



# Report to the Community

## small schools 2018

### LARGE OPPORTUNITIES

*Serving families and students from Westmont, Clarendon Hills and Downers Grove*

## School Calendar



August 22, 2018 .....Classes Begin  
 September 3, 2018.....Labor Day  
 October 8, 2018.....Columbus Day  
 October 25 & 26, 2018 ..... Parent/Teacher Conferences  
 November 6, 2018.....Institute Day  
 November 21, 22, & 23, 2018.....Thanksgiving Holiday

December 24, 2018..... Winter Break Begins  
 January 7, 2019 ..... Classes Resume  
 January 21, 2019..... Martin Luther King Day  
 February 18, 2019.....Presidents' Day  
 March 1, 2019..... Teacher Institute  
 March 14 & 15, 2019..... Parent/Teacher Conferences  
 March 25, 2019.....Spring Break Begins  
 April 1, 2019 ..... Classes Resume  
 May 27, 2019.....Memorial Day  
 May 31, 2019 ..... Last Day of School  
*(if no emergency days are used)*

*Dear CUSD 201 Resident:*

It has been another amazing year of teaching and learning for Community Unit School District 201. This year the District fully implemented its one-to-one technology program. Four years ago we started by providing Chromebooks to the sixth graders at Westmont Junior High School. In year two, all three grades at the Junior High received Chromebooks. In year three, Chromebooks were provided to the freshman class, and this year, all students in grades six through twelve have a Chrome book. The Chromebooks are turned in at the end of the school year to be checked and cleaned. In the fall, the students will receive their devices to use for the 2018-2019 school year. In the elementary schools, more devices have been added so that the District is close to having a one-to-one environment. Chromebooks



## From the Superintendent's Desk

at the elementary level are not assigned to individual students to take home at the end of the school day.

The use of one-to-one devices is positively impacting teaching and learning in our classrooms. There is more project-based learning taking place in our schools and it is easier to differentiate instruction in order to meet the needs of students.

Westmont High School is once again one of the top high schools in the State, according to the *Washington Post*. Our High School is ranked in the top two

percent of high schools in the nation. Westmont High School had close to a 100 percent graduation rate in 2018. All of the High School's African American and Latino students graduated on time.

Westmont Junior High continues to provide opportunities for our students that few junior highs do, including the Junior High inaugural Community Talks event. Students identified a problem to research and identify possible solutions. The students invited community members to listen to their TED talk-like presentation. Our Junior High students then facilitated a discussion with the community members.

*Continued pg. 2*

**Online Pre-Registration Procedure. See page 2**

**From the  
Superintendent's  
Desk**

*continued*

At Miller and Manning Elementary Schools, we will be implementing a new math series and English language arts series in the fall. The new materials, which are aligned to the Common Core Standards, are more rigorous, and will allow teachers to better differentiate their instruction. The new curriculum will improve our already great schools.

The South Early Childhood program applied for and received a \$127,050 competitive grant for the 2018-2019 school year. In addition, during the 2017-2018 school year, several of our staff members were recognized for their excellence. Sheila Ruh, Westmont Junior High Media Specialist, was selected as the Illinois Computing Educators (ICE) 2018 Educator of the Year. Sheila was presented with this award on February 28th at the ICE Conference in Schaumburg.

Amy Quattrone, Westmont Junior High School Assistant Principal, was named the Assistant Principal of the Year by the Illinois Principals Association for DuPage County and the State of Illinois. In January, Ms. Quattrone was recognized at the CUSD 201 Board of Education Meeting by representatives of the Illinois Principals Association and award sponsor Horace Mann. Amy is now eligible for consideration for the National Assistant Principal of the Year.

Westmont High School English Teacher Jane Most was named the Teacher of the Year by the Westmont Chamber and Tourism Bureau.

CUSD 201 is always looking for ways to better serve our students, parents, and community. We look forward to sharing more of our many accomplishments in 2018-2019. ■



## Registration for 2018/2019 School Year

### Online Pre-Registration Procedures

Online pre-registration eliminates the packet of paper forms that families previously received in the mail prior to registration. Forms are now completed online thereby reducing paper use and saving time. Families must complete online pre-registration PRIOR to attending registration for the 2018-2019 school year on August 7, 2018.

Online pre-registration opens on July 17 and will remain open through August 6 so that families can complete the online registration forms. Online fee payment is also available at this time for those that would like to pay their registration fees using a credit card or a debit card. For clarification, online pre-registration and fee payment is only viewable through Skyward Family Access parent/guardian accounts, not through student accounts. For more information on how to complete the online pre-registration process, please visit <http://www.cusd201.org/registration/> or contact Chris Springer at 630-468-8158 or [cspringer@cusd201.org](mailto:cspringer@cusd201.org).

