



Where are we now?

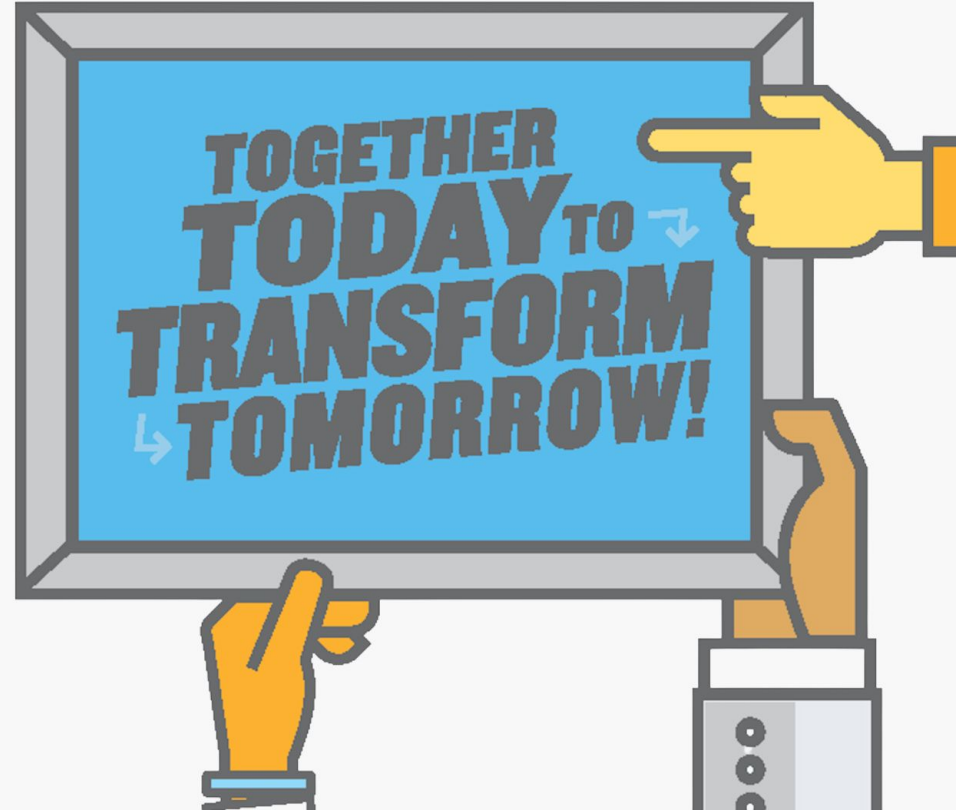
Strategic Planning Data Retreat
December 2025



STRATEGIC PLAN | 21-25

Our mission is to:

empower an
inclusive, diverse
community of
learners to innovate
and thrive as global
citizens.




OUR GOALS & STRATEGIES

The following are our current goals/strategies:

1. Student Achievement Goal
2. Learning Environment Goal
3. Family & Community Goal
4. High-Quality Staff Goal
5. Stewardship of Resources Goal



The background of the slide features a large, light blue circle. Inside this circle is a stylized yellow graduation cap (mortarboard) with a tassel. Behind the cap is a faint, light blue outline of a globe showing continents. The text "STUDENT ACHIEVEMENT GOAL" is centered over this graphic.

STUDENT ACHIEVEMENT GOAL

Current Student Achievement Goal

Refine and extend instructional practices, programs and services to ensure all learners are academically ready for high school and beyond

- Refine and extend our continuum of services to better meet the needs of all students and close performance gaps for identified student subgroups
- Ensure high student engagement and ownership of their learning through hands-on, authentic, and real-life learning opportunities, as well as innovative teaching practices



Celebrations

ACCOMPLISHMENTS

- Implementation of full-day kindergarten instructional program
- Differentiated professional learning opportunity focused on foundational literacy instruction
- Addition of Advanced Learning Specialists, Instructional Coaches, and Student Services Specialists to provide differentiated support that helps both students and teachers grow
- Development of a robust program review process that pairs curriculum-based professional learning with high-quality instructional materials



Graphs from the Journey



Strong



Neutral

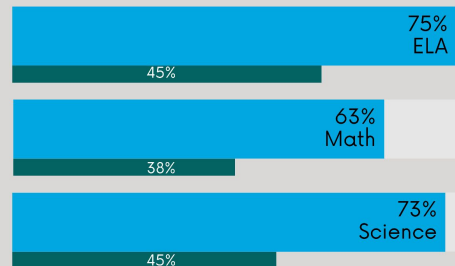


Weak

Student IAR PROFICIENCY

Performance

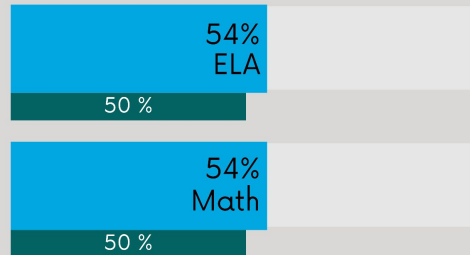
State average is in green



Student IAR GROWTH

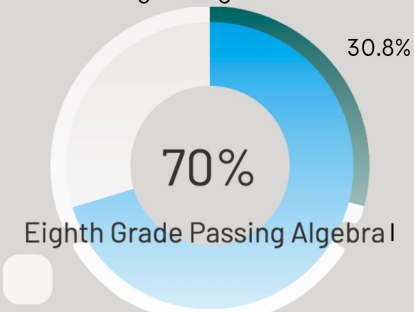
Performance

State average is in green



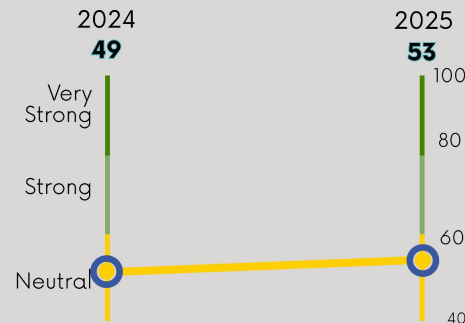
8th Grade Students Passing Algebra I

State average is in green



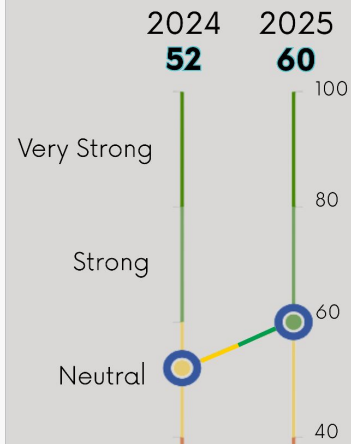
Ambitious Instruction Classes:

These metrics show how well the District's Ambitious Instruction classes are defined, interactive, and encourage students to build and apply knowledge.

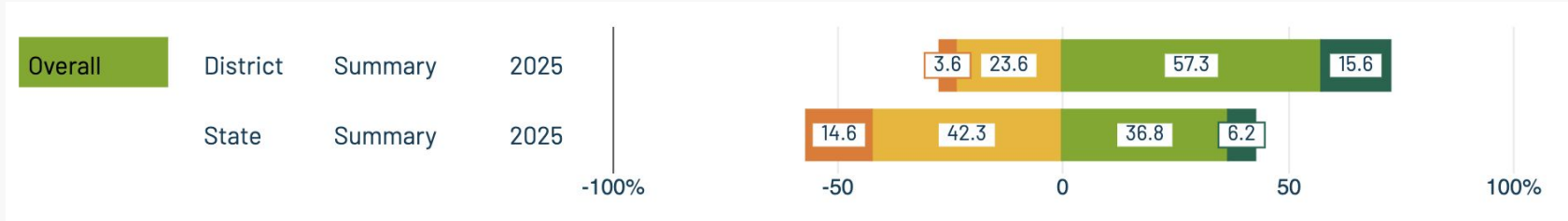
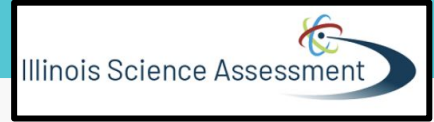


Program Coherence

School programs are coordinated and consistent with the goals for student learning.



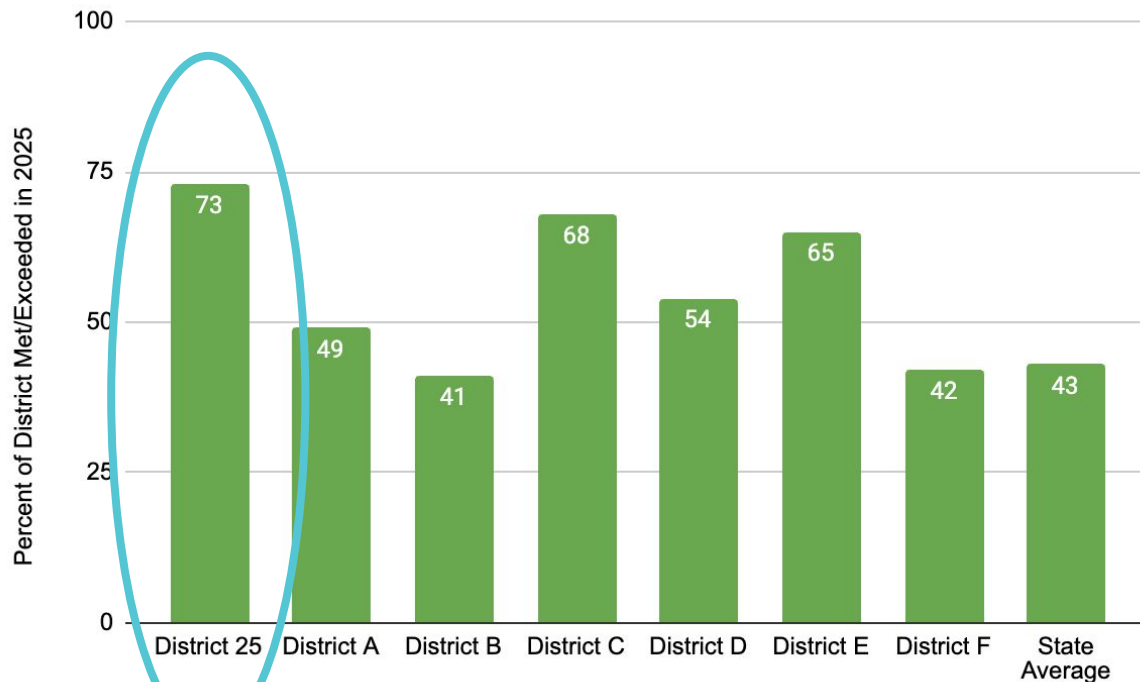
ISA Percent Meeting/Exceeding | District and State



D25 proficiency in science continues to outperform the state with our students performing at the **96th percentile** compared to other Illinois districts.

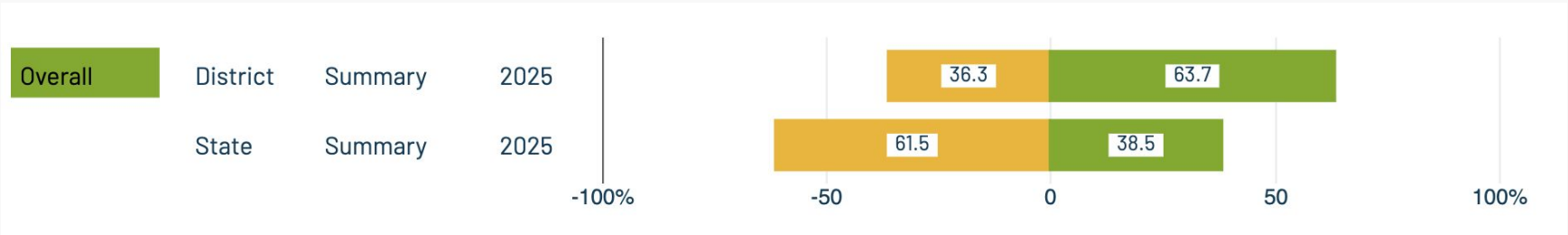


ISA D214 Sender Districts' Overall Proficiency



D25 continues to outperform D214 sender districts on the ISA.

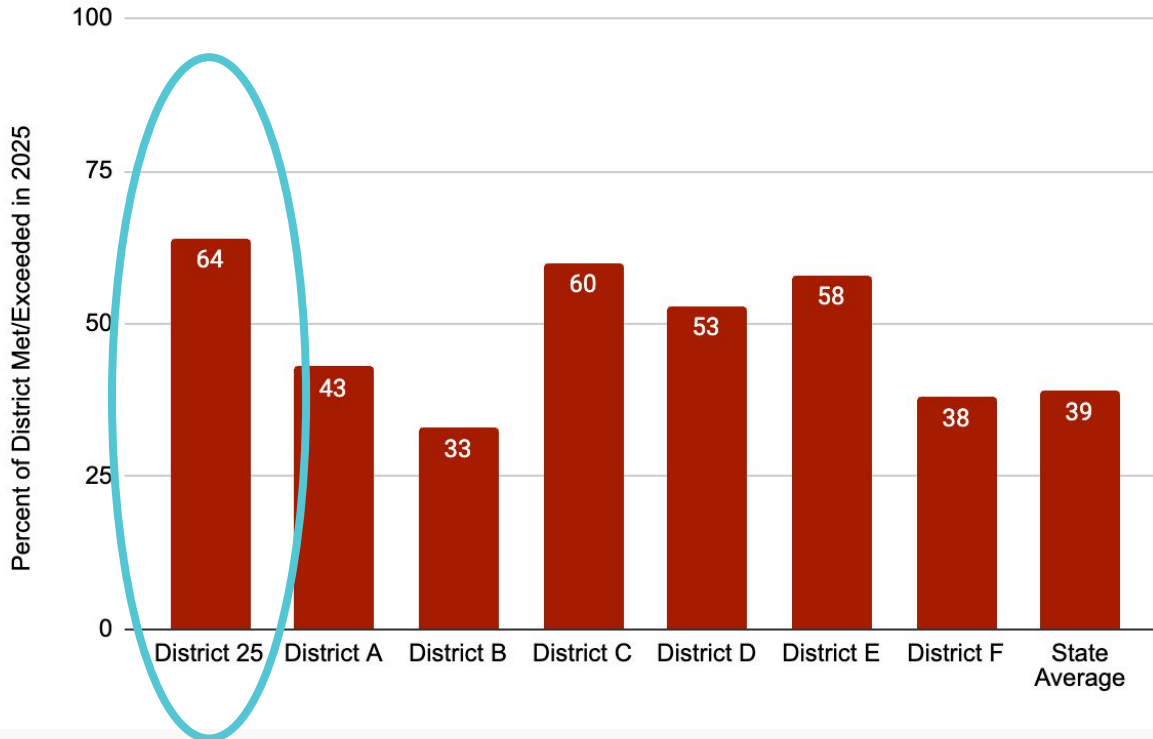




D25 proficiency in math continues to significantly outperform the state, landing at the **92nd percentile** compared to other Illinois districts.



IAR Math D214 Sender Districts



D25 continues to outperform the state and all of the other D214 sender districts in math.



