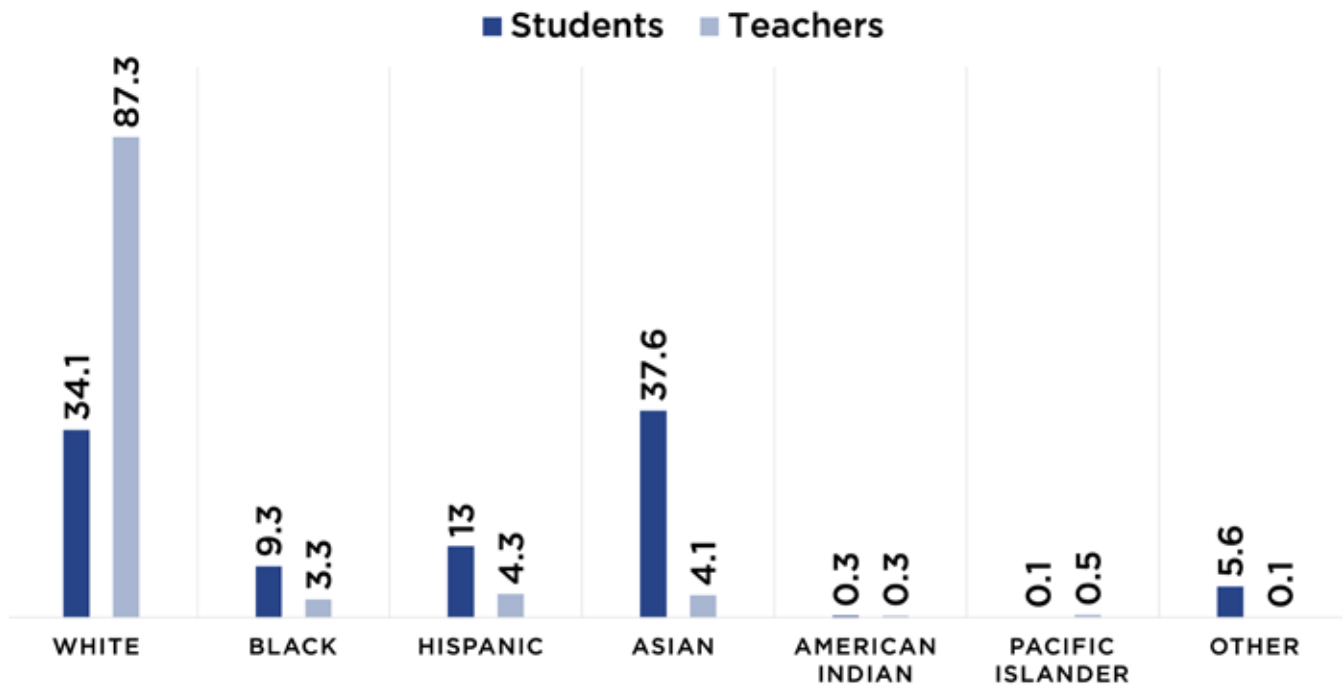
-  Portrait of a Teacher will be completed.
-  An analysis of why teachers are staying will be conducted and shared as part of the annual HR report to the BOE.
-  Staff retention rates will continue to be monitored and communicated to the board.

Our retention rate is strong at 94.1% total, and 94.6% for licensed staff. We retain 98% of our excellent rated teachers.

-  Staff well-being practices will be in place at both the school and district levels.
-  Employee Assistance coverage will be expanded.

**PRIORITY 2 - INVEST IN STAFF**

 Staff demographics will continue to move to mirror student demographics.

**DISTRICT DEMOGRAPHICS BY ETHNICITY**


District 204 strives towards diversifying our staff and strengthening our employment pipeline with our Grow Your Own Teacher (GYOT) program and our recruitment strategies. Over 100 high school students participated in the high school GYOT program and students from all seven middle schools joined the [Teachers of Tomorrow after school club](#).

Although the program is only three years old, we see the positive impacts of GYOT exposure at the middle school level and how it corresponds to engagement and continuation of the program at the high school level. District 204 hiring successes can be found in our presentation to the Board of Education on September 25, 2023 in our [annual hiring report](#).

## PRIORITY 3 - ENGAGE WITH THE COMMUNITY



IPSD 204 is committed to being a strong school district. Dynamic stakeholder engagement goes hand-in-hand with strong districts. Therefore, IPSD 204 is committed to communicating, engaging, and connecting with the learning community.

