



2021-2022 Impact Report Empowering Every Student, Every Day



Empowering Every Student, Every Day



Dear Members of our Community,

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On behalf of the entire Board of Education (BOE), I am pleased to offer a few comments in this first Impact Report to our District 21 community. Since 1989, I have had the opportunity to serve on the BOE and since 2017, have had the distinct privilege to serve as its President. During this tenure, I/we have had to make decisions and, often, have had to pivot our thinking and alter our plans as a result of influences beyond our collective control in order to serve the students and families of the six communities which we represent.

In just the last four years, beginning in July of 2018, we selected a new superintendent to lead the district which was closely followed by the passage of a \$69 million referendum approved by over 73% of those voting! This collective community decision has allowed the district to add air conditioning across the district in every room, initiated full-day kindergarten, secure all buildings with enhanced security features, upgraded lighting and, over the summer, to begin updating the infrastructures and modernizing the Library-Media Centers in four of our buildings (to be expanded to all sites over the next couple of years). Reflecting the need to address educational challenges, D21 has – through enhanced community engagement – designed and begun executing a strategic plan, an equity action plan and a learning recovery plan to focus on the needs of our students and community looking to our future. A significant and gamechanging part of that plan will be the opening later this school year of a ground-breaking health center being housed in the new Community Service and Administrative Center adjacent to London Middle School. Stay tuned for much more information in the weeks ahead!

As stewards of the community, the BOE, through policy development and oversight of the administration, works to help set the course for the district with the desired goal of Empowering Every Student Every Day! We hope you enjoy this inaugural report; and we look forward to continuing the engagement with the D21 community!



Phil Pritzker Board President

2021 Recipient of the Illinois State Board of Education Thomas Lay Burroughs Award



Dear CCSD21 Family & Community,



Dr. Michael C. Connolly Superintendent

2021 Illinois State Board of Education Meritorious Service Award I can't tell you how excited I am to share with you the inaugural copy of our Impact Report. We are pleased to bring this summary of our district to our CCSD21 family and community. It has been a difficult few years in many ways. From COVID to a seemingly ever growing multitude of other societal pressures, it has become commonplace to say how atypical it has been. However, we have much to celebrate. As you read through the pages of this report, you will see the many accomplishments that our district has achieved, independently and in partnership with others, despite the challenges. We confronted many obstacles, pivoted and are moving forward in a positive direction.

Academically, we proudly recognized each step of success. From enhancing relationships with families and students to establishing new partnerships to assisting students inside and outside the classroom. Our students – who hadn't had a "normal" school experience for almost two years – were successfully welcomed back into the classroom with special attention paid to learning and social emotional needs. We made this a year of re-engagement and healing, while making our environment as safe and healthy as it can be.

We also took the opportunity to measure student progress and launched a new method of analysis to benchmark student success. This allowed for student equity and instruction that aligned more closely with student needs. Over several months, we partnered with the Board of Education and the District 21 Education Association (D21EA) to negotiate a five-year collective bargaining agreement with our staff members. In good faith, we worked together to secure the needs of our staff to allow for better educational experiences for them, which translates into better learning environments for our students. Team leaders at each grade level were established to be point persons and act as liaisons between the administration and the team. Additionally, we invested in hiring part-time secretaries for each elementary school to partner with and assist the office staff during the early morning school demands.

Financially, we had a sound year and have been working conscientiously to utilize the 2018 referendum funds to improve the safety, security, and learning environment of all the schools. We brought in several key partners to construct and enhance the district structures.

The collaboration, dedication and care shown for our students, families, and the broader community have been nothing short of amazing. As we continue to navigate through some uncertainty, our faith and commitment to Community Consolidated School District 21, its families and partners, are stronger than ever. As such, we would like to share how our unified dedication to District 21 has impacted so many lives.

We are proud of our work. We hope you are too.

The Illinois State Board of Education (ISBE) has confirmed CCSD 21 school summative designation for 2021-2022 as follows:

COOPER MIDDLE SCHOOL Commendable

HOLMES MIDDLE SCHOOL Commendable

LONDON MIDDLE SCHOOL Commendable

FIELD ELEMENTARY SCHOOL Commendable

FROST ELEMENTARY SCHOOL Commendable

HAWTHORNE EARLY CHILDHOOD EDUCATION SCHOOL Commendable

KILMER ELEMENTARY SCHOOL Commendable

LONGFELLOW ELEMENTARY SCHOOL Exemplary

POE ELEMENTARY SCHOOL Commendable

RILEY ELEMENTARY SCHOOL Commendable

TARKINGTON ELEMENTARY SCHOOL Commendable

TWAIN ELEMENTARY SCHOOL Commendable

WHITMAN ELEMENTARY SCHOOL Commendable Educational support personnel are recognized for demonstrating and advancing D21 values and the characteristics of a Professional Learning Community.

