



June Education Committee Meeting

Committee of the Whole

Agenda

01

**School
Improvement
Plans**

02

**Academic Data
3rd Benchmark**

03

**Behavior Data
2nd Semester/
3rd Trimester**



School Improvement Plans



Our Mission Statement

The Mission of the Harlem Consolidated School District, as a vital part of the community, is to help diverse learners realize their unlimited potential by providing an educational program dedicated to academic excellence and the development of strong character in a safe and respectful learning environment.

District Mission and Beliefs

- We believe each individual has unlimited potential to reach their goals and ambitions.
- We believe that every student has an equal right to a quality education that builds on their individual strengths and needs.
- We believe in interrupting inequities within our system which prevent students from realizing their unlimited potential.
- We believe in fostering individual academic, social and character growth and development of the learner.
- We believe the Harlem Consolidated School District, its families, and the Community as a whole, are equally vital partners in the pursuit of lifelong learning.
- We believe every person has the right to learn and work in a safe, non-threatening environment.
- We believe in effective and responsible use of our resources.

Harlem Middle School

Priority # 1

- HMS will decrease the chronic absenteeism rate by 5% by the end of 2025-2026 school year.
 - More than 5% develop a personalized support plan
 - More than 10% school will initiate weekly communication through phone calls, emails and home visits.
 - Targeted activities to support transitions to middle school to create sense of belonging
 - Opportunities for extracurricular activities

Priority # 2

- HMS will increase academic achievement in literacy by increasing the number of students meeting growth by 5%.
 - Literacy strategies
 - Data conferences

Harlem Middle School

Priority # 3

- HMS will increase academic achievement in mathematics by increasing the number of students meeting growth by 5%.
 - Math strategies
 - Data chats
 - Home strategies for math

Priority # 4

- HMS will actively invite families to participate in the school community and support all learners.
 - Teacher/parent interaction opportunities to provide connection to school community
 - Streamlined communication

Loves Park Elementary School

Priority # 1

**To increase our iReady Reading scores by 5%
in the period of May 2025 to May 2026**

- If we provide targeted professional development for the Into Reading curriculum, then teacher proficiency throughout implementation of the new reading program will result in improved student reading growth.
- If we strategically collect and analyze data to gain a deeper understanding of our readers' individual strengths and needs then we will increase our ability to provide differentiated instruction and resources, leading to measurable growth in their reading proficiency.
- If we provide tiered instructional support through MTSS, then the students will show growth on the iReady assessments.

Priority # 2

**To increase our iReady Math scores by 5% in the
period of May 2025 to May 2026**

- If teachers are provided consistent planning/support and data analysis opportunities then differentiated instruction will be more targeted.
- If we provide staff with math PD, then more strategies will be utilized for student growth.
- If we provide tiered instructional support through MTSS, then the students will show growth on the iReady assessments.