### OBJECTIVE 1:

Provide various opportunities throughout the year to directly engage parents and other community stakeholders to build a dialogue about the school system.

### OBJECTIVE 2:


Continue a commitment to the goal of inclusion and diversity and champion the diversity of all stakeholders found within the district.

### OBJECTIVE 3:

Harness the skills, resources, and opportunities found within the community by working with community members, businesses, and organizations to strengthen the school system.

### OBJECTIVE 1: EVIDENCE OF SUCCESS




 Multiple community discussions will be held and evaluated for success.

During the 2022-23 school year, the district introduced 'Coffee & Conversation' sessions as a platform for informal dialogues with members of the community. These gatherings provided an opportunity to obtain feedback on what the district is doing well and to gather insight on future district improvements. In order to maintain an intimate setting, invitations were exclusively extended to parents and guardians of students in each of the district's four quadrants. The initial two 'Coffee & Conversation' events were hosted at Fischer and Granger Middle Schools, with the remaining two events scheduled for the 2023-24 academic year at Gregory and Scullen Middle Schools.





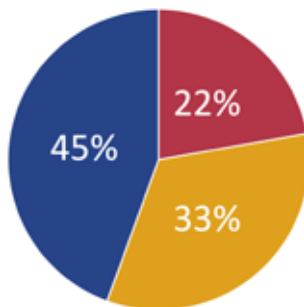
**PRIORITY 3 - ENGAGE WITH THE COMMUNITY**

 Parent University sessions will be held based on what parents say they want to learn.



In fall of 2022, District 204 conducted a parent survey to understand not only the topics of interest to families, but also the format in which they would like to receive the content. 23% of respondents requested in-person, 33% requested virtual, and 44% chose a video presentation to watch on their own time.

**PARENT UNIVERSITY FORMAT  
SURVEY RESULTS**




■ In Person ■ Virtual ■ Video Presentation

**PARENT UNIVERSITY SESSIONS  
HELD IN THE 2022-23 SCHOOL YEAR**

- School Safety - 9/8/22
- Student Behavior & Interventions - 9/21/22
- Navigating Peer Relationships & Conflict - 11/28/22\*
- How to Pay for College - 2/9/23\*
- Coaching Your Child Through Big Emotions - 2/23/23\*
- Becoming an Elementary Parent - 4/20/23 & 4/26/23\*
- Becoming a Middle School Parent - 5/2/23

\*virtual event

 Video spotlights completed for all the schools will be accessible on the district's website.

School spotlight videos were produced for each of the schools and can be found on the [IPSD website](#) or on the IPSD [YouTube Channel](#).

 Baseline data related to volunteers in schools will be gathered, with future years seeing an increase in volunteering.

### PRIORITY 3 - ENGAGE THE COMMUNITY

#### OBJECTIVE 2: EVIDENCE OF SUCCESS

Translation/interpretation services will be examined with plans to implement an effective program.

Research was done on various interpretation services and Language Line was identified as an effective tool to align with the district’s needs. Implementation of Language Line services began at the start of the 2023-24 school year.

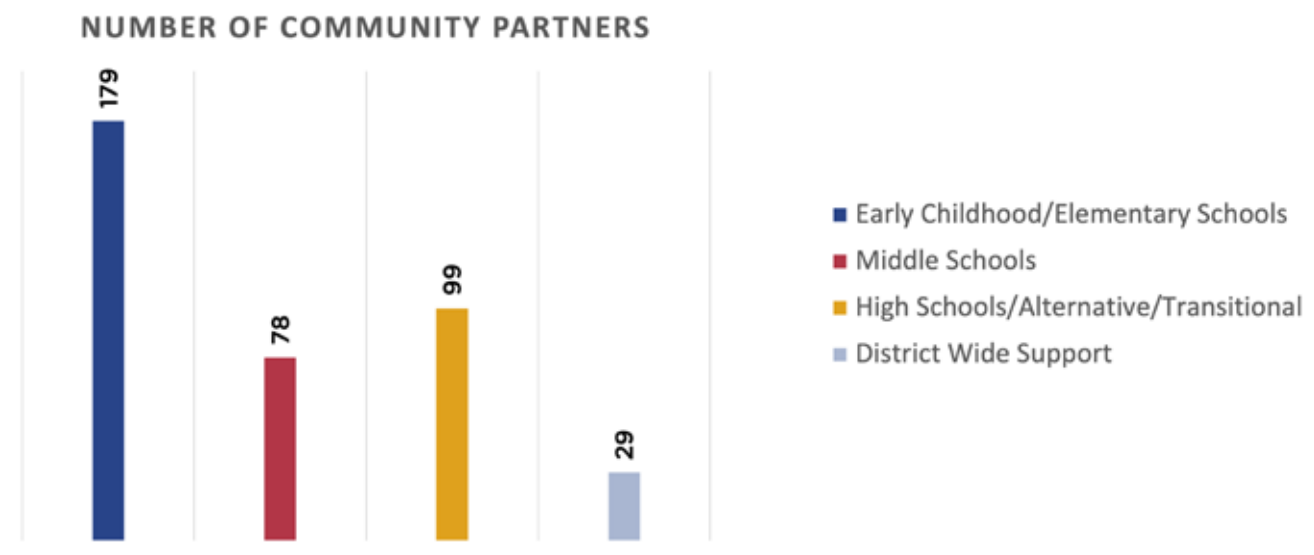
Students feel comfortable sharing cultural needs based on student feedback.

