

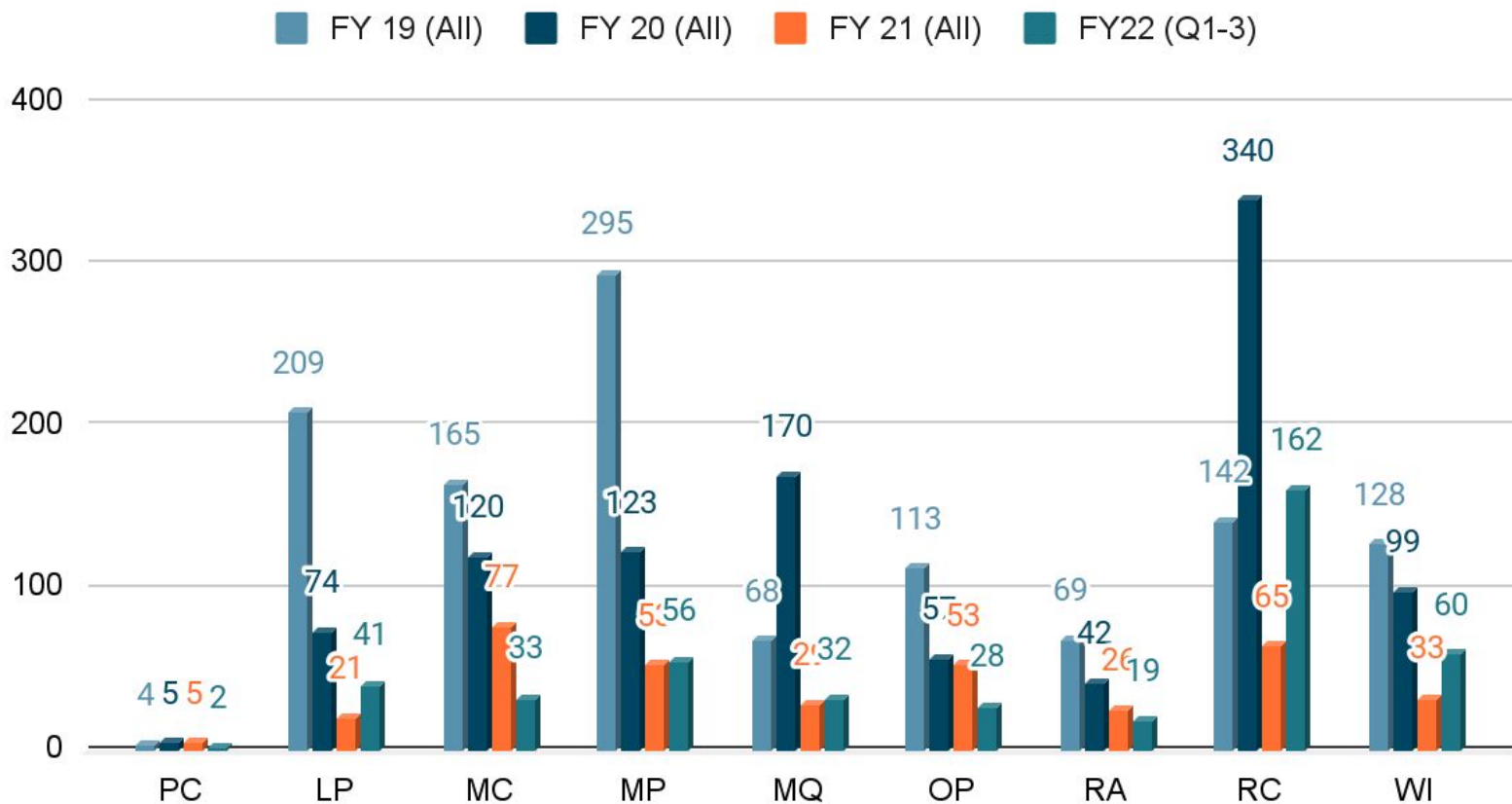
Education Committee Meeting

April 2022

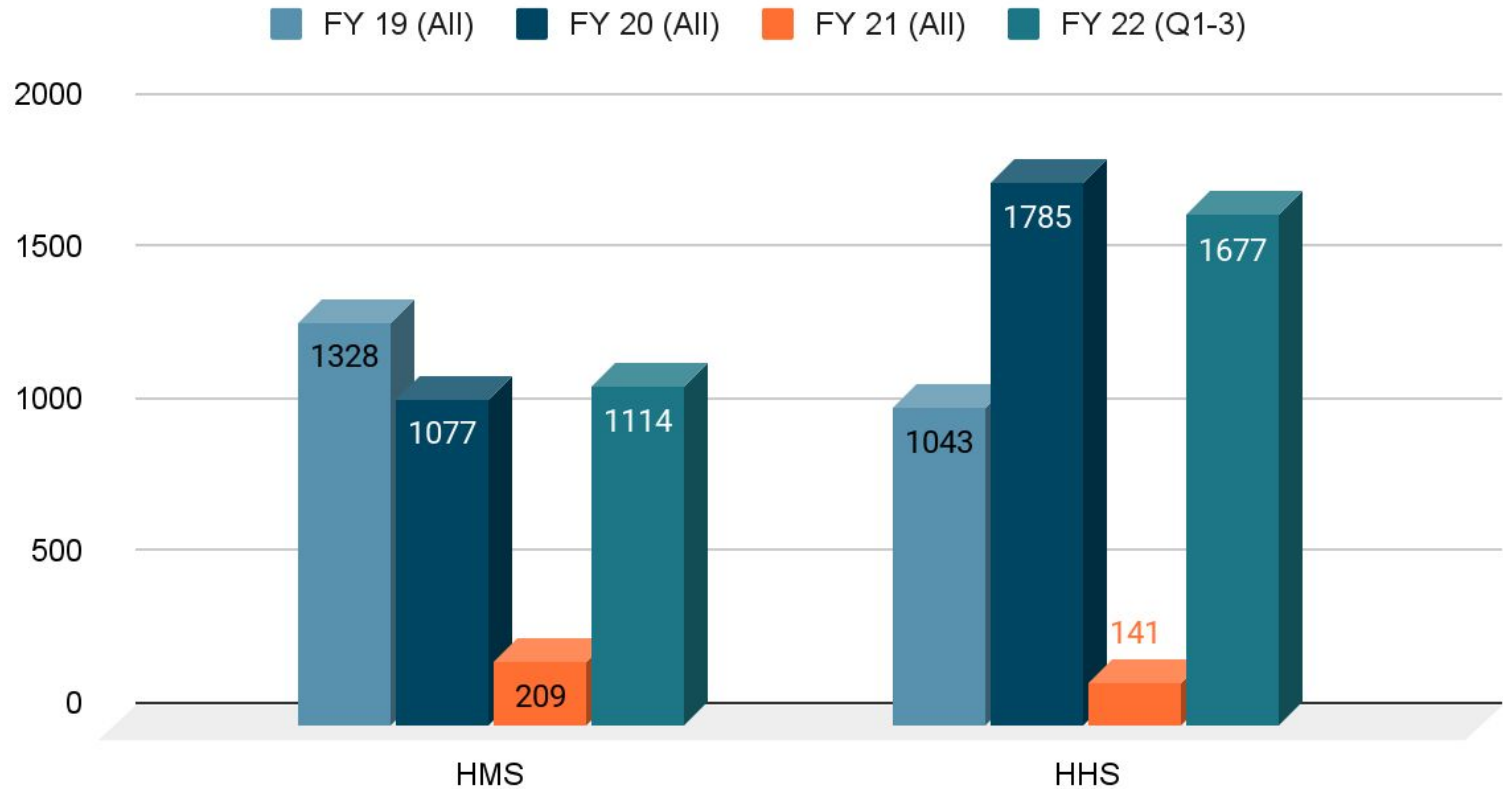
Quarter 3 Data -
(Dec. 18 - March 10)