These characteristics, among other traits, include:

- Creating a helpful and positive environment.
- Being open minded and developing positive relationships.
- Communicating effectively with others.



The Board of Education annually acknowledges the hard work and efforts of D21's support personnel.

The 2021-2022 Recognizing Distinction Honorees are:

Jose Alvarado Gill Custodian Gill Administration Center

Jan Connick HR Specialist Gill Administration Center

Patrick Connor Head Custodian Holmes Middle School Gladys Erdsmannsdoerfer Family Liaison Gill Administration Center

Elena Golub Registered Nurse Poe Elementary School

Nora Molina Family Liaison Gill Administration Center Marlen Rojas Family Liaison Gill Administration Center

Andrew Van Antwerp Custodian London Middle School

D21 CELEBRATING EXCELLENCE

PUBLIC HEALTH LIAISON



The Board of Education annually acknowledges the hard work and efforts of D21's teachers.

The 2021-2022 Celebrating Excellence Honorees are:

Rebecca Goestenkors Cooper Middle School

Claudia Brand Field Elementary School

Sarah Betancourt Frost Elementary School

Sofia Flores Zoey Sideris Alyssa Illian Cara Fernandez Amanda Velasco Hawthorne Early Childhood School Christine Wolff Holmes Middle School

Patty Zelasko Kilmer Elementary School

Ricardo Perez London Middle School

Melissa Sutton Longfellow Elementary School

Chris Zima Ellina Muzikant Natalka Kosacz Adam Long Jill Ziegler Poe Elementary School Sara Fox Riley Elementary School

Rachel Kekstadt Tarkington Elementary School

Sam Fabrikant Bianca Smith Twain Elementary School

Cristy Martinez Whitman Elementary School Teachers are recognized for demonstrating and advancing D21 values and the characteristics of Professional Learning Communities.

These characteristics, among other traits, include:

- Embracing the district's mission and vision.
- Engaging in collaborative teaming.
- Focusing on results related to student achievement among other qualities.

Olivia Aguado

Olivia Aguado is the district's public health liaison and was a nominee for the LifeChanger of the Year Award. As a calming presence under the incredible pressure of the pandemic, Olivia made a life-changing impact on our community in a variety of ways: through contacting parents when their child tested positive for COVID through weekly Shield testing, through building leadership to ensure a safe learning environment and through keeping the district dashboard up-todate for full transparency with our community. With professionalism, grace and compassion, Olivia was our nominee for this prestigious award.





CCSD21 strives to empower every student, every day, in every school with:

Mission

Ensure engaging, innovative, equitable and safe learning experiences for every student, every day.

Core Values

Equity

Equity in opportunity and experience is critical to support the growth and achievement of all students.

Whole Child

We recognize the importance of addressing both the academic and non-academic needs of all learners.

Engagement

Value voice and input to actively involve stakeholders in the learning process.

Stewardship

We commit to using our district resources wisely and responsibly.

Continuous Improvement

Provide educational programming to challenge each individual to ensure learning and growth.

Trust & Respect

Treat all individuals with actions and behaviors that demonstrate trust and respect.

Partnership

Work with others to be responsive to the changing needs of students, families, staff members, and the <u>community at large</u>.

Accountability

Ensure all students are ready for college/career, and life success.

Growth Mindset Provide a mindset for

growth and improvement by using data, research, goal setting, progress monitoring and reporting.

Vision

Engaged Educators

A talented, caring and inspiring staff that does whatever it takes to instill a love of learning in all students.

Individual Skills

For every student in every school we will ensure the knowledge, skills and disposition we teach will have real life applications for students to demonstrate a variety of skills.

Environment

A learning environment that encourages confidence, self-sufficiency, safety, health and well-being.

Culture

A culture that values diversity and inclusiveness, and celebrates individual differences.

Community

A network of community partners that facilitate learning opportunities beyond the school walls.

Curriculum

A rigorous curriculum that is future-focused and evolving to provide a pathway to high school, college, career, and life success.