### Districtwide Registration

All CUSD 201 families will register for the 2018-2019 school year on Tuesday, August 7, 2018, from 2:00 p.m.-8:00 p.m. Registration will take place at Westmont Junior High School located at 944 North Oakwood Drive, Westmont, Illinois

As part of Community Unit School District 201's registration process, ALL students are required to provide two (2) proofs of residency within the School District boundaries. This

requirement applies even if you currently have proofs of residency on file for the previous school year.

Proofs of residency include the following:

#### Homeowner

Original title or sales contract or closing statement or 2017 tax bill (payable in 2018)

AND a current utility bill

#### Renter

Original lease agreement or current rent receipt (July or August 2018)  
AND a current utility bill

The following utility bills will be accepted as proofs of residency:

- ✓ Electric
- ✓ Gas
- ✓ Phone (*no cell phone bills*)
- ✓ Water

*(For the months of June or July 2018 only.)*

The following will NOT be accepted as proofs of residency

- ✓ Driver's license
- ✓ Cell phone bills
- ✓ Paycheck stubs
- ✓ Personal checks

If your child lives with someone other than the custodial parents, OR if the custodial parents are not the homeowners, please contact the District Office (630-468-8000) to obtain the required residency form for completion.

Your child CANNOT be registered in CUSD 201 without the required proofs of residency. If you have any questions regarding the registration process, please contact the District Office. ■

# Report to the Community 2018



## Manning Elementary School: Year in Review

*Lindsay Pietrzak, Principal*



*We are saying farewell to three amazing teachers who have dedicated their careers to educating our youth: Ms. Caliendo, Ms. Hays and Mrs. Molby*

**W**e are saying farewell to three amazing teachers who have dedicated their careers to educating our youth: Ms. Caliendo, Ms. Hays and Mrs. Molby.

As we say goodbye to these three educators, we are welcoming two new faces. New to Manning, but not new to District 201, Cathy LeBeda from Miller School and Christy Parsetich from Westmont High School, will be joining our 4th and 5th grade teams next year. We are excited for their energy, expertise, and amazing educational talents.

### Flexible Seating

The goal of flexible seating is to provide teachers with options for students so that they can learn in the best environment possible. Since every child is different, it is important to have options beyond a traditional desk and chair. Each classroom will be getting a starter kit of flexible seats so that they can introduce and explore what



*Each classroom will be getting a starter kit of flexible seats so that they can introduce and explore what works best for their students.*



## Calling All Three- and Four-Year-Olds

The CUSD 201 preschool screening team would appreciate your assistance in spreading the word that we are inviting all three- and four-year-olds, residing within the boundaries of CUSD 201, to join us for one of the preschool screenings scheduled for the 2018-2019 school year.

Parents should call 630-468-8015 to schedule an appointment for one of the following dates: September 6, 2018; October 11, 2018; February 7, 2019, and April 11, 2019.

All screenings are held at Manning School and will take approximately 60-90 minutes. Parents should be prepared to wait at the school while the screening is taking place. There is no charge for this valuable service which will provide information on a child's development in cognitive, motor and speech areas.





## Manning Elementary School Continued

works best for their students. These options include two types of wobble chairs, a yoga ball, a bouncy band that operates as a foot swing and a seat cushion. The Manning PTO has helped to fund each classroom with different types of flexible seating and the feedback has been extremely positive. We look forward to building these options for students in the upcoming years.

### Visual Storytelling: 5th Grade Self-Portraits

With the help of an amazing parent, Roxanne Engstrom, the 5th grade students learned about visual storytelling. Each student worked to capture a moment that helped to tell a story about themselves.



*Each student worked to capture a moment that helped to tell a story about themselves.*



## Upcoming for the 2018-2019 School Year

### Common Resource Adoption for ELA and Math

Over the past couple years, our teams of teachers have unpacked the Common Core standards as they redesigned their curriculum maps. As we spent the year taking an inventory of where we were and where we needed to go, we found that we needed common resources with materials that matched the rigor of the standards. Teacher committees were able to examine possible resources, pilot them in their classrooms and come to a unanimous decision. It was crucial that these materials worked for our teaching models, which include a Comprehensive Literacy Model for ELA and workshop model for both ELA and math. We are excited for how these resources will impact our daily instruction with students and how it will help to revamp our PLC time as well.