IAR Math Growth by Student Groups

Growth by Student Group

Group	Student Group	Student Count ^A	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELL	ELL	264	32%	31%	60%	9%	+ 0.42
ELL	Not ELL	3,084	67%	23%	65%	12%	+ 0.23
Ethnicity	Asian	400	78%	28%	63%	9%	+ 0.38
Ethnicity	Black	34	26%	9%	79%	12%	- 0.01
Ethnicity	Hispanic	323	44%	18%	65%	17%	+ 0.02
Ethnicity	Other	13	46%	31%	69%	0%	+ 0.67
Ethnicity	White	2,578	65%	24%	65%	11%	+ 0.26
Gender	Female	1,647	61%	23%	65%	12%	+ 0.26
Gender	Male	1,701	67%	24%	64%	12%	+ 0.23
Homeless	Homeless	7	43%	43%	43%	14%	+ 0.43*
Homeless	Not Homeless	3,341	64%	24%	65%	12%	+ 0.25
IEP	IEP	398	22%	21%	65%	14%	+ 0.17
IEP	No IEP	2,950	69%	24%	65%	11%	+ 0.26
Income	Low Income	443	40%	23%	65%	12%	+ 0.28
Income	Not Low Income	2,905	68%	24%	65%	12%	+ 0.24
EXPECTED				16%	68%	16%	0.00



Higher than Expected Growth
Growth is +0.30 or above



Expected Growth
Growth from -0.29 to +0.29



Lower than Expected Growth
Growth from -0.30 to -0.59

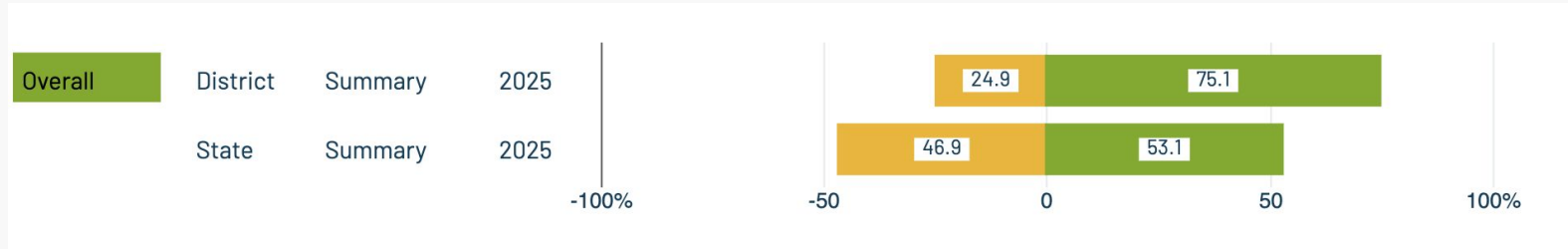


Unsatisfactory Growth
Growth is -0.60 or below

In math, all student groups grew as expected with our ML (ELL) students demonstrating higher than expected growth and closing the achievement gap.



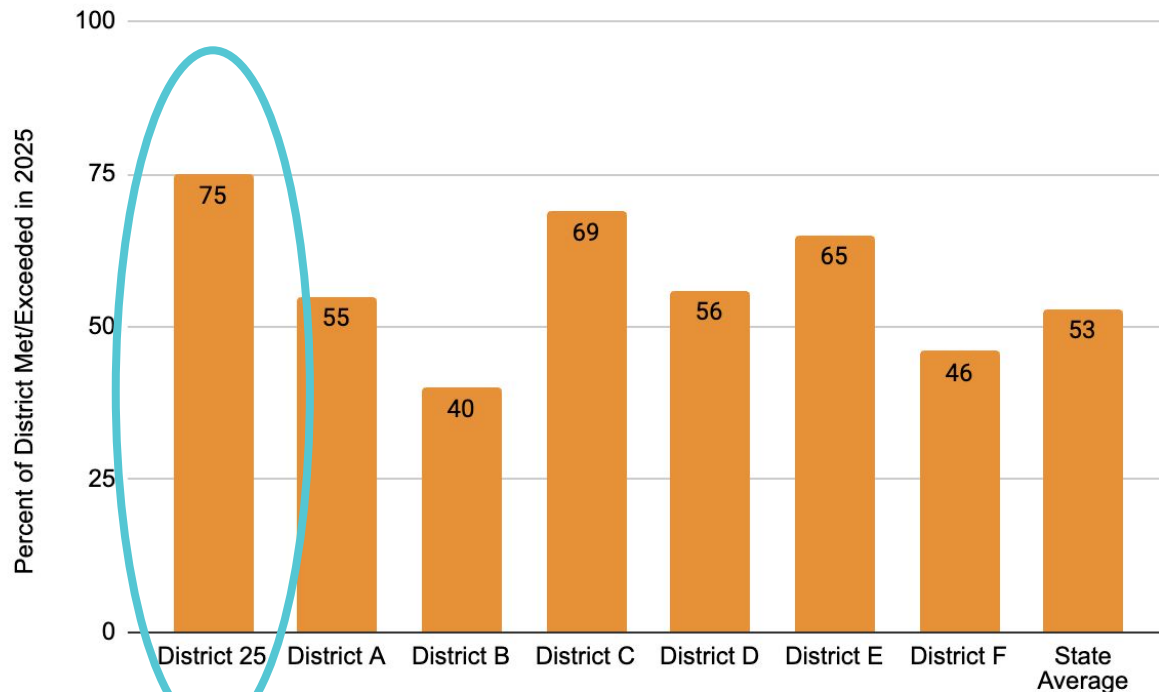
IAR ELA Percent Meeting/Exceeding | District and State



D25 proficiency in ELA continues to outperform the state with our students performing at the **88th percentile** compared to other Illinois districts.



IAR ELA D214 Sender Districts



D25 continues to outperform the state and all other D214 sender districts in ELA.



IAR ELA Growth by Student Groups

Growth by Student Group

Group	Student Group	Student Count ^a	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
ELL	ELL	263	29%	25%	67%	8%	+ 0.37
ELL	Not ELL	3,090	79%	28%	63%	9%	+ 0.39
Ethnicity	Asian	400	84%	35%	60%	5%	+ 0.63
Ethnicity	Black	34	59%	32%	62%	6%	+ 0.53
Ethnicity	Hispanic	321	58%	26%	63%	12%	+ 0.32
Ethnicity	Other	13	54%	38%	54%	8%	+ 0.52*
Ethnicity	White	2,585	76%	27%	64%	9%	+ 0.36
Gender	Female	1,649	81%	33%	62%	6%	+ 0.54
Gender	Male	1,704	69%	24%	64%	12%	+ 0.25
Homeless	Homeless	7	43%	14%	86%	0%	+ 0.57*
Homeless	Not Homeless	3,346	75%	28%	63%	9%	+ 0.39
IEP	IEP	397	30%	24%	66%	10%	+ 0.30
IEP	No IEP	2,956	81%	29%	63%	9%	+ 0.41
Income	Low Income	443	50%	27%	64%	9%	+ 0.41
Income	Not Low Income	2,910	79%	28%	63%	9%	+ 0.39
EXPECTED				16%	68%	16%	0.00

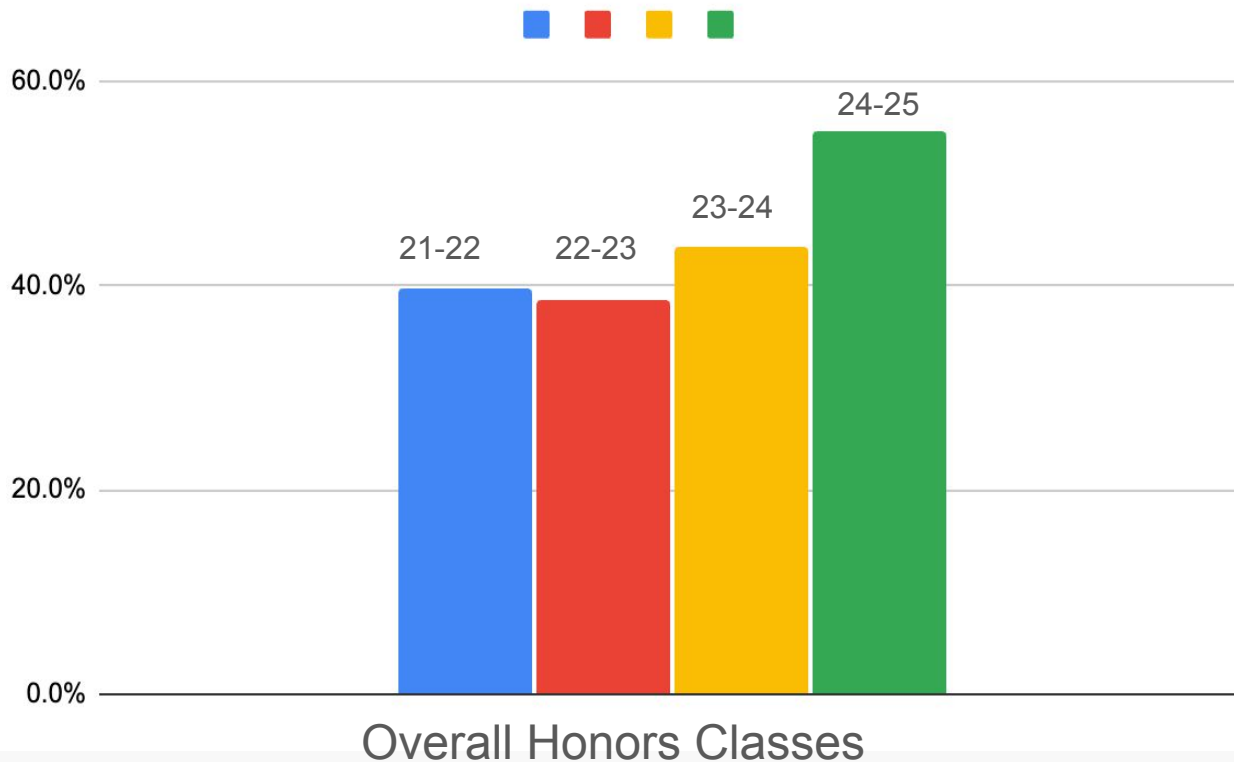
In ELA, many student groups grew higher than expected. Students with IEPs and ML (ELL) students both demonstrated higher than expected growth.

	Higher than Expected Growth Growth is +0.30 or above		Expected Growth Growth from -0.29 to +0.29		Lower than Expected Growth Growth from -0.30 to -0.59		Unsatisfactory Growth Growth is -0.60 or below
--	--	---	--	---	---	---	--



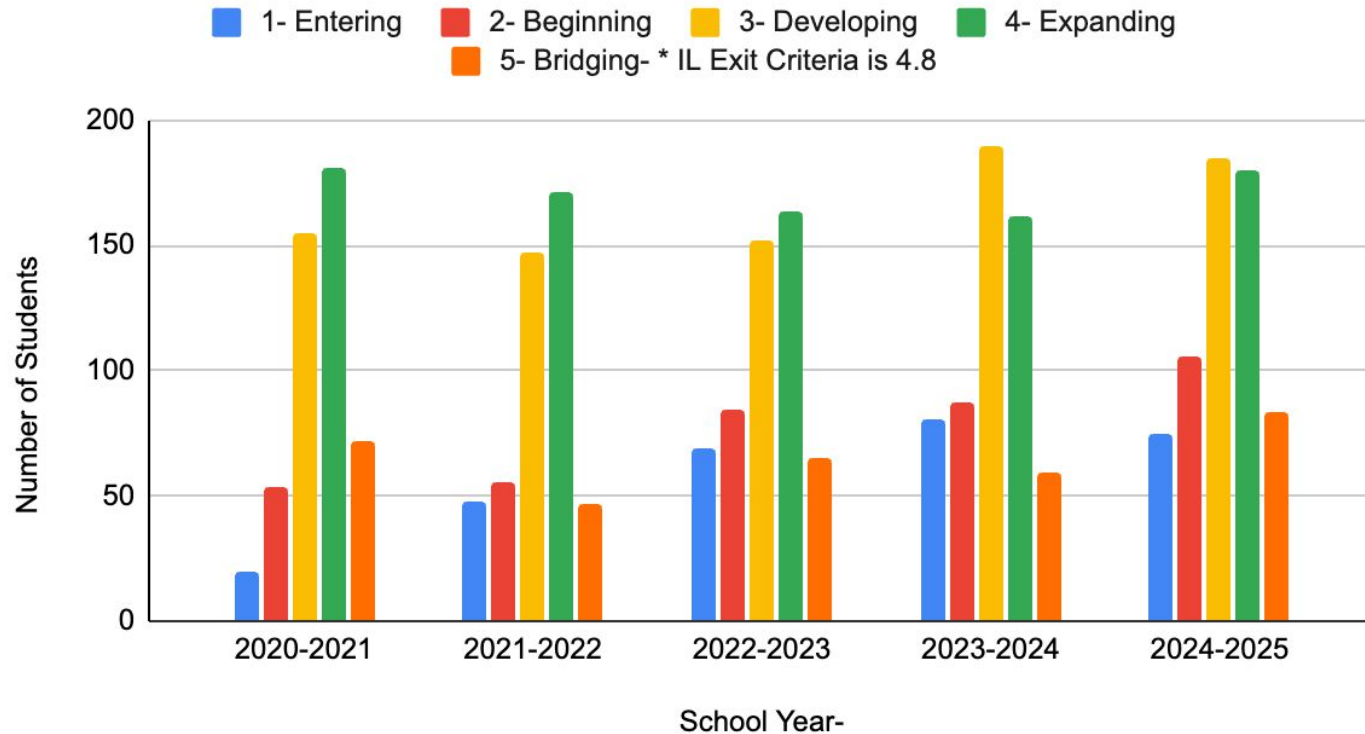
D25 Placement in D214

% of D25 Grade 9 Students Placed in Honors or Higher



ACCESS

ACCESS DATA



Technology

Areas of Focus to Support the Strategic Plan

- Access: Equitable access to high-quality, standardized digital curriculum platforms.
- Innovation: Tools for authentic, hands-on learning student creation.
- Differentiated Support: Adaptive tools for personalized student growth.
- Digital Citizenship: Fostering safe, responsible digital literacy.
- Support: Aligned training for core and emerging program implementation.



Professional Learning

ACCOMPLISHMENTS

Foundational Literacy Transformation (Microcredential):

- Successfully implemented a microcredential program in scientifically-based reading instruction (e.g., LETRS).

Formalizing the Program Review Process:

- A comprehensive, cyclical program review process was established and implemented for all content areas, allowing us to systematically evaluate curriculum efficacy, resource allocation, and alignment with academic standards.

Strategic Alignment of Professional Learning (PL) and Program Review:

- Transitioned professional development to a continuous, job-embedded model by intentionally aligning School Improvement (SIP) days and subsequent learning activities with the Program Review process. Professional learning is targeted and relevant, utilizing various methods including instructional coaching and district wide book studies.



A graphic featuring two stylized hands in a light yellow color, outlined in grey, holding a light green heart. The entire graphic is enclosed within a larger light yellow circle. The text "LEARNING ENVIRONMENT GOAL" is centered over the heart.

LEARNING ENVIRONMENT GOAL

Current Learning Environment Goal

Cultivate a healthy climate and culture that creates conditions and supports to meet the needs of all learners.

- Address the growing social, emotional and mental health needs of our students, families, and staff.
- Foster a sense of belonging, mutual understanding and competence to address diversity, equity, social justice, racism and inclusion in our everyday practices.



Summative Information

Summative Designation

This is an Illinois School Report Card measure of progress in academic performance and student success. Multiple measures determine which one of five Summative Designations is appropriate for each school.

Exemplary – Schools performing in the top 10 percent of schools statewide with no underperforming student groups.

Commendable – A school that has no underperforming student groups, a graduation rate greater than 67 percent, and whose performance is not in the top 10 percent of schools statewide.