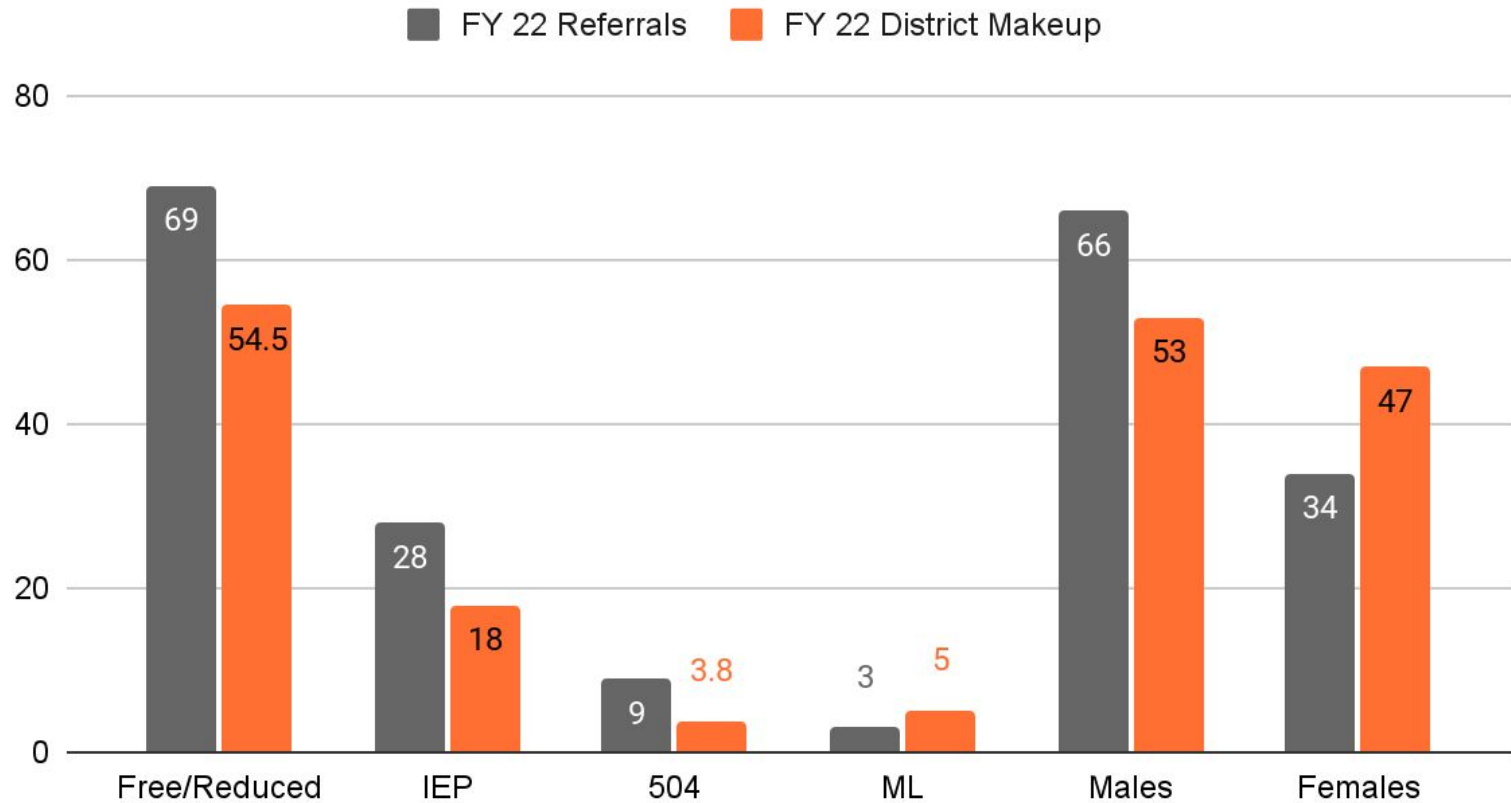
Referrals



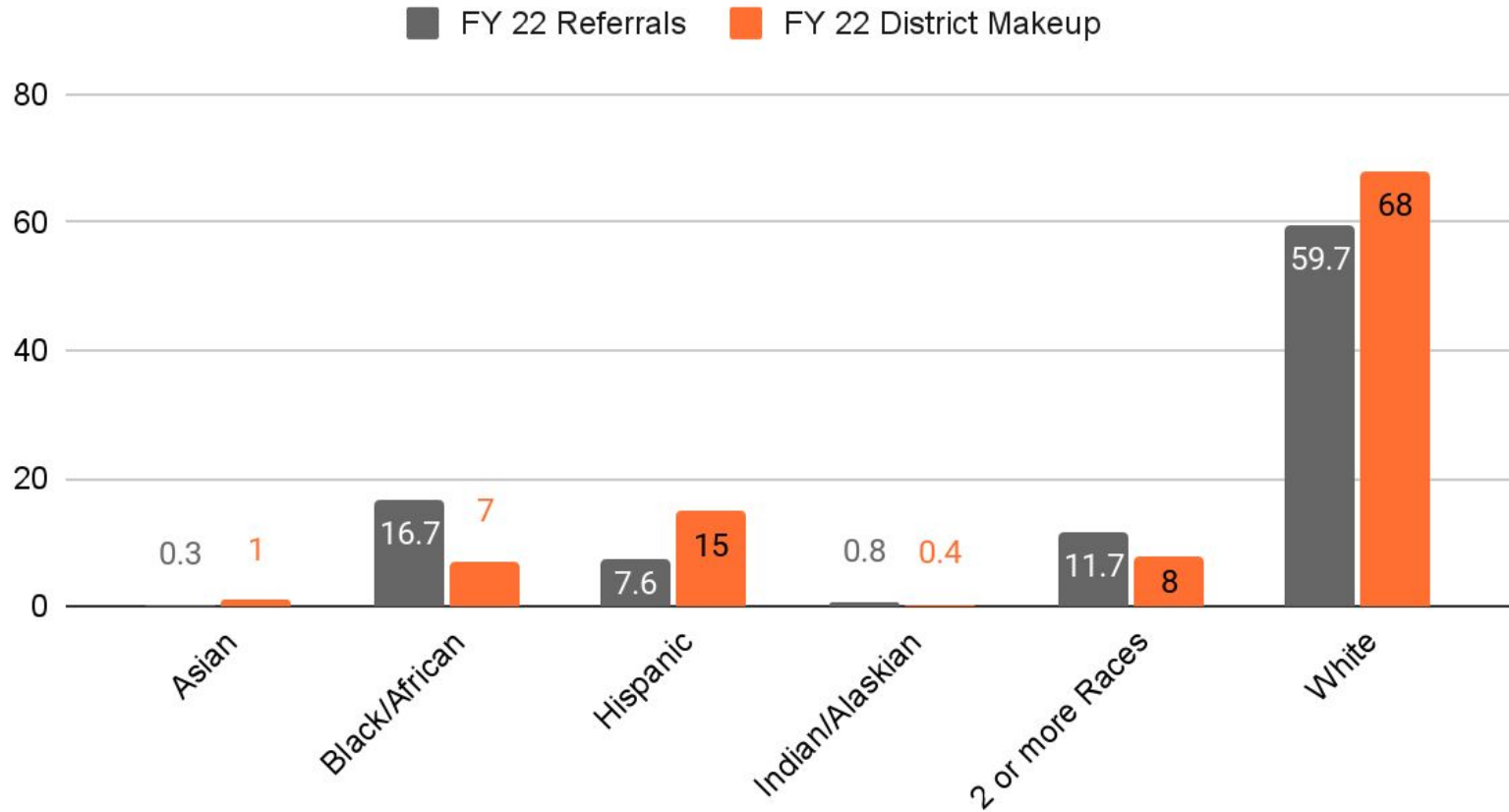
Referrals



Referrals by Student Group



Referrals by Race



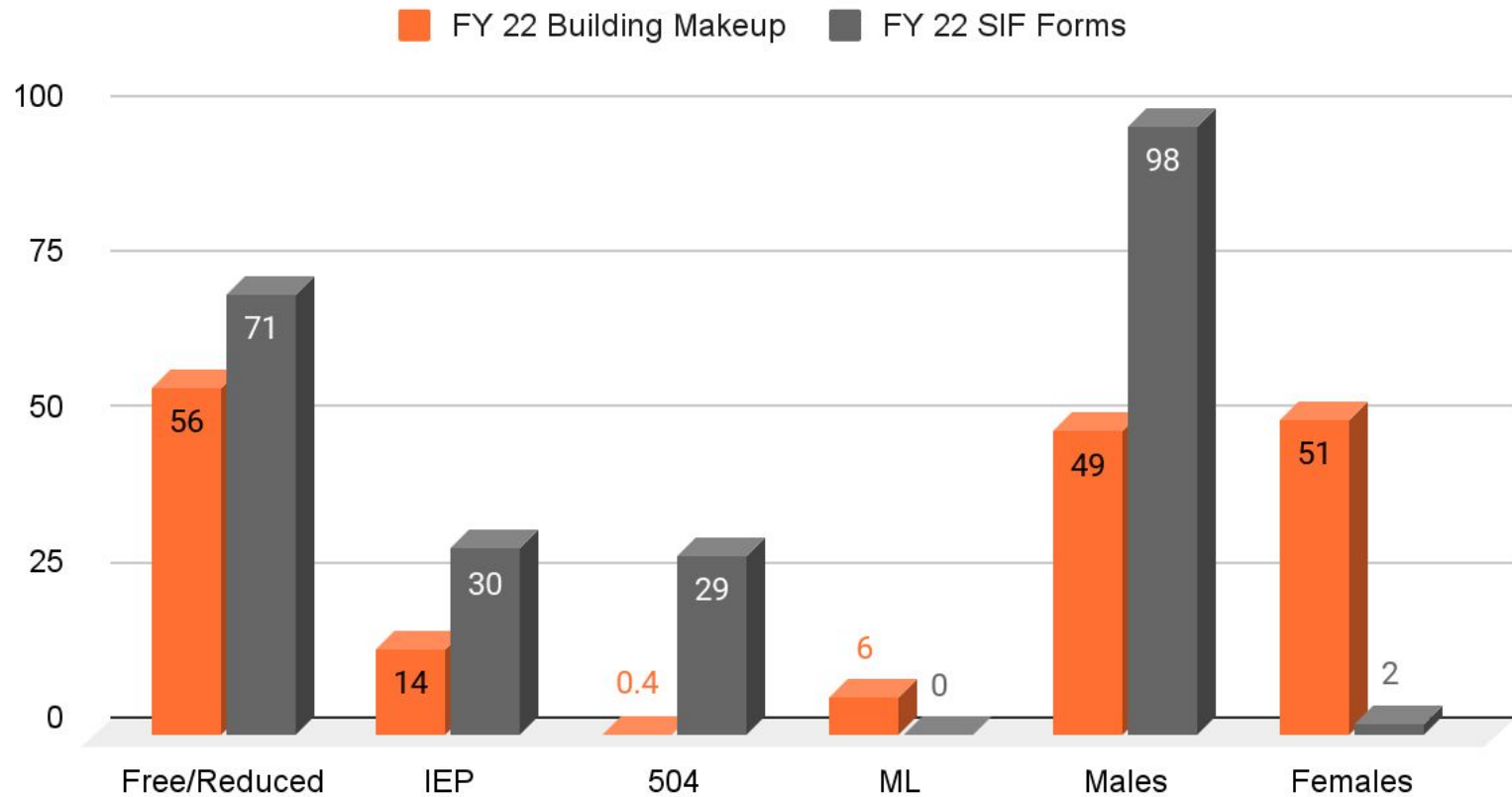
Parker Center - Quarter 3 Data

Total Number of:	
Student Intervention Forms (SIF)	217
In School Suspension (ISS)	1
Out of School Suspension (OSS)	1
Detentions	0
Referral to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0

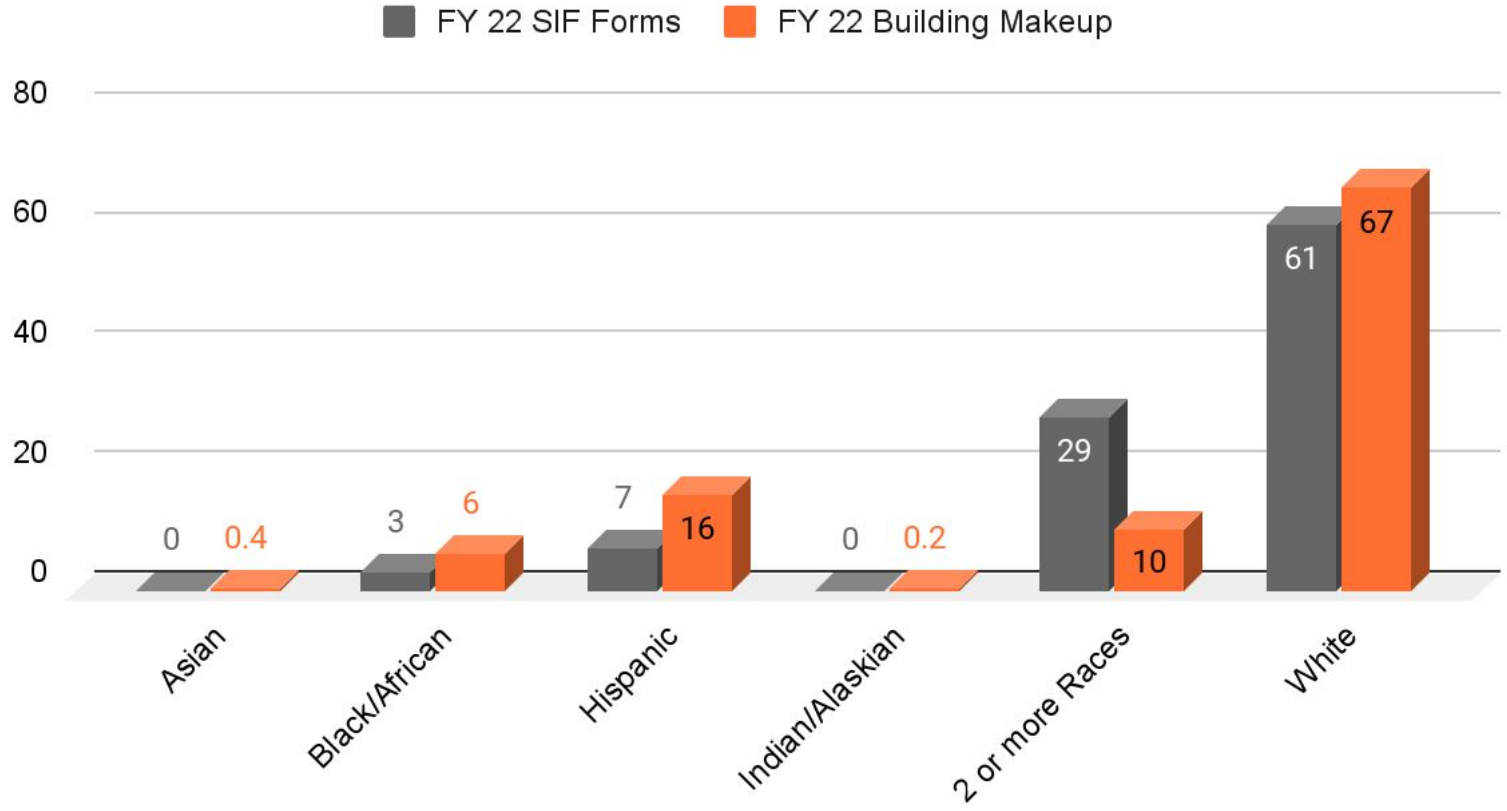
Behavior Type	Level 1	Level 2	SIF
Total #	9	2	217
# of Students Generating	9	2	35



PC - Quarter 3



PC - Quarter 3



Parker Center Updates

PBIS:

3rd Quarter Celebration:

Pupmobile incentive

of Student on CICO (3rd Quarter):

12

MTSS:

of students in ELA interventions:

98

of students in math interventions:

38

of students in Enrichment

11 ELA, 12 Math

Attendance:

3rd Quarter Attendance

Rate:

89%

*# of students working with
truancy:*

**N/A for K and PreK this
year**

TSS:

of groups being serviced:

24

*# of Student seen throughout 2nd
Quarter:*

45

Supporting Staff Professional Development:

Activities engaged in this quarter:

**Visible Learning in EC, Social
Emotional Learning, Teacher
Resilience & Self Care**

MTSS Data Analysis

We have noticed in our data...

- Classroom behavior data has decreased due to new plans put in place and student placement change
- As math units change students demonstrate different strengths
- Decrease in number of students receiving MTSS, Increase in number of students receiving enrichment

We are responding to our data in the following ways...

- Increase in bus referrals caused us to implement a bus “blue ticket” incentive drawing
- Flexible groups with TSS to service students based on need
- Ongoing problem solving meetings for students

Loves Park - Quarter 3 Data

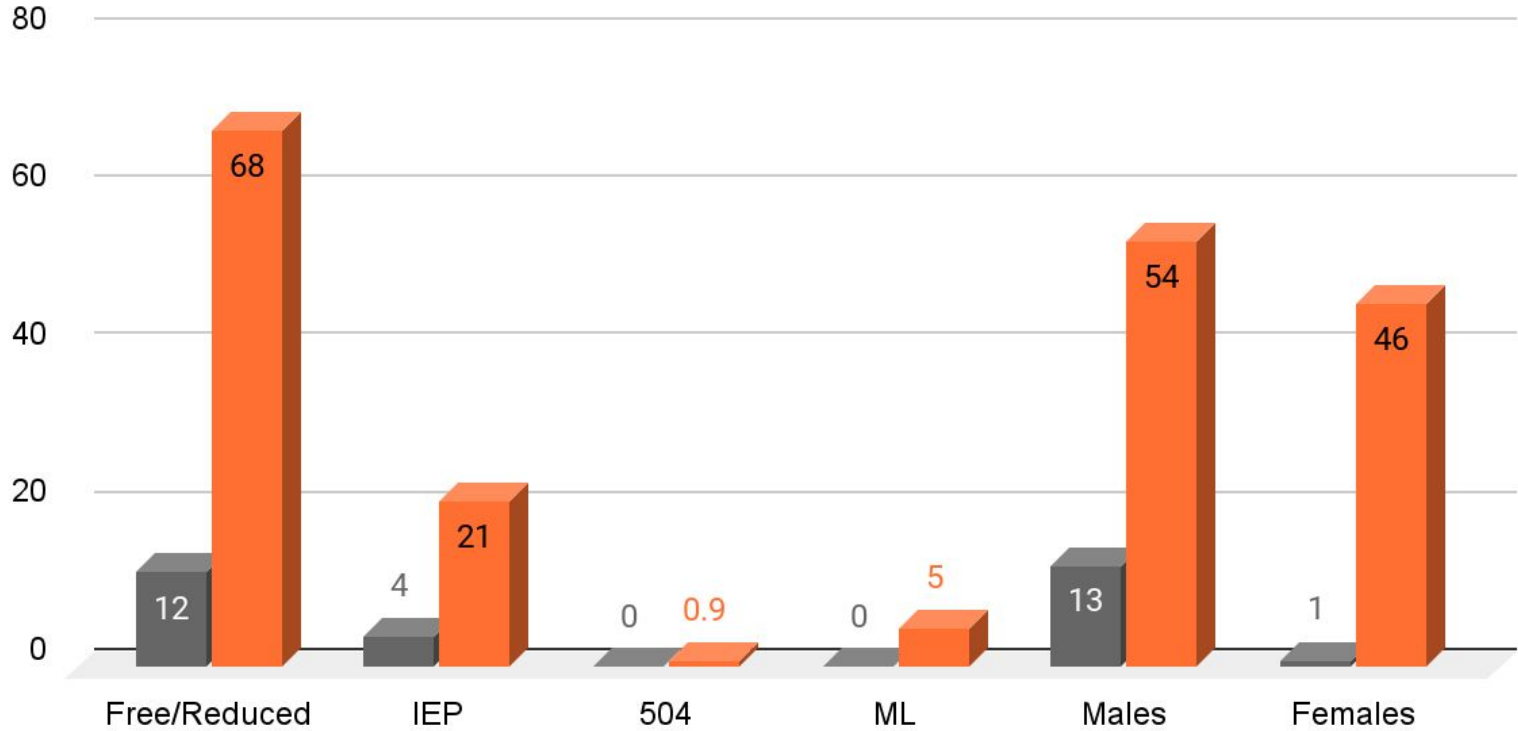
Total Number of:	
In School Suspension (ISS)	3
Out of School Suspension (OSS)	1
Detentions	6
Referral to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0

Behavior Type	Level 1	Level 2
Total #	0	18
# of Students Generating	0	15

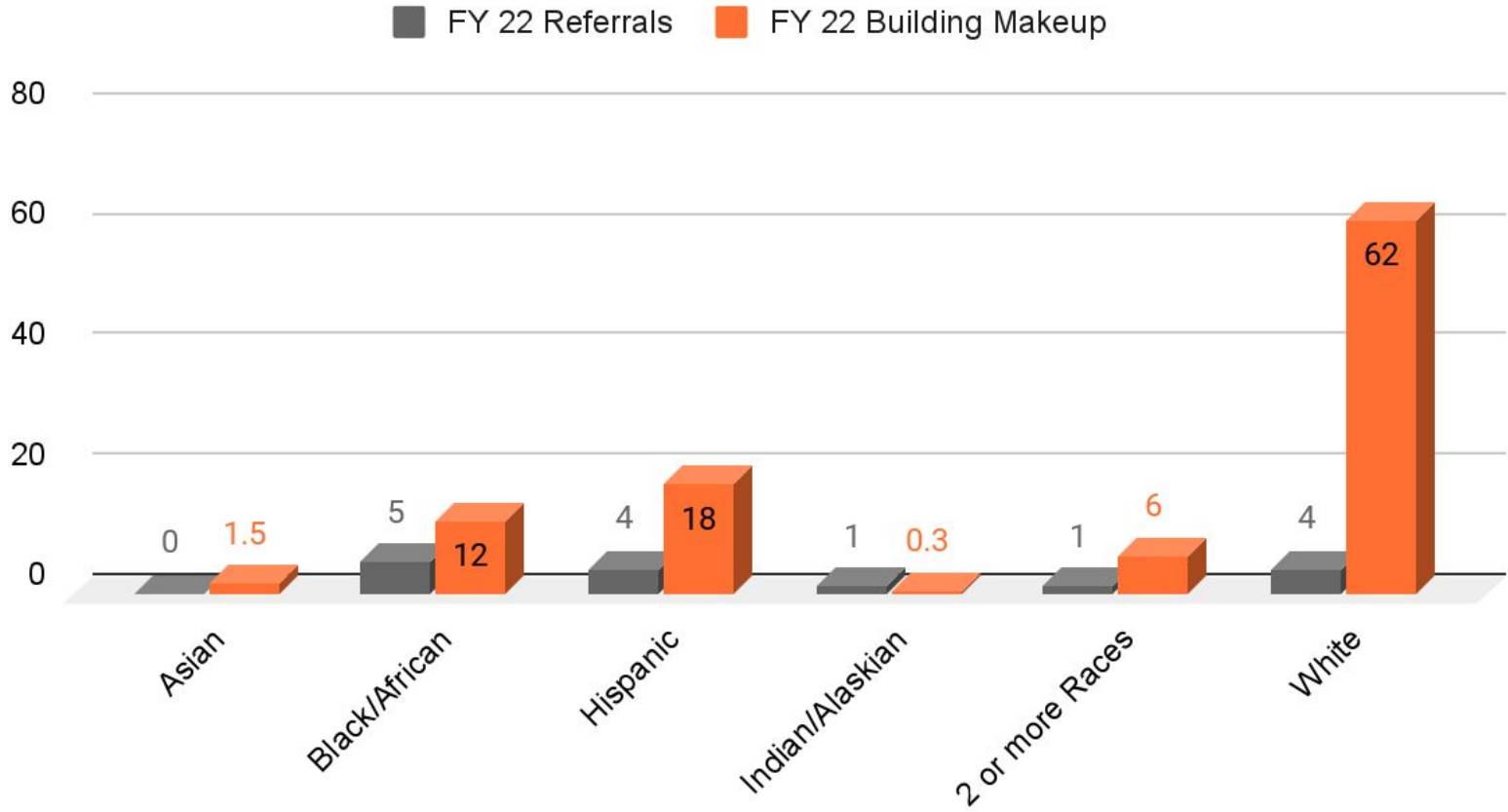


LP - Quarter 3

FY 22 Referrals FY 22 Building Makeup



LP - Quarter 3



Loves Park Updates

PBIS:

3rd Quarter Celebration:

**Pick a craft and
School Wide Bingo
Weekly Golden Cab Card Awards to
Student Leaders**

of Student on CICO (3rd Quarter):
30

MTSS:

of students in ELA interventions:
98

of students in math interventions:
60

of students in Enrichment
36

Attendance:

*3rd Quarter Attendance
Rate:*
89

*# students working with
truancy:*
20

TSS:

of groups being serviced:
11

*# of Student seen throughout 3rd
Quarter:*
71

Supporting Staff Professional Development:

***Chappuis Time,
Resource review for future
programming***

MTSS Data Analysis

We have noticed in our data...