■ Math - Ready Math (approved by Board in May)

■ ELA - Benchmark Advance (approved by Board in June)

### What I Need Period - WIN

All students will participate in a WIN period. Four days per week, students will work in groups that target specific ELA skills. Each grade level has the three grade level teachers, reading specialists, resource teachers and possibly the ELL teacher available to work with groups. The purpose of this intervention time is so that ALL students can receive exactly what they need whether it be intervention or enrichment. Another unique quality of this time is that groups will change throughout the year. Groups will be reorganized every four to six weeks after pre- and post- assessment data has been analyzed by the team. Using common assessment data, teachers will work together to regroup students based on the specific skills they are working on. A student who may have needed intervention with the first three skills may need enrichment for the next three. ■

## SPECIAL SERVICES

CUSD 201 has a history of providing comprehensive services to students with special need requirements. As a charter member of the School Association for Special Education in DuPage (SASED), residents also have access to a broad range of specialized programs and services. District residents with children in apparent need of special education should contact their local school principal for specific information on testing, case study evaluations and available services.



## Miller Elementary School: Year in Review

*Tim Wyller, Principal*

### CUSD 201 BPAC Multicultural Night



*For the third annual BPAC Multicultural Night, guests shared food, artifacts and information about the different cultures in the District.*

The District hosted the third annual BPAC Multicultural Night on Friday, May 4, at Westmont Junior High School. The district event has become so popular, we needed a larger venue to host all the activities and great food. There was lots of great food to try from all the different cultures in the District. We had over 150 people, which included teachers, parents, students, administration, family and friends. A great time was had by all sharing artifacts and information about the different cultures that the District has to offer. Some of the Dual Language classes recorded their students singing songs in Spanish. We hope that the community continues to attend the annual celebration!

### Miller Science Fair

Miller school hosted the eighth annual Science Fair Day and Family STEM Night. In the morning, students were treated to an all science assembly with funds donated by the school PTO. The presenter motivated students to think about how we see the world and the science that surrounds us. He was also a great storyteller and was able to get students to participate in a highly engaging presentation.

The evening was filled with Family STEM activities and student science experiment presentations and project boards. Parents, kids, and other community members were able to



*For the eighth annual Science Fair Day, parents, kids and other community members were able to view the science fair projects and also participate in a variety of hands-on science and engineering stations.*

view the science fair projects and also participate in a variety of hands-on science and engineering stations. Science fair participants were recognized for their hard work by receiving ribbons on their display boards and a certificate presentation at the end of the event.

### Community Service Day

For the past four years, Miller Elementary School students have made the last day of the school year an opportunity to learn more about and become active participants in



*For Community Service Day students helped to pack food at the Northern Illinois Food Bank to help struggling families.*



## Miller Elementary School Continued



*Students visited Feed My Starving Children fourth and fifth grade students packed 66 boxes of meals for children in developing countries.*

the Westmont community. On June 1, Miller students went out in the community, gained knowledge of local resources, learned about the functions and operation of our government and the importance of giving back. Parents and staff were chaperones for the fourth and fifth grade students who visited the Northern Illinois Food Bank and Feed My Starving Children. At the Northern Illinois Food Bank, the group helped to pack food that will be used in the surrounding counties where the focus is on families and individuals that struggle to make enough money to support themselves. At Feed My Starving Children, a smaller group of fourth and fifth grade students helped pack 66 boxes of meals for developing world countries that experience malnutrition in children. Overall, the day was successful and allowed for the Miller School Community to give back and help make the world a better place.

### Miller Field Day

Mr. Woulfe is the new Physical Education teacher at Miller Elementary School. For his first elementary school field day he created activities that pushed students to new health and fitness levels. Not only was the day hot and sunny, the students were given two hours of intense fitness and movement activities to complete as a way to promote more healthy lifestyles. The students cooled off with a popsicle and ice water throughout the day.



*Fitness and movement activities helped to promote more healthy lifestyles.*

### CUSD 201 Dual Language Program

CUSD 201 has been building a dual language program for the last five years and will have a fully integrated kindergarten through fifth grade program starting in August for the 2018-19 school year. Our three main goals for the program are to embrace bilingual and biliterate students, expect high academic achievement in both languages and build a bicultural environment. Since the 2013-14 school year, C.E. Miller Elementary has been the home of the district dual language program and has been adding a grade level at a time building the program to its current level. The dual language program strives to create an appreciation for being bilingual and biliterate. The district has enlisted experts and professionals who have extensive knowledge in the systems of dual language in the United States. The district has built a bilingual library and resources for reading instruction and enrichment. Staff have been given opportunities to utilize funds to best meet their students' needs.

We have also created positions to help our native Spanish students thrive in the classroom. Some of these positions include Spanish and English interventionists, special education teachers who provide reading and math interventions, an instructional coach and an English Language Learner specialist. One of the biggest factors that has helped the dual language program achieve great success outside of the school building has been the support from parents and the community. We appreciate the support and guidance from the school board and Superintendent Carey.