Student groups used in the calculations include:

- racial and ethnic identities
- students with Individual Education Plans
- English language learners
- students from low-income families

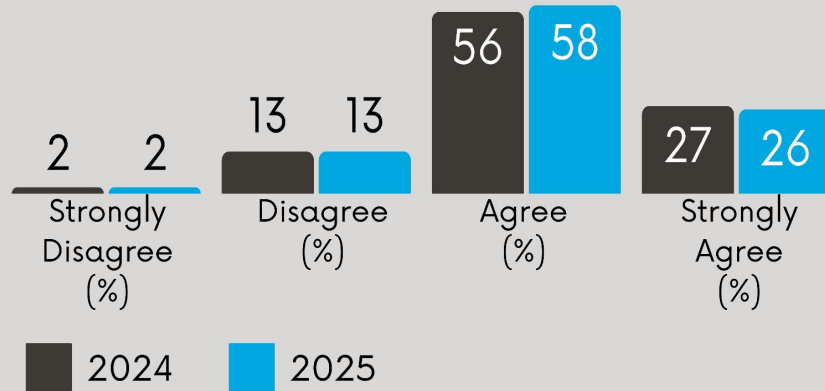
5	Exemplary Schools
4	Commendable Schools
-	Targeted Schools
-	Comprehensive Schools
-	Intensive Schools



Student Perspective

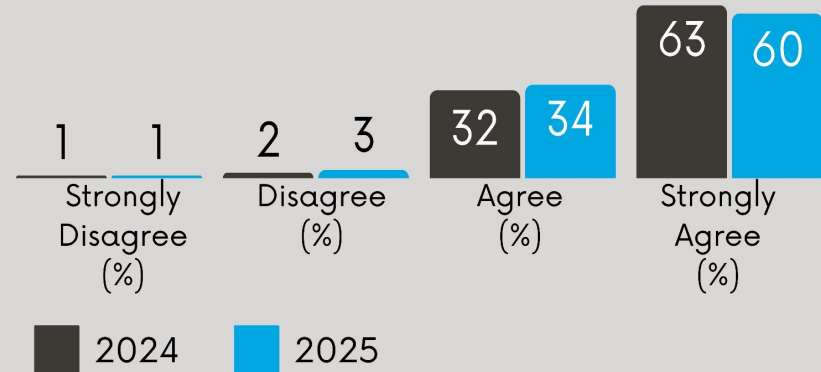
Peers treat others with respect.

Student Response on 5Essentials Survey



My teachers treat me with respect.

Student Response on 5Essentials Survey.



Social Emotional Supports

d25 curriculum 
SOCIAL EMOTIONAL LEARNING



R

recognize

U

understand

L

label

E

express

R

regulate

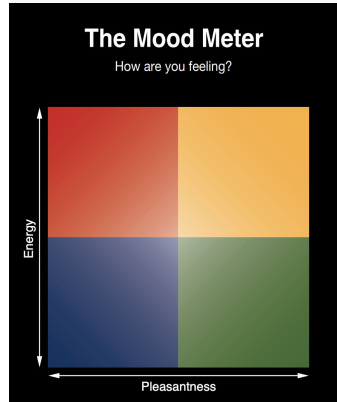
RULER Implementation

100% implementation for:

ALL students EC-8th

ALL staff

ALL schools



Social Emotional Support Staff

23 Social Workers

11 Psychologists

4 Board Certified Behavior Analyst

Social Emotional Identification Supports

- Student Support Request Form
- Student Risk Assessment
- Student Threat Assessment
- MTSS Social Work Support



Student Discipline

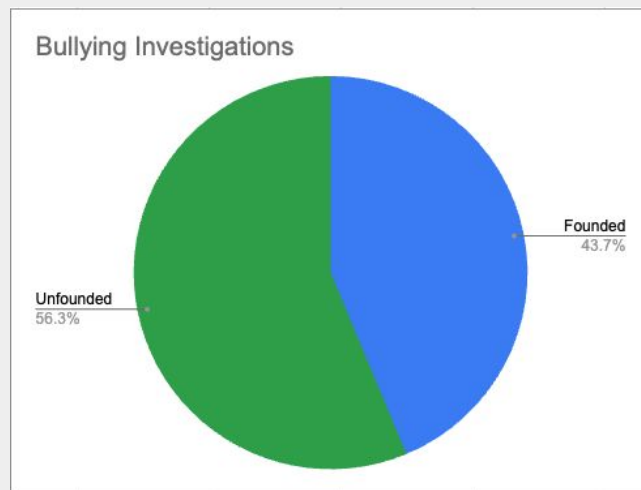
Student Discipline

The table below provides a summary of discipline incidents occurring during the 2024-25 school year.

	All Discipline Actions	In-School Suspension	Out-of-School Suspension
Total Students	60	50	17
Total Incidents	81	61	20

Bullying Investigations

Of the 32 bullying investigations during 2024-25 school year, this chart shows the outcome.



Student Safety Supports



SRP Implementation

100% implementation for:
ALL students EC-8th
ALL staff
ALL schools

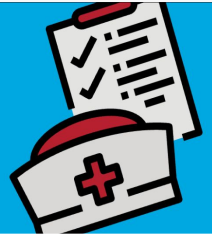


Ensuring the
safety of our
students is our
top priority.

Created
2024



district 25 HEALTH SERVICES



Updated Health Information

- Allergy Resource Guide
- Cardiac Response Plan
- Concussion Care Plans
- Health Registration Forms
- Initial Health History and Health Updates
- Medication Management Procedures



Family Supports

district 25 STUDENT SERVICES

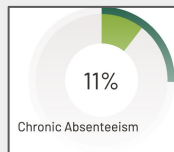


Community Supports

Expanded relationships to coordinate support for
Housing
Food Medical
Mental health

Chronic Absenteeism

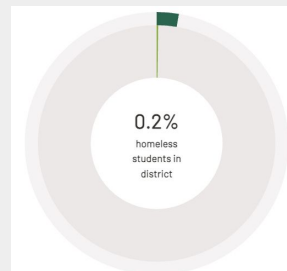
This graph shows the percentage of students who miss 10% or more school days per year without a valid excuse.



District	10.5%
State	25.4%

Homelessness

The percentage of students who do not have permanent or adequate homes.



District	0.2%
State	2.7%

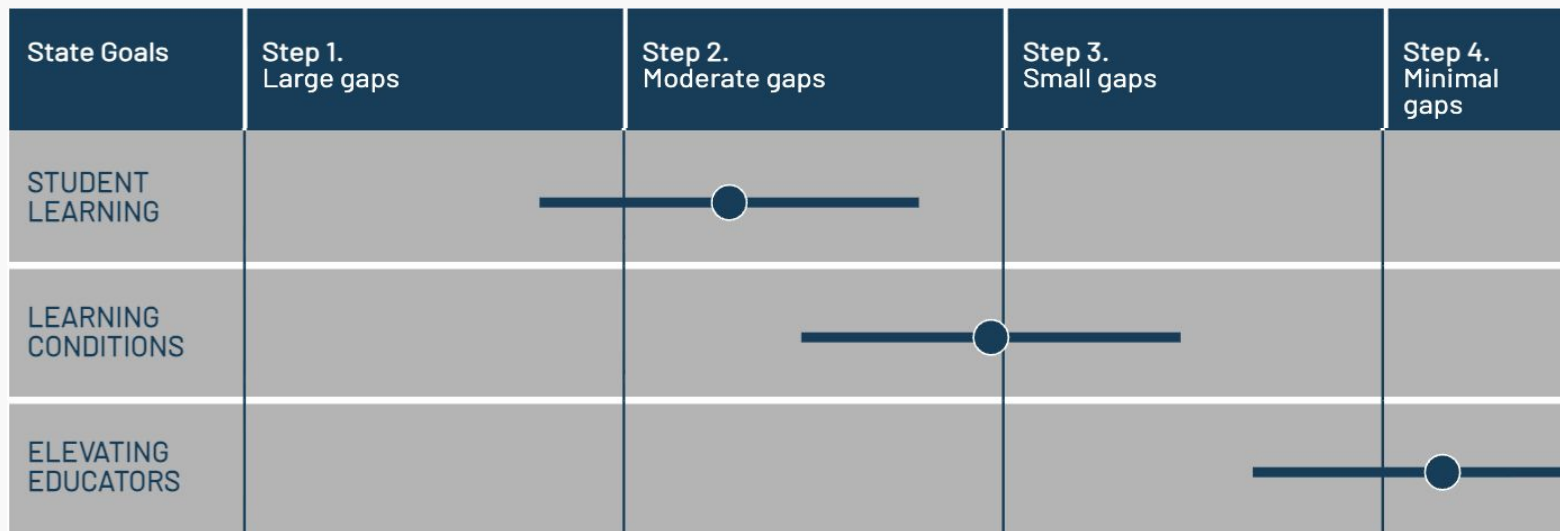
district 25's
PARENT
 CADEMY

Created
2023

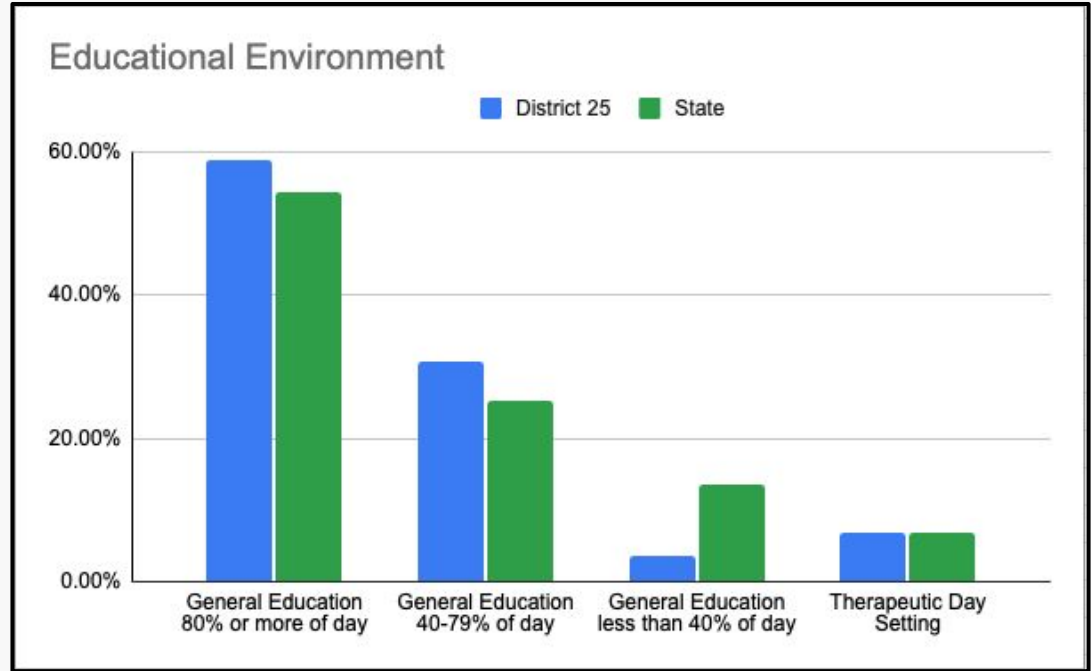
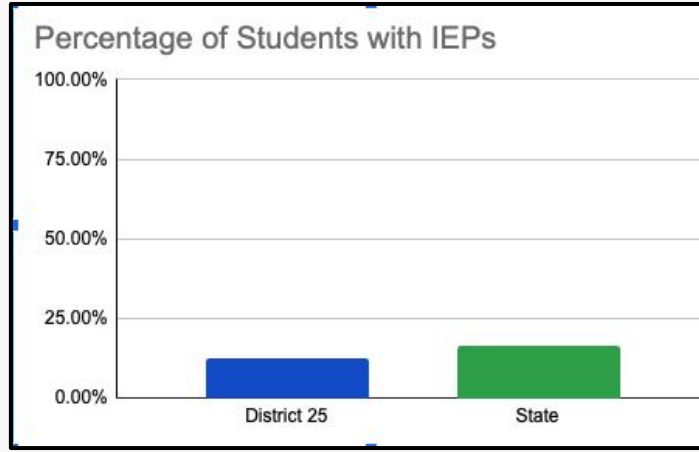


Equity Journey Continuum

Equity means having high expectations for every learner and providing supports and resources so each learner can meet those expectations. The steps along the continuum represent the measure of equity of students' access to opportunities, practices, policies and programming. It is a fit between resources and student needs.



Students with IEPs





QUESTIONS

**STUDENT ACHIEVEMENT GOAL
LEARNING ENVIRONMENT GOAL**



THANK YOU!

A large, light green circle serves as the background for the text. Inside this circle, there is a faint, stylized illustration of two hands shaking in a handshake. The hands are yellow with grey outlines and are positioned behind the text. The text is centered and reads "FAMILY & COMMUNITY GOAL" in a bold, black, sans-serif font.

FAMILY & COMMUNITY GOAL

Current Family & Community Goal

Strengthen family and community relationships to enhance learning, teaching, and partnerships.

- Improve classroom, school and district connections, collaboration, and communication with our families and community to enhance external relationships, trust, respect, commitment, engagement and satisfaction.
- Develop effective partnerships with community agencies, higher education and District 214.



Improve classroom, school, & District communications

District 25 Dish:

- **Purpose:** Consistent touchpoint of information - district-wide - with our community.
- **Frequency:** Every other week communication (on Thursday afternoons)
- **Audience:** District 25 community & staff and any person in the Arlington Heights community that signs up to receive it.
- **What changed:**
 - i. Switched from monthly community to every other week at the beginning of the 2021-2022 school year
 - ii. Added a consistent Superintendent Message to each one in 2024-2025 school year.
 - iii. Archived on our website.



Improve classroom, school, & District communications

Staff Monthly Update:

- **Purpose:**
 - i. Centralize where and when staff receive needed information from District 25 cabinet.
 - ii. Space for a consistent Superintendent Message to staff.
- **Frequency:** Once a month
- **Audience:** All District 25 staff.
- **What changed:**
 - i. This practice was established at the beginning of the 2024-2025 school year.



Improve classroom, school, & District communications

Principal Communications:

- **Purpose:** Consistent information and touchpoint with school communities
- **Frequency:** Once a week (elementary), twice a month (middle)
- **Audience:** Individual school communities & staff
- **What changed:**
 - i. These are now done mainly through Smore - and online newsletter platform.
 - ii. Archived on our website.



Dryden Splash



Bingaman Blog



The Eagle's Landing



The Olive Branch



The Patton Post



Cardinal Corner
Newsletter



Community Newsletter



Westgate Wire



Wildcat Weekly



Improve classroom, school, & District communications

Instagram:

- **Purpose:**
 - i. Establish an additional (Facebook) space to connect with our community through story
 - ii. Deepen the District 25 pride amongst staff and community members
- **Frequency:** Multiple posts every week (via story, posts, & reels/video)
- **Audience:** District 25 community (past & present) and beyond.
- **What changed:**
 - i. This social media account (@ahsd25Social) was established in 2021.
 - ii. How it is utilized (what type of stories are told) is constantly evolving.



Develop Effective Partnerships

- **Strengthened community connections** through active participation in the Village Community Connections Partnership, helping create over 2,500 welcome bags for new families in Arlington Heights.
- **Ensured District 25 representation in all fifteen North Cook ISC Diversity, Equity, Inclusion, and Belonging meetings** since 2022, fostering shared learning and regional collaboration.
- **Celebrated the 10-year anniversary of the Dryden Place Project Garden**, highlighting a decade of meaningful community partnership and student engagement.
- **Created a Community Supports webpage and Safe25 webpage** to connect families with resources that promote the well-being of the whole child.