- Four of our grade levels did not cross cohorts for instructional purposes this year. We have 158 identified Tier 2 needs for students.
- Increased IEP referrals & qualifications
- Students are being identified for needing Tier 2 or Tier 3 interventions at a faster rate than students are being dismissed due to growth.

We are responding to our data in the following ways...

- Tier 1 instruction needs to include more differentiation. We need to look at cross cohorts across each grade level for next year.
- We need to accept the past (Covid) and look at the present (accept what "is") and plan for the future.

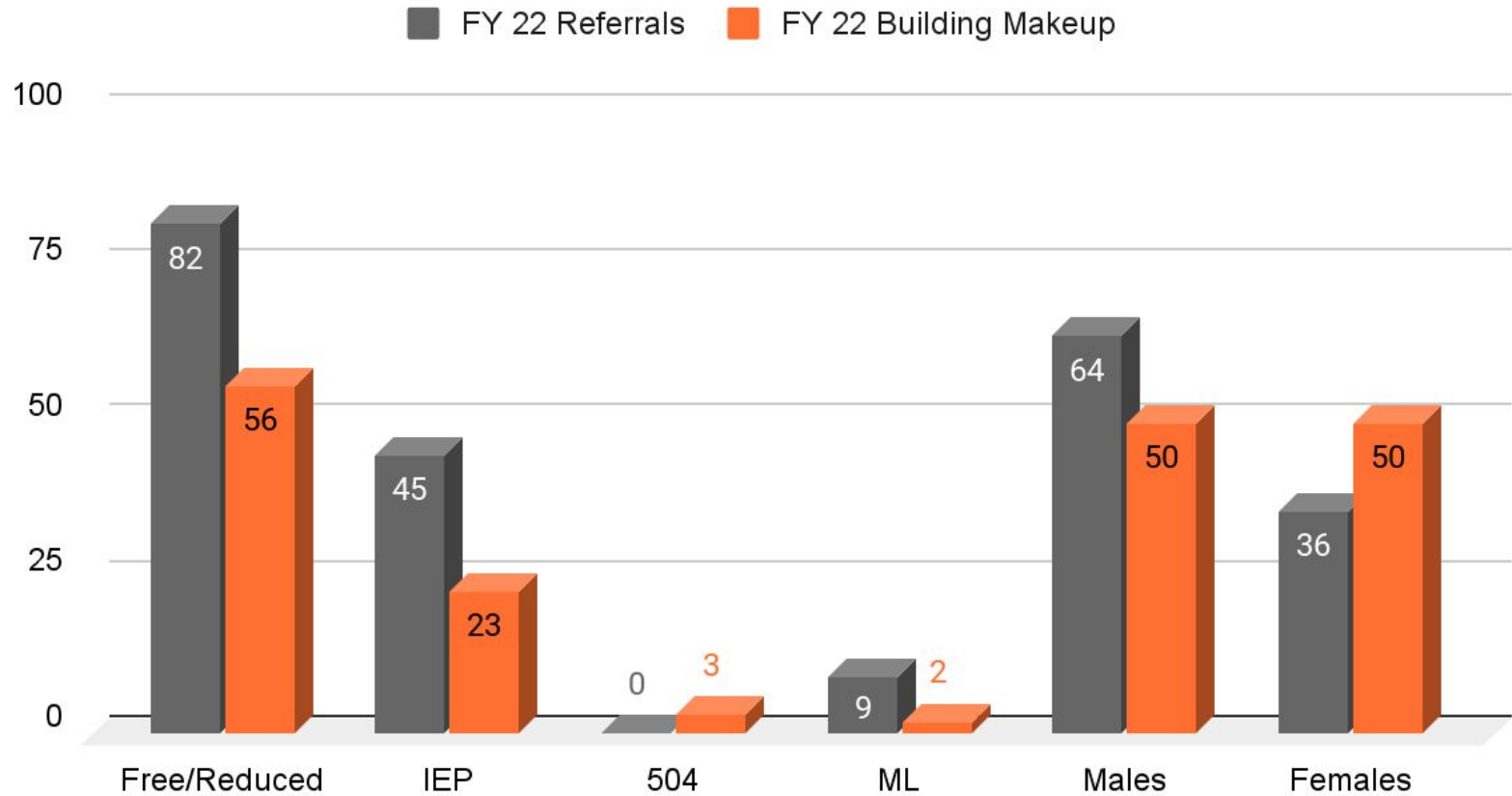
Machesney - Quarter 3 Data

Total Number of:	
In School Suspension (ISS)	5
Out of School Suspension (OSS)	3
Detentions	1
Referral to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0

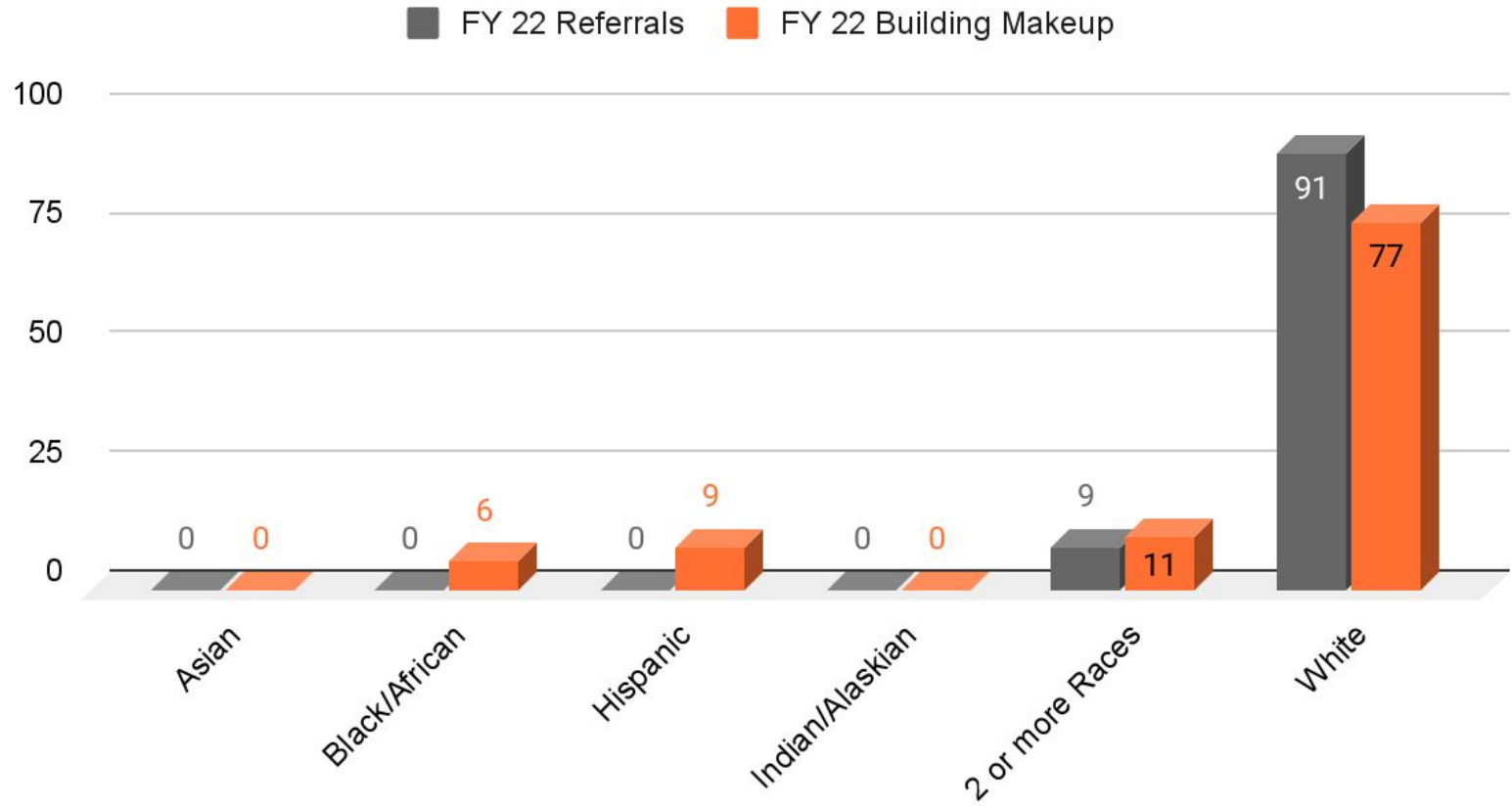
Behavior Type	Level 1	Level 2
Total #	19	11
# of Students Generating	15	11



MC - Quarter 3



MC - Quarter 3



Machesney Updates

PBIS:

2nd Trimester Celebration:

Virtual Assembly with Prize drawings, Raffle drawings and Amazing Aviator recognition.

of Student on CICO (3rd Quarter):

23

MTSS:

of students in ELA interventions:

65

of students in math interventions:

50

of students in Enrichment

22

Attendance:

3rd Quarter Attendance Rate:

92.6%

of students working with truancy:

21

TSS:

of groups being serviced:

8

of Student seen throughout 3rd Quarter:

55

Supporting Staff Professional Development:

Activities engaged in this quarter:

A-Day planning - Individualized, IAR Training, Learning Lab Specific PD, Additional Equity Training, F & P trainings.

MTSS Data Analysis

We have noticed in our data...

- Increase in referrals and ISS
- Increase in student participation in CICO
- 5 more students working with truancy
- Increase in students receiving Tier 3 ELA instruction

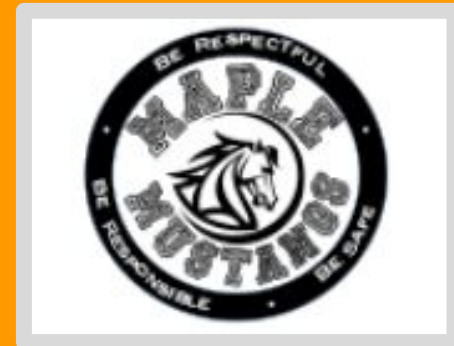
We are responding to our data in the following ways...

- PD to focus on Tier 1 instruction-during A Day Planning and faculty meetings
- TSS started in mid-Feb!!!
- Offered PD for 6th grade math
- Partnership with truancy officer to support students and families
- Social workers are supporting students/families and classrooms with SEL

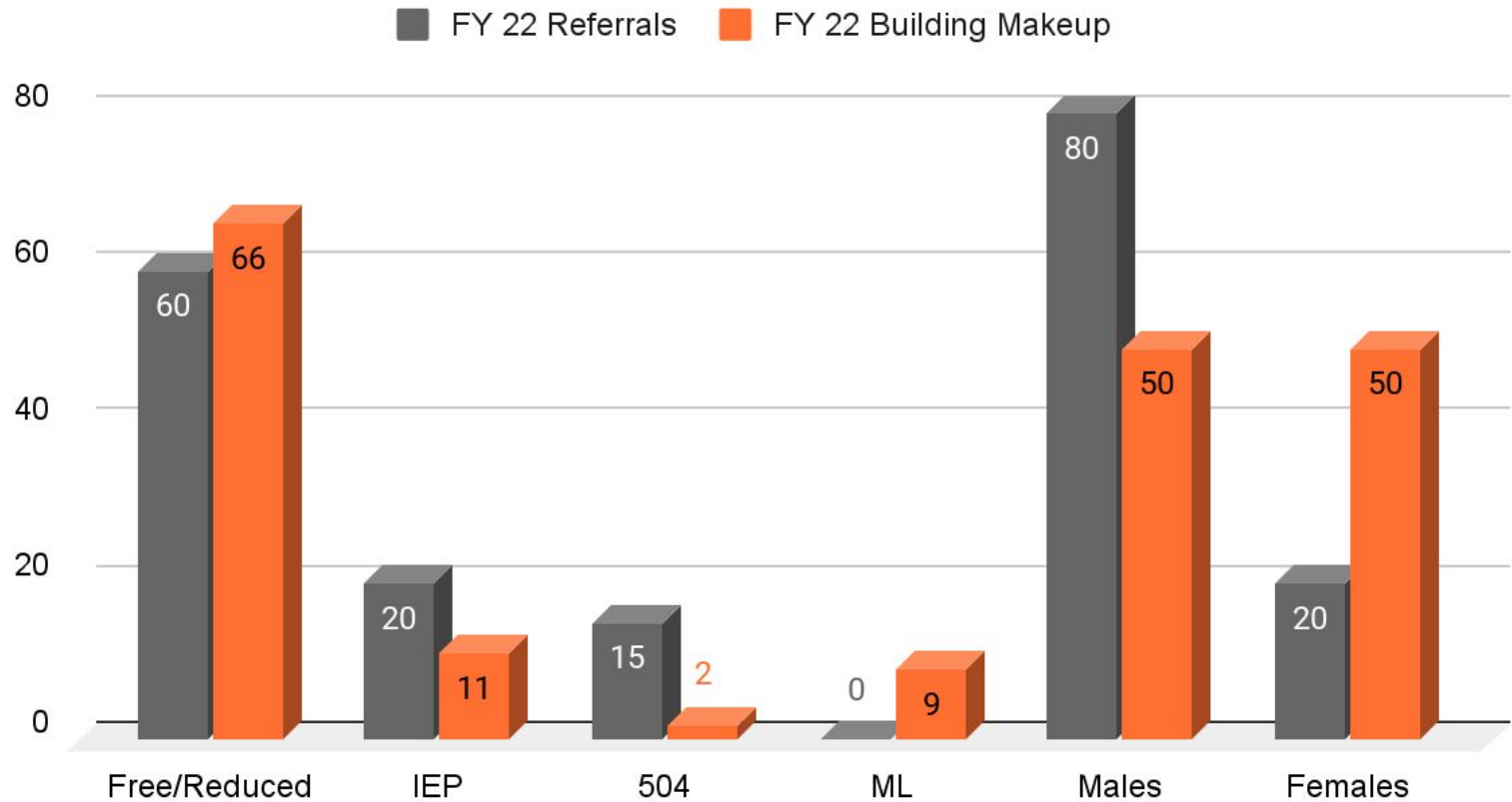
Maple - Quarter 3 Data

Total Number of:	
In School Suspension (ISS)	1
Out of School Suspension (OSS)	5
Detentions	12
Referral to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	1

