



MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

STRATEGIC PLAN

2026 - 2030



MESSAGE FROM THE SUPERINTENDENT



Dear District 207 Community,

It is with a profound sense of gratitude and pride that I introduce the District 207 Strategic Plan—a roadmap designed for our schools, by our community.

District 207 is an amazing place to learn, work, and live. Since the beginning of this process, I have been struck by the passion and dedication that defines our district. I am deeply thankful and incredibly proud to be a part of a community that sets such high expectations for its schools and shows such unwavering care for its students.

Our plan is centered on a Portrait of a Graduate that ensures every student leaves our halls ready for the world. To get there, we are committing to four key goals:

LEARNING: Engaging every student in rigorous, relevant instruction that moves beyond “coverage” to true ownership of their learning.

ACCESS: Ensuring that a student’s race, socio-economic status, or learning needs never predict their success. We are building systems to close gaps and ensure opportunity isn’t left to chance.

CONNECTIONS: Strengthening the relationships that make students feel known and valued. We want every graduate to have a personalized post-secondary plan and at least one trusted adult in their corner.

COMMUNICATIONS: Prioritizing transparency and data-driven decision-making to build trust and clarity across our district community.

Underpinning all of this work are our non-negotiable commitments: centering equity,

valuing our educators, leveraging data, prioritizing transparency, and demonstrating fiscal responsibility. These aren’t just words; they are the lens through which we will measure every success.

This document is the result of a truly collaborative effort. To the members of our Strategic Planning Committee and the parents, students, staff, and community members who participated in focus groups and responded to our surveys: thank you! Your feedback was the catalyst for every goal outlined here. By sharing your honest experiences—highlighting both our strengths and the areas where we must grow—you helped us identify our North Star. This collaborative process is what transforms this from a static document into a living plan that will guide our daily work and long-term investments.

While we celebrate the tradition of excellence in District 207, we recognize that excellence requires continuous improvement. This plan is our promise to you that we will remain focused, coherent, and accountable to the students we serve.

Thank you for your partnership, your voice, and your ongoing commitment to our students’ futures. Together, we will learn, grow, and thrive.

Sincerely,

Dr. Tatiana Bonuma



MESSAGE FROM THE BOARD:
A Collective Vision for District 207

Dear District 207 Community,

The voices, thoughts, insights, and aspirations of our students, families, educators, and community members are reflected throughout this strategic plan. Its foundation was shaped by the same groups this plan will impact the most: District 207’s stakeholders.

This strategic plan embodies a shared vision for the years ahead. It is the result of a collaborative and inclusive process, which actively engaged thousands of stakeholders and integrated their perspectives at every stage. Through conversations with students, families, community partners, business leaders, and staff, we heard consistent themes that are reflected in this plan. We are appreciative of the planning team of 50 stakeholders who came together over the course of four meetings to help shape this plan based on feedback from thousands of stakeholders.

With the launch of our new strategic plan, centered on **Learning, Access, Connections, and Communications**, we look forward to improving and inspiring through an unwavering commitment to center equity, value educators, leverage data, prioritize transparency, and demonstrate fiscal responsibility.

Thoughtful, forward-looking planning is essential to preparing our students for success in a constantly changing world. Our vision and Portrait of a Graduate are specifically designed to support students for life after high school, whether that is college/university, workforce, apprenticeships, trades, or military. We are dedicated to ensuring every student is supported in their individual goals for success after high school graduation and ensuring

they can learn, grow, and thrive while in any of our District 207 schools and beyond.

A clear, guiding framework now directs our daily work. It ensures responsible stewardship of district resources, cultivates a strong culture of belonging, and centers comprehensive strategies to prepare students for the future. As we implement this plan, we will continuously measure our progress and remain adaptive to the ever-changing needs of both our students and the greater community.

The successful realization of this strategic plan rests on our partnership. Your continued engagement, attention to its progress, and ongoing collaboration are vital to shaping the future of education here in District 207. Together, we will continue to build a school district that reflects the needs of its students and supports them in their achievement journey.

Thank you for your sustained support and critical investment in the success of every one of our students.