Instructional Experiences

Instructional experiences that engage minds, respond to curiosities and inspire continued learning. An integral and vital part of our immediate family is our Board of Education. Our sevenperson member board has been instrumental in facilitating efficient and engaged governance.



Phil Pritzker, President Since 1989; current term 2021-2025



Debbi McAtee, Vice President Jessica Riddick, Secretary Since 2011; current term 2021-2025



Since 2017; current term 2019-2023



Staci Allan Since 2007: current term 2019-2023



Since 1993: current term 2021-2025

The School District 21 Board of Education holds monthly meetings typically held on the third Thursday of the month at 7:00 PM at the District 21 Community Service Center & Administration Building.



Bill Harrison Since 2001: current term 2021-2025

Meetings can be viewed online at: ccsd21.org/board-of-education-meetings/



Stacy Hipsak Goetz Since 2019: current term 2019-2023

Congratulations to our Board for being awarded the IASB's School Board **Governance Recognition Designation (Sept. 2022)**

This recognition is designed to acknowledge those school boards that have engaged in activities and modeled behaviors that lead to excellence in local school governance in support of quality public education, CCSD21 was one of 33 districts to earn this recognition.



D21 OUR SCHOOLS



Cooper Middle School



Field Elementary School



Frost Elementary School



Kilmer Elementary School



Holmes Middle School



Longfellow Elementary School



Poe Elementary School



Riley Elementary School



London Middle School





Tarkington Elementary School

Elementary

Schools

Early Childhood School



Twain Elementary School



Hawthorne Early Childhood School

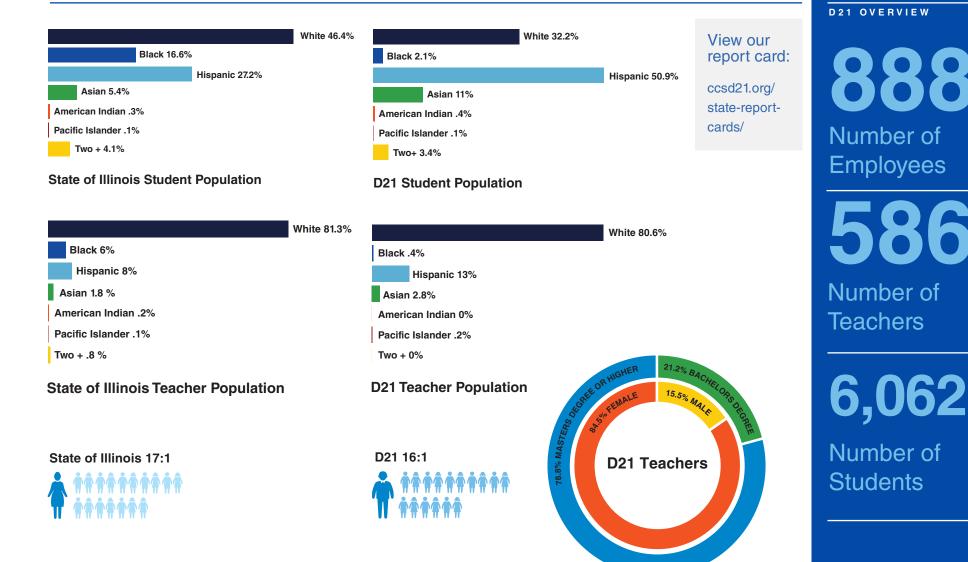


Whitman Elementary School



Gill Administration Center

D21 and State of Illinois Demographics



Equity & Learning

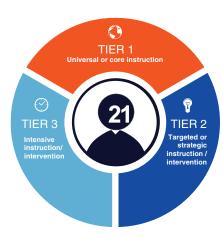
With the help of some key hires and restructuring over the last couple of years, D21 has made many significant district-wide changes enabling us to be more responsive to all of our students' academic needs.

In the summer of 2021, we gathered a group of stakeholders to create and launch our district's Multi-Tiered System of Support (MTSS) framework. Throughout the 2021-2022 school year we have utilized this framework to strengthen systems at both the district and school levels.

Additionally, we added intervention teachers at each school to provide additional literacy and math support for identified students.