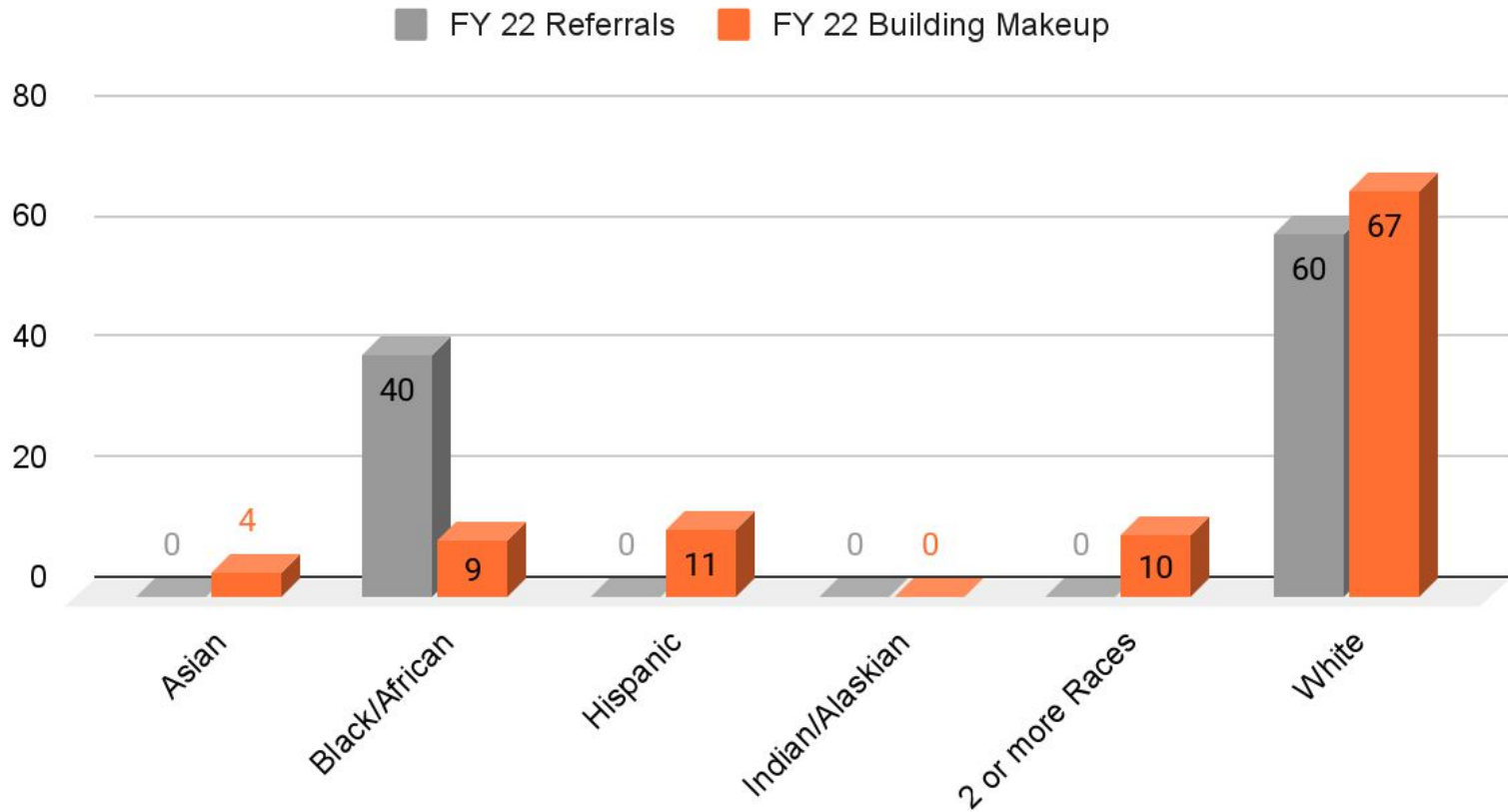
Behavior Type	Level 1	Level 2
Total #	2	20
# of Students Generating	2	15



MP - Quarter 3



MP - Quarter 3



Maple Updates

PBIS:

3rd Quarter Celebration:

Parent/Child Dances

School Store - Ice Cream Party,

Pancake Breakfast

of Student on CICO (3rd Quarter):

19

MTSS:

of students in ELA interventions:

54

of students in math interventions:

39

of students in Enrichment

31

Attendance:

3rd Quarter Attendance Rate:

89%

*# of students working with
truancy:*

20

TSS:

of groups being serviced:

8

*# of Student seen throughout 3rd
Quarter:*

57

Supporting Staff Professional Development:

Activities engaged in this quarter:

Institute & SIP Day - Equity

Mini-Sessions, Scaffolding,

Writing Programs, MTSS Lesson

Planning, Growth Mindset

Data Days for Classroom Teachers

Feedback Week in Mustang Mtg.

MTSS Data Analysis

We have noticed in our data...

- Students making growth in most MTSS groups, qualifying out
- Total Referrals trending down from Q2, fewer Level 1's
- Closer to parity in referral data in Free/Red., IEP, & 504
- Percent of referrals for black students increased (8 of 20, from 5 students)

We are responding to our data in the following ways...

- PBIS reteaching after winter break and spring break
- Data Days meeting with grade level teachers and PDS
- Teachers requesting feedback to help guide instruction

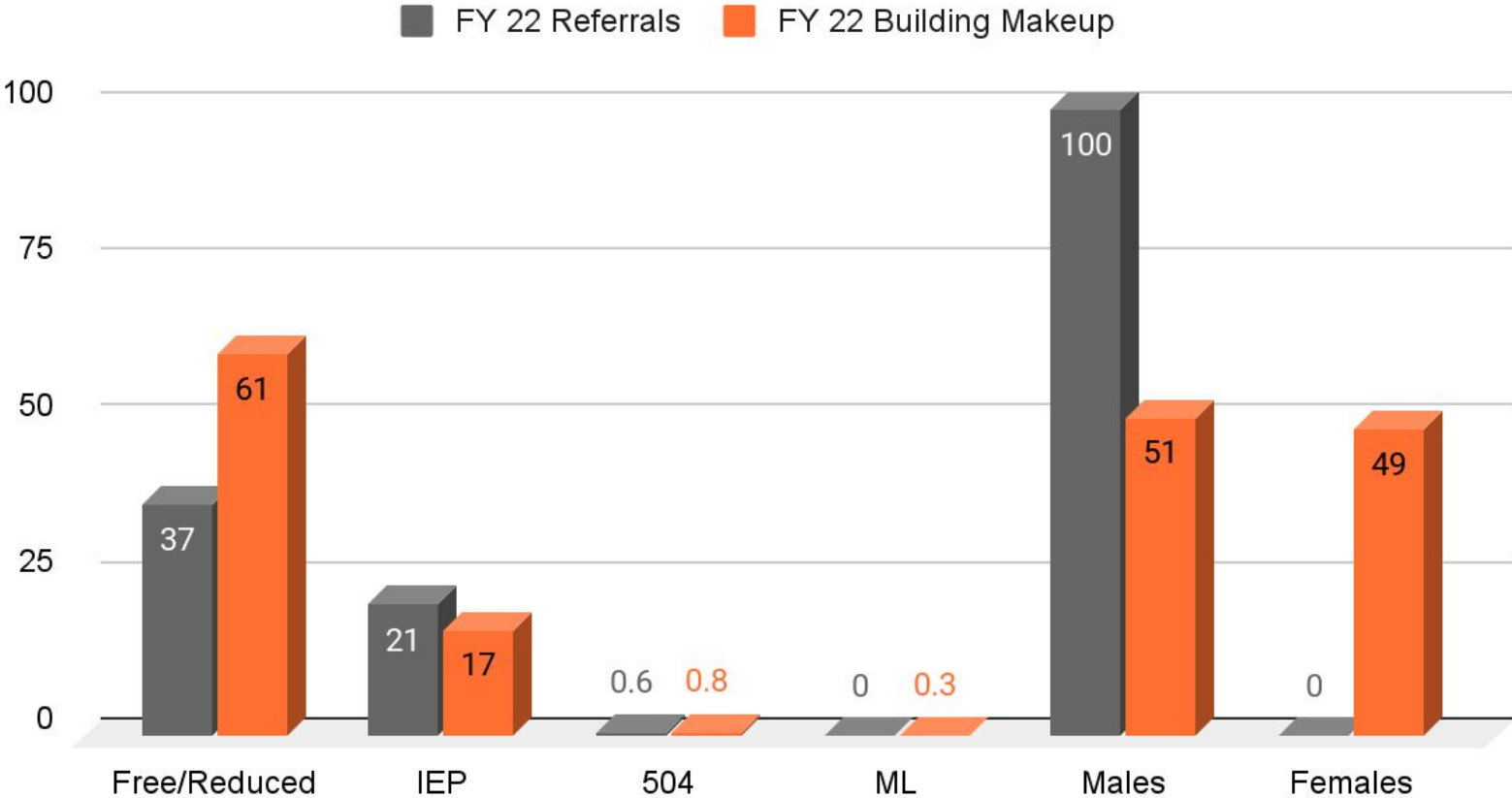
Marquette - Quarter 3 Data

Total Number of:	
In School Suspension (ISS)	2
Out of School Suspension (OSS)	0
Detentions	3
Referral to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0

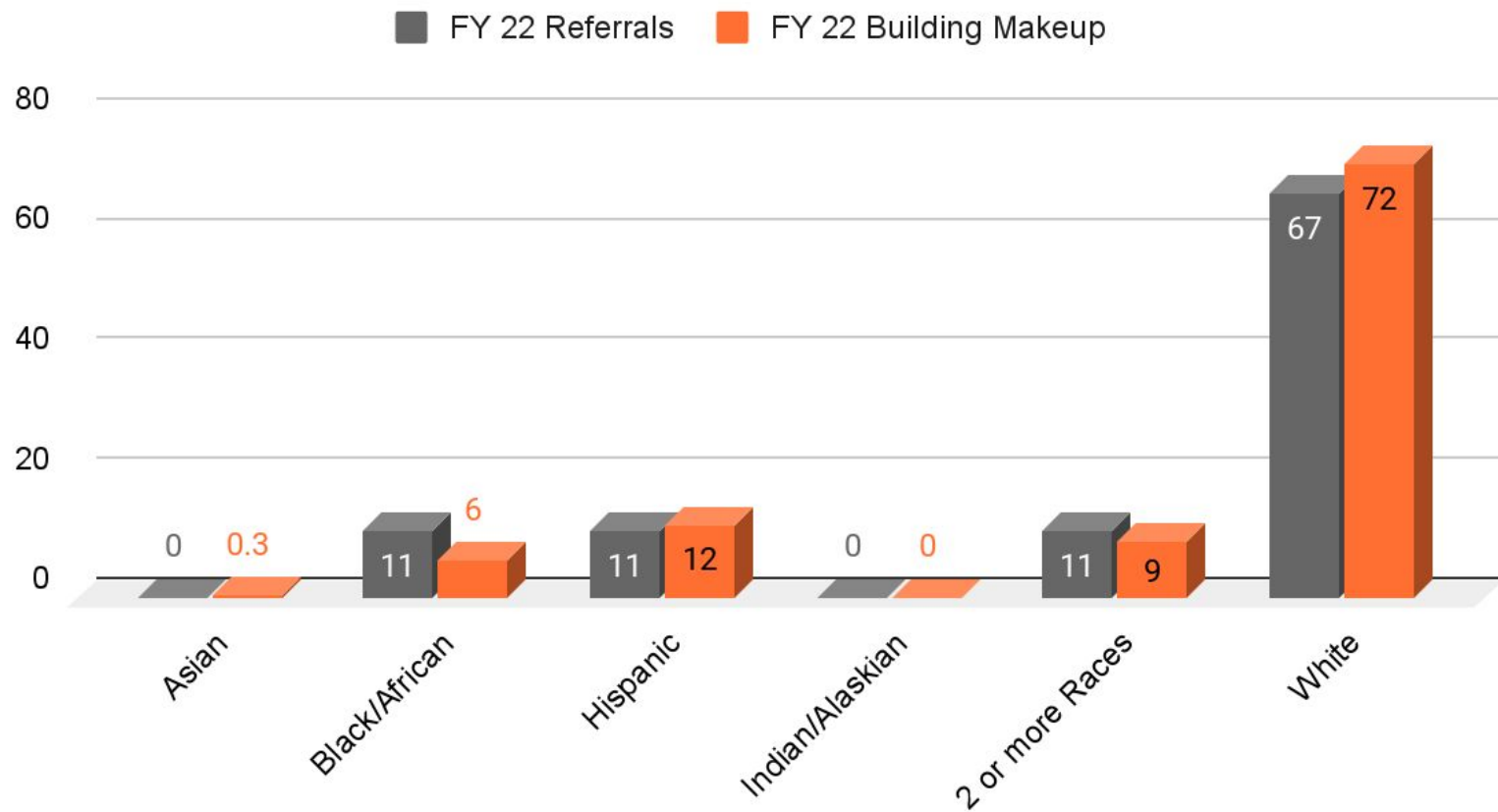
Behavior Type	Level 1	Level 2
Total #	6	13
# of Students Generating	6	11



MQ - Quarter 3



MQ - Quarter 3



Marquette Updates

PBIS:

2nd Quarter Celebration:

School Wide Bingo

of Student on CICO (3rd Quarter):

13

MTSS:

of students in ELA interventions:

64

of students in math interventions:

18

of students in Enrichment

26

Attendance:

3rd Quarter Attendance Rate:

92.6%

*# of students working with
truancy:*

11

TSS:

of groups being serviced:

7

*# of Student seen throughout 3rd
Quarter:*

45

Supporting Staff Professional Development:

Activities engaged in this quarter:

Classroom Engagement

Differentiation

Math Small Group

MTSS Data Analysis

We have noticed in our data...

- We are seeing movement in tiers, dismissal from services or increasing to IEP services from round to round.
- The total number of students receiving MTSS services has remained consistent over the year (approximately 80 students).
- This is telling us that there are students that are not responding to tier 1 instruction.

We are responding to our data in the following ways...