Loves Park Elementary School

Priority # 3

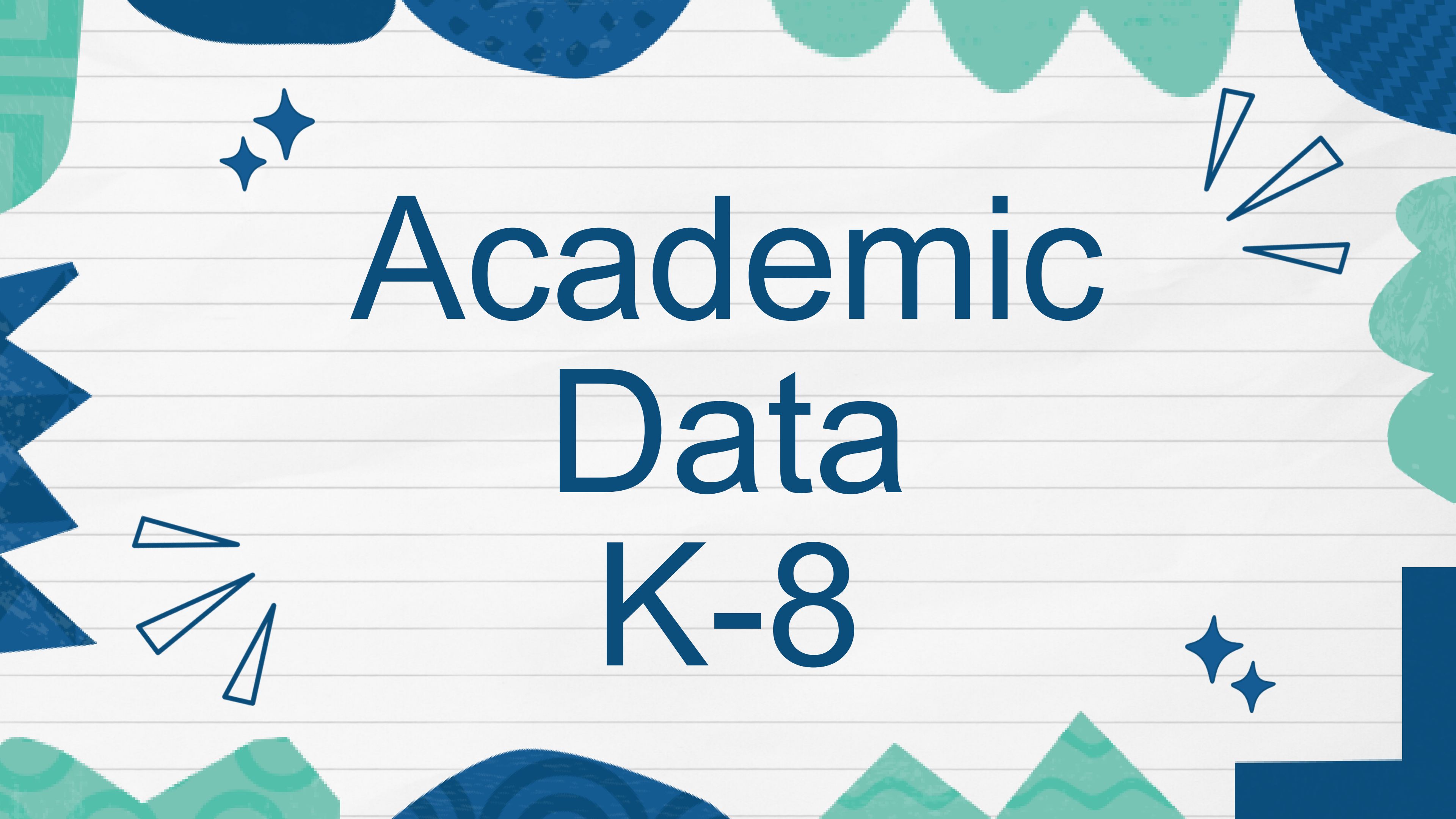
To reduce our total disciplinary referrals by 10% from the total in the 2024-2025 school year to the 2025-2026 school year

- If student behavior is addressed using proactive strategies consistently building wide, then student discipline referrals will be reduced from year to year.
- If we consistently implement our PBIS program to positively support our environment, then the school wide climate will improve and schoolwide discipline referrals will decrease.

Priority # 4

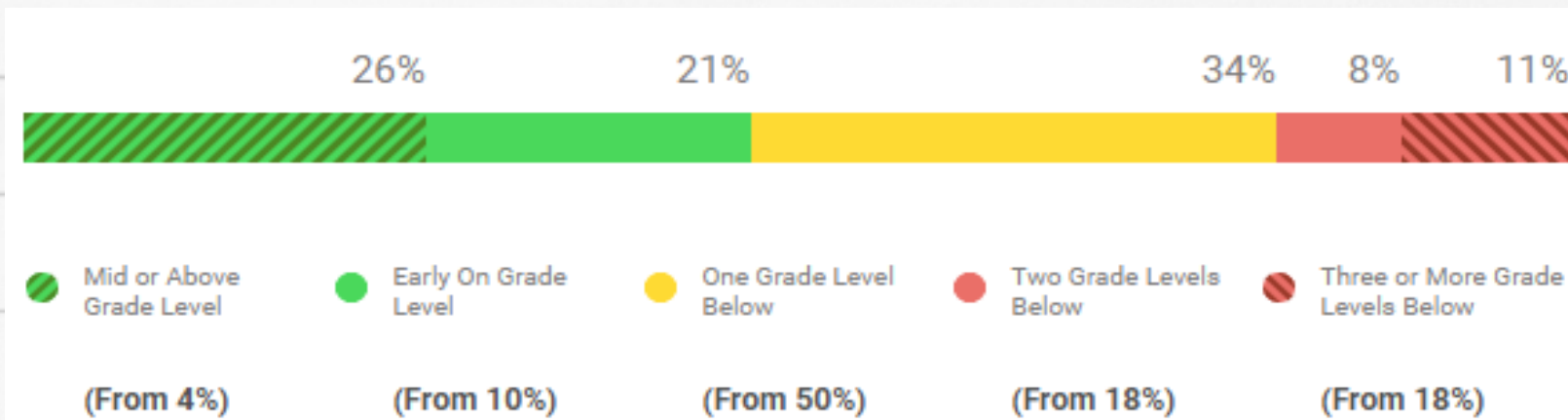
To increase Family and Staff involvement in school community events and activities as measured by attendance and participation throughout the school year.