5Essentials Data



Strong



Neutral

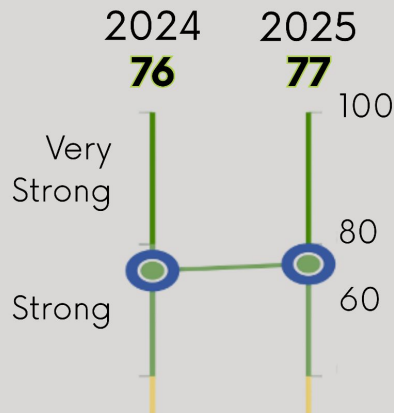


Weak

Parents, students, & staff take a 5Essentials survey once a year. The **5Essentials Survey** is an annual Illinois survey that gathers feedback from students and teachers about key components of school success. It measures five areas like leadership, instruction, and school climate. Schools use the results to understand strengths and guide improvement efforts.

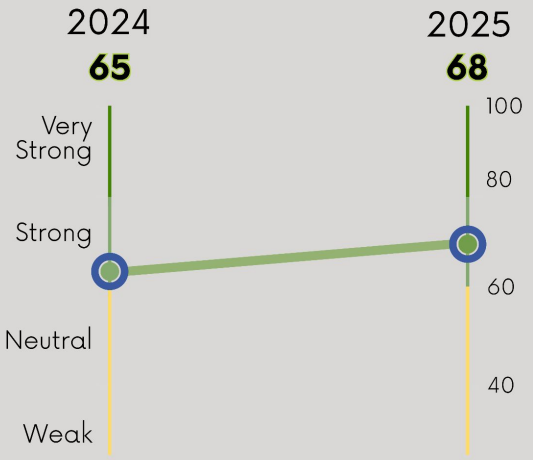
Parent Supportiveness

Parents are active partners in their child's schooling.



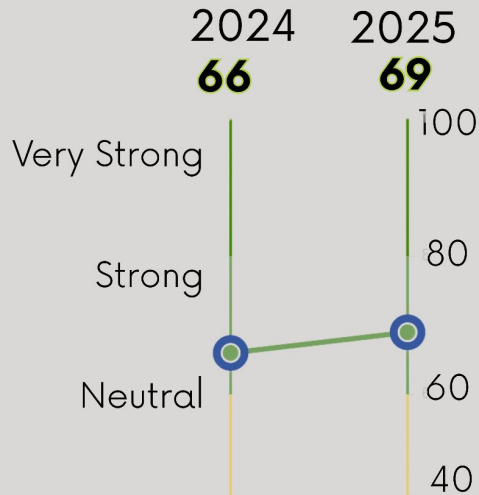
Involved Families

Parents are partners in helping students learn.



Parent Involvement in School

Parents are active participants in their child's schooling.



5Essentials Data



Strong



Neutral

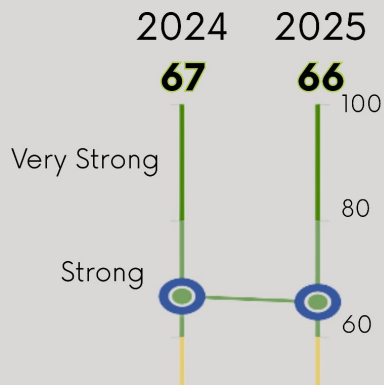


Weak

Parents, students, & staff take a 5Essentials survey once a year. The **5Essentials Survey** is an annual Illinois survey that gathers feedback from students and teachers about key components of school success. It measures five areas like leadership, instruction, and school climate. Schools use the results to understand strengths and guide improvement efforts.

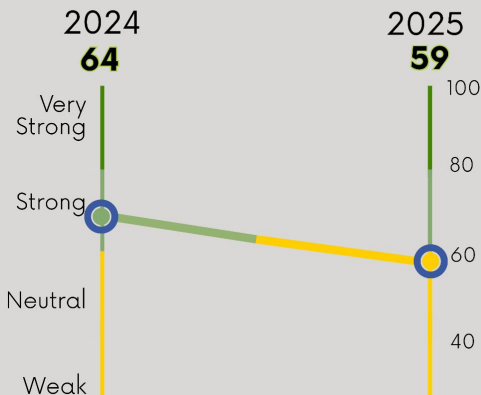
Human & Social Community Resources

Students come from communities who provide a safe and innovative environment.



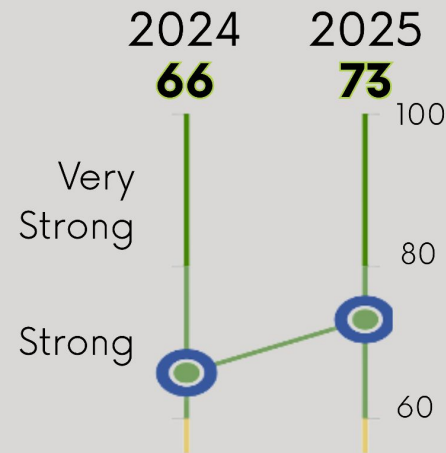
Supportive Environment

Students feel safe in and around the school and they find teachers trust-worthy and responsive to their academic needs.



Teacher-Parent Trust

Teachers and Parents are Partners in Student Learning.



A large yellow circle serves as the background for the central text. Inside this circle is a gray 3D rectangular frame. Behind the frame, there is a faint, stylized logo that appears to be a combination of a person and a gear.

**HIGH-QUALITY
STAFF GOAL**

Current High Quality Staff Goal

Attract, develop, and retain diverse, high-quality, innovative employees.

- Improve policies, procedures and hiring practices with our employees to enhance internal relationships, trust, respect, commitment, collaboration, communication and satisfaction.
- Refine and extend data collection, analysis, progress monitoring and reporting to promote continuous improvement at all levels of the system.



Celebrations

Goal Accomplishments

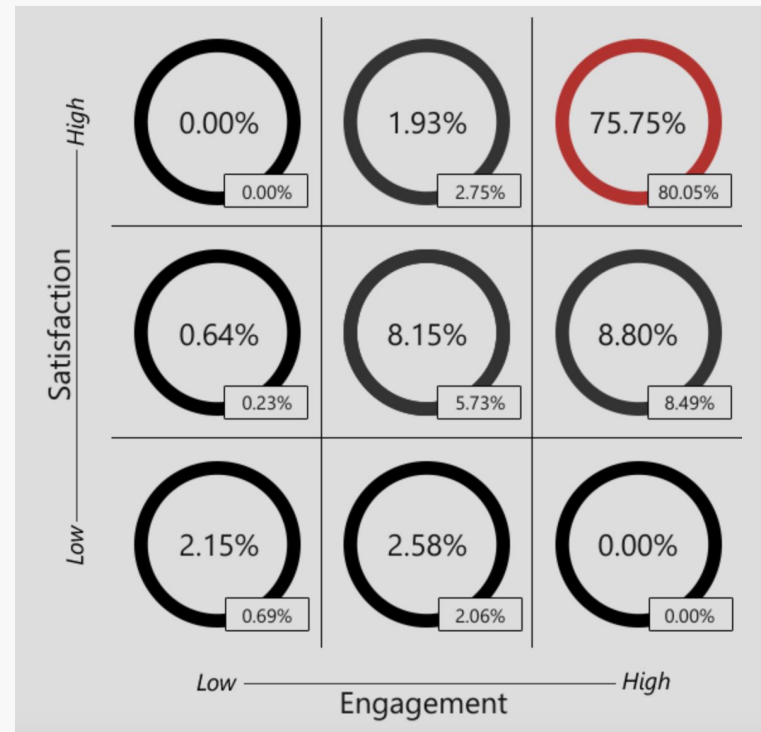
- **Implemented RULER for all staff and students** to strengthen social, emotional, and mental health, fostering a positive school climate.
- **Expanded the Student Support Request form** to include social-emotional concerns, improving timely identification and support for student needs.
- **Developed Student Risk and Threat Assessment processes** to enhance safety and proactive interventions for all students.
- **Increased student engagement and inclusion** by expanding club opportunities and initiating Special Olympics for 3rd–8th graders, while establishing mentoring programs for new faculty and middle school student liaisons.



Staff Culture | HumanEx

2025 Full Organization

Engagement: I enjoy what I get to do.
Satisfaction: I want to do it here.