- We are streamlining our data collection across tiers to inform differentiated instruction
- As school we have implemented classroom walkthroughs, peer observations/videos.
- School wide engagement strategies
 - ◆ Total participation techniques
 - ◆ Upcoming Kagan training

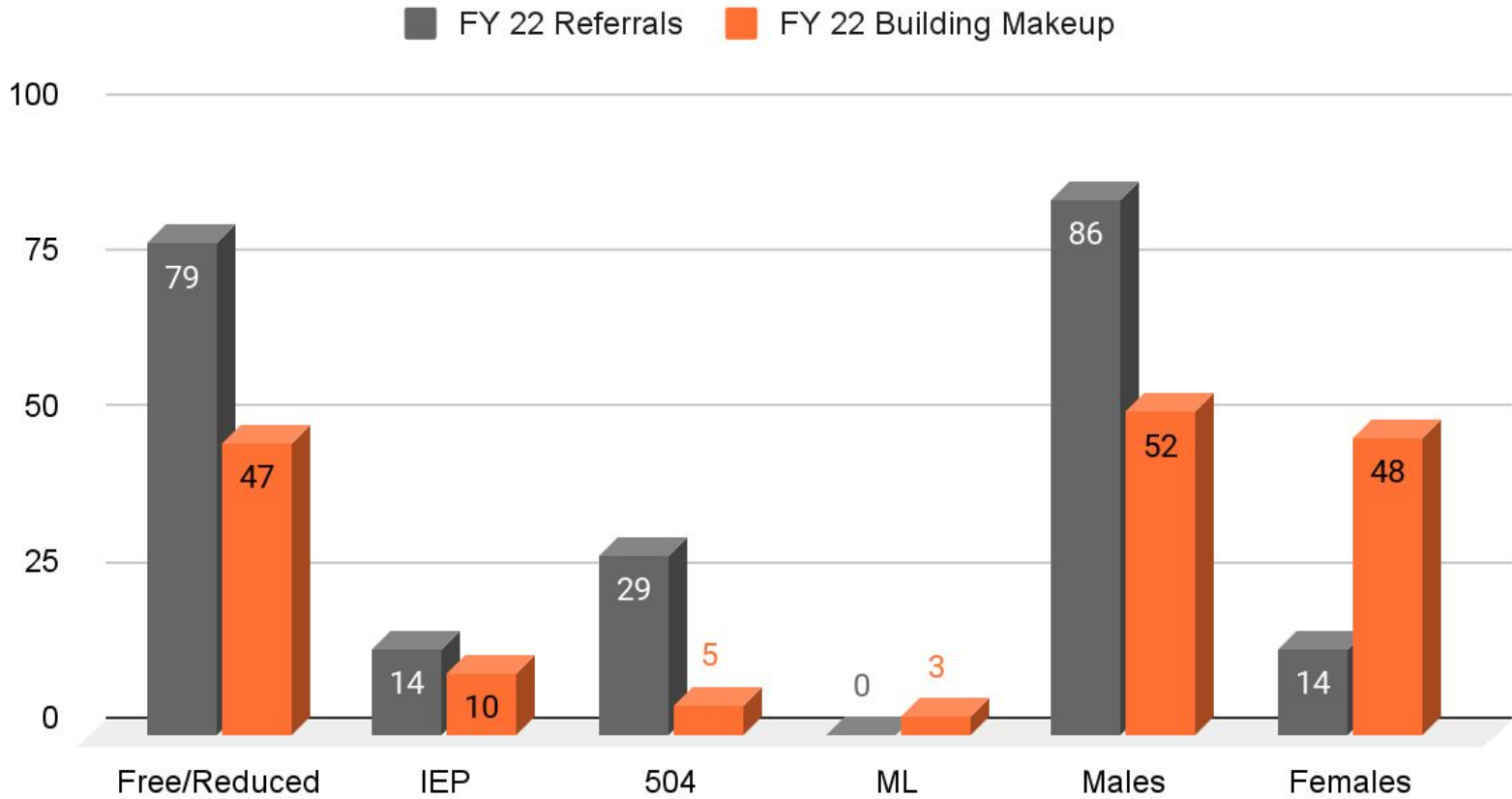
Olson Park - Quarter 3 Data

Total Number of:	
In School Suspension (ISS)	2
Out of School Suspension (OSS)	0
Detentions	10
Referral to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0

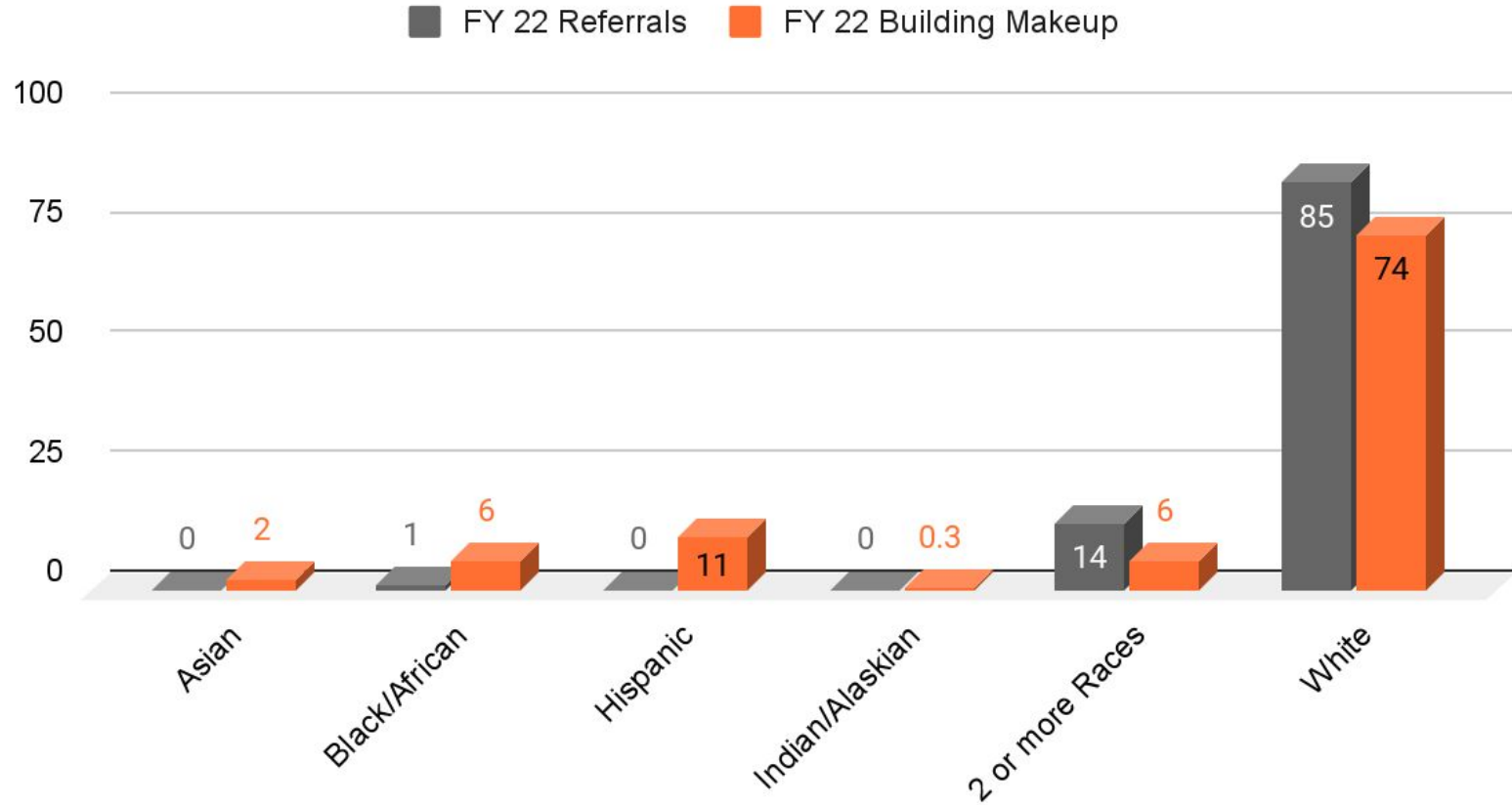
Behavior Type	Level 1	Level 2
Total #	26	14
# of Students Generating	21	10



OP - Quarter 3



OP - Quarter 3



Olson Park Updates

PBIS:

2nd Quarter Celebration:

Eagles Nest

All school movie

of Student on CICO (3rd Quarter):

24

MTSS:

of students in ELA interventions:

63

of students in math interventions:

24

of students in Enrichment

81

Attendance:

3rd Quarter Attendance Rate:

92%

*# of students working with
truancy:*

13

TSS:

of groups being serviced:

10

*# of Student seen throughout 3rd
Quarter:*

50

Supporting Staff Professional Development:

Activities engaged in this quarter:

**Behavior Management, MSU
visit and Equity work**

MTSS Data Analysis

We have noticed in our data...

- For math, students are showing solid growth. We were able to move from 41 students needing math MTSS services in round 2 to only 27 needing services in round 3. I believe that using more targeted math interventions
- ELA growth is slower, we have had to target Phonics and phonemic awareness skills, even in the older grades.
- We have several students who are struggling to be respectful at school.

We are responding to our data in the following ways...

- Increased level and frequency of interventions.
- Targeted phonics instruction.
- Started MTSS behavior plans
- Increased number of CICO
- Graduate 3 from CICO
- Started MTSS Tier 2 Behavior Team

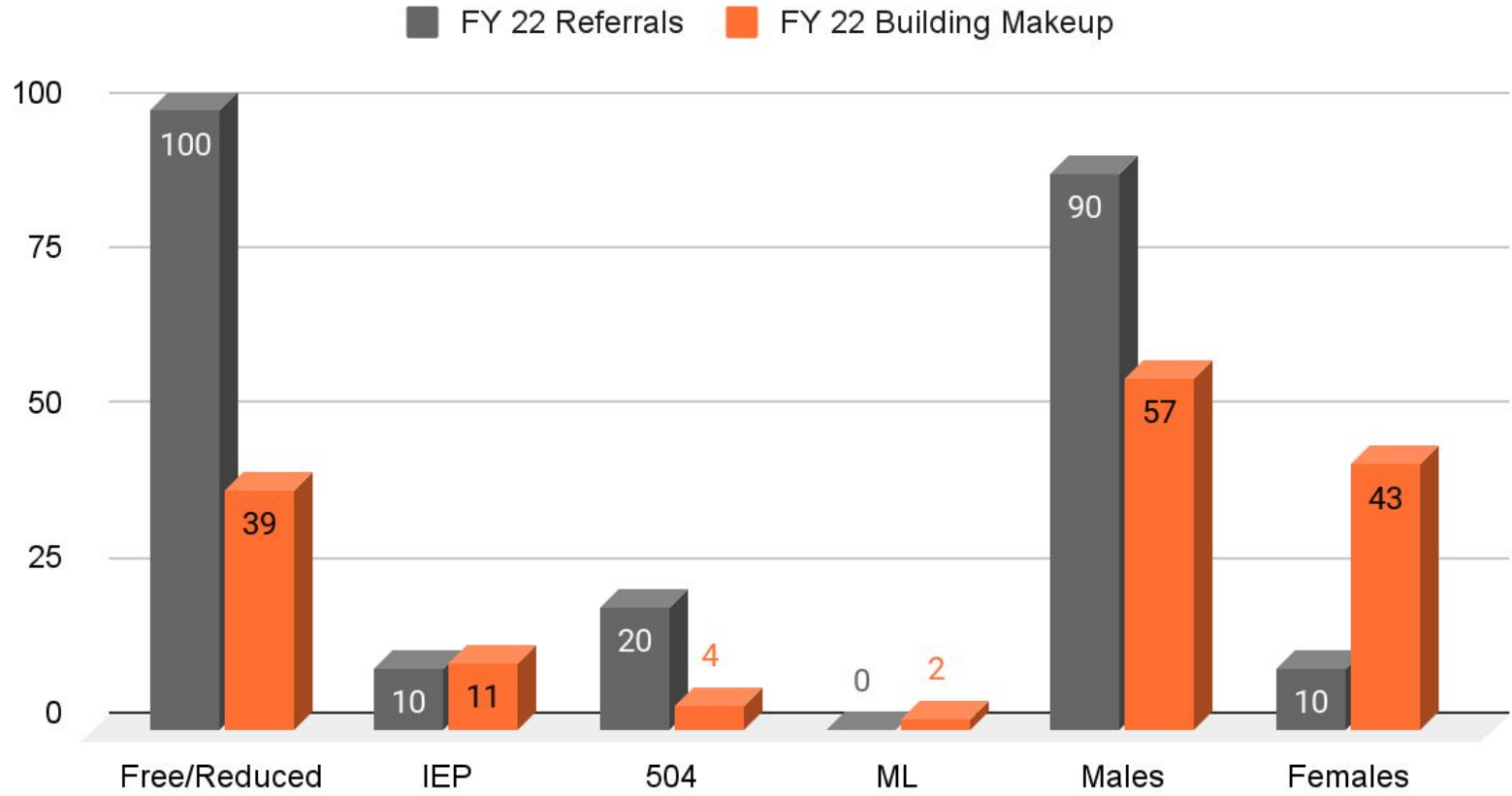
Ralston - Quarter 3 Data

Total Number of:	
In School Suspension (ISS)	6
Out of School Suspension (OSS)	2
Detentions	2
Referral to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0

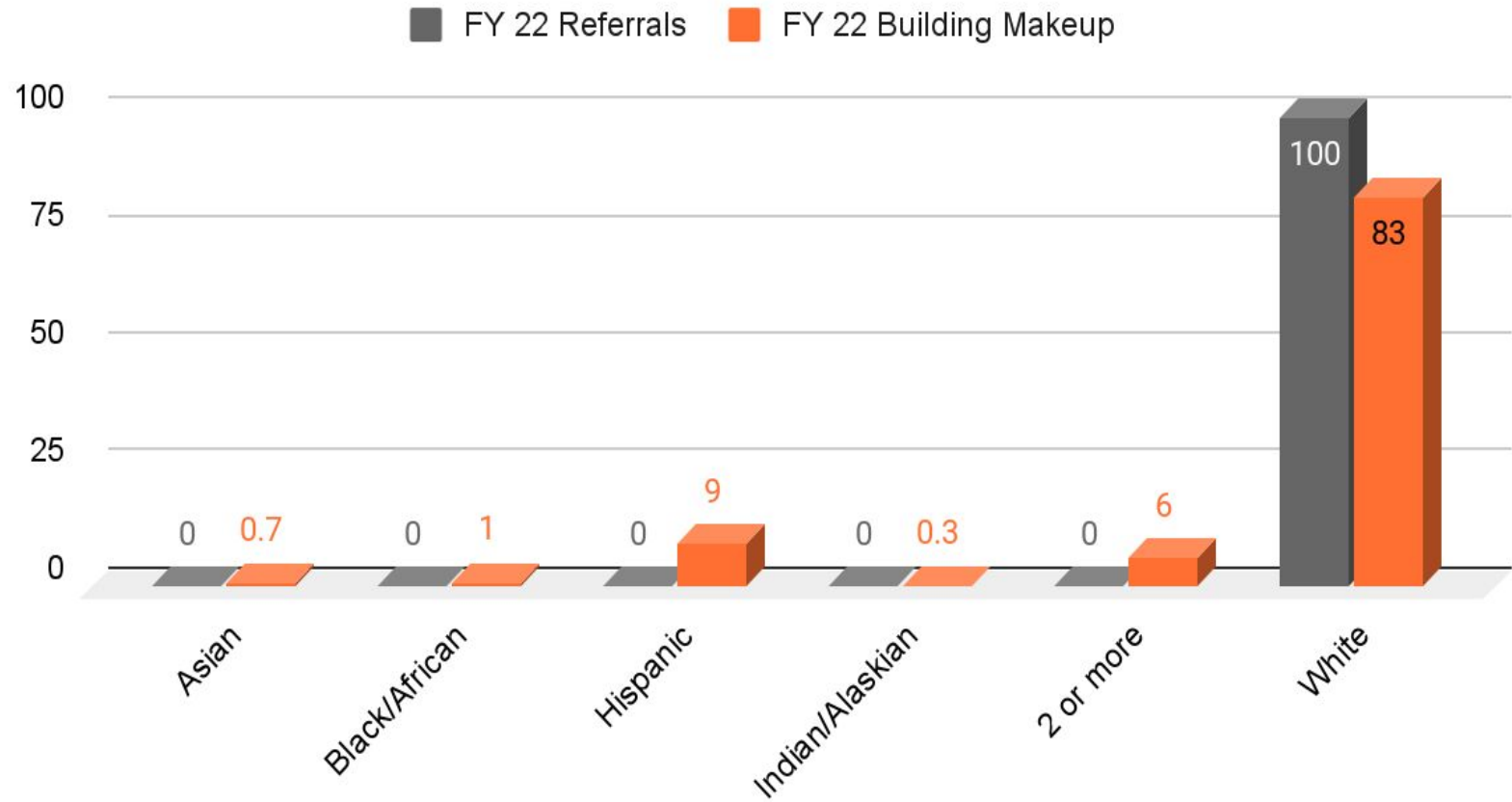
Behavior Type	Level 1	Level 2
Total #	21	10
# of Students Generating	21	8



RA - Quarter 3



RA - Quarter 3



Ralston Updates

PBIS:

2nd Quarter Celebration:

Rockin Behavior Card Incentives
Mashed Potato drive
Code of Silence & Attendance trophy
of Student on CICO (3rd Quarter):

4

MTSS:

of students in ELA interventions:

52

of students in math interventions:

30

of students in Enrichment

ELA 24 / Math 15

Attendance:

3rd Quarter Attendance Rate:

93.8%

*# of students working with
truancy:*

2

TSS:

of groups being serviced:

13

*# of Student seen throughout 2nd
Quarter:*

40

Supporting Staff Professional Development:

Activities engaged in this quarter:

**Institute & SIP Day - Equity
Mini-Sessions and Equity work at
faculty meetings**
**MTSS, Acceleration, Writing
programs, vertical articulation
upcoming**

MTSS Data Analysis

We have noticed in our data...