- If we increase our opportunities for parental involvement and student engagement, then families will feel more welcome and students will be more engaged in the school community.
- If we create a climate that is supportive and open for the staff, then morale and connection amongst the staff will improve.

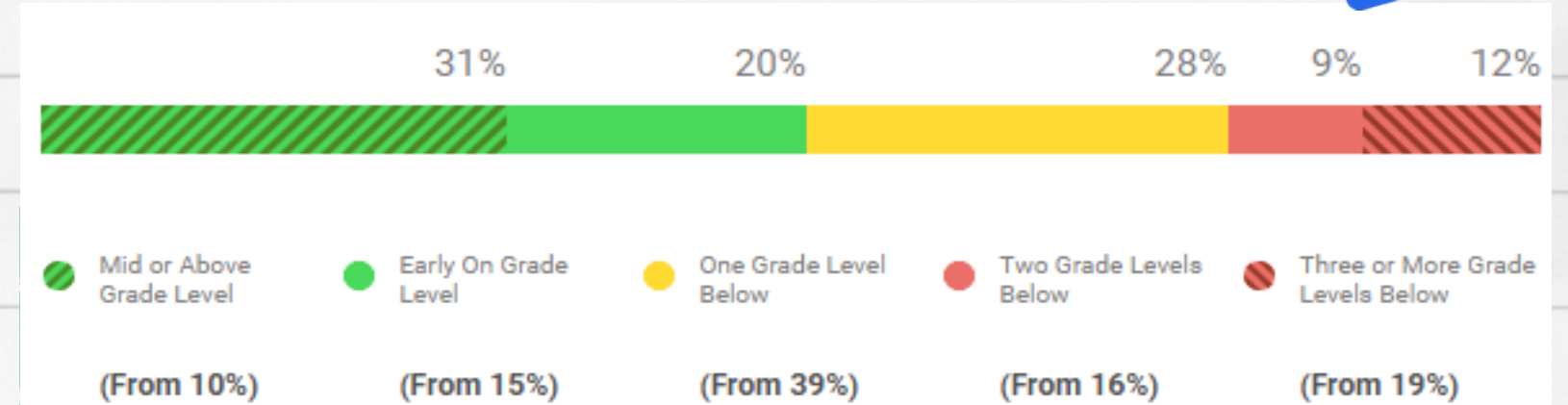


Academic Data K-8

District



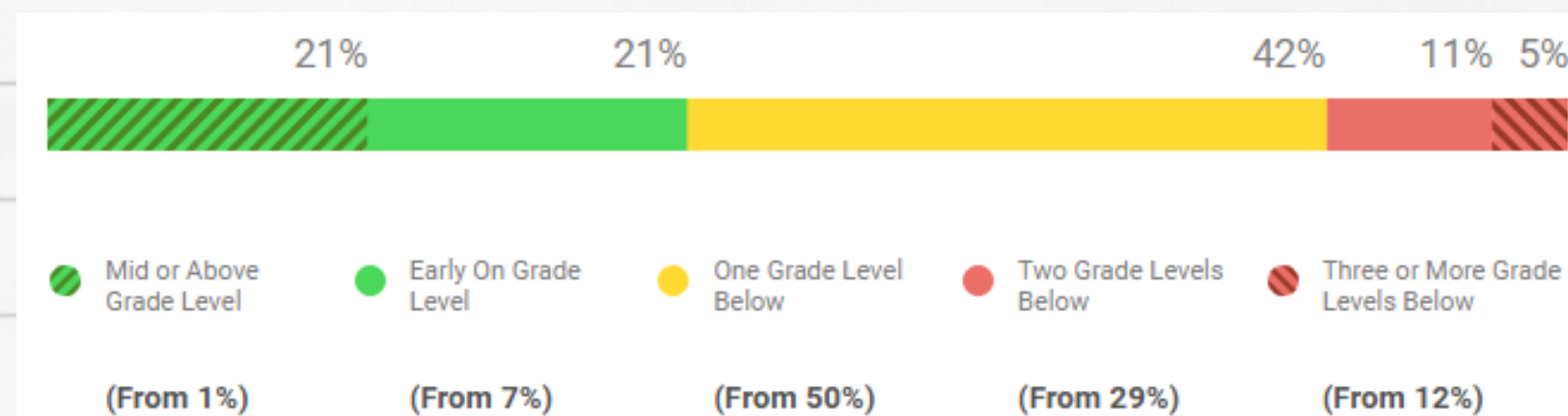
- 56% of students have made it to their typical growth goal in math.
- The percentage of students meeting Typical Growth targets in Math have remained consistent.
- Two 3rd grade teachers had 94% of their students meet growth targets.
- Predicted IAR proficiency is 23%.