### Miller's PTO Family Dance

A huge reason the Miller Community is so strong is due in large part to excellent staff and the wonderful support we get from our families and community. The Miller PTO continues to provide opportunities for our students to get together outside the school day. They promote a positive culture and include other community groups as they plan major activities. Last year, the PTO sponsored a Daddy-Daughter Dance and a Mommy-Son Dance. They listened to the feedback from the community and created the Family Dance that all parents and all students were welcomed to attend. This included members of the other District 201 schools as well. The atmosphere was set to dance, sing, eat and talk with our friends and create new memories. A way to archive the night was with the photo booth that was rented by the PTO and the personalized photo each family received as part of their admission fees. We look forward to planning another successful dance night next year. ■



## Westmont Junior High School: Year in Review

*John K. Jonak, Principal*

### Water Tower competition

In March, the Junior High was excited to host the Second Annual Model Water Tower Engineering Competition in collaboration with our local Westmont Water Works professionals. This competition challenged students to use recycled materials to design and build a working water tower that was judged in the following five categories: structural efficiency, hydraulic efficiency, design ingenuity, cost and interview responses. This engineering challenge



*Students used recycled materials to design and build a working water tower*

supports the Next Generation Science Standards and exposes students to the possibilities of working in water careers. In this real world application, students collaborated, competed and reflected on their model water towers. Our hope is that students, parents and community members become more aware of water careers and understand the importance of an engineering mindset.



*Our Swing Choir received a superior Division 1 performance rating at the IMA regional choir contest*

### IGSMA

On March 1, our Swing Choir, led by Mr. Troyer, received a superior Division 1 performance rating at the Illinois Music Association's regional choir contest! This qualified the choir to compete at the state level contest on April 28. The Swing Choir continued their hard work in preparation for the state contest, and traveled to Joliet on April 28 where again they received a superior Division 1 rating! Comments from the judges included "excellent use of dynamics," and "very nice a cappella work. Bravo!"

### SDEAA

Our eighth grade band performed at the Southeast DuPage Elementary Schools Association Festival of Bands, which was hosted at Burr Ridge Middle School on March 10. Our students, led by Ms. Fischer, had a fantastic



*Our eighth grade band received "Best Band of the Day" at the Southeast DuPage Elementary Schools Association Festival of Bands*

performance and received a "best band of the day" compliment from all of the judges, together with a standing ovation from the audience and judges!

### ILMEA

In September, over 1000 junior high musicians auditioned for the Illinois Music Education Association (ILMEA) District 1 Honor Festival.





## Westmont Junior High School Continued

District 1 includes schools throughout the Chicago area and features the top junior high music students in an honor choir, honor band and two honor jazz bands. Eighteen WJHS students worked hard to prepare challenging audition materials. Ms. Fischer and Mr. Troyer are very proud to announce that Westmont secured 13 total spots within the honor ensembles: one band, two jazz band, and 10 chorus! Westmont's participation has been increasing steadily over the last few years.

### Hope for the Day



*The Sprouting Seeds Junior Café partnered with Hope for the Day*

The Sprouting Seeds Junior Café partnered with Hope for the Day (HFTD) to help our students learn about positive mental health strategies & crisis prevention. HFTD also held a parent meeting for helping teens develop coping & resilience.

### Sprouting Seeds Junior Cafe

*The café, housed in the Junior High Media Center balcony, continues to be a place of creative inspiration for our students.*



This is the fourth year running for this entrepreneurial endeavor led by Ms. Bartosz. The café, housed in the Junior High Media Center balcony, continues to be a place of creative inspiration for our students. The students regularly visit the café each morning to share snacks, homework and games with friends. We are always impressed with their evolving ideas for the café's future. The café took on new initiatives this year, including delivery service for teachers, signature drinks each month, special events and after-school workshops.

One of our key café goals was connecting the café with resources and experiences outside of our school day. Students volunteered at the registration desk of CoffeeCon, which is a networking event for coffee aficionados in downtown Chicago. They gained real-life employability

skills while also earning \$300 from the sale of homemade coffee magnets. The Café also partnered with HOPE FOR THE DAY, an organization that engages the community around conversations about mental health. Our partnership provided wellness activities, workshops and outreach opportunities.

All Café profits continue to support the Sprouting Seeds Café, which is run by an orphanage in Kalaw, Myanmar. This year, as a token of our appreciation for their tireless work in our café, students also made a donation to support Sip of Hope Café, which donates 100% of profits to suicide prevention.

### Student Council



*Staff members get into the spirit of Halloween*

Student Council, led by Mrs. Centeno & Ms. Reimann, began the year with student campaigns for the Student Council board positions. The assembly on September 27 allowed the student body to hear the qualifications of those they want to elect to represent them. Students then voted using their Chromebooks.