Student surveys have been created to assess students’ comfort level with sharing cultural needs. The surveys will be deployed across the district in the 2023-24 school year.

#### OBJECTIVE 3: EVIDENCE OF SUCCESS

Establish a baseline of various partnerships in the 2022-2023 school year and increase opportunities in future years.

Indian Prairie is fortunate to have the support of a variety of community partners that support our schools as well as district wide initiatives. Below is a chart of the number of partners for each school in the district as well as district wide.



### **PRIORITY 3 - ENGAGE THE COMMUNITY**



Establish a baseline of internships during the 2022-2023 school year and examine ways to increase for the future.

In the 2022-23 school year, 22 high school students participated in internships. District 204 is increasing the number of internships for high school students with 57 internships in the current school year.



Support PTA membership and activities across the district.

District 204 has demonstrated a commitment to supporting our Parent Teacher Associations (PTAs) through fostering community engagement and parent involvement. The district has actively promoted PTA membership, from the Superintendent's personalized letter encouraging community participation to providing a platform at Parent University sessions to advocate for membership.

The district has consistently included the Indian Prairie Parents' Council (IPPC), the umbrella organization for PTAs, in community events such as the Mental Health Symposium's Community Resource Fair, reinforcing the important role PTAs play in broader community initiatives.

Beyond promotional efforts, the district's support extends to IPPC projects including the annual coat drive, Winter Wishes Program, community food drive, the Clothesline Project, and Valley Runway, showcasing a commitment to addressing various needs within the community. The district has facilitated regular meetings with IPPC featuring district speakers and has coordinated executive board meetings and PTA Presidents' meetings which foster meaningful dialogue between district leadership and the PTAs.

Additionally, the BMO 'Volunteer of the Month' program recognizes and celebrates the dedicated individuals who contribute tirelessly to their school community. Our partnership with the IPPC and PTAs throughout the district demonstrates our ongoing dedication to supporting and collaborating with PTAs, creating a foundation for future support and growth.

## PRIORITY 4 - OPTIMIZE RESOURCES AND OPERATIONS



IPSD 204 is committed to being an innovative, experiential, and inclusive environment to enhance educational outcomes for the entire learning community. This will occur through identifying opportunities to engage with stakeholder groups and determine essential facility and staffing needs while being transparent to taxpayers on resources and investments.

### OBJECTIVE 1:

Ensure that all facilities, equipment, and infrastructure are properly maintained and support the environment.

### OBJECTIVE 2:

Review fiscal practices yearly to ensure efficient use of funds, sound financial practices, and equitable distribution to support the district's goals.

### OBJECTIVE 3:

Ensure the equitable distribution of resources to support the district's goals.

### OBJECTIVE 1: EVIDENCE OF SUCCESS

➤ COMPLETE

➤ IN PROGRESS

➤ NOT YET STARTED

➤ Conduct a facilities assessment and present it to the Board of Education.

➤ Establish a Financial Advisory Committee.

➤ Determine a process to offload unused facilities through a facilities assessment.

**PRIORITY 4 - OPTIMIZE RESOURCES AND OPERATIONS**

**OBJECTIVE 2: EVIDENCE OF SUCCESS**

 The district will receive “recognition status” for the annual audit.

District 204 has once again attained “recognition status” for its annual audit, marking the sixth consecutive year of this achievement.