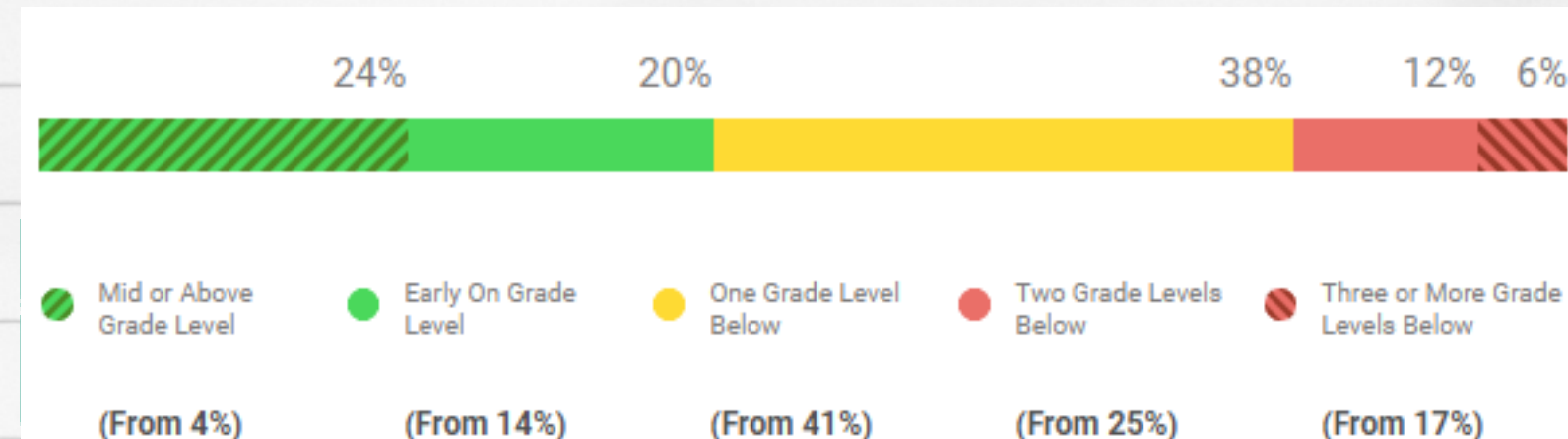
- 59% of students have made it to their typical growth goal in ELA.
- The percentage of students meeting Typical Growth targets in Reading has shown a gradual increase over the three years.
- Grade 8 students demonstrated the highest average growth.
- Predicted IAR proficiency is 32%.