Sincerely,

District 207 Board of Education Members





DISTRICT 207 STRIVES TO BE AN INCLUSIVE EDUCATIONAL ENVIRONMENT FOR EACH INDIVIDUAL STUDENT

The teachers, staff, administrators, parents, and community that make up Maine Township High School District 207 (District 207) are focused on helping students learn, grow, and thrive. The district - comprised of Maine East, Maine South, Maine West, and Frost Academy - works hard to ensure all students are able to reach their individual goals based upon their skills, abilities, hopes, and dreams. District 207 is one of the largest high school districts in the state with a school enrollment of approximately 6,200 students in grades 9-12. The district represents all or part of nine communities, including Des Plaines, Glenview, Harwood Heights, Morton Grove, Niles, Norridge, Norwood Park Township, Park Ridge, and Rosemont. The district boundaries cover approximately 32 square miles.

6,200 STUDENTS

District 207 schools offer more than 340 courses spread over 18 academic areas. Each course is developed with preparation for both college and career in mind. District 207 offers 33 Advanced Placement courses in conjunction with the College Board and 36 dual credit/dual enrollment courses are offered through Oakton College, Eastern Illinois University, Triton College, Harper College, and the Illinois Institute of Technology, all granting college credit upon successful completion. We have more than 2,000 students enrolled in dual credit classes and nearly 3,000 students taking AP courses. The district supports approximately 700 students with Individualized Education Programs (IEPs) and approximately 1,000 multilingual students. In addition, the district provides a robust professional development program to support teachers as they sharpen their skills to provide the highest level of instruction for students.

3,000+ STUDENTS involved in extracurriculars

3,000+ STUDENTS enrolled in dual credit and/or AP courses

This strategic plan is one that is under constant review as the needs of our students change. This strategic plan provides a guide for the district to improve and provide an even higher level of service to our students.



HISTORY OF SUCCESS

In addition to its reputation for being student centered, District 207 has always been an organization that cares about students and the community, even from its earliest days.

The district dates back to April of 1901, when residents voted to establish a local high school and issue bonds to construct a building. By the mid-1920s, a growing student population prompted plans for a new building. Land was purchased at Dempster and Potter Road in Park Ridge, a site chosen for its central location and accessibility for residents of both Des Plaines and Park Ridge. Residents approved the construction, however the stock market crash of 1929 threatened the planned opening of the new school until the principal convinced the Board of Education and community that the new school should be opened on time (March 1930) because the youth of the township deserved the benefit of education in the contemporary building that was nearing completion. This state-of-the-art facility was known until 1959 as Maine Township High School and is now called Maine East High School.

In December 1944 students at Maine Township High School combined forces with their teachers, school administrators, and community members to sell war bonds. The drive succeeded in raising \$551,000. As a result of their efforts, the students were invited to a dedication ceremony at the local Douglas Aircraft plant, where C54 Skymaster cargo planes were built for the war. The students named one of the planes the “Maine Flyer” and came up with the motto, “Faster and Higher, That’s Maine’s Flyer.” The nickname/

mascot “Flyers” for Frost Academy was selected to honor the contributions made by the students and community.

In 1957, facing an enrollment that was more than Maine East could handle, voters approved the purchase of two additional high school sites. The Board of

Education bought farmland at Oakton and Wolf in Des Plaines where Maine West High School now stands and additional land at Dee Road and Talcott in Park Ridge where Maine South High School was built.

Maine West High School opened at the Des Plaines site on Sept. 8, 1959 and five years later, on Sept. 8, 1964, Maine South opened at the Park Ridge site.

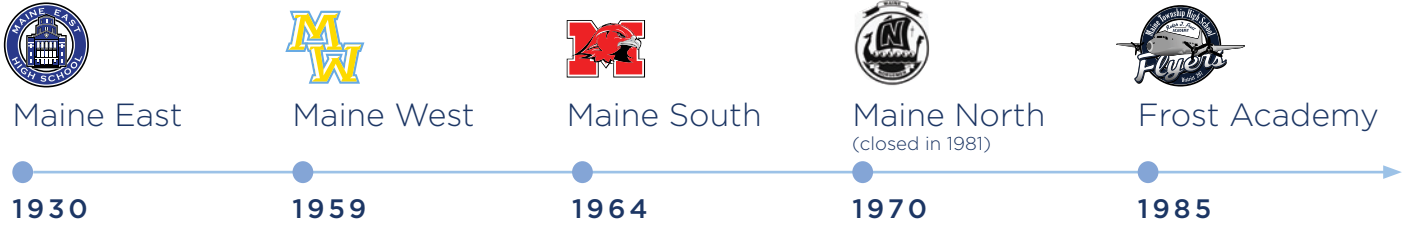
79 LANGUAGES spoken in the home of students