Assessments

For years, our 2nd to 8th grade students have been assessed on their educational progress through a computerized test called MAP (Measure of Academic Progress), a nationally normed test which measures student achievement and growth in reading and math. However, over the years, the assessment of our students was performed in an inconsistent manner making it difficult to draw district-wide conclusions. This year, over 96% of our students were assessed with MAP three times:



in the fall, winter and spring. The assessments are now being done in a standardized way which allows for easier identification of students that need extra support, intervention, or challenge. Utilizing the MTSS framework and MAP data, we can place students into Tier 1, 2 or 3. We now can track real time data to allow teachers to change their instruction as needed to best support students. The new assessment structure allows us to measure student achievement and growth by grade level, by program, by demographics, as well as by individual student.

This is an exciting change as we now have baseline data from the last academic year and have started to adjust our programming and curriculum to ensure that all our students are progressing. We have also adopted new online platforms and data protocols to assist our administrators and teachers with gathering and analyzing student data.

The MTSS process has illuminated three key areas of concentration for our students: (1) overall progress and achievement of students; (2) enhanced instruction for gifted and talented students; and (3) enhanced English language services.

Gifted & High Achieving Students

Through the new data analysis protocols and MTSS framework, we found that while our gifted and high achieving students were performing well on the MAP assessment, some were not meeting their growth targets, meaning their achievement was flatlining rather than growing at each assessment benchmark. In response to this finding, we formed a Gifted and Talented Task Force of 23 stakeholders. including parents, teachers, administrators and a school board representative to collaborate, research, and design recommendations for these exceptional students. The team recommended a 3-5 year evolving plan to develop programming for these unique students beginning in the 2022-23 school year. Specifically, the team convened to establish a curriculum for 3rd through 5th grade gifted and high achieving students with an initial focus on 5th grade implementation. Additional curriculum will be finalized for middle school advanced language arts classes as well. By enhancing the curriculum for our gifted and high achieving students, we participate in continuous improvement and coherence of our student body and live our core value of equity and improvement for all students.

English Learner (EL) Students

Respecting and honoring the rich diversity of the student body is an important aspect of our district. After reviewing the data from the assessments - and in an effort to cultivate a greater percentage of academic success and English acquisition of our English Learner (EL) students - we implemented a number of enhancements to the Language Services Program. Some of the most significant changes districtwide were as follows: integrating EL students with their monolingual peers for PE, fine arts, and exploratories; creating sheltered instructional classrooms, and transitioning to math in English at 3rd grade.

"These enhancements ensure that we recognize and value the richness of our students' cultural and linguistic knowledge while enabling them to integrate into the general population faster, and thereby providing our EL students with more educational opportunities," said Dr. Beatrice Reyes Childress, Assistant Superintendent for Equity & Learning.

During the winter and spring, groups of stakeholders including students, parents, teachers and administrators also gathered to discuss the language services program offerings at Frost, Whitman, Field and Poe. After careful



consideration and review of a variety of data, new program models have been developed. At the March 2022 Board of Education meeting, the School Board unanimously approved the modifications to the program. As the new model rolled out in fall 2022, we will collect and analyze data through the growth and ability of students to be bilingual and biliterate.

Parents also weighed in with appreciation of enhancing the dual language program. "We are a new family to the U.S. and my child has been able to adapt to school with less anxiety," said a parent from Poe Elementary School. In fact, the program has brought families closer together with deeper connections to each other and the district. "We believe the new timetable for the program will better prepare these students for higher education and beyond," said Dr. Michael Connolly, Superintendent of CCSD21.

Professional Development

Our teachers and staff have been especially industrious this past year. Classes were in-person for the first time in two years, and our staff was conscious of making each classroom a safe and healthy learning environment. We provided many professional learning

> opportunities for our staff, including three full-day Institute Days and three half-day School Improvement Days. In addition, more professional development opportunities were offered in the summer, before and after school, over the lunch period and during planning time so as not

to interrupt valuable teaching time. This job-embedded professional improvement structure allows for teachers and other certified staff to receive professional development, collaborate on school improvement actions, and plan for implementation to make the teaching experience the best it can be.

2021-22 PROFESSIONAL DEVELOPMENT BY THE NUMBERS

227

Hours of Professional Development Offered

1,048 Participants Across Topics

"Teachers genuinely care for the students."

 Frost Elementary School parent

Student Services & School Safety

Community Partnerships and Connections

In the spring of 2022, our district received a transformative grant from the Illinois State Board of Education (ISBE) Wellness Department. The community partnership grant allowed us to expand and deepen student programs and services within the school environment and parent education. The pandemic accelerated the need to provide emotional and social care to children who are suffering from COVID-related stress, including mental health challenges that were impacting not only their learning, but their psychological state. Many were suffering from anxiety, depression, eating disorders, and isolation, among other ailments and this grant supported programs to promote well-being among our students.