Once the year began, we started working for the students and with the members on what students would like in our building. Students had the opportunity to enter suggestions for us to consider at our monthly meetings. Our first activity was SOCKTOBER, in which new socks were collected and donated to a homeless shelter in LaGrange. We had a schoolwide costume contest and Monster Mash Dance for Halloween, hosted two movie nights featuring *Home Alone*, and *Wonder*. We also sold Cupid Gram notes to students, staff and parents to send to friends on Valentine's Day. The Junior High hosted the second annual Pizza Wars in February, which was a fun night of tasting and voting for the favorite pizza. Paisan's won the crown this year for overall best and L & F for the judges pick!



# Report to the Community

# 2018

Concessions and raffle prizes from the event earned the Student Council over \$4,000! Proceeds will go towards purchasing new furniture for the Media Center.

Again, this year, our students participated in the Pasta for Pennies Fundraiser that benefited the Leukemia & Lymphoma Society. Students collected coins throughout a three-week period; the winning class won a free pasta party lunch courtesy of Olive Garden. Mr. Prysny's class was this year's lunch winner, and overall, our school raised a whopping \$750.00! Student Council is also responsible for creating our many Spirit Days/Spirit Weeks throughout the year, along with promoting the club at the Fifth Grade Step-Up Night in April, coordinating student-led tours in May, and helping out with the Sixth Grade Ice Cream Social in August.

## Parent Nights

This year, Mr. Jonak held four informational events for parents: Rachel's Challenge, Social Media and your Junior High student, SSLC and Coffee with the Principal. Rachel's Challenge invited parents to share in the message of anti-bullying and promoting a positive school climate. At the Social Media evening, Dan Lehman, Detective Nick Glynn and Mr. Jonak made a special presentation about maintaining safety for students on various social media platforms. For SSLC, Mr. Jonak shared information and answered questions on the Junior High graduation requirement. During Coffee with the Principal, Mr. Jonak invited parents to join him in the student-run Sprouting Seeds Junior Café to share the progress of our Innovation Lab.



WJHS Principal John Jonak

## Kelly's Hollywood



WJHS partnered with the Westmont Police Department for this event that benefited Special Olympics.



We hosted an all-school assembly with a showing of the film *Kelly's Hollywood* about an aspiring actor bringing his sister, born with Down Syndrome, to Los Angeles to pursue her dream of becoming a Hollywood diva. The assembly was followed in the evening with dinner and a showing of the movie for the community. WJHS partnered with the Westmont Police Department for this event that benefited Special Olympics.

## Community Talks: WJHS

New this year at the Junior High, we hosted an e-period to create an opportunity for our students to work together



Students hosted round-table discussions with community volunteers.

with community members to make changes in our village. The students identified and researched areas of need in the community and created and presented TED-style talks about their cause. The students hosted an evening event and led round-table discussions with community volunteers who assisted them in making the changes within the village.

## Energy Fair

On March 7, the seventh grade class hosted the second Energy Fair. The students researched and focused on renewable energy to get ready for our Renewable Energy Fair and Carnival. Not only did they research about alternative energy sources, but they also had a



In March, the seventh grade class hosted the second Energy Fair.



the carnival games and made sure everything went smoothly. Many parents and family members also came by to learn about renewable energy from our seventh graders. It was a truly ENERgizing event!

### **Different Abilities Week**

During Different Abilities Week, Synergy Adaptive Athletics joined our students and led them in a game of Wheelchair Basketball. One of our students was a guest speaker, giving a wonderful

demonstration to explain how their energy source worked. The Energy Fair hosted by students was designed to share with our community information about alternative energy sources and ways to lessen the impact humans have on our earth. Westmont High School students assisted our seventh graders with a STEM challenge, helped them run

speech entitled Inclusion Revolution, which focused on how to embrace and celebrate our differences. We were also fortunate to have a representative from SEASPAR visit to teach our students how to play goalball in P.E.; this is a sport that is played by individuals with visual impairments in the Paralympics. ■



## **The Board of Education**

The Board of Education is made up of seven elected members from the CUSD 201 community who serve in a volunteer, non-paid basis. Acting as true civic servants, the Board of Education has the primary responsibility of establishing the policies and philosophy that govern the day-to-day activities of all School District employees and students. During their four-year terms, Board of Education members also serve on the Climate, Facility, Finance, Policy and Public Relations Committees, as well as the SASD Board of Control.

Regular meetings of the Board of Education are usually held the fourth Tuesday of each month. All meetings are open to the public and take place at 7:00 p.m. at the Westmont Village Hall located at 31 West Quincy Street, Westmont, Illinois, unless otherwise announced. Regular discussion meetings generally occur on the second Tuesday of the month.

The schedule of regular Board of Education meetings is available on the CUSD 201 website at <http://www.cusd201.org/boardofed/meetings/>.