Windsor



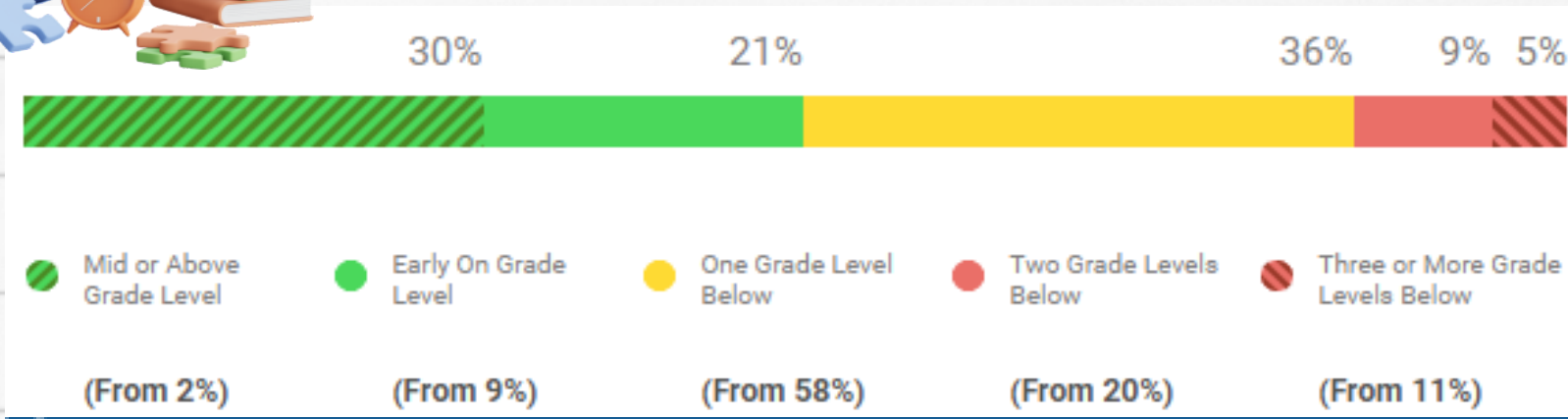
- **49%** of students have made it to their typical growth goal in math.
- Disappointed we fell short of our growth goal of 59%.
- Improved placements in proficiency levels increased:
 - 8% proficiency in green to 42%
 - 41% below in red to a decrease of 16%.
- Teachers who partnered with our PDS and worked on fluency and math mastery on average had higher growth
- Predicted IAR proficiency is 21%.



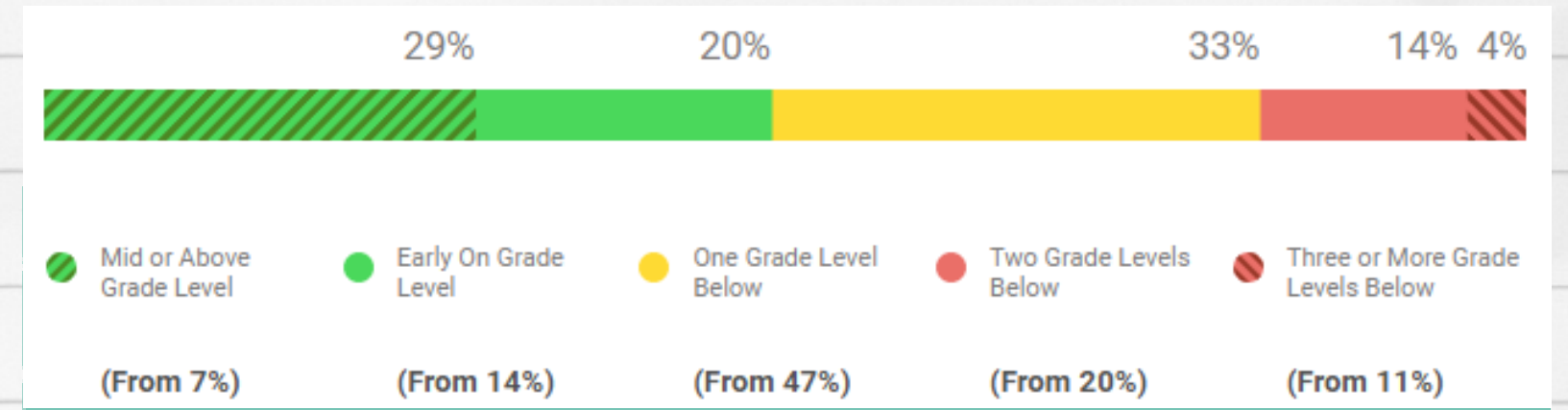
- **67%** of students have made it to their typical growth goal in ELA.
- Met our stretch growth goal of 32%.
- Letter day planning meetings, 2nd staff meetings, LETRS integration, etc. was a large focus for us this year.
- Student groups are proportionate in growth rates
 - slight discrepancy in female/male of 10%
- Predicted IAR proficiency is 26%.



Rock Cut