A+1 Moody’s Bond Rating

340
COURSES
within 18
academic areas

The district opened Maine North in November 1970, however the demographic projections that prompted the construction of the school did not come to fruition and it was closed 11 years later after the 1980-81 school year.

In 1985, Frost Academy opened. It was formerly known as the Alternative Resource Center. It has moved several times and currently is adjacent to the administration building. The goal of Frost Academy is to provide a structured therapeutic educational environment to improve student's academic, vocational, and social/emotional learning.



TEACHER AND STAFF IMPACT ON STUDENTS

The district is defined by the service it provides to students. When asked recently about their teachers and staff members, this is what District 207 students had to say:

“My teacher truly cares about my success and I know I can approach her with any issue and she will help me navigate it successfully.”

“My teacher has shown me not to give up on myself and always helps me figure everything out when I’m stressed. He has been amazing towards students by showing them that he genuinely cares about them and wants them to succeed.”

“Something so simple as a smile on a teacher or custodian’s face when they see me enter their classroom or scan my ID is enough to brighten up my mood.”

“Our teachers are always so bright, so cheerful. They bring a smile and they just feel like family.”

“My coaches were amazing and both had so much confidence in me when I was low on it. They taught me so much last season. They are people I can really trust with anything.”

“My teacher is so kind and holds her students to a high standard. I always feel safe in her classroom.”

“My teacher is one of the kindest people I believe . . . I have ever met. He always keeps class inspiring and fun. He is very skilled at making sure he is personally connected with his students, always taking time to give them advice or comfort them if need be.”

“My teachers really emphasize that the straight and narrow path isn’t for everybody... Everybody has a different education path. And I feel like that’s an amazing thing that we emphasize.”

“I think a lot of my teachers create a connection with us and really check in with us and make sure they understand how we’re doing.”

“Teachers here actually talk to you personally and if you need help, they are there for you. They have that type of connection.”

District 207 and its schools strive to provide the best educational experience possible for students. While there are still improvements that need to be made, we are proud that students feel this way about their schools.

STRATEGIC PLANNING PROCESS



PLAN DEVELOPMENT

This strategic plan was developed in close partnership with staff, families, and students to ensure that a wide range of perspectives shaped the district’s direction. The process began in fall 2025 with a capacity review to gather input from a range of stakeholders across District 207. Using the results of over 40 focus groups and interviews, 940 stakeholder survey responses across four languages, a leadership self-assessment, and a review of documents and data, the team was able to better understand current strengths, challenges, and priorities.

Building on this foundation, a Strategic Planning Committee—composed of students, classroom educators, district staff, parents/guardians, school leaders, and community representatives—met over the course of several months to identify and recommend the district’s vision and Portrait of a Graduate, as well as a focused set of goals for the coming years.

With these goals in hand, district leaders were designated as “goal leads” and tasked with convening planning teams to develop metrics and priority strategies for achieving them. These teams incorporated feedback and ideas from multiple stakeholder groups to ensure that the resulting strategies reflected the community’s shared vision for the future.

PROGRESS MONITORING

Once we have completed the internal execution details of the plan, the critical work of implementation begins. We are committed to regular conversations about progress that will allow us to take stock of progress, assess the barriers we are facing, problem solve, and identify adjustments to make moving forward. These “stocktakes” happen on a rotating basis between the leads of each goal area and the Superintendent. We will also provide regular updates to the board and public about implementation, and improvements we are making to the plan over time.



Our Vision

District 207 is an inclusive community that supports all students to learn, grow, and thrive.



Portrait of a District 207 Graduate

LEARN

A District 207 graduate is...

- PERSISTENT**
Maintains focus, works through challenges, and pushes forward when learning becomes difficult.
- CURIOUS**
Seeks out new ideas, asks questions, and explores to deepen understanding.
- ANALYTICAL**
Thinks critically, examines information carefully, and makes evidence-based conclusions.