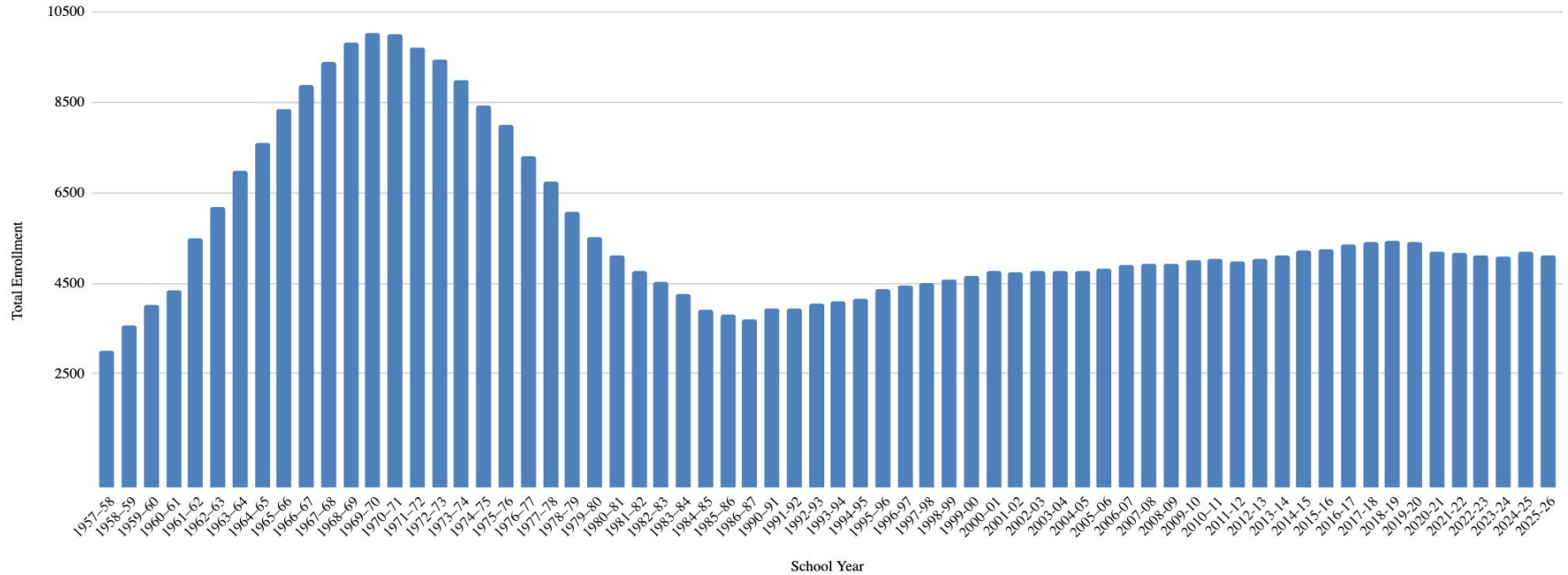


*25-26 InsightEx Survey



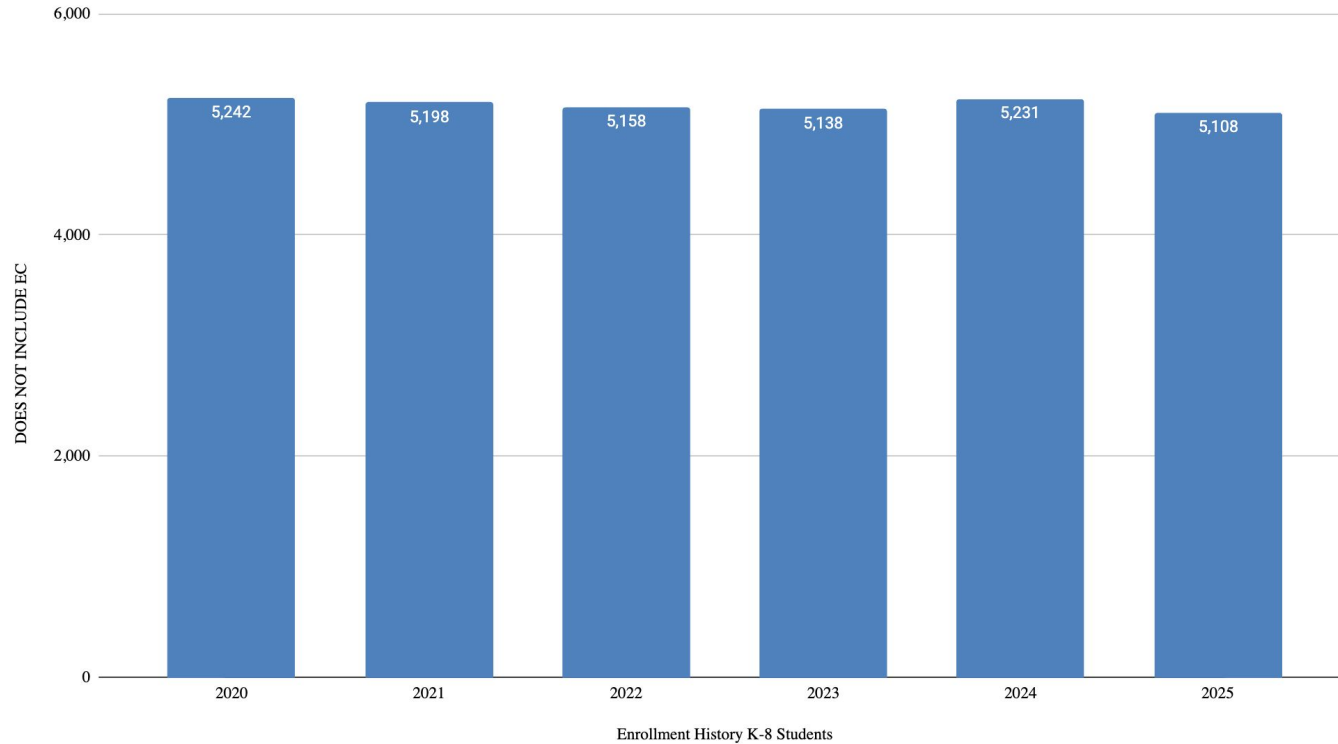
Historical Student Enrollment

Total Enrollment vs. School Year



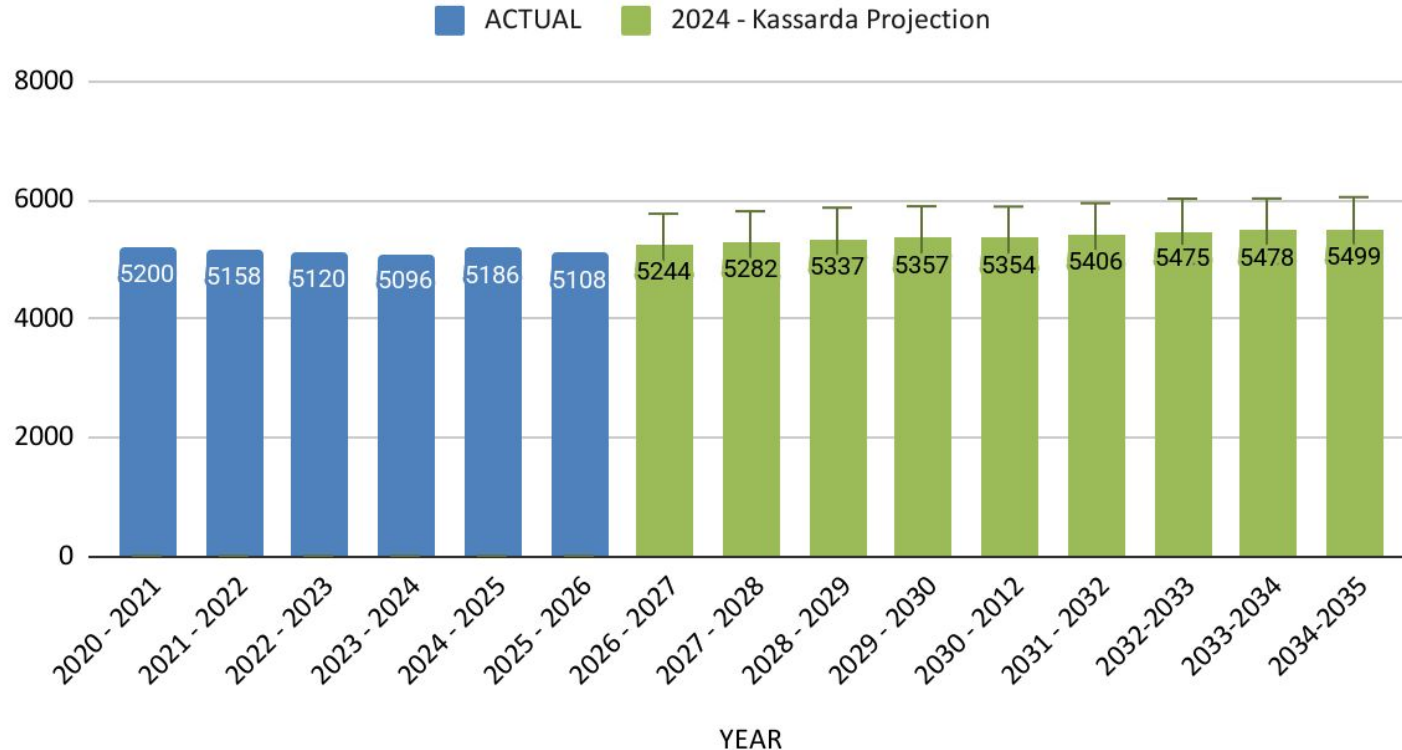
Current Student Enrollment

5 Year Enrollment History K - 8th Grade



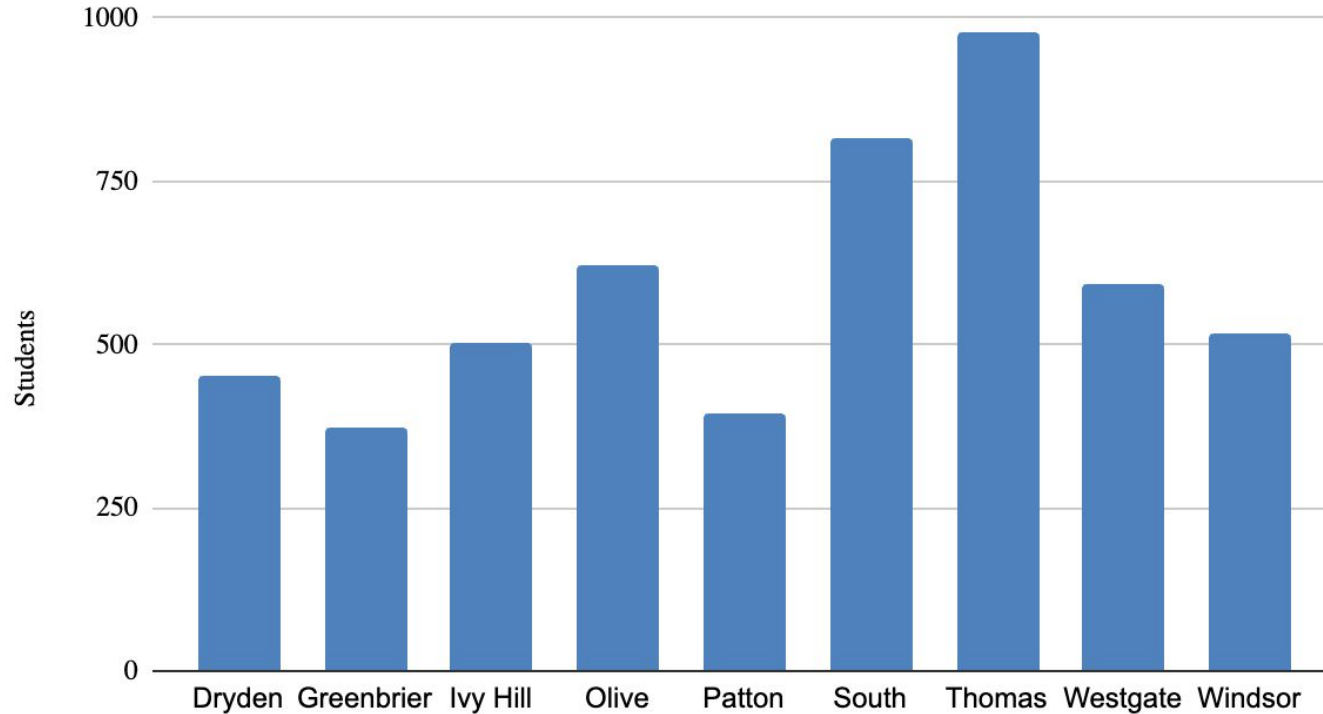
Projected Student Enrollment

Enrollment Projections K - 8



Building Student Enrollment

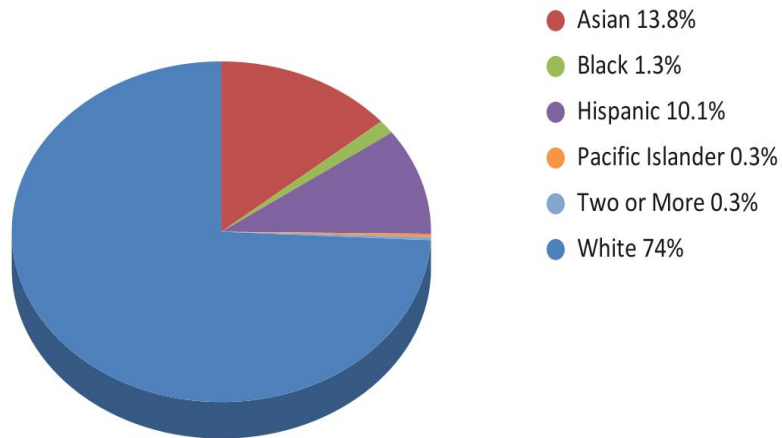
2025 Building Enrollment



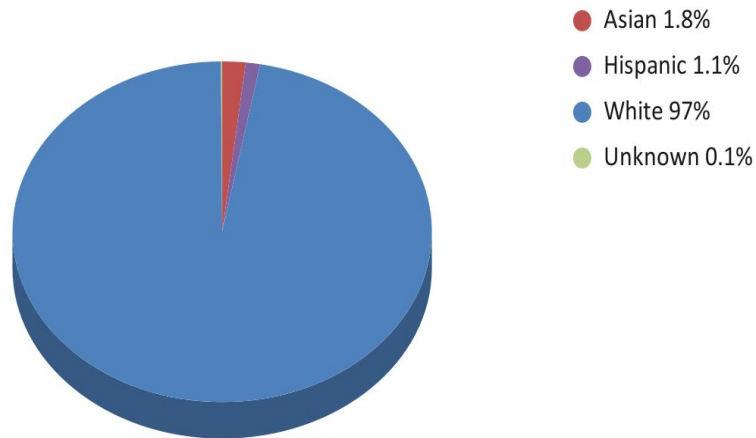
Student/Teacher Diversity

*24-25 Illinois School Report Card

Student Demographics by Ethnicity
Illinois School Report Card (24-25)

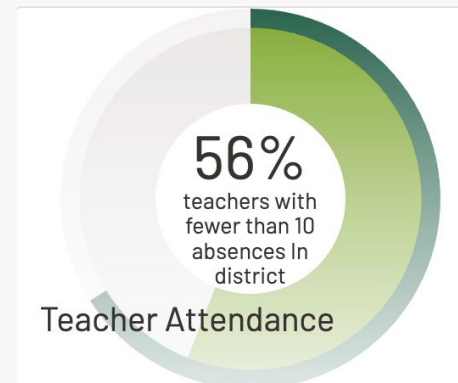
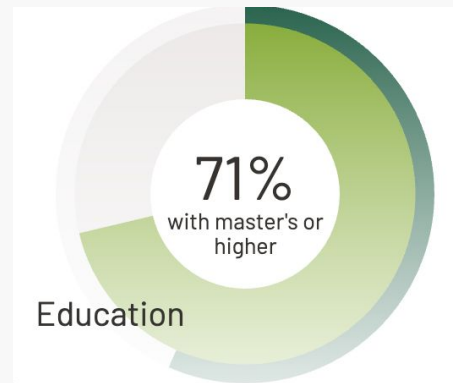
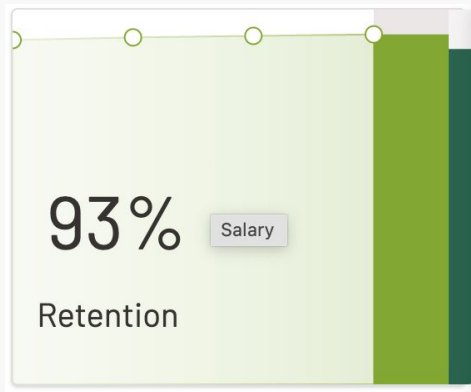


Teacher Demographics by Ethnicity
Illinois School Report Card (24-25)



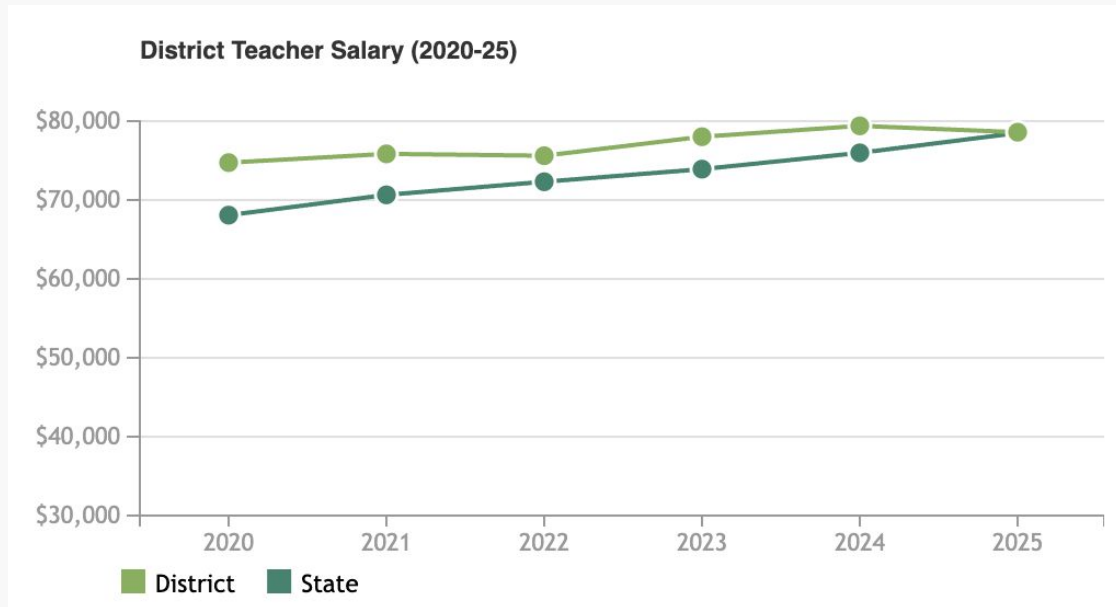
Certified Staff

*24-25 Illinois School Report Card

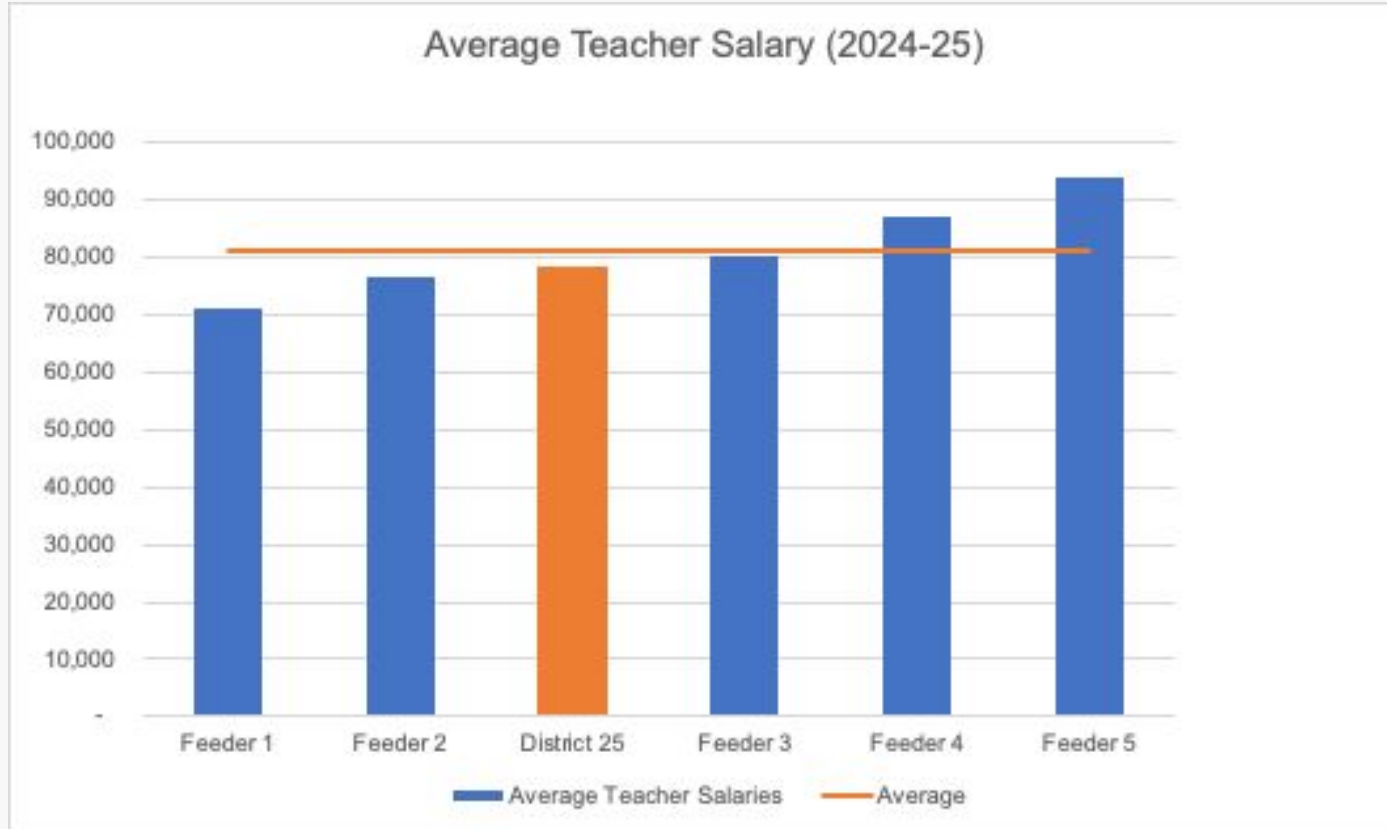


Certified Staff Salary

*24-25 Illinois School Report Card



Certified Staff Salary Comps



Student / Staff Ratio



Strong



Neutral



Weak

District Grade Level Targets

District Grade Level Targets	
KDG	20
1-2	22
3-5	25
6-8	25+

Elementary Student-Teacher Ratio

District 25's ratio is equal to the state average.