## Westmont High School: Year in Review

*Jack Baldermann, Principal*

At Westmont High School (WHS), designated as a Title 1 school just outside Chicago, our team has sustained tremendous growth and significant gains in student achievement. WHS continues to rank in the top one percent in Illinois and in the nation for its graduation rate. Over the past five years, 98.5 percent of our students have graduated on time, up from a 10-year average of 90 percent. For five years straight, 100 percent of Latino and African-American students at WHS have completed all graduation requirements on time. In addition, WHS can also claim one of the most improved and top performing AP programs in Illinois and in the nation.

What has caused our substantial growth and gains in student achievement? One of the reasons is that our staff has worked diligently to implement professional learning community (PLC) concepts to drive our improvement. Though many schools utilize PLCs, our teams do a few things differently that have achieved results. Here are a few of the distinguishing factors that separate teams that meet results from those who exceed them:

### Define a collaborative vision for the school

The most crucial first step was to discuss our vision for our school openly and honestly. We agreed that we would focus on where we could make a difference, take action and work as a cohesive team. We also made a commitment to not waste our time blaming others, making excuses or giving attention to things that were beyond our control.

Over several months, during staff meetings, our staff collaboratively developed this vision: We maximize potential and success for every student, focus on what we can control and develop young people who are compassionate, thoughtful and make a positive difference in the world. This vision guides all of our work throughout the school, and we utilize it constantly to reflect on our progress and improve our practices.

### Let goals drive your daily work

With a commitment to our vision, our faculty collaboratively built and passionately agreed to three

S.M.A.R.T. goals that drive our work on a daily basis. Having goals gives us direction and a sense of accomplishment. It is important to keep the goals consistent and limited in order to keep us focused on priorities. For the past five years, our three schoolwide S.M.A.R.T. goals have been:

1. 95 percent or higher of our students will graduate on time each year.

2. Our AP program will be among the top 1 percent for improvement in Illinois and the nation with annual 10-percent increases in the number of students taking exams, passing exams, earning the AP Scholar distinction, and the number of exams passed by

underrepresented students.

3. Our student performance on state math and reading assessments will show continuous improvement with every student demonstrating growth at grade-level or above, and an SAT-proficiency increase of four percent or more in ELA and five percent or more in math.

These goals help our teachers make decisions when designing curriculum and lessons, selecting instructional strategies, creating assessments, and more. Limiting our goals also allows us to monitor our progress more closely.

### Use data: the fresher, the better

Another important component of our PLC teams is what we call “fresh data.” Our teams must gather and collaboratively analyze data that is fresh—student performance information that is current and can be acted upon directly after the team meeting—to increase learning that is still occurring. Some examples of fresh data include exit slips, writing samples, or a project using

*WHS continues to  
rank in the top one  
percent in Illinois and  
in the nation for its  
graduation rate.*





a collaboratively built rubric. Fresh data allow for more productive meetings that don't turn into conjecture and speculation.

When we first implemented the use of fresh data, it took some time for teams to adjust to this approach. What we did was to limit each meeting to a review of one learning target and one assessment at a time. This approach helped us to build small wins and kept the team from feeling overwhelmed. Now, we are so comfortable with collecting and reviewing fresh data that we can look at multiple targets and assessments in our meetings.

## Celebrate success and learn from mistakes

The last key PLC ingredient is having our team answer this question: How do we know this meeting improved

student learning? Whether it's the implementation of an instructional strategy or a new lesson, our team consistently follows through to see if these efforts made a difference. Following through lets us celebrate our success when we recognize student-learning increases, which motivates us to continue our hard work. If meetings or interventions fail to reach the desired results, we learn from the experience and use the information to try something new, just like we tell our students to do.

We are proud of our achievements at Westmont High School and our tenacious commitment to continuous improvement. Incorporating PLC concepts has helped our staff become a cohesive team that sees the best in one another and nobly works together to develop young students to maximize their potential. For more information about our approach and our school, please contact me at [jbaldermann@cusd201.org](mailto:jbaldermann@cusd201.org). ■

*Best Wishes!*

## 2018 Retirees

At the May 15, 2018, meeting of the Board of Education, CUSD 201's 2018 retirees were recognized for their many years of dedicated service to the CUSD 201 community.

Retirees included: Cynthia Caliendo, Laura Hays, Diana Molby and Liz Zelgado.

We applaud their dedication and service and wish them the very best in their well-deserved retirement.