GROW

A District 207 graduate is...

- MOTIVATED**
Sets goals, takes initiative, and pursues progress with purpose and effort.
- ADAPTABLE**
Responds to opportunities and challenges with flexibility and open-mindedness.
- CREATIVE**
Explores possibilities, generates unique ideas, and experiments with new approaches.

THRIVE

A District 207 graduate is...

- EMPATHETIC**
Values diverse perspectives and seeks to understand the experiences and feelings of others.
- RESPONSIBLE**
Acts with integrity, makes positive choices, and contributes to the community.
- COLLABORATIVE**
Works effectively with others by listening, communicating clearly, and contributing to shared goals.

STRATEGIC PLAN GOALS



GOAL 1: LEARNING

Engage all students in enriching, rigorous, and relevant LEARNING

- A. Collaborate with educators to establish clear, shared definitions and expectations for rigorous, relevant, and consistent instruction through district-wide curriculum and instructional frameworks in alignment to the Portrait of a Graduate goals.
- B. Provide teachers with professional learning to support and align resources to deliver high-quality core curriculum and instruction that is accessible and challenging for all students.
- C. Provide staff with data to guide instruction, inform curriculum, monitor equity, and support continuous improvement.



GOAL 2: ACCESS

Ensure ACCESS and opportunity for all students

- A. Build consistent district-wide early intervention systems to identify student needs using shared criteria across schools and provide timely, targeted support along with core instruction.
- B. Strengthen programming to provide coherent and sustainable high-quality services that expand access to rigorous learning, reduce unnecessarily restrictive placements, and stretch student learning.
- C. Partner with students and families so they understand available programs, course options, supports, and how student progress is monitored and adjusted over time.



GOAL 3: CONNECTIONS

Build CONNECTIONS so every student feels known, valued, and prepared for post-graduation success

- A. Design consistent, relationship-based systems that promote strong adult and student relationships that affirm student identity and promote inclusive school cultures.
- B. Strengthen comprehensive advising systems that provide culturally responsive guidance, personalized support, future planning, and meaningful connections throughout each student's educational journey.
- C. Increase district-wide attendance to provide students with a deeper sense of belonging, higher academic achievement, social connection, and long-term success.



GOAL 4: COMMUNICATIONS

Provide clear COMMUNICATIONS and ongoing engagement with district stakeholders

- A. Establish clear expectations for roles, responsibilities, policies, and practices across the district.
- B. Build more proactive and transparent systems for communication and engagement to strengthen stakeholder trust.
- C. Strengthen data access, quality, and transparency to support shared understanding for all stakeholders and inform decision-making.

EMBEDDED COMMITMENTS



Center EQUITY



Value EDUCATORS



Leverage DATA



Prioritize TRANSPARENCY



Demonstrate FISCAL RESPONSIBILITY

LEARNING

Engage all students in enriching, rigorous, and relevant LEARNING



- Equity
- Educators
- Data
- Transparency
- Fiscal Responsibility



WHY ARE WE PRIORITIZING THIS?

Expectations for rigorous, relevant learning are inconsistent across the district. Staff have experienced frequent shifts in direction and initiative overload. By prioritizing focus and coherence, we can define what high-quality, rigorous learning looks like and support staff to deliver consistent, high-impact curriculum and instruction across classrooms, courses, and schools. The focus of schools must be on teaching students how to learn, enabling them to grow and thrive in society and the workplace.

SUCCESS METRICS

- Increase overall performance on reading and math benchmark assessments (Star and ACT suite of assessments).
- Increase the percentage of students reporting favorably on climate surveys (e.g., Panorama) that their learning is rigorous, relevant, and engaging.
- Increase the percentage of classrooms using identified high-impact universal (Tier 1) instructional practices.

PRIORITY STRATEGIES AND YEAR 1 ACTIVITIES

1A. Collaborate with educators to establish clear, shared definitions and expectations for rigorous, relevant, and consistent instruction through district-wide curriculum and instructional frameworks in alignment to the Portrait of a Graduate goals.