District

14:1



State

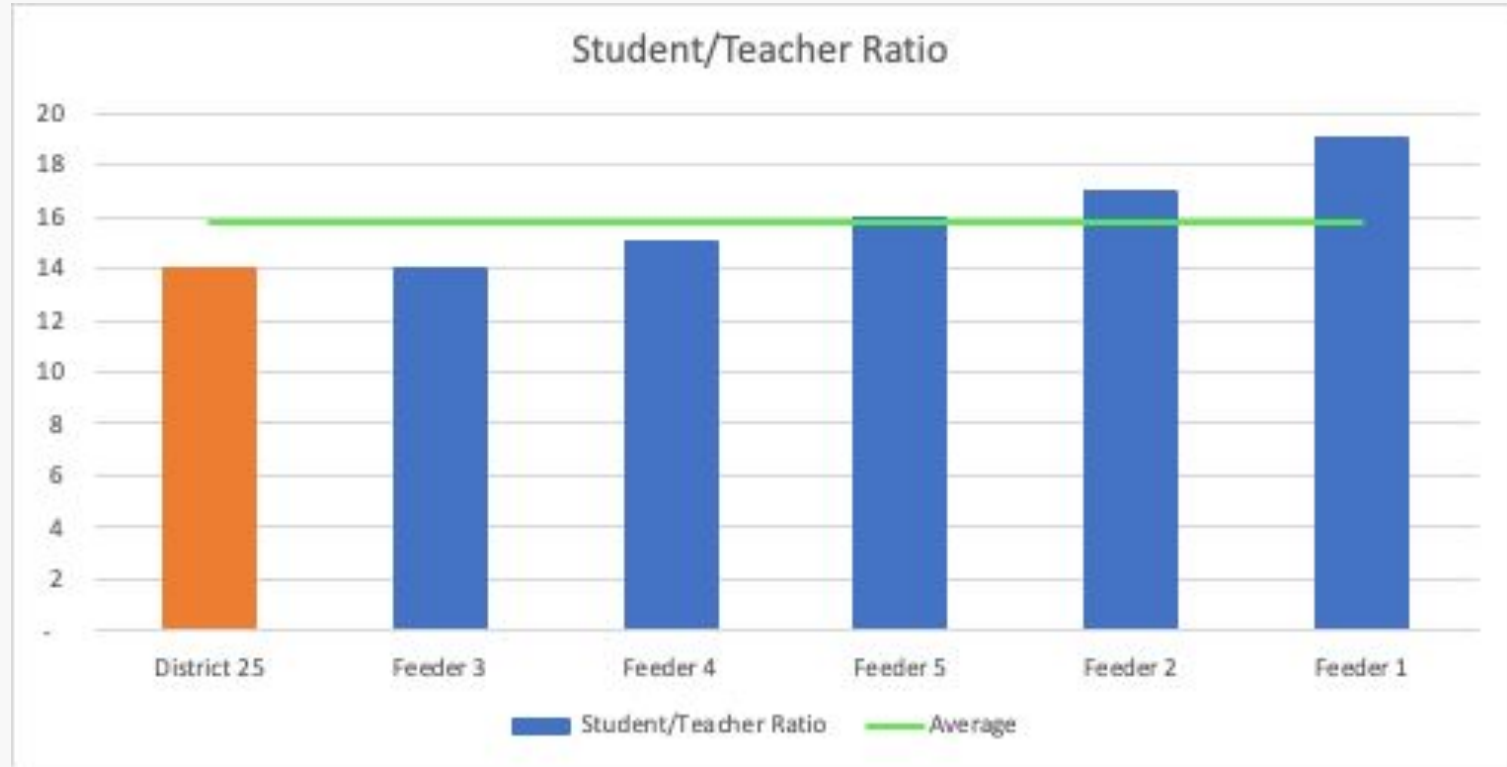
17:1



*24-25 Illinois School Report Card



Student / Staff Ratio Comps





QUESTIONS

FAMILY & COMMUNITY GOAL

HIGH-QUALITY STAFF GOAL

A stylized house icon composed of concentric, semi-transparent shapes. The outermost layer is a light gray circle. Inside it is a light gray house shape. The next layer is a light blue house shape. The innermost layer is a white house shape. At the bottom of the white house shape, the number '25' is written in white. The text 'THANK YOU!' is overlaid in the center of the image.

THANK YOU!

A stylized background graphic within a light blue circle. It depicts a hand in a tan color holding a white tablet. On the tablet's screen is a bar chart with three bars of increasing height. The text 'STEWARDSHIP OF RESOURCES GOAL' is overlaid in the center of the circle in a bold, black, sans-serif font.

STEWARDSHIP OF RESOURCES GOAL

Current Stewardship of Resources Goal

Refine and extend instructional practices, programs and services to ensure all learners are academically ready for high school and beyond

- Address time, space and aging facilities to ensure an optimal learning and teaching environment.
- Explore and develop new financial strategies to respond to the changing nature of school funding and projections to continue to offer equitable, high-quality programs and services to our students and families.



Celebrations

Goal Accomplishments

- **Passed a \$75 million referendum** to expand facilities for full-day kindergarten and modernize aging buildings, supporting long-term district growth.
- **Invested \$1.6 million in new furniture** based on district-wide staff survey results, improving learning environments for students and staff.
- **Secured new funding through State capital grants**, literacy grants, and DCEO grants to support district priorities and ongoing financial needs.
- **Maintained strong financial stability** with a fund balance over 60%, a sustained Aaa bond rating, and annual transfers from Operations & Maintenance to Capital Projects for future facility needs.



District Financial Health



Strong



Neutral



Weak

Financial Recognition

Bond Rating



Aaa

District 25 is 1 of only 91 districts nationwide with a Triple A Bond Rating. Having a AAA rating means lower borrowing costs for the District.



Financial Profile

ISBE School District Financial Profile



RECOGNITION



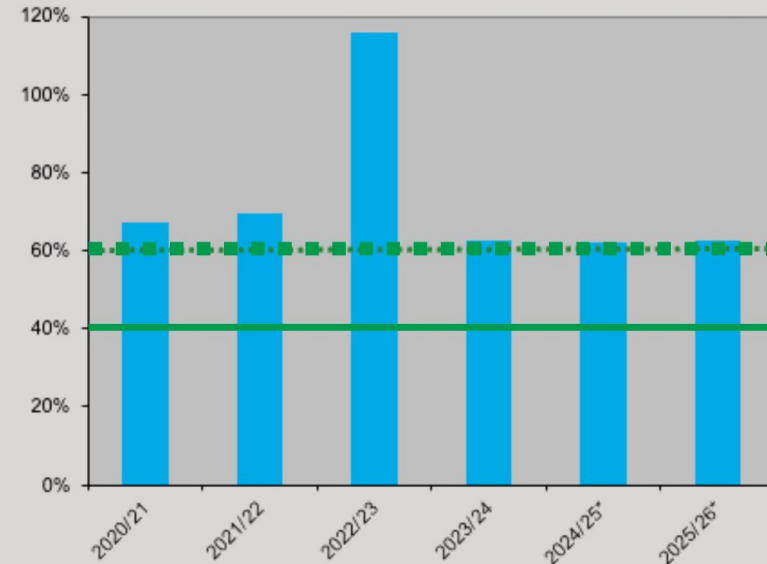
'Recognition' is the highest financial rating a District can receive in their state profile.

Fund Balance

As a % of next year's expenditures.



The Board's goal was to keep the fund balance between the green lines, with flexibility beyond 60%.



Fund Balance Goal Rationale

Property Taxes

- Largest sources of revenue
- collected in 2 installments
 - March/April
 - September/October

Fund Balance

- Measured as of 6/30
- Provides cash flow for expenditures until 2nd installment of property taxes is received

Fall Tax Bill Due Date	Months that reserves will need to cover expenditures	# Months	% of Fiscal Year
August 1	Jul	1	8%
September 1	Jul - Aug	2	17%
October 1	Jul - Sep	3	25%
November 1	Jul - Oct	4	33%
December 1	Jul - Nov	5	42%
January 1	Jul - Dec	6	50%



District Financial Health



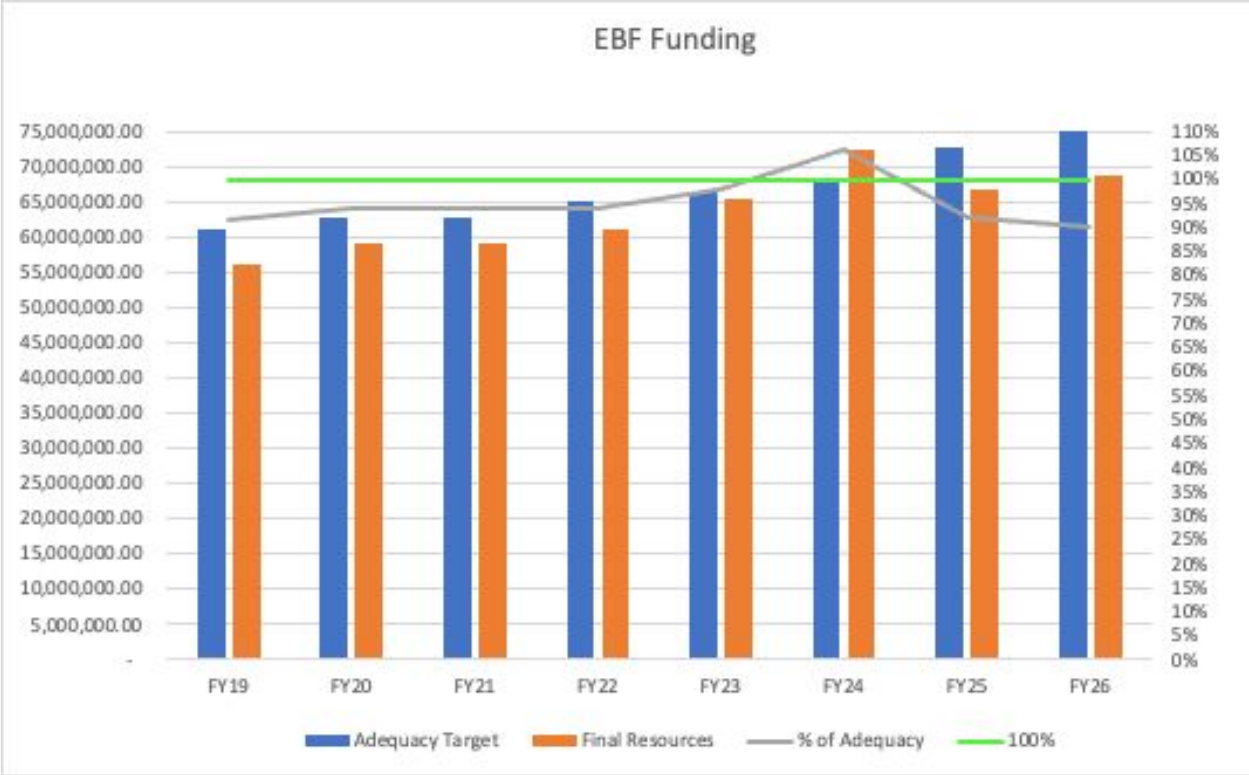
Strong



Neutral



Weak



Financial Recognition

Awarded by ASBO International



32

straight years awarded a Certificate of Excellence by the Association of School Business Officials International.



Evidence Based Funding

Financial Year 2024 | School Finances



FY25 Evidence-Based Funding

\$73M

Adequacy Target



\$67M

EBF Final Resources

This district is at 92% of adequacy

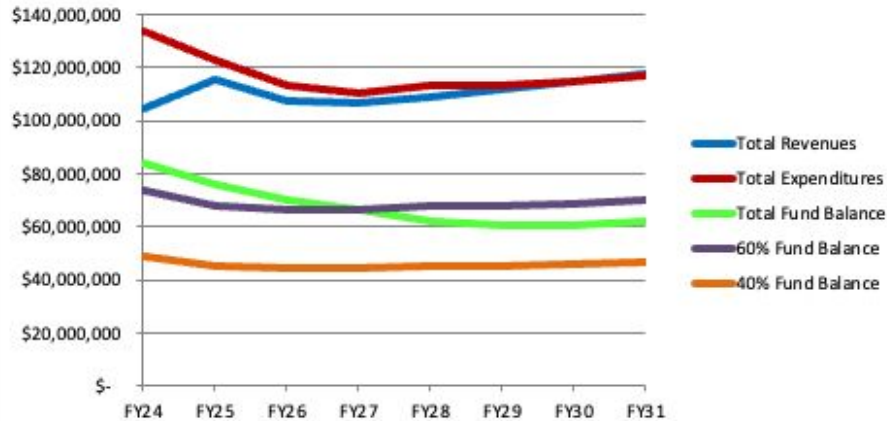
Financial Profile Score

Category	Score
Fund Balance to Revenue Ratio (weight = .35) - Reflects the overall financial strength.	4
Expenditures to Revenue Ratio (weight = .35) - Identifies how much is expended for each dollar received.	4
Days Cash on Hand (weight = .10) - Provides a projected estimate of the number of days operating expenditures could be met provided no additional revenues were received.	4
Percent of Short-Term Borrowing Maximum Remaining (weight = .10) - Short-term debt is incurred due to several factors (i.e., delays in receipt of local revenues, etc.).	4
Percent of Long-Term Debt Margin Remaining (weight = .10) - Long-term debt is incurred for major expenditures, such as building and equipment.	2