The grant expanded and deepened the district's partnership with OMNI Youth Services, YWCA Metropolitan Chicago and is creating new relationships that can provide training to our families, like National Alliance on Mental Illness (NAMI). Supporting a variety of initiatives, including offering an innovative, nationally renowned teen suicide prevention program (especially identifying its warning signs), mental illness education, as well as other services, help students meet their full potential. The initiatives also enlisted active parent/guardian and community engagement with the objective of creating relationships and natural support for our families while relying on each other and learning parenting skills. Expanding mental health services to students and offering counseling and parental education was paramount for the well being of members within the district and the surrounding community.

> "I benefit from getting my feelings out instead of keeping them in."

- D21 middle school student

COVID-Related Support

In another effort that brought together partners for a safer learning environment, D21, in collaboration with internal stakeholders, parents, local organization (OMNI Youth Services) and a grocery store chain (Jewel-Osco) produced several vaccine clinics to members of our community. Led by the Asst. Superintendent of Support Services & School Safety and the District's Public Health Liaison in March 2021, the two met to research, plan and implement not only information on the importance of inoculation, but to set up and manage several vaccine clinics. The goal was to mitigate the risk of getting and spreading the corona virus infection and to provide stakeholders with a convenient, safe, and effective avenue to protect themselves, their children and future generations against this virus – before being exposed.

The work done highlighted the collaboration of many stakeholders and emphasized their creativity, capability and concern for our youngest pupils and the broad community. Community volunteers and D21 staff members helped run the large scale event in which over 1,500 doses were administered. We are proud of our work.

Additionally, our district conducted weekly SHIELD testing at all 13 school sites. This test, known to be more accurate and easier than nasal swabbing, was a mitigation strategy in allowing student learning to continue and stay on track. The implementation of a comprehensive testing program is an important part of our effort to increase the amount of in-person learning time.

"The circle helps me on my worst days. I get to express from the back of my mind and the bottom of my heart. Then I realize that the day isn't that bad. I find my inner zen."

- D21 middle school student

Restorative Practice Work

Our district engages in restorative practice work, which creates healthy spaces for students. Respectful, responsible adults and students feel safe physically, intellectually and emotionally with a healthy, positive school environment. With the help of a restorative practices coach, students build healthy relationships, resolve personal conflicts and hold each other accountable for bad behavior. They also learn how to foster a supportive environment of inclusion, cooperation and accountability.

View the impact of the restorative work done at wevideo.com/view/2476151193.

"We can feel the difference the program is making by walking the halls and also feeling the tranquility."

- Dr. Michael Connolly, Superintendent

Early Intervention

Four years ago, through The Individuals with Disabilities Education Act (IDEA) and the Preschool for All (PFA) block grant, D21 expanded services to children ages 3-5 who are or might be at risk for developmental delay or disabilities. With the help of partners Clearbrook Early Intervention, Child Find and the YWCA Early Prevention Program, D21 was able to observe the experiences, strengths and interests of each child in order to identify needs and provide learning opportunities to support their development. This initiative successfully transitioned children as they turned three into our preschool program and ultimately allowed them to successfully integrate into kindergarten. The grant also expanded the program's reach by opening up additional classrooms in four of D21's elementary schools. Over the last few years, we expanded the Early Childhood Special Education Program to facilitate a full day, selfcontained classroom. We now have 11 blended classrooms and three self-contained special education classrooms. Additionally, in the 2020-2021 school year, we expanded the half-day kindergarten program to a full day. Supporting the development of the whole child in a natural context allows for the child's cognitive, socialemotional, communicative and motor development.

Experiential Learning

Project Lead the Way

Holmes Middle School Media Club students were flying high last year when D21 staff members escorted them to the Chicago Executive Airport to support the 7th grade Project Lead The Way Flight and Space course. The students received a tour of the property, including the hangar and airfield, and interviewed customer service agents, operations personnel, quality control representatives and pilots about their roles and responsibilities at the airport. Students were able to take the lead on their learning outside the classroom, engaging with supportive staff from the Chicago Executive Airport and even making a video that connected learning to local jobs and careers. They led much of the interviews and got a glimpse as to what it is like to work in aviation.