- Several students have progressed while others have shown little to no growth.
- Increase in referrals for Quarter 3.

We are responding to our data in the following ways...

- Moving students in/ out of tiers including from Tier 2 to Tier 3 when appropriate.
- Social worker has and continues to facilitate groups to work on peer relationships.
- Ongoing problem solving meetings for students.

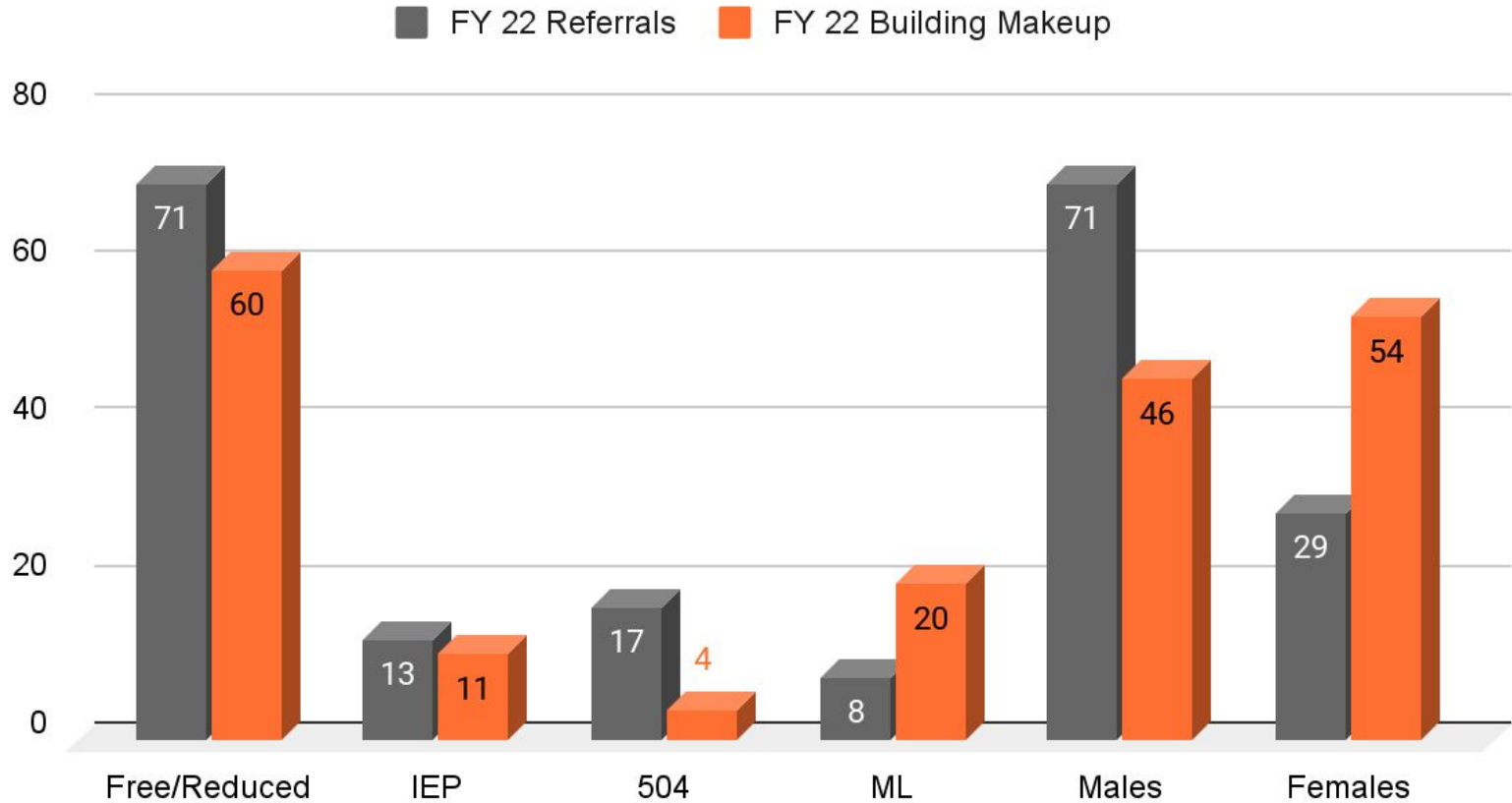
Rock Cut - Quarter 3 Data

Total Number of:	
In School Suspension (ISS)	18
Out of School Suspension (OSS)	5
Detentions	32
Referral to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0

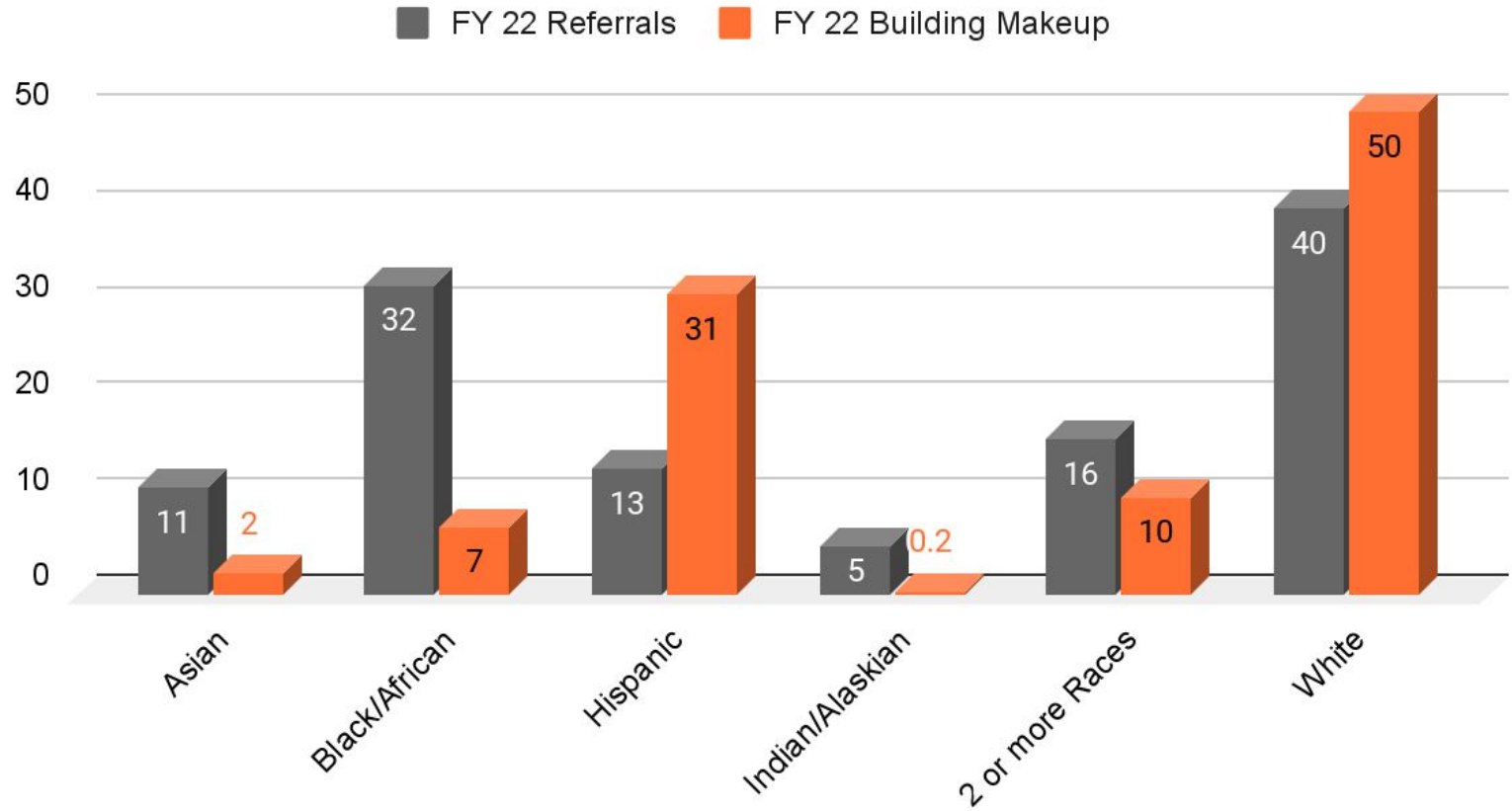
Behavior Type	Level 1	Level 2
Total #	19	63
# of Students Generating	17	39



RC - Quarter 3



RC - Quarter 3



Rock Cut Updates

PBIS:

3rd Quarter Celebration:

Monthly School Store

Monthly Raffle

of Student on CICO (3rd Quarter):

29 (13 through MTSS)

MTSS:

of students in ELA interventions:

54

of students in math interventions:

39

of students in Enrichment

9

Attendance:

3rd Quarter Attendance Rate:

91.07%

*# of students working with
truancy:*

17

TSS:

of groups being serviced:

12

*# of Student seen throughout 3rd
Quarter:*

78

Supporting Staff Professional Development:

Activities engaged in this quarter:

**Data Reflections, Poverty
Simulation, Classroom
Management**

MTSS Data Analysis

We have noticed in our data...

- Disproportionate number of our Black students represented in our discipline data
- Students who have multiple referrals are making their CICO points even with behaviors

We are responding to our data in the following ways...

- Implemented Saturday school and alternatives for consequences
- Looking at PD opportunities for staff to learn about restorative practices
- Working with staff to improve relationships with students they are frequently writing up
- Monthly social work meetings to reflect on CICO practices

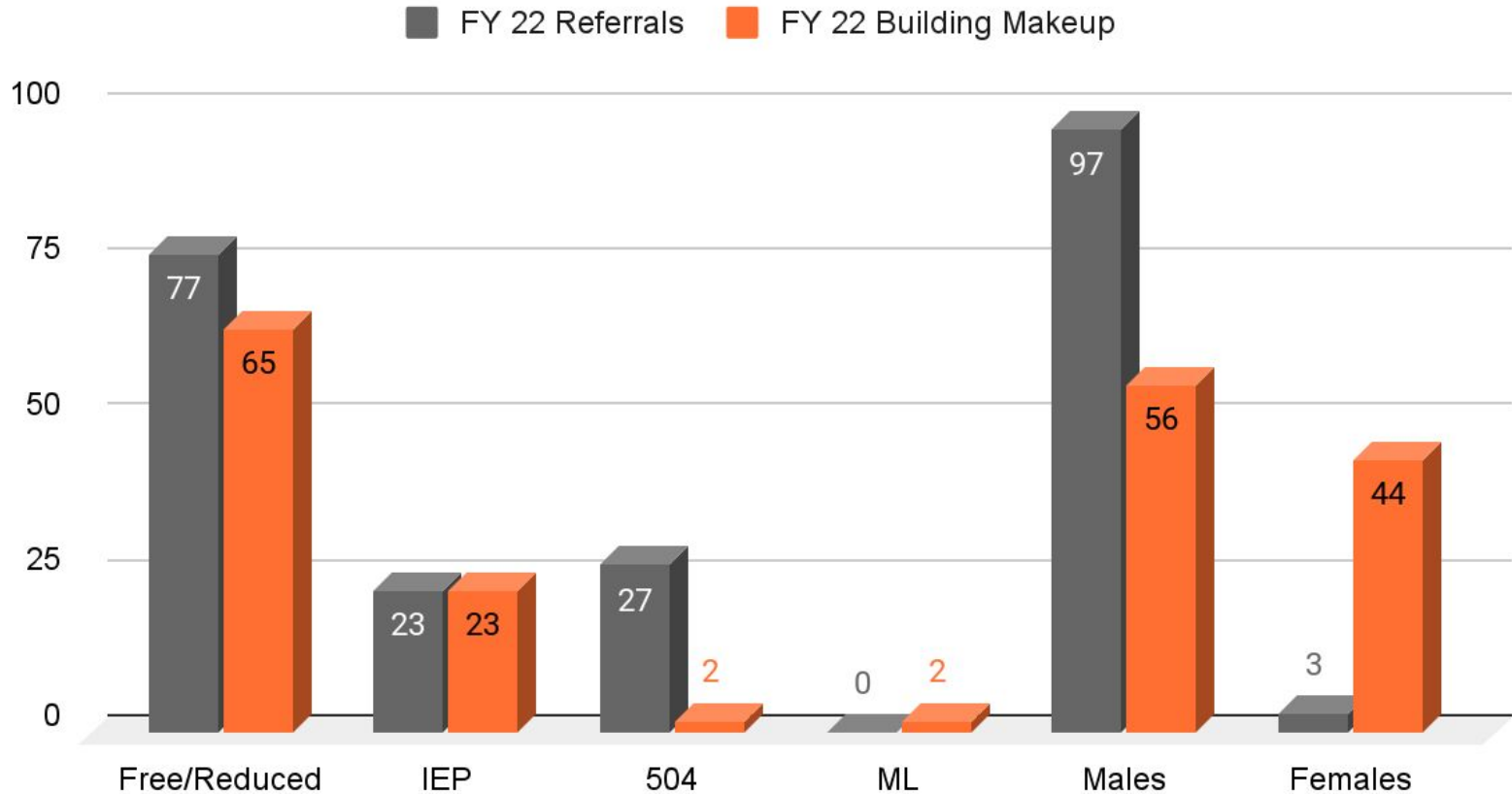
Windsor - Quarter 3 Data

Total Number of:	
In School Suspension (ISS)	4
Out of School Suspension (OSS)	2
Detentions	12
Referral to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0