- Continue the curriculum review cycle in partnership with teaching staff, with an emphasis on defining rigorous and relevant skill development and content goals.
- Begin review and revision of the District Instructional Framework for teaching and learning in partnership with teaching staff.
- Establish an articulated baseline of the current implementation of identified universal (Tier 1) high-impact instructional practices.

PRIORITY STRATEGIES AND YEAR 1 ACTIVITIES (CONT.)

1B. Provide teachers with professional learning to support and align resources to deliver high-quality core curriculum and instruction that is accessible and challenging for all students.

- Clarify expectations for universal (Tier 1) classroom instructional practices.
- Align professional learning, coaching, and planning tools directly to universal (Tier 1) high-impact instructional practices.

1C. Provide staff with data to guide instruction, inform curriculum, monitor equity, and support continuous improvement.

- In partnership with teaching staff, identify data metrics to identify how practices and programs impact student learning.
- Establish data routines focused on continuous improvement, including student feedback and classroom walk-through information.
- Ensure that data is readily available and easily accessible to all relevant teams.



ACCESS

Ensure
ACCESS and
opportunity for
all students



-  Equity
-  Educators
-  Data
-  Transparency
-  Fiscal Responsibility



WHY ARE WE PRIORITIZING THIS?

Student data indicates that home language, Individualized Education Program (IEP) status, race, and socio-economic status are strong predictors of academic outcomes and achievement gaps within our district. While strengthening core instruction for all students is essential (Goal 1), stakeholders emphasized the need to also provide clear, consistent, and equitable systems for targeted support and learning extension to ensure all student groups succeed. By building a coherent, district-wide framework for identifying student needs, providing interventions, and monitoring impact, we can ensure that access to support does not depend on school, program, or individual adults.

SUCCESS METRICS

- Increase overall performance on reading and math benchmark assessments (Star) by accelerating academic growth for student subgroups including multilingual learners, students with Individualized Education Programs (IEPs), students from low-income households, and students from underrepresented racial groups.
- Increase the percentage of students achieving the benchmark on the DLM Alternative Assessment or the ACT suite in our student subgroups including multilingual learners, students with Individualized Education Programs (IEPs), students from low-income households, and students from underrepresented racial groups.
- Increase enrollment across student groups in courses that advance students to their next level of rigor.

PRIORITY STRATEGIES AND YEAR 1 ACTIVITIES

2A. Build consistent district-wide early intervention systems to identify student needs using shared criteria across schools and provide timely, targeted support along with core instruction.

- Design and implement a district-wide intervention system in collaboration with staff that provides targeted (Tier 2) and intensive (Tier 3) interventions.
    
- Define identification, referral pathways, and access to targeted (Tier 2) and intensive (Tier 3) interventions.
   
- Provide information and clear guidance on effective targeted and intensive interventions (tiered systems of support) to staff and families.
   



PRIORITY STRATEGIES AND YEAR 1 ACTIVITIES (CONT.)

2B. Strengthen programming to provide coherent and sustainable high-quality services that expand access to rigorous learning, reduce unnecessarily restrictive placements, and stretch student learning.

- In partnership with staff, develop high-quality, accessible curriculum that supports multilingual learners and students with Individualized Education Programs (IEPs) through strengthened instructional practices and support models within our specialized programs.
    
- Strengthen and expand inclusive general education supports for students through the development of structured systems, increased collaborative service delivery models, and clear processes for advancing students to their next level of rigor.
    
- Develop and implement a sustainable professional learning model to build internal capacity and support effective teaching of diverse learners including multilingual learners, students with Individualized Education Programs (IEPs), and other subgroup populations.
   
- Conduct a review of the current range of academic and learning supports available to students.
  

2C. Partner with students and families so they understand available programs, course options, supports, and how student progress is monitored and adjusted over time.

- Strengthen communication that defines programs, services, and continuum of services available to students, including targeted support and extension opportunities.
   
- Increase regular communication about the progress for students receiving interventions and specialized support.
   

CONNECTIONS WHY ARE WE PRIORITIZING THIS?

Build CONNECTIONS so every student feels known, valued, and prepared for post-graduation success



- Equity
- Educators
- Data
- Transparency
- Fiscal Responsibility

Students and families report inconsistent experiences with relationships, support, and advising. Research and student voice consistently show that strong, sustained connections with caring adults, combined with meaningful advising, are essential to belonging, consistent attendance, and future readiness. By strengthening intentional connections with students, the district will more effectively understand and support each student’s goals and aspirations.