See PLTW Student Video:

bit.ly/ccsd21airport

Valuing Faculty & Staff



Collective Bargaining Agreement

During the last several months, we partnered with the Board of Education and the District 21 Education Association (D21EA) to ratify a five-year collective bargaining agreement, which extends staff contracts through July 31, 2027. We continue to foster a collaborative relationship with the union which has been instrumental to our success. The length of the agreement has increased stability in our district and provided a foundation which we can utilize to ensure that staff needs are being met. The agreement was negotiated in good faith and secured the needs of our staff to allow for a better educational experience for all. The candor, mutual respect, and care expressed at the negotiating table by the D21EA leaders and their membership underscores the commitment of our staff to students, families, and the community. It also underscores the collaboration and strong partnership between the administration and the union.



Better Student Chromebooks

Better Instruction Through Technology



D21 continues to support our 1:1 Chromebook initiative by improving the devices and processing where feasible. We deployed the HP Chromebook x360 11 G3 to all kindergarten, 3rd and 6th grade students, providing a major increase in performance over the model it replaced. The district follows a strict three year refresh cycle for all student Chromebooks and takes great pride in ensuring all students have quality devices to maximize overall learning.



Over the last year, the district successfully transitioned staff members to new HP EliteBook laptops. These laptops provided staff members with major improvements over the outgoing model that was ending its four-year life cycle. Furthermore, the district successfully replaced the remaining aging Epson classroom projectors with the ViewSonic Interactive Displays. These displays have been great additions to our schools and offer much more in terms of supporting modern classroom innovation, instruction and functionality. These displays have brought high definition presentations and viewing capabilities, as well as modern functionality, such as wireless casting, interactivity/ collaboration tools and resources, digital signage options, and much more. These displays also have reduced maintenance costs and time, while allowing for seamless central management.

School Gymnasium A/V Upgrades



The district installed new A/V systems in each school's gym, including an upgraded high-lumen projector, a motorized screen, and upgraded sound systems consisting of new speakers, wireless microphones, fitness headsets, and Bluetooth capabilities. This system also integrates with the school intercom for safety purposes. In the middle schools, additional equipment was installed, including upgraded digital mixers, larger format column array speakers (to flank the main stages), and supplemented ceiling mounted speakers. These components allow for a more enhanced theatrical and performancebased event when needed, while still providing a quality option for day-to-day events. These A/V upgrades will allow students and staff to experience a much more immersive and engaging space that will amplify student learning.

Project 10 Million Family Hotspots



D21 was the first elementary district to be selected to participate in a program with T-Mobile called "Project 10 Million"! Families in need of internet connectivity were provided a free wireless hotspot for use with student devices to bridge the access gap and ensure all students had access to reliable internet connections.

Technology Funding



Each year the district qualifies for federal funding through the FCC known as E-Rate funding. The district qualifies for Category 1 and 2 E-Rate funding at a 90% discount rate. Category 1 funding includes communication services such as internet connectivity and Wide Area Network (WAN) connections. Category 2 includes funding for infrastructure or services necessary to bring communication services into schools. (This includes Wireless access points, network switches, UPS units, cabling, installation and warranties on this equipment.)



Last year, the district received **\$494,070.51** in total E-Rate funding at the 90% discount threshold. Since 2016, the district has received a total of over \$3.4 million in E-Rate funding. This funding and program are very important for D21 and allows us to provide fast, scalable, and secure modern networks at an affordable price.

Finally, the district submitted for and received funding for the FCC's Emergency Connectivity Fund. This \$7.1 billion program was developed to help schools and libraries provide devices and services for remote learning. Student and staff devices qualified for the program, and the district was approved to receive **\$1,925,427** in total funding. Just like the E-Rate program, this was a huge success for the district and allowed us to provide refreshed devices for students and staff at a very affordable rate.

Connecting with Our Community



Seamless Summer Lunch Program

As in year's past, D21 has participated in the Seamless Summer Lunch Program – a component of the National School Lunch Program – to provide free, healthy lunches to students and members of the public, 18 years and younger, during the summer months. Over the summer, we served a total of 114,286 meals.