**PROUD TO BE  
SERVING**

CUSD 201 proudly recognizes the following staff members that have reached various stages of service to the School District:

*40 Years:* **Eric Tinsley**

*35 Years:* **Mike Mayoros**

*25 Years:* **Laura Hatteberg, Maria Sanchez, Patricia Sobczak, and Joanne Stefiuk**

*20 Years:* **Jennifer Burisek, Peggy Ciupinski, Julie Graham, Lisa Kosin and Kathy Lott**

*15 Years:* **Patricia Burnside, Rebecca Jones, Erin**

**Marose, Angella McConnell, Christina Meyer, Kriti Piatek, Steven Ritz, Brian Sherry, Joanne Slott, and Samina Tayebali**

*10 Years:* **Kari Bauerlein, Tom DeMay, Betty Grimaldo, Deborah Gomez, James Johnson, Karen Johnson, Nancy Nanalig, Erin Poloncsik, Amy Quattrone, and David Smith**

*5 Years:* **Al Casiello, Erika Eckart, Nicole Edmeier, Jackie Fischer, Elizabeth Garcia, Christy Parestich, Lindsay Pietrzak, Sheila Ruh, Joan Stumpf, Peter Trovato, Kevin Weck, and Megan Wojtulewicz**

## Technology At Community Unit School District 201: Year In Review

*Nadine Norris, Director of Technology Teaching and Learning*

### New Math Series Adoption for Manning and Miller Students

We are pleased to announce that the students and teachers in kindergarten to grade 5 will be using new core materials for Math instruction. After a comprehensive evaluation of two programs, we have chosen Ready Mathematics from Curriculum Associates. The reasons for this adoption is the need to use a cohesive, standards-based comprehensive curriculum resource that provides a clear path of learning from kindergarten through fifth grade. Our teachers are very excited about Ready Mathematics. Many have already used a few lessons with their students. Teachers have received their first training and will continue their professional development throughout the coming school year.

*The features of the new program that are most beneficial include:*

### Emphasis on Mathematical Practices

This program provides students with opportunities to strengthen their higher-order thinking skills as they build conceptual understanding, solve complex problems and develop fluency. Students are exposed to not just one, but multiple strategies to solve problems.

### Instructional Approach Featuring Meaningful Discussion

A learning environment that emphasizes interaction and collaboration and interaction promotes the ability to understand, reason and communicate concepts. Our teachers establish the expectation that all students participate fully in rich and respectful discussion that includes acknowledging errors, questioning each other, and justifying conclusions. Engaging in “productive struggle” is essential to attain a deeper understanding. In addition, math class becomes fun!

### Supports for teachers and students

The program includes an online diagnostic tool that determines specific needs and helps design personalized learning paths. In order to supplement teacher-led small group and whole class instruction and practice, online personalized learning further supports math fluency and computation.



### Helping With Math Homework: Important Tips for Parents

Many parents worry about not knowing the mathematics their children are studying. Rather than helping your student solve problems “correctly,” it is better to ask questions that can promote mathematical thinking, build confidence and encourage communication. A good question can open up your child’s thinking! Here are a few useful questions. Remember that listening to your child’s answers and providing calm responses are as important as the questions you ask.

*When your child isn’t sure how to begin a problem, ask:*

- ☐ Can you tell me what you know now? What facts do you have?
- ☐ What do you need to find out? Can you estimate the answer?
- ☐ How might you begin? What can you try first?
- ☐ Can you make a drawing or picture to get started?

*While your child is working on a problem, ask:*

- ☐ How can you organize your information? Will a list or table help?

## Technology At Community Unit School District 201: Year In Review continued

- ☐ What would happen if . . . ? Show me what you did that did not work.
- ☐ Can you explain the strategy you are using to solve this? Why did you . . . ?
- ☐ What could you do next? Do you see any patterns?

*When your child finds an answer, ask:*

- ☐ Does that answer make sense? Why do you think that?
- ☐ How did you get your answer? Do you think it is right? Tell me more.
- ☐ Convince me that your solution makes sense. Explain it in a different way.

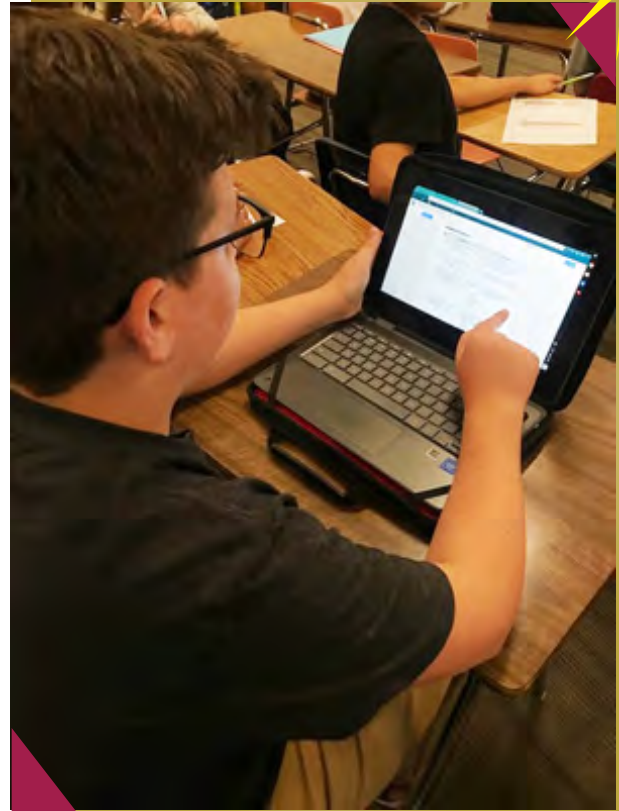
*Source: Paul Giganti, Junior, California Mathematics Council*

Remember that the purpose of homework is to provide students with independent practice. Teachers need to know if the homework they assigned was too challenging or too easy for students. Be sure to write a note or an email to your child's teacher with feedback or if you have any questions.