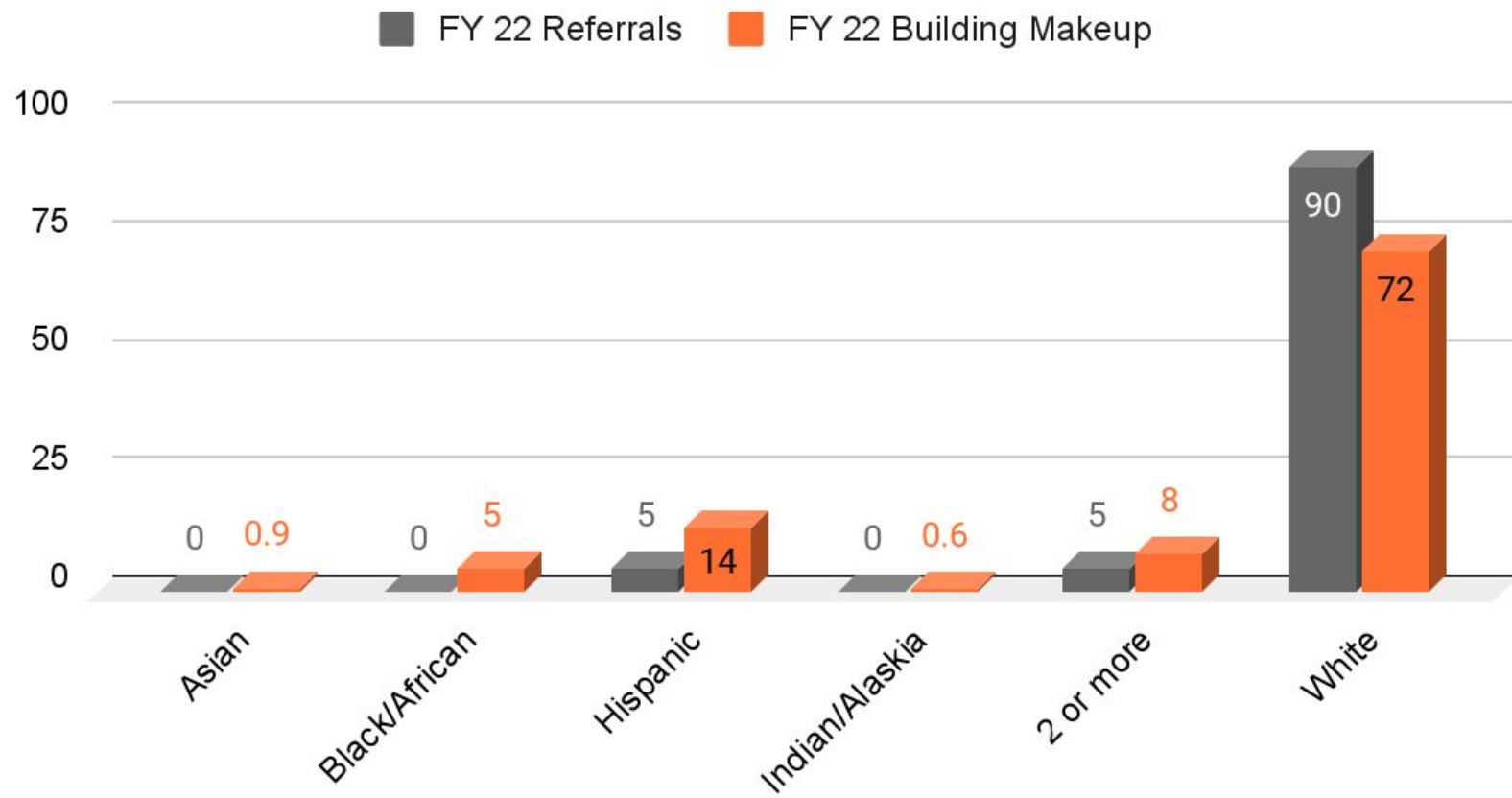
Behavior Type	Level 1	Level 2
Total #	8	22
# of Students Generating	8	17



WI - Quarter 3



WI - Quarter 3



Windsor Updates

PBIS:

3rd Quarter Celebration:

Popcorn and Movie

Daily Buzz Buck Winners

Monthly themed dress up celebrations days

of Student on CICO (3rd Quarter):

7 (one graduated)

MTSS:

of students in ELA interventions:

65 (2 dismissed/5 added)

of students in math interventions:

47 (10 dismissed/6 added)

of students in Enrichment

20 (24 students access Think Folders)

Attendance:

3rd Quarter Attendance Rate:

88.4%

*# of students working with
truancy:*

7 (2 dismissed)

TSS:

of groups being serviced:

7 (6 math and 1 reading)

*# of Student seen throughout 3rd
Quarter:*

34

Supporting Staff Professional Development:

Activities engaged in this quarter:

- *Engaging in social/emotional reflection and discussing curriculum & needs
- *Conversations surrounding discipline, data tracking, and building relationships
- * Providing teachers with strategies to further develop student number sense

MTSS Data Analysis

We have noticed in our data...

- Referrals decreased by 5 from quarter 2
- Several new students (from other districts) have been added to MTSS services this quarter
- Students have shown more growth in math interventions (tier 2)
- Tier three 1st/2nd grade reading groups performing at kindergarten reading levels
- Total number of students receiving MTSS services has remained consistent throughout the year (143 students on average)
- 4 students from tier 3 MTSS that have had multiple rounds, have qualified for Special Education services

We are responding to our data in the following ways...

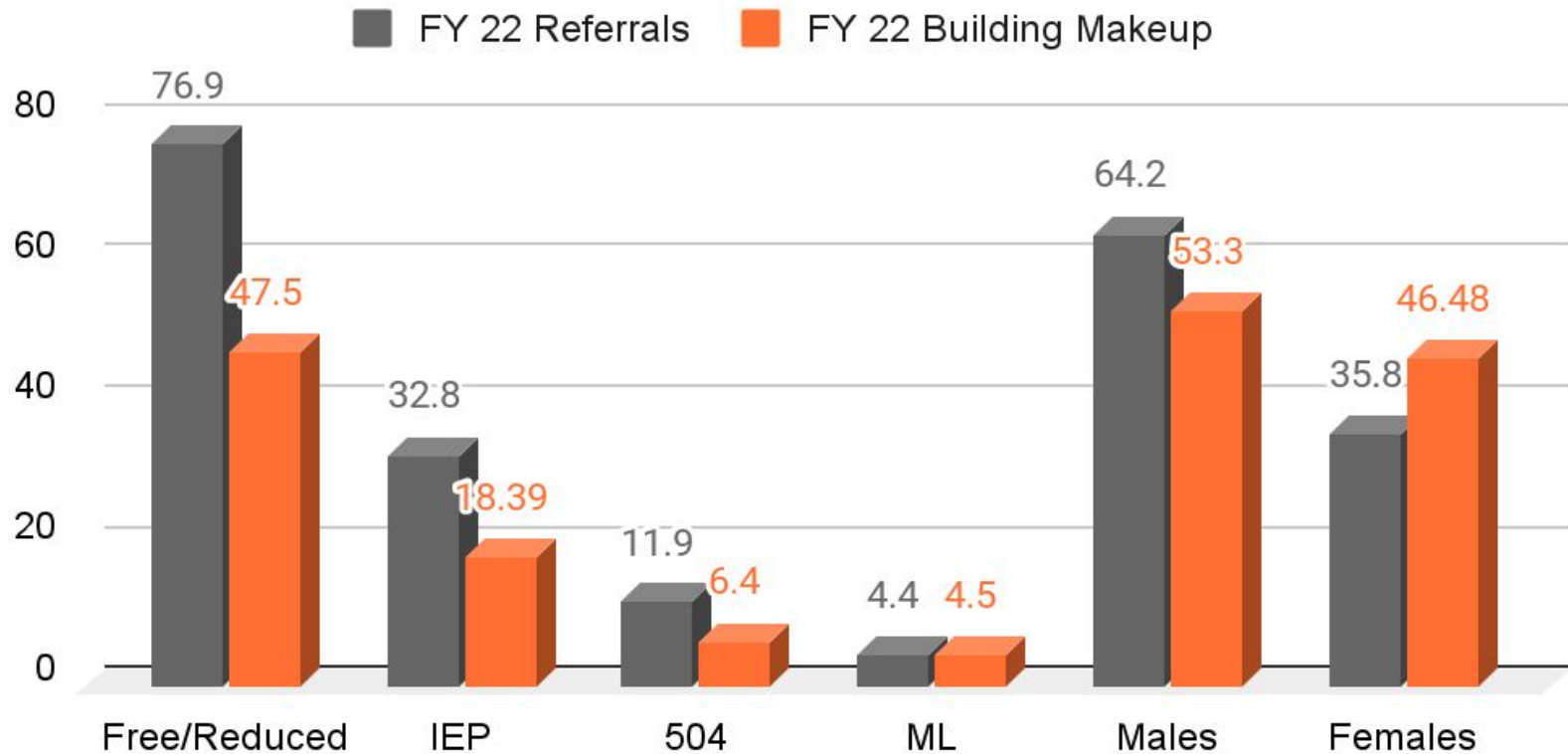
- We continue to be creative in the structure/timing of groups to service the highest number of students
- One teacher is now doing a Tier 3 Math intervention group
- New first graders to our school - focus is on Foundations interventions
- This quarter we have focused a lot on the MTSS problem solving process. This includes analyzing potential factors as to why students have not been successful.

Harlem Middle School - Quarter 3 Data

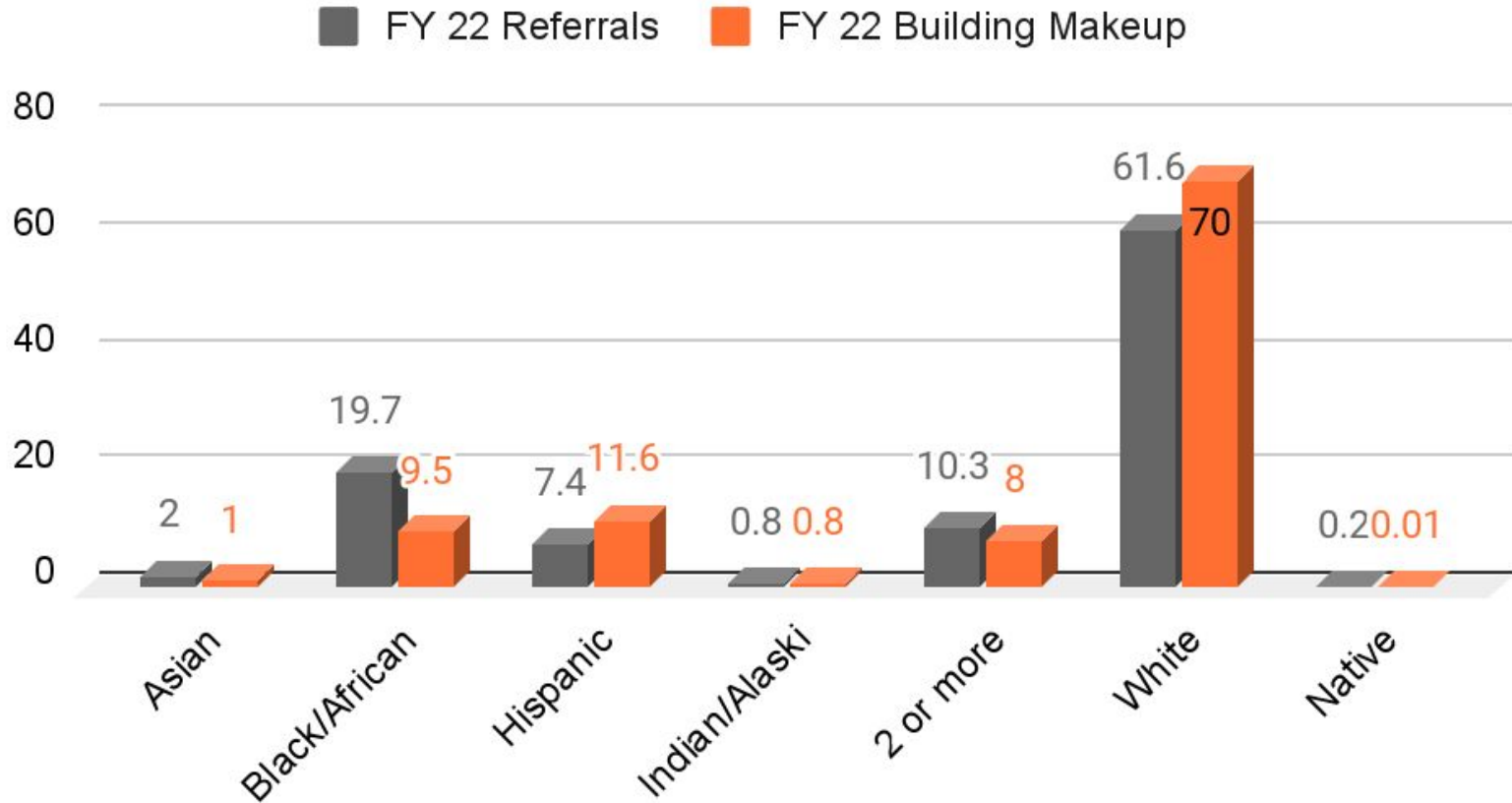
Total Number of:	
In School Suspension (ISS)	289
Out of School Suspension (OSS)	77
Detentions	29
Referral to Juvenile Authorities (RJA)	2
Conditional Probationary Agreement (CPA)	2



HMS - Quarter 3



HMS - Quarter 3



HMS Updates

PBIS:

3rd Quarter Celebration:

**Weekly drawings from
Pawsitives**

**Pawsitive Cart in the
Classrooms**

*# of Student on CICO (3rd
Quarter):*

20

Tutoring:

*# of students checked in
tutoring:*

424 check-ins

Student Mentors:

*# of students assigned to a
student mentor:*

85

Attendance:

3rd Quarter Attendance Rate:

89.20%

of students working with truancy:

74

Supporting Staff Professional Development:

Activities engaged in this quarter:

Equity Work with break out sessions

Gender Support Training

The Happiness Advantage with Jake Hubert

**Cultivating Compassion-activities to support staff
mental staff**

MTSS Data Analysis

We have noticed in our data...

- Number of discipline referrals have increased
- Disproportionate amount of discipline for 6/12 student groups
- Select students have progressed while others have shown little to no growth in enrichment classes

We are responding to our data in the following ways...

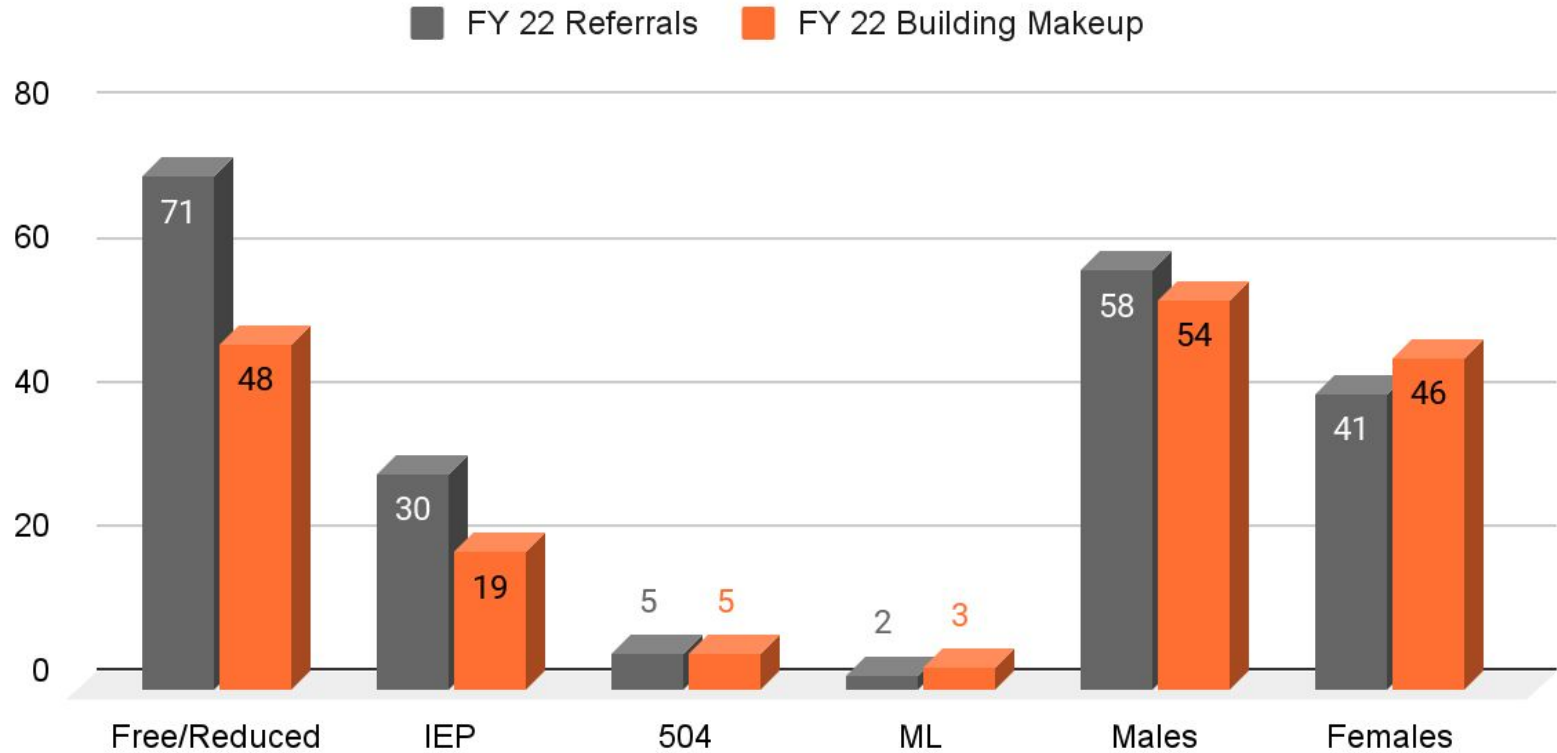
- More students moved into CICO
- Differentiated Equity PD for staff
- Started SET (Student Equity Team)
- SAIG (Student Academic Intervention Group)
- Moving students in/ out of tier including from Tier 2 and exploring options for Tier 3