Website Update

D21 takes the meaning of the worldwide web seriously and in doing so, has upgraded the district and all school websites to be read in 17 different languages. Each English text page can now be translated into one of 16 languages, including Arabic, Bulgarian, Simplified Chinese, Filipino, Gujarati, Hindi, Japanese, Korean, Mongolian, Polish, Russian, Spanish, Tamil, Telugu, Ukrainian, and Urdu. This improved functionality eliminates barriers to our communication and deepens our connection with the D21 community by spreading information, updates and news in various languages. We are pleased to provide this enhanced service to our parents, students, staff and the public. Additionally, the site is going through a redesign by updating the photography, brightening the look and feel, and increasing its navigation. More enhancements are on the horizon so stay tuned.

ccsd21.org

View the enhanced website here: ccsd21.org

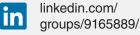


Stay connected with us through these social media accounts:



O

facebook.com/ ccsd21





instagram.com/ wheeling ccsd21/

Community Service and Administrative Center

If you happen to drive past the campus housing London Middle School and the Gill Administration Building, you will notice construction occurring immediately adjacent to the property. The District is bringing together multiple community support services under one roof. On December 4, 2021, D21 broke ground to mark the beginning of a new and innovative community service and administrative center. The third floor of the building will be utilized This project will have a huge impact for our community by connecting services that help students be successful in the classroom. The building will also provide classes and training for parents. And the centerpiece of the building will be a school based health center to provide clinic and other health services to students, staff and the entire community. It's not about reading, writing and arithmetic anymore, but about the whole child and providing them with access to convenient healthcare while anchoring the community services that impact families.

The first floor will provide space for D21

community partners. These partners include OMNI Youth Services, the YWCA, and NSSEO, amongst other entities, and will serve as an access point to meet a variety of needs for students and the community. In addition, a medical clinic space for physical and mental health, as well as other services planned to be housed on the first floor of this building.

by the district during regular business hours for professional development of its staff and to provide much needed meeting space for committees, teams and departments. In addition, community meeting space will be available after regular hours. The district will be thrilled to welcome community groups, public meeting places for stakeholders and our local legislators as well as offering a warm and inviting space for our Family Learning Program.

The building will also house many of our administrative staff and will serve as one place to connect all services to help



students through their educational journey. The completion date is estimated to be November 2022 with the move complete around January 1, 2023. D21 has financed this building using a prudent financial plan that has no impact on federal, state or local taxes, including having no associated cost to our residents through local property taxes. This responsible financing has the building being paid off while maintaining a reserve for the implementation of a robust educational services plan with money still available for emergency spending if needed.

It should be noted that the construction of the clinic space is being heavily financed by a donation of \$1 million from a private foundation. In addition, Congressman Brad Schneider has recommended an appropriation of an additional \$1 million for the purpose of aiding in the construction costs for the clinic. If approved by Congress as part of the final budget, this will provide additional money to be used for the school based health center.



Medical and Dental Outreach

Over the summer, D21 partnered with Greater Family Health for back-to-school medical services, including school physicals, athletic physicals, standard childhood immunizations, and COVID-19 vaccinations. Most insurance, Medicaid and self-pay options were available as well as a sliding fee discount program.

Additionally, in partnership with Mobile Care Chicago, D21 hosted a back-to-school dental services event at no cost to all D21 students.

Building Improvements

In 2018, D21 proposed a \$69 million referendum to appear on the November 6 general election ballot for voters within the district.

The referendum requested funding to alter, repair, renovate and equip the school buildings with enhanced security measures, district-wide air conditioning, renovation of spaces to accommodate full-day of kindergarten classes, 21st century furniture in all classrooms as well as other capital improvements. The referendum was approved by 73% of the voters in that election. We are grateful for the community support and trust to initiate these building enhancements.

Construction on these projects started in the summer of 2019. As of this writing, air conditioning was installed across the district, a three-point security check for visitors was created, digital security cameras were installed in all 14 buildings, and renovations are complete to accommodate full-day kindergarten classes. Currently, we are making additional improvements in all of our buildings, including updating all libraries, installing new gym floors, furnishing classrooms with LED lights, renovating bathrooms, and upgrading HVAC systems, among other enhancements. All work was done in an effort to realize our vision for 21st century learning for all students.







D21 FINANCIAL SNAPSHOT

Financials & Operations

\$18,000

\$138.348.154

Average Spending Per Student

Total revenue

D21 had a sound financial year July 1, 2021 - June 30, 2022. The budget shows total revenue of \$138,348,154 and expenses of \$132,325,197 left us with revenue positive of \$6,022,957. However, preliminary audit figures show a substantial surplus above the budgeted totals based upon responsible stewardship of the finances by the Board. This comes from the Board's articulation of its financial goals and priorities that are carried out by administration and the entire D21 staff.