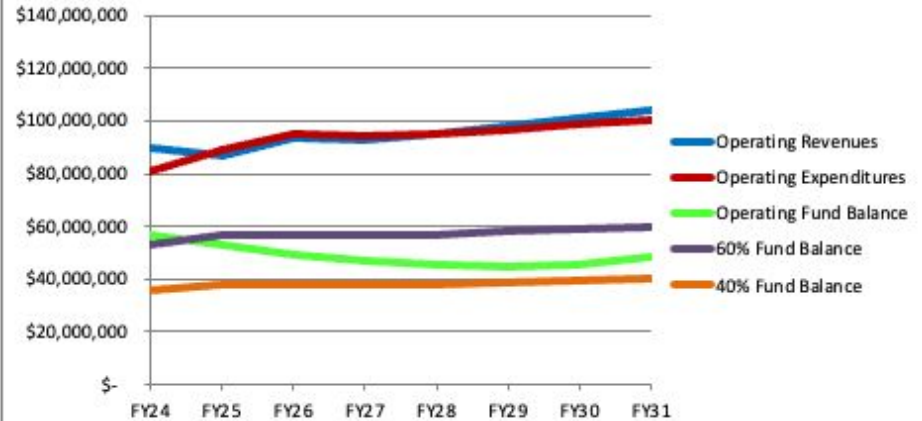
Projections

Revenues / Expenses / Fund Balance

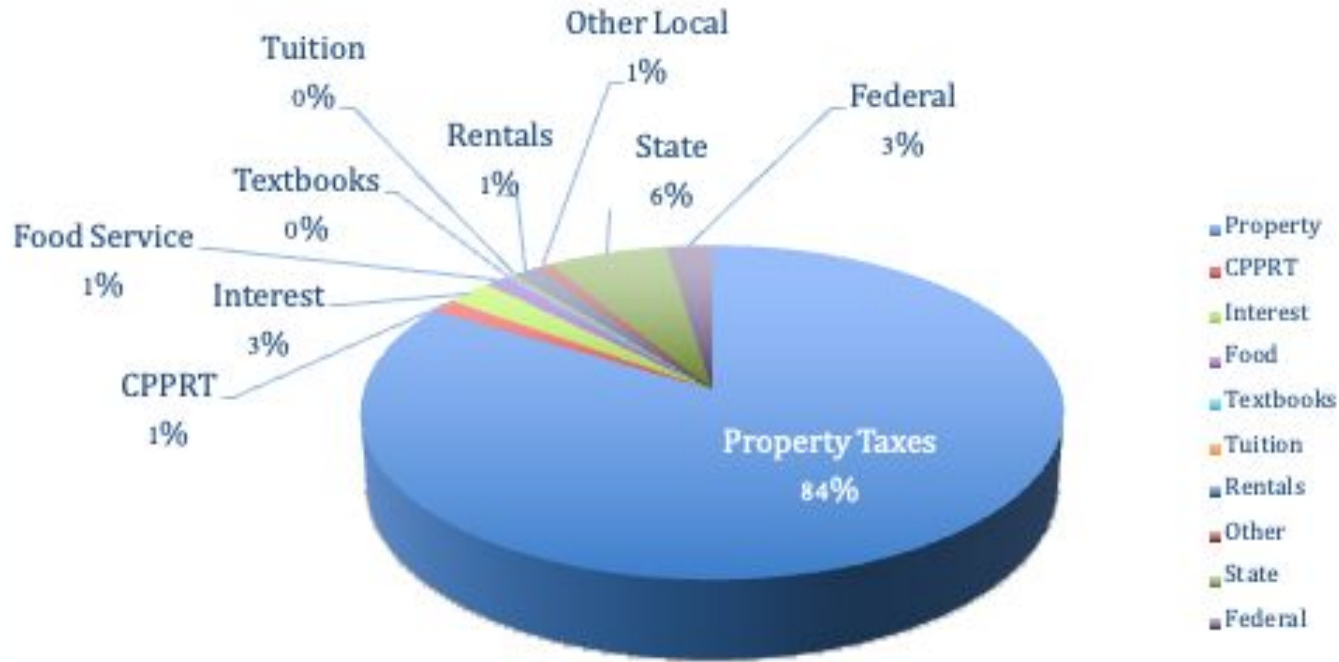
Fund Balance Projection - All Funds



Fund Balance Projection - Operating Funds



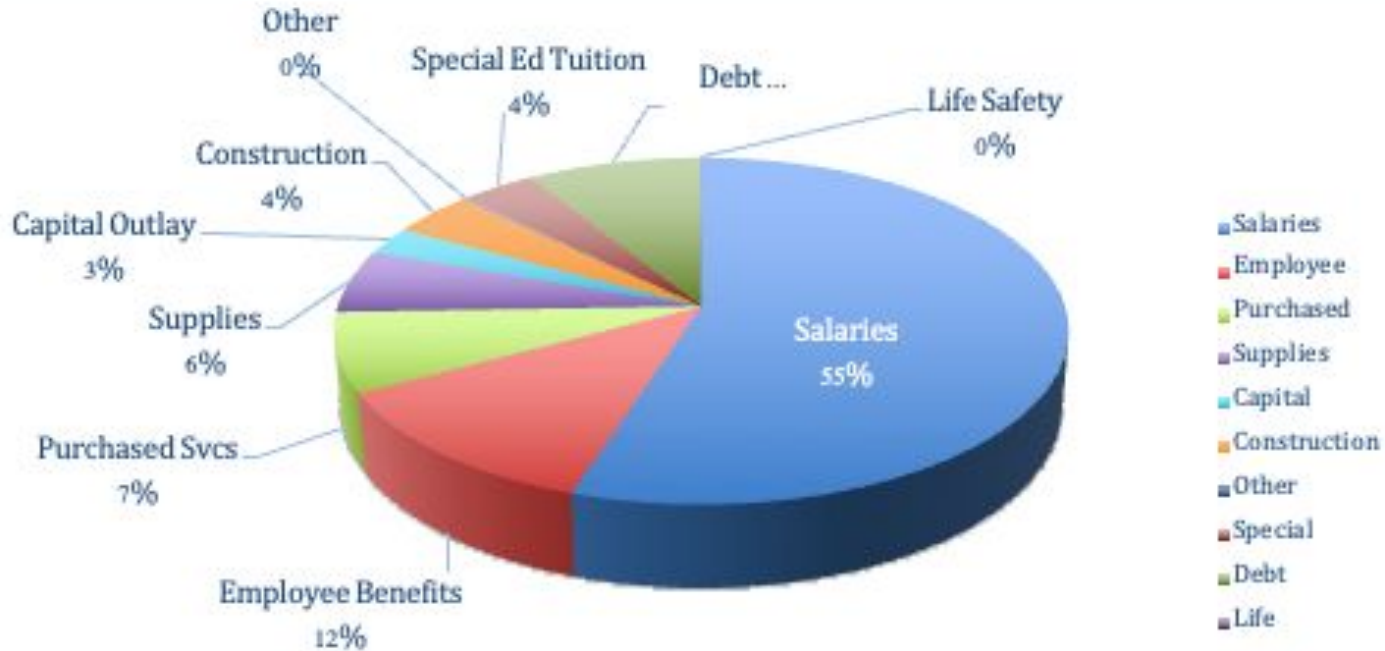
FY 26 Total Revenue by Source



2025-26 Revenue Budget



FY 26 Expenditures by Type



2025-26 Expenditure Budget



Per Pupil Expenditures



Strong



Neutral



Weak

Per Pupil Expenditures

Financial Year 2024 | School Finances

\$17k

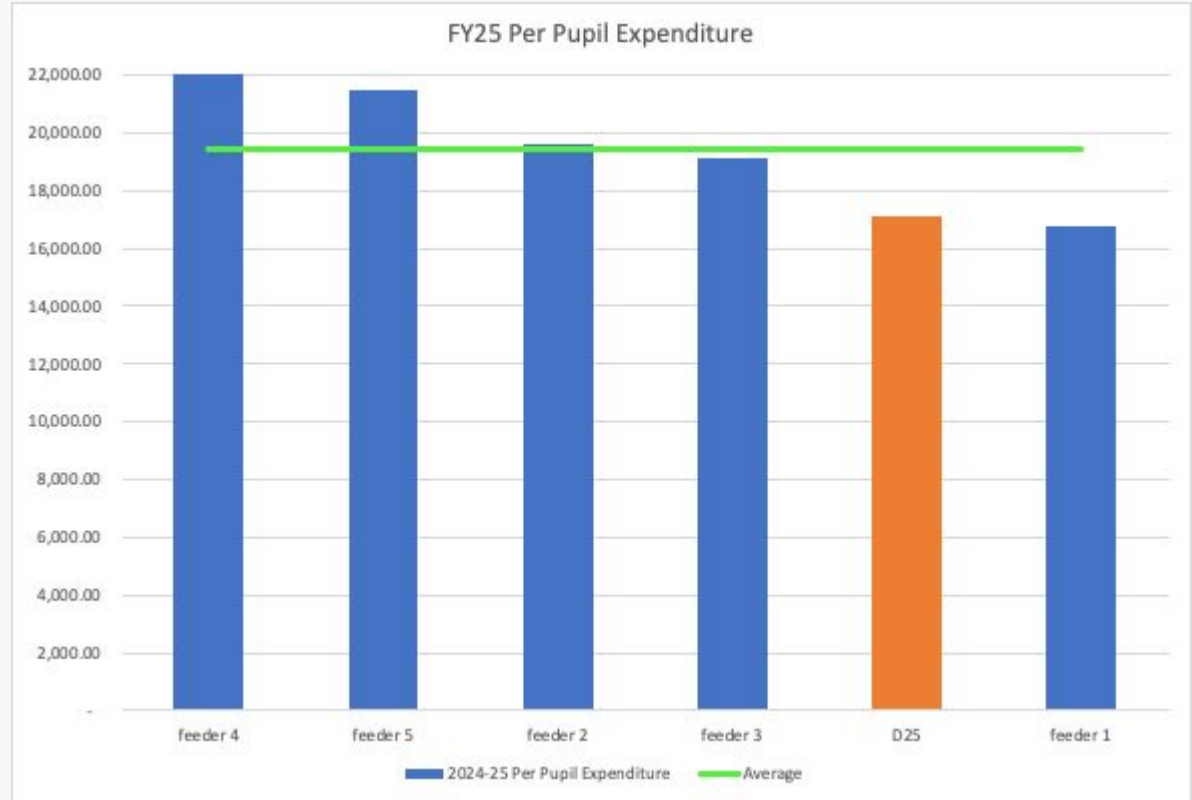
District Avg
Spending Per
Student

\$129,579,330

Total District Expenditures

District 25 spends \$2,304 less

than the average of the other D214
feeder districts.



Assessed Value by Class

RESIDENTIAL



84.5%

COMMERCIAL



15.0%

INDUSTRIAL



0.4%

RAILROAD

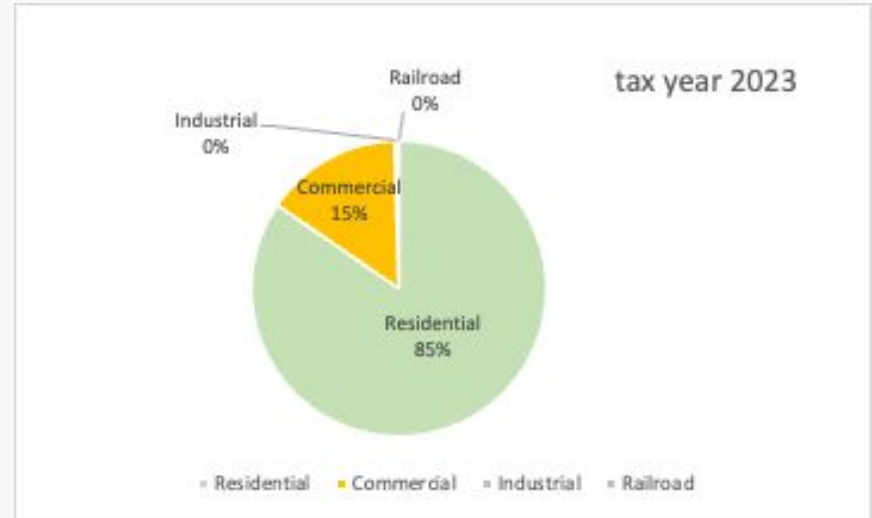
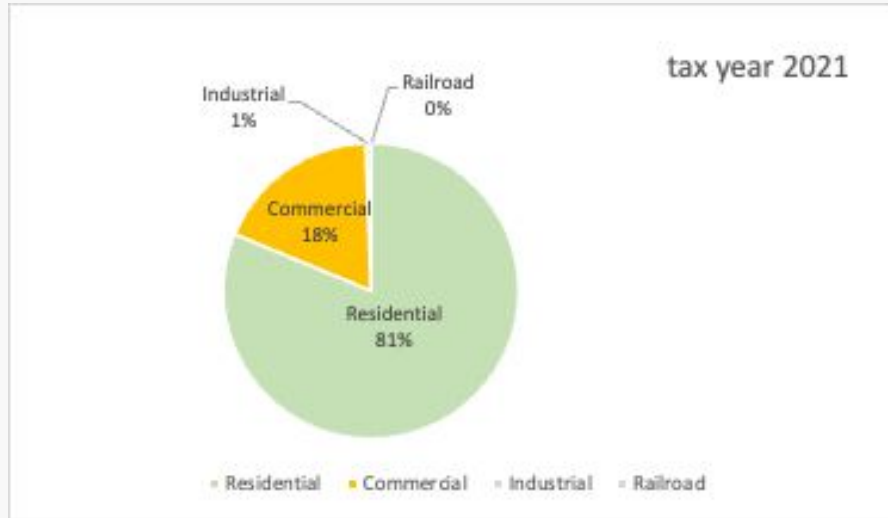


0.1%

Tax Year 2023 most recent available.



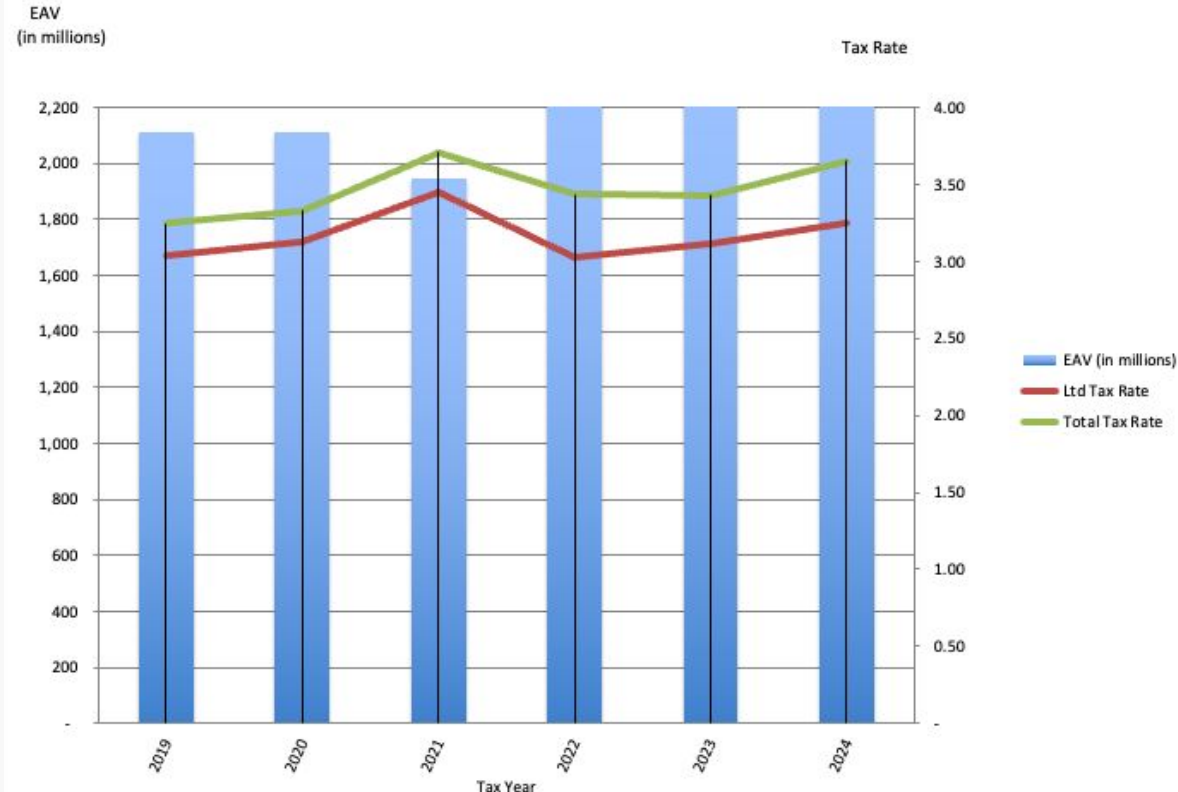
Assessed Impact on Tax Bills



3.2% shift in EAV to residential means homeowners are picking up more of the District tax bill