 The district will receive the ASBO “Certificate of Excellence” for financial reporting.


For the sixteenth consecutive year, District 204 has been honored with the ASBO “Certificate of Excellence.”



 The district will maintain its current Bond rating.

The district has upheld its Aa1 bond rating from Moody’s Investor Services.



 The fee structure will be examined and published.

 A new business information system will be implemented as needed.

**OBJECTIVE 3: EVIDENCE OF SUCCESS**

 Review student/teacher ratios across all grade levels.

 Benchmark IPSD 204 with other districts for class size averages.

 Determine the district’s plan for class size reductions

 Funding and staffing are equitably allocated to each school based on the student population.

## 2023-24 SCHOOL LEADERSHIP

### EARLY CHILDHOOD

Prairie Children Preschool  
Sally Osborne, Principal

### ELEMENTARY SCHOOLS

Brookdale Elementary School  
Keeley Schmid, Principal

Gwendolyn Brooks Elementary School  
Terri Russell, Principal

Wayne Builtta Elementary School  
Adrienne Morgan, Principal

Robert E. Clow Elementary School  
Katie Bennett, Principal

Mary Lou Cowlshaw Elementary School  
Carlos Azcoitia, Principal

Fry Elementary School  
Laurel Hillman, Principal

Georgetown Elementary School  
Jill Keller, Principal

Peter M. Gombert Elementary School  
Dr. Jeremy Ricken, Principal

V. Blanche Graham Elementary School  
Rachel Witkowski, Principal

Oliver Julian Kendall Elementary School  
Breah Jerger, Principal

Longwood Elementary School  
Derrius Hightower, Principal

McCarty Elementary School  
Sherry Fredericks, Principal

Owen Elementary School  
Heather Whisler, Principal

Patterson Elementary School  
Michele Frost, Principal

Peterson Elementary School  
Allison Landstrom, Principal

Spring Brook Elementary School  
David Worst, Principal

Reba O. Steck Elementary School  
Dr. Elizabeth Pohlmann, Principal

May Watts Elementary School  
Kate Kempfski, Principal

Arlene Welch Elementary School  
Sarah Nowak, Principal

White Eagle Elementary School  
Tarah Fowler, Principal

Nancy Young Elementary School  
Erin Rodriguez, Principal

## 2023-24 SCHOOL LEADERSHIP

### MIDDLE SCHOOLS

Clifford Crone Middle School  
Melissa Couch, Principal

Gregory Fischer Middle School  
Kevin Schnable, Principal

Francis Granger Middle School  
Allan Davenport, Principal

Gordon Gregory Middle School  
Leslie Mitchell, Principal

Thayer J. Hill Middle School  
Toya Pryor, Principal

Thomas G. Scullen Middle School  
Scott Loughrige, Principal

Jeffrey C. Still Middle School  
Kimberly Cornish, Principal

### HIGH SCHOOLS

Metea Valley High School  
Daniel DeBruycker, Principal

Neuqua Valley High School  
Dr. Lance Fuhrer, Principal

Waubonsie Valley High School  
Jason Stipp, Principal

Gail McKinzie High School  
LaTanya Harris, Principal

### OTHER

STEPS (Supportive Training  
Experiences Post-Secondary)  
Kim Maloney, Principal



## 2023-24 DISTRICT LEADERSHIP

### BOARD OF EDUCATION

Laurie Donahue - President  
Susan Demming - Vice President  
Supna Jain - Secretary  
Allison Fosdick  
Catey Genc  
Justin Karubas  
Mark Rising

### ADMINISTRATION

Dr. Adrian B. Talley - Superintendent  
Dr. Louis Lee - Deputy Superintendent  
Matt Shipley - Chief School Business Official  
Carey Beth Harry - Chief Human Resources Officer  
Rod Mack - Chief Technology Officer  
Dr. Nicole Howard - Assistant Superintendent, High Schools  
Brad Hillman - Assistant Superintendent, Middle Schools  
Laura Rosenblum - Assistant Superintendent, Elementary Schools  
Dr. Christina Sepiol - Assistant Superintendent, Student Services  
Dr. Nader Najjar - Assistant Superintendent, Equity & Innovation  
Charles Sprandel - Executive Director, Research & Assessment  
Lisa Barry - Executive Director, Communication Services

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[ipsd.org](http://ipsd.org)

# 2022 - 2023 ANNUAL REPORT

Charting Progress: A Comprehensive  
Report on Our Strategic Plan Achievements