SUCCESS METRICS

- Increase the percentage of students responding favorably that they feel a sense of belonging on social-emotional learning (SEL) and climate surveys (Panorama).
- Increase the percentage of current students, families, and alumni responding favorably on the quality of post-secondary advising/support.
- Ensure every District 207 graduate will possess a personalized post-secondary plan for success aligned to their interests, strengths, aspirations, and goals (education, training, military, aligned employment, and/or independent living).
- Increase the percentage of students who meet or exceed the 95% expectation for attendance.

PRIORITY STRATEGIES AND YEAR 1 ACTIVITIES

3A. Design consistent, relationship-based systems that promote strong adult and student relationships that affirm student identity and promote inclusive school cultures.

- Increase the use of social-emotional learning (SEL), climate survey data, and student voice to inform practices.
- Design an intentional system to build, monitor, and sustain student connections and involvement in extracurricular activities.
- Identify universal classroom practices and strategies that strengthen relationships and support social-emotional learning and cultural awareness.



PRIORITY STRATEGIES AND YEAR 1 ACTIVITIES (CONT.)

3B. Strengthen comprehensive advising systems that provide culturally responsive guidance, personalized support, future planning, and meaningful connections throughout each student’s educational journey.

- Implement a needs assessment to support future planning of a comprehensive, multi-tiered advising model using American School Counseling Association’s (ASCA) mindsets/behaviors and career standards.
- Design an all-in advising system with clear roles and commitments that supports students in exploring courses and pathways.
- Establish a planning committee to design District 207’s student personalized post-secondary plan aligned to the Portrait of a Graduate.

3C. Increase district-wide attendance to provide students with a deeper sense of belonging, higher academic achievement, social connection, and long-term success.

- Continue to build and enhance implementation of a comprehensive attendance system to support all students meeting the 95% attendance expectation within the district.
- Design a strategic ongoing communication plan regarding the district’s attendance systems and data to parents, students, and staff.



COMMUNICATIONS WHY ARE WE PRIORITIZING THIS?

Proactively provide clear COMMUNICATIONS and ongoing engagement with the community



- Equity
- Educators
- Data
- Transparency
- Fiscal Responsibility



Stakeholders report limited opportunities for meaningful engagement and varying interpretations of policies and expectations. Staff have experienced uneven access to data, which causes challenges as it relates to accountability, priorities, roles, and decision-making. Consistent and clear communication, paired with reliable, accessible, and well-understood data, builds a shared understanding of our district goals and priorities. It also supports equitable, informed decision-making across schools. This goal provides educators and stakeholders with clarity, transparency, and access to the information they need.

SUCCESS METRICS

- Increase the percentage of staff reporting clarity and consistency in district expectations, policies, and roles.
- Increase the percentage of stakeholders reporting improved communication quality; confidence in the district and schools; transparency of data; improvement in sharing key information with students, families, staff, and the community.
- Increase the percentage of staff reporting higher levels of streamlined access to data, reliability of available data, and understanding of data in order to inform school and district decisions.

PRIORITY STRATEGIES AND YEAR 1 ACTIVITIES

- 4A. Establish clear expectations for roles, responsibilities, policies, and practices across the district.
- Standardize and calibrate key district-wide procedures and policies, and provide guidance and tools to help staff implement the protocols consistently.
 - Define clear roles, responsibilities, expectations, and decision-making processes that clarify “who does what” and “where to go for decisions” at the school and district level.
 - Create communication structures to ensure staff and families are aware when policies and guidance change, as well as the impact, the why, and the details of those changes.
 - Explore innovative ways to implement stakeholder preferences in new communication and engagement practices.

PRIORITY STRATEGIES AND YEAR 1 ACTIVITIES (CONT.)