July 1, 2021 - June 30, 2022 : Operating Funds Budget Detail

Fund	Revenue	Expense	Favorable / Unfavorable
Education	\$117,816,104	\$113,530,600	\$4,285,504
Operations & Maintenance	\$14,248,191	\$12,782,342	\$1,465,849
Transportation	\$6,274,859	\$6,012,255	\$262,604
Working Cash	\$9,000	\$0	\$9,000
TOTAL	\$138,348,154	\$132,325,197	\$6,022,957

Revenue

Our revenue increased in several areas, including: Corporate Personal Property Replacement Taxes (CPPRT), Tax Increment Financing (TIF) distributions, and property taxes. Funds were also increased at the state and federal levels, including federal grants. We received ESSER (Elementary and Secondary School Emergency Relief) II and III Funds as part of Congress' COVID-19 relief package, which was used to bolster classroom safety and support students who were facing challenges as a result of the coronavirus pandemic. Additionally, we received FEMA funding for SHIELD testing.

Expenses

Our expenses were broken down to include instructional and operational costs. Instructional costs per student were approximately \$18,000, which included supplying each student

\$132,325,197

Total expenses

The unaudited calculations for the 2021-22 school year currently show

a sizable transfer into the capital projects fund to continue making

an increase in the District's reserves over the prior year. This will permit

improvements to the District's well maintained, but aging buildings as well

as permitting the continuation of a strong academic improvement plan.

with the school supplies needed for the 2021-22 academic year. The district also waived the school registration fees last year.

\$6.022.957

Revenue Positive

See our full budget filed with the state here:

ccsd21.org/business-services/ budget-filed-with-state-ofillinois/

CPPRT Definition

Corporate personal property replacement taxes (CPPRT) are revenues collected by the state of Illinois and paid to local governments to replace money that was lost by local governments when their powers to impose personal property taxes on corporations, partnerships, and other business entities were taken away.

TIF Distribution Definition If a tax incremental finance district generates more incremental revenue than is needed to retire the TIF debt and pay redevelopment costs, that surplus can be distributed to the other taxing bodies, including schools - D21 receives both required and voluntary distributions from the local governments within the district boundaries.

We have enhanced the education experience of the children in our district.

We have increased family engagement in support of student learning

... and we have continued to be good stewards of precious community resources.

Goals & Strategies

We have accomplished a lot over the last year. The initiatives and projects we tackled and completed over the prior 12 months are in line with our mission of ensuring engaging, innovative, equitable and safe learning experiences for every student, every day. They also align with our vision of empowering every student, every day. Mostly, they are monumental and impactful, allowing us to set benchmarks and blueprints for great work moving forward. While this report covers our recent accomplishments, we realize there is always more work to do.

Empowering Every Student, Every Day

Prepare all students for high school, college/career, and life success.

- Guarantee a consistent, welldefined, high- quality, equitable curriculum that prepares students for high school, college, career, and life.
- Develop a student data profile that documents from grade to grade each student's growth and proficiency in meeting the established curricular expectations and drives instructional decisions.
- Make use of high impact instructional practices and technology to make learning engaging, meaningful, relevant, and inspiring.

Cultivate a safe and responsive environment that supports each learner's growth.

- Close the readiness gap through a system of personalized learning to enable differentiation with enrichment opportunities and intervention supports.
- · Identify and support student well-being, sense of self-worth, and confidence.
- Improve student ownership of their learning through opportunities for engagement, empowerment, voice, choice, and accountability.

Attract, nurture, and retain an engaged and effective staff.

- Empower staff with the knowledge, skills, and dispositions to ensure the attainment of the district's mission, vision, and core values.
- Utilize data systems that enable staff to analyze and understand learning indicators, measures, and targets supporting positive student, classroom, team, school, and district performance results.

Strengthen family and community partnerships.

- Cultivate opportunities to engage families as partners in the learning process.
- Provide two-way communication and collaboration opportunities to exchange information and increase community awareness, understanding, and perception of the district.
- Establish partnerships with District 214, local agencies, businesses, and organizations to provide students and staff with experiences to support career awareness, service-learning projects, and understandings of workplace competencies.

- Maintain responsible stewardship of District finances, and resources of people, time, and physical space.
- Ensure financial and other resources are equitably allocated and distributed.
- Investigate, experiment, and make better use of time and physical space through school schedules, extended day, and extended year learning opportunities.



Empowering Every Student, Every Day























Thank you for supporting our efforts and accompanying us on this journey.

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