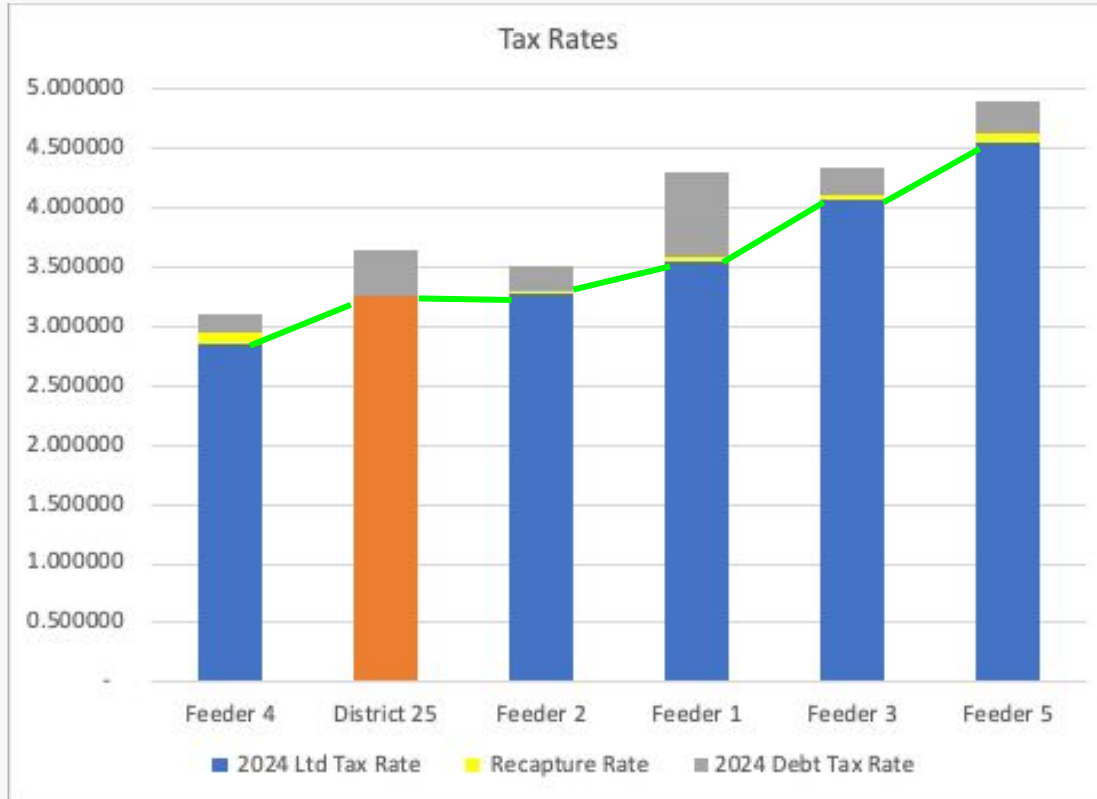
Tax Rate and EAV



*Tax rates and Property Values (or EAV) work conversely

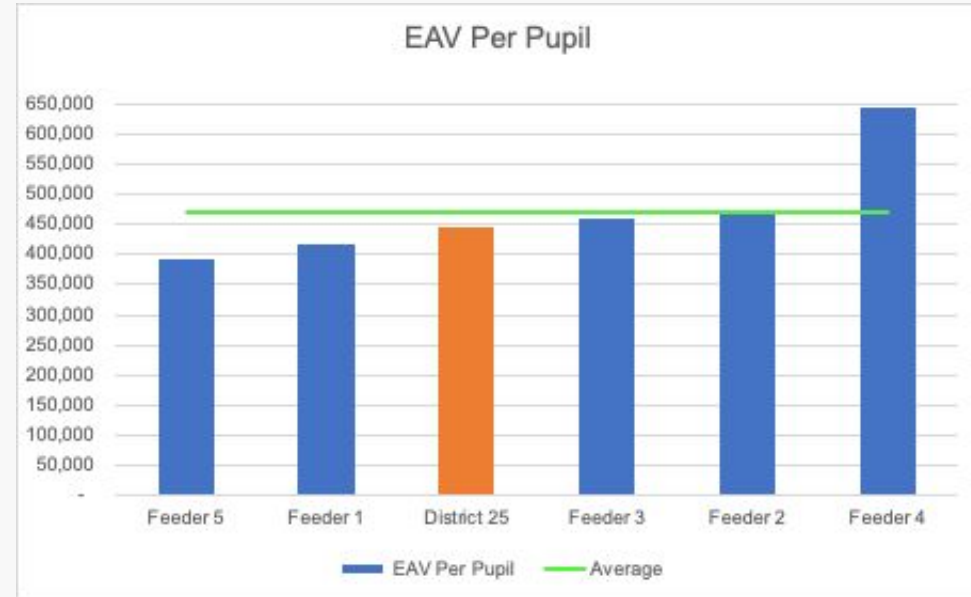
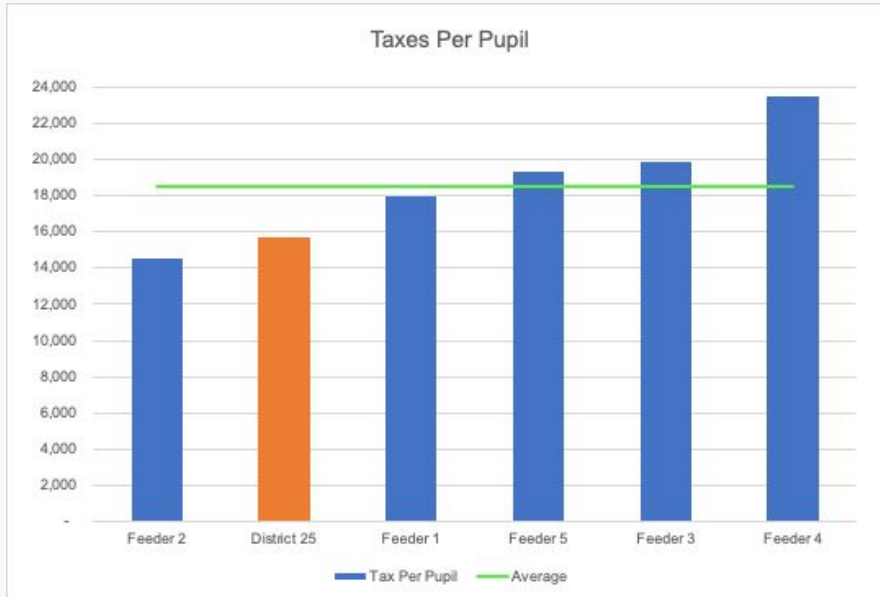
*Economic growth (CPI) and New Property drive property tax increases

Tax Rate by District



Average Total Tax
Rate Among Feeder
Districts = 4.1

EAV Per Pupil



Lost investment income due to late taxes

- \$560,600 projected due to 12/15 due date
- \$141,000 projected if spring delayed 1 month

Tax Refunds

- Averaged \$386K over 4 years
- \$2.36M in 2024/25

State Funding

- Proration of mandated categorical funds
 - Transportation reimbursement
 - Special education private facility reimbursement



Facilities Review

Dryden

(1956, '60, '91, '99, '17, '24)



Greenbrier

(1964, '65, '96, '18, '24)



Ivy Hill

(1965, '67, '95, '08, '16)



Olive-Mary Stitt

(1961, '65, '70, '93, '06, '16, '24)



Patton

(1961, '65, '91, '05, '24)



South Middle School

(1997)



Thomas Middle School

(1963, '65, '97, '17)



Westgate

(1956, '59, '64, '94, '06, '09, '24)



Facilities Review

Windsor

(1956, '60, '91, '99, '17, '24)



Dunton Administration

(1963, '65, '69)



Rand School (Rental)

(1968, '70)



Miner (Shop / Rental)

(1957, '59, '65)



Facilities Review

Name	Estimated Replacement Cost	2024-2025 sf
Dryden Elementary School	\$46,427,500	74,284
Dunton Administration Building	\$20,000,000	32,000
Greenbrier Elementary School	\$43,612,500	69,780
Ivy Hill Elementary School	\$50,201,875	80,323
Miner Rental Facility	\$49,375,000	79,000
Olive-Mary Stitt Elementary School	\$54,368,750	86,990
Patton Elementary School	\$40,452,500	64,724
Rand Rental Facility	\$51,875,000	83,000
South Middle School	\$91,258,125	146,013
Thomas Middle School	\$90,168,750	144,270
Westgate Elementary School	\$62,405,625	99,849
Windsor Elementary School	\$52,309,375	83,695
	\$652,455,000	1,043,928

Facilities Order of Priority

1. **Safety and Mandatory**

Internal Observed Safety Items, Illinois School Code, State Laws, Etc

2. **Preserve Schools and Grounds**

Inspections, Preventative and Predictive Maintenance, Repairs, etc

3. **Extend Life of Schools and Grounds**

Capital Improvements

4. **Improve Efficiency**

HVAC, Electrical, Building Envelope, etc

5. **Enhancements**

Aesthetic and Other Enhancements



Life Expectancy

15 YEARS



Flooring
15 Yrs



Telephone System
15 Yrs

20 YEARS



Ceilings
20 Yrs



Fire Alarm System
20 Yrs



Stage Curtains
20 Yrs



Chillers
20 Yrs



Building Automation System
20 Yrs



Painting (Interior Walls,
Exterior Lintels and
Other Surfaces)
20 Yrs



**Asphalt Parking Lots
and Play Lots**
20 Yrs



**Playground Surfaces
- Rubber**
20 Yrs



**Playground Surfaces
- & Play Lots**
20 Yrs

25 YEARS



Lighting
25 Yrs



Elevators
25 Yrs



Roofing
25 Yrs



Boilers
25 Yrs



Playground Structures
25 Yrs

30 YEARS



Air Handling Units
30 Yrs



HVAC Unit Ventilators
30 Yrs



HVAC Piping
30 Yrs



**Building Envelope
- Masonry Tuckpointing,
Repairs, etc**
30 Yrs

40 YEARS



**Windows, Glazing
and Aluminum
Entrances**
40 Yrs



**Classroom and
Office Casework**
40 Yrs



**Electrical Distribution
(Switchgear, Wiring
and Terminal Devices)**
40 Yrs



**Fire Sprinkler
System**
40 Yrs



**Plumbing - Piping
and Fixtures**
40 Yrs



**Site Utilities (Storm,
Sewer, Water Main)**
40 Yrs

50+ YEARS



**Doors Frames and
Hardware**
50 Yrs

*Life Expectancy Based on BOMA, ASHRAE, District 25 Internal Observations

Top Building Needs

Dryden

- Classroom Ceilings, LED Lighting
- Boiler Replacement (due to age/repairs)
- LMC Renovations (Ceilings, LED Lighting, Painting, Flooring)

Dunton

- Staff Lounge Galvanized Piping Replacement and Finishes
- Remove Abandoned HVAC, failing casework/cabinets. Selectively replace casework/cabinets.
- Replace Electrical Main Panels (due to age/failure risk)
- Replace Fire Alarm System (obsolete, inadequate)

Greenbrier

- Roof South Section (9B)
- Roof Section (5)

Ivy Hill

- Galvanized Piping Replacement and Restroom Upgrades (137A and 137B)
- Replace Ceilings and Lighting Throughout Older Portions
- Boiler B-1/2 Replacement
- Roof Section 6

Miner

- Replace Unit Ventilators (reached service life)
- 2nd Phase Window Replacement (due to age)
- Replace Deteriorating Galvanized Piping (hot/cold)
- BAS System
- Asbestos Ceiling Removal and Renovations of Classroom Finishes

Olive-Mary Stitt

- Fire Alarm System Replacement
- Masonry Tuck-Pointing
- Commons / 2nd Floor Corridor Flooring Replacement

Patton

- Replace Poor Condition Classroom Casework
- Remaining AHUs post construction??
- Back Stage Curtains
- New Sound System for Commons (due to age/functionality)
- Water Heater WH-1

Rand

- Galvanized Piping Replacement Throughout Building (Restrooms, Classrooms, etc.) and Upgrade Restroom Finishes
- North Roofing Replacement
- Replace Unit Ventilators (reached service life)

Top Building Needs

South

- Replace Air Handling Units AHU-1 through AHU-10 (exceeding service life)
- Unit Ventilator Replacement
- Retrofit and Upgrade Zoned fire alarm system (old, antiquated)
- 3rd Floor Phased Public Corridor Flooring Replacement (due to age/condition)
- Phase 2: Masonry Tuck Pointing / Caulking / Curtainwall work

Thomas

- LED Lighting Replacements in Classrooms and New Ceilings
- Replace Air Handling Units AHU-1 through AHU-7 (exceeding service life)
- Replace Boilers B-1/2 (exceeding service life)
- Replace Corridor Flooring (2nd floor then 1st floor)
- Replace Commons Lighting with LED and Re-fresh Painting

Westgate

- Window Glazing Replacement (Loss of Insulating Gas)
- Air Handling Units AHU-MAIN OFFICE
- Existing Building Chiller Replacement (due to age/repairs)
- Existing Classroom Flooring Replacement
- New Sound System for Commons (due to age/functionality)

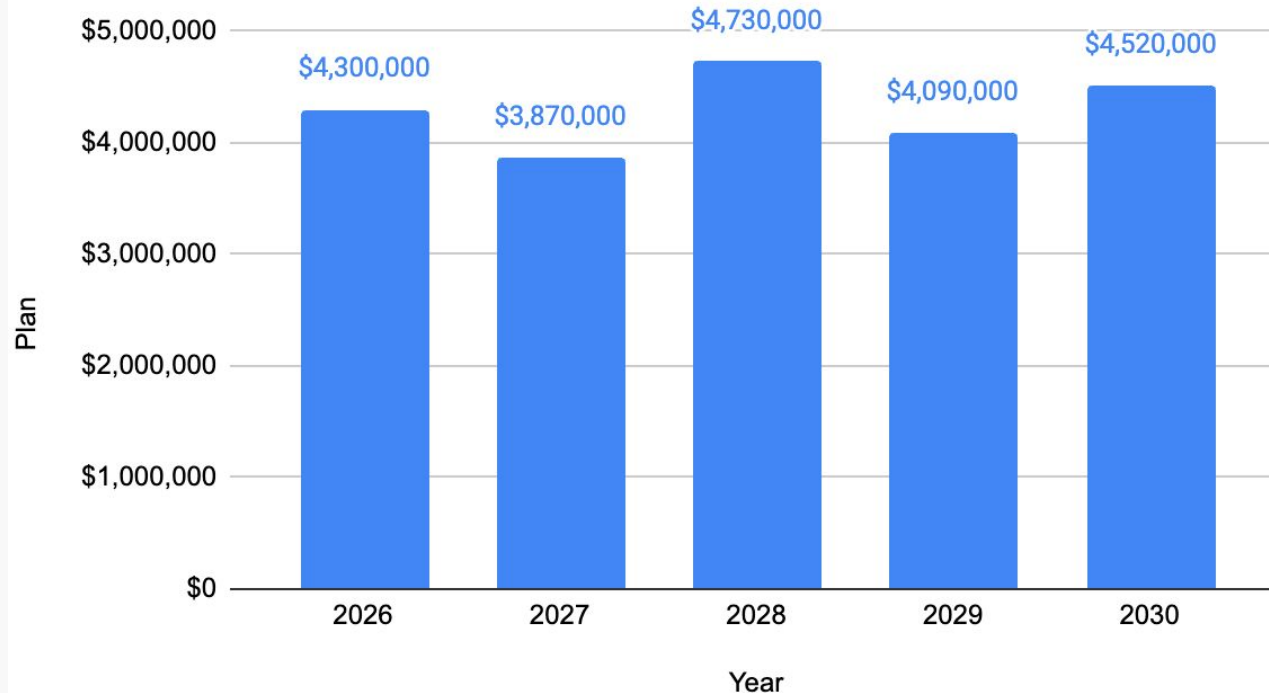
Windsor

- Upgrade Lighting to LED and Install New ACT Ceilings
- Masonry Restoration and Tuckpointing



Facilities Financial Needs

5 Year Projected Capital Improvements





QUESTIONS

STEWARDSHIP OF RESOURCES GOAL

A large, light gray circular graphic containing a stylized house icon. The house is composed of several nested, semi-transparent shapes in shades of gray and light blue. At the base of the house, the number '25' is displayed in a white, bold, sans-serif font.

THANK YOU!