- 4B. Build more proactive and transparent systems for communication and engagement to strengthen stakeholder trust.
- Collect and use information about stakeholder communication preferences to improve how the district shares information and measures progress toward its transparency goals.
 - Establish clear expectations for how the district and school leaders communicate with all stakeholders, which should include norms for routine updates, urgent messages, and emergencies.
 - Create regular, reliable structures for students, families, and staff to share feedback with district and school leaders, which might include surveys, focus groups, and other approaches.
- 4C. Strengthen data access, quality, and transparency to support shared understanding for all stakeholders and inform decision-making.
- Develop clear plans for revising and/or creating priority dashboards for district and building leaders to enact plans and measure outcomes, including routines for use.
 - Begin to train and support pertinent staff on the use of dashboards and other data tools aligned to key priorities (instruction, student supports, operations).
 - Collaboratively establish expectations of data use throughout district offices and teams to drive improvement and monitor progress.



THANK YOU

We are deeply grateful to the members of the Strategic Planning Committee, district and school leaders, Board of Education members, and the many students, families, staff, and community partners who shaped this plan. Your candid feedback, thoughtful collaboration, and steadfast commitment to our students made this work stronger and more grounded in what matters most. Together, you helped set a clear vision, define a Portrait of a Graduate, and establish a focused, multi-year plan centered on the success and well-being of every student. Thanks to your partnership, this plan reflects both our shared aspirations and our collective responsibility.

As we move from planning to implementation, we look forward to continued engagement and shared accountability. Together, we will ensure our district remains an inclusive community where every student is supported to learn, grow, and thrive—now and into the future they choose.



STRATEGIC PLANNING COMMITTEE

STUDENTS

- Riyad Abukhalaf** Maine South
- Zahra Beig** Maine East
- Emma Fuentes** Maine South
- Ayesha Hakeem** Maine East
- Kamila Pasnicki** Maine West
- Preston Pinedo** Maine West

CLASSROOM EDUCATORS & STAFF

- Pam Alper** Special Education Teacher (Transition Program)
- Mike Biondo** Social Science Teacher (Maine South)
- Ashley Calby** World Language Teacher (Maine South)
- Colleen Hatch** 207EA Leader and English Teacher (District based at Maine South)
- Amira Hattab** English Teacher (Maine West)
- Julia Heyden** 207EA President and Math Teacher (District based at Maine South)
- Robert Payne** CTE Teacher (Maine East)
- Daniel Walzer** World Language Teacher (Maine West)
- Floyd Yager** Math Teacher Assistant (Maine East)
- Paul Zafiroopoulos** Science Teacher (Maine East)

PARENTS/GUARDIANS

- Stefanie Bauer** Maine South
- Trisha Brown** Maine South
- Meg Compton** Maine South
- DeAnna Kelly-Liddell** Maine East
- Eric Martell** Maine West
- Devon Newbury** Maine West
- Sarkis Yocoub** Maine East

COMMUNITY MEMBERS & OTHER

- Nicole Coomer** Center of Concern Executive Director/ Business Partner
- Amanda Griffin** Community Member
- Annette Miller** Community Member
- Jackie Neesan** Community Member
- Joianne Smith** Oakton College President
- Allie Wyler** President Advocate Lutheran General Hospital

BUILDING LEADERSHIP

- Rachel Abel** Associate Principal for Teaching and Learning (Maine West)
- Antwan Babakhani** Principal (Maine South)
- Julianna Cucci** English Department Chair (Maine South)
- Claire Empfield** Special Education Department Chair (Maine East)
- Kendall Griffin** Athletic Director (Maine East)
- Eileen McMahon** Principal (Maine West)
- Lauren Olson** Assistant Principal for Student Services (Maine South)
- Melissa Pikul** Principal (Maine East)
- Cristina Ramirez** Associate Principal for Student and Family Services (Maine West)
- Kristina Wiemer** School Psychologist (Frost Academy)

DISTRICT LEADERSHIP

- Tatiana Bonuma** Superintendent
- Brett Clark** Director of Communications
- George Dagres** Assistant Superintendent for Human Resources
- Katie DiSanza** Assistant Superintendent for Student Services
- Mary Kalou** Assistant Superintendent for Business
- Shawn Messmer** Assistant Superintendent for Curriculum and Innovation
- Kim Thevenin** Communications Specialist

BOARD OF EDUCATION

- Maureen Hartwig** Board of Education Member
- Sheila Yousuf-Abramsons** Board of Education President





DeliverEd
THE IMPLEMENTATION EXPERTS

Developed in partnership with DeliverEd (www.deliver-ed.org)