Harlem High School - Quarter 3 Data

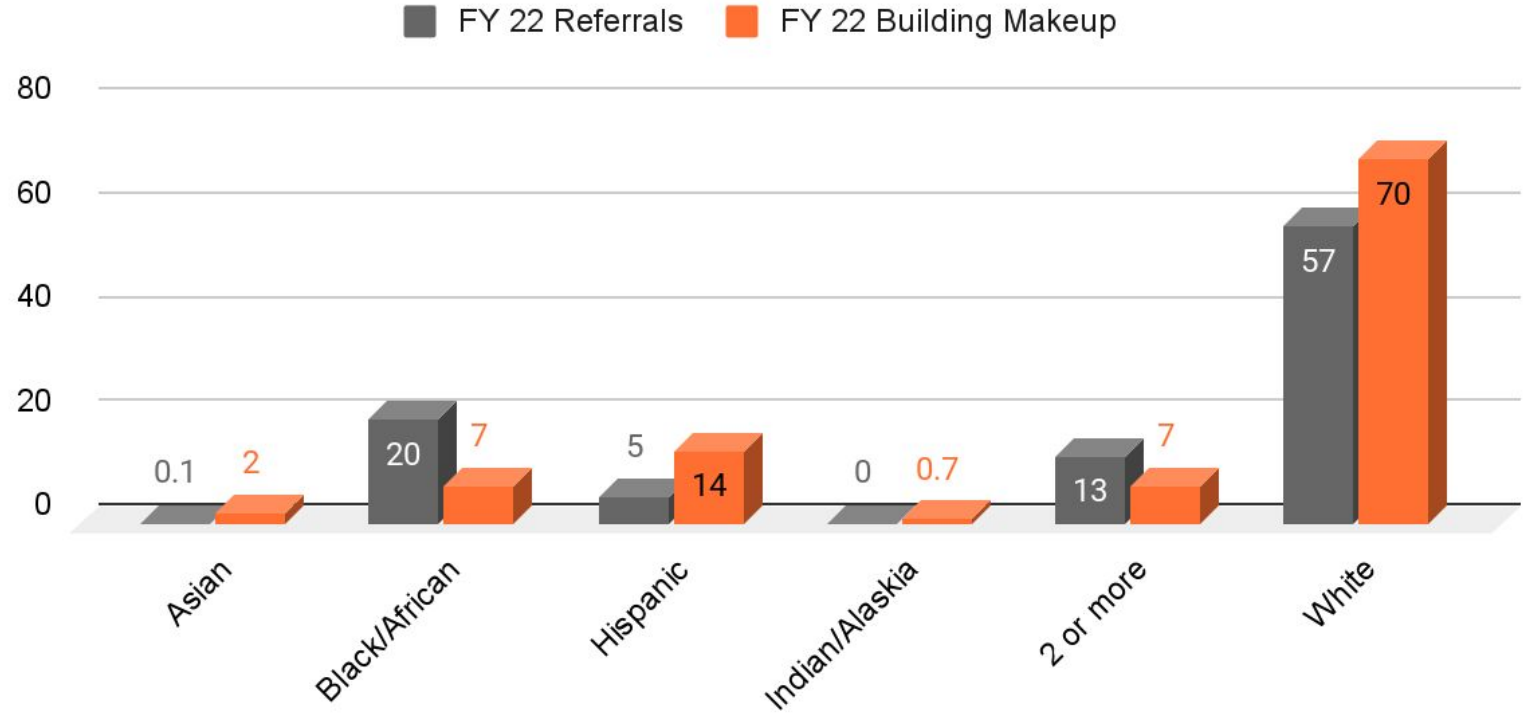
Total Number of:	
In School Suspension (ISS)	168
Out of School Suspension (OSS)	107
Detentions	20
Referral to Juvenile Authorities (RJA)	5
Conditional Probationary Agreement (CPA)	3



HHS - Quarter 3



HHS - Quarter 3



HHS Updates

PBIS:

3rd Quarter Celebration:

Breakfast and Beat the Teacher games in the commons for over 500 students with no grades lower than C, 0 referrals, 0 tardies 2nd Qtr

of Student on CICO (3rd Quarter):
16 seniors needing every credit to graduate in May

Tutoring:

of students engaged in tutoring:

412 sign-ins for 3rd quarter

Student Mentors:

of students assigned to a student mentor:

710 sign-ins for 3rd quarter

Attendance:

3rd Quarter Attendance Rate:

Avg. 76% down from 84%
Seniors lowest 75%

of students working with truancy:
67 Students

Supporting Staff Professional Development:

Activities engaged in this quarter:

Continuing w/Equity

- MSU Panel
- Gender Identity and Your Student
- Culture Shock - Equity and the High School Experience

Growth V Mastery

MTSS Data Analysis

We have noticed in our data...

- Discipline numbers are almost identical from 2nd Qtr. to 3rd Qtr.
- Not in Assigned Area and Insubordination are the two most frequent offenses.
- Decrease in ISS and OSS numbers.

We are responding to our data in the following ways...

- Looking at the individual students, within a subgroup, that generate a large # of referrals thus skewing the numbers for the group.
- Focus on the two most frequent offenses and work to correct those behaviors with both individual students and staff.

Accelerated Placement Program

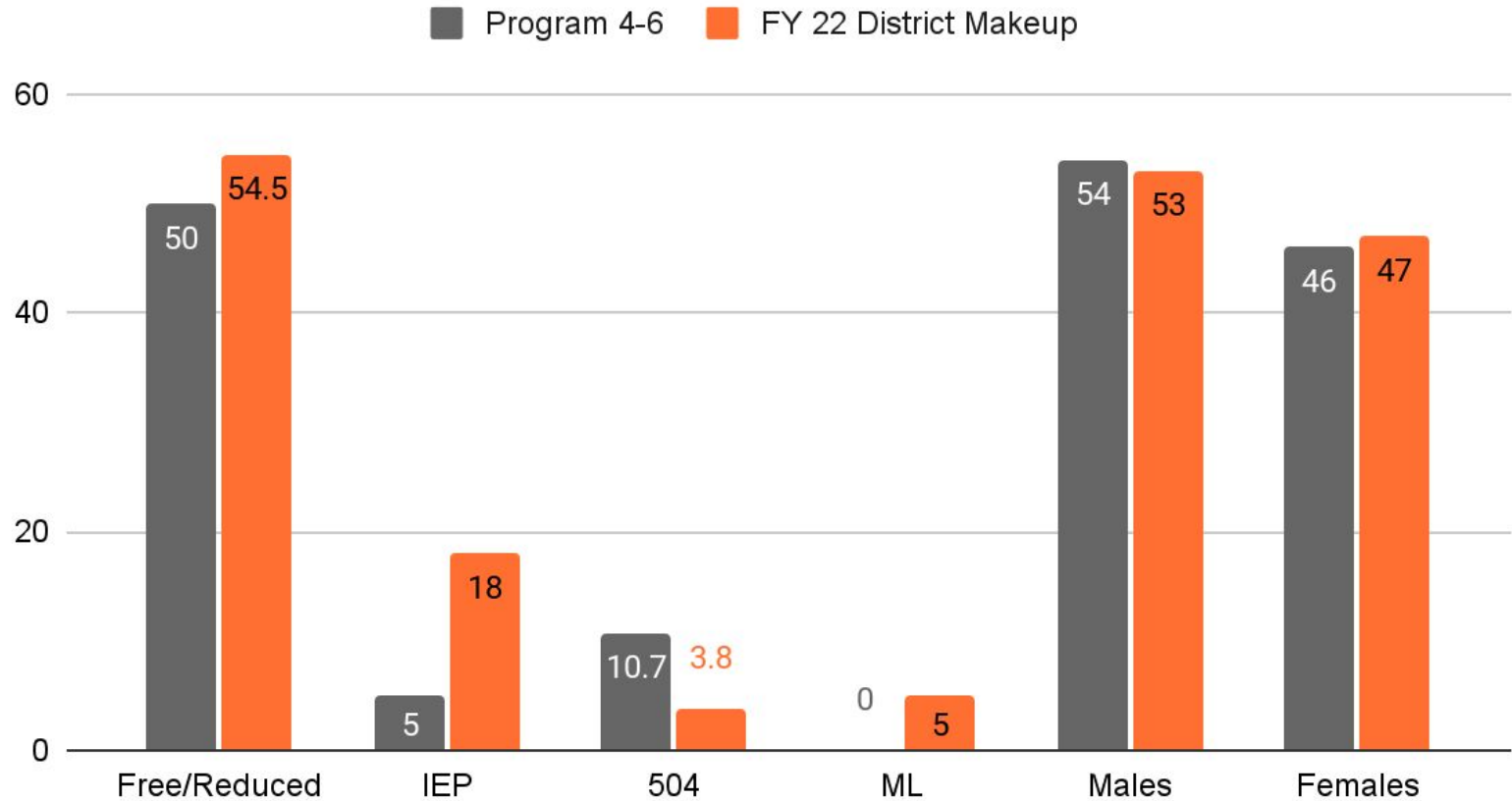
Tier 1

- Classroom Level Differentiation
- K-3 Talent Development Specialists Providing Lessons

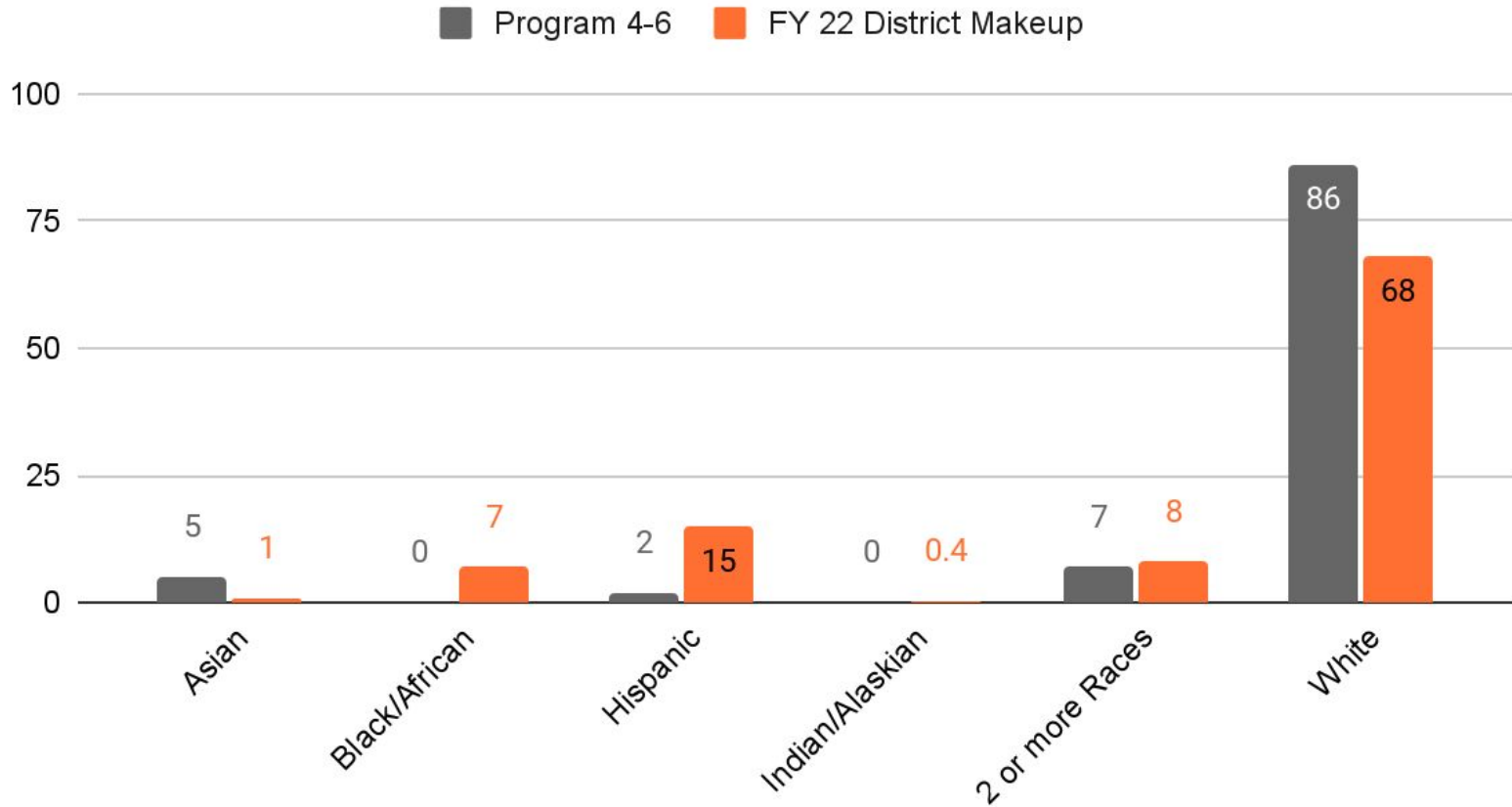
Tier 2

- Advanced Learner Program at Olson Park
 - ◆ 5% from every school
 - ◆ Utilize Multiple i-Ready Benchmark Scores
 - ◆ Goal is that the program reflects the makeup of the District
- MTSS Enrichment Groups
- Subject Level Acceleration

Advanced Learner Program



Advanced Learner Program



Tier 3

Acceleration

of Early entrance to Kindergarten

- 2 Referrals
- 0 Early Entrance

Full Grade-level Acceleration

- 3 Referrals
- 1 Accelerated

New to the Accelerated Placement Program

*School Board Policy 6:135 and Illinois School Code 105 ILCS 5/14A

- Notify families and the community of the Advanced Placement Program and how students are identified for the program (optional)
 - Middle School
 - Notify families of course selection and criteria used to determine course placement at Orientation Nights, the school newsletter, and the website.
 - Use iReady Fall and Winter data, IAR data from previous year, teacher recommendation, and student choice to place students into advanced courses.
 - Families pick via Google Survey posted on the website.
 - Families are notified of student courses and schedule in August.
 - High School
 - Pre-requisite courses are the only criteria used to determine course placement
 - Families are notified of student courses and schedule in August
- Any changes out of a less rigorous course must be submitted in writing by parent/guardian in accordance to the requirements of the updated school code.

Running Start

Intergovernmental Agreements with
Rock Valley College

Harlem School District and RVC IGA

- One year agreement for the Running Start Program
- Agreement for Running Start courses addresses
 - Addresses HB3950 as it supports meeting high school student IEP and 504 plans.
 - Students with an IEP or 504 must include a transition plan to the Running Start program.
 - RVC will notify the district counselor within one week after midterm of any student receiving a D, F, W, or otherwise not meeting Running Start academic standards and work with student to develop a success plan.
 - If student is not meeting academic requirements at the end of the semester, they will be placed on academic probation and be required to develop an Individual Academic Recovery Plan.
- RVC is still working on the IGA pertaining to dual credit courses taught at Harlem.