This year the high school established a 1:1 technology initiative with the support of the District. This was the first year for this innovative program to roll out in the high school. Each high school student received a school-issued Chromebook, which was outfitted with tablet and touch screen capabilities.

The Chromebooks have provided access for students to complete research, communicate and collaborate with teachers and peers, and participate in engaging classroom and online activities. Moreover, this initiative has provided students with unlimited access to assignments, educational resources and real-time grades.

Similarly, there have been many benefits for the high school with the rollout of the 1:1 program. The teachers and students have found there to be an increase in technology use both in and out of the classroom. This is seen in the ways that the students are utilizing different pathways to



exploring their ideas and demonstrating their knowledge. In the same vein, the increased technology use has also provided the high school teachers with more opportunities and avenues for differentiation in and out of the classroom. Inasmuch, teachers are finding that the students are more engaged in activities and are truly benefitting from the "real world" experiences they are getting from the increased technology use. The initiative has allowed the high school to more fully prepare students for their next steps in education and for life. ■





# Report to the Community

# 2018



## Fall Activities

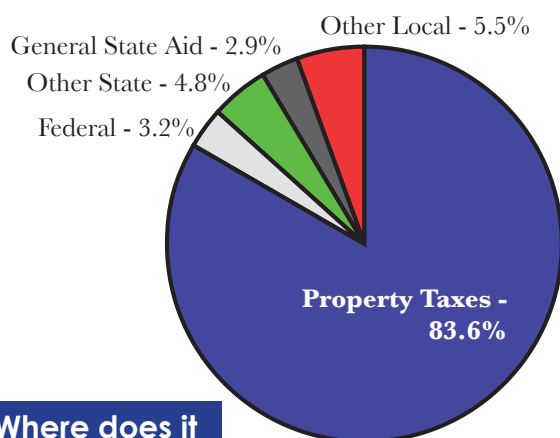
Below are just a few of the activities occurring this fall in each of CUSD 201's buildings. These are events that are of interest to individuals of all ages – whether or not you have students in the school. Because changes in scheduling are sometimes required, please double-check the dates of any event you wish to attend. Since athletic contests occur on a near daily basis at the Junior and Senior High Schools, they are not listed and can be obtained on the CUSD 201 website.

|              |           |  |                 |           |   |
|--------------|-----------|--|-----------------|-----------|---|
| August 22    | a.m.      | First day of class for students              | October 18      | 7:00 p.m. | Choir/Jazz Band Fall Concert                          |
| September 4  | 6:00 p.m. | Miller School Curriculum Night               | October 25      | 5:00 p.m. | Parent/Teacher Conferences                            |
| September 5  | 6:30 p.m. | High School Curriculum Night/<br>Open House  | October 26      | 8:00 a.m. | Parent/Teacher Conferences                            |
| September 6  | 6:00 p.m. | Manning School Curriculum<br>Night           | October 26 & 27 | 7:00 p.m. | High School Fall Play                                 |
| September 13 | 6:30 p.m. | Homecoming Parade                            | October 28      | 2:00 p.m. | High School Fall Play                                 |
| September 19 | 6:00 p.m. | Junior High Curriculum Night                 | December 13     | 7:00 p.m. | High School Winter Concert<br>and Student Art Exhibit |
| September 20 | 6:30 p.m. | College Information & Financial<br>Aid Night | December 17     | 6:00 p.m. | Manning/Miller Choir/Band<br>Concert                  |
| September 21 | 5:30 p.m. | Citizen Science Expo                         | December 18     | 7:00 p.m. | Junior High Choir Winter<br>Concert                   |
| October 10   | 6:30 p.m. | High School Jazz Café                        |                 |           |   |

## Financial Facts and Figures

As the accompanying charts indicate, the vast majority of the District's revenues come from property taxes and other local sources. This profile is fairly common in the suburban Chicago area. Besides a small amount of general state aid provided on a per pupil basis, most state and federal

revenue is targeted for certain specific programs such as the lunch program or special education. The year-round budgeting process begins at the local building level in the month of December and the Board of Education at-large is responsible for final budget approval. ■



Source: FY17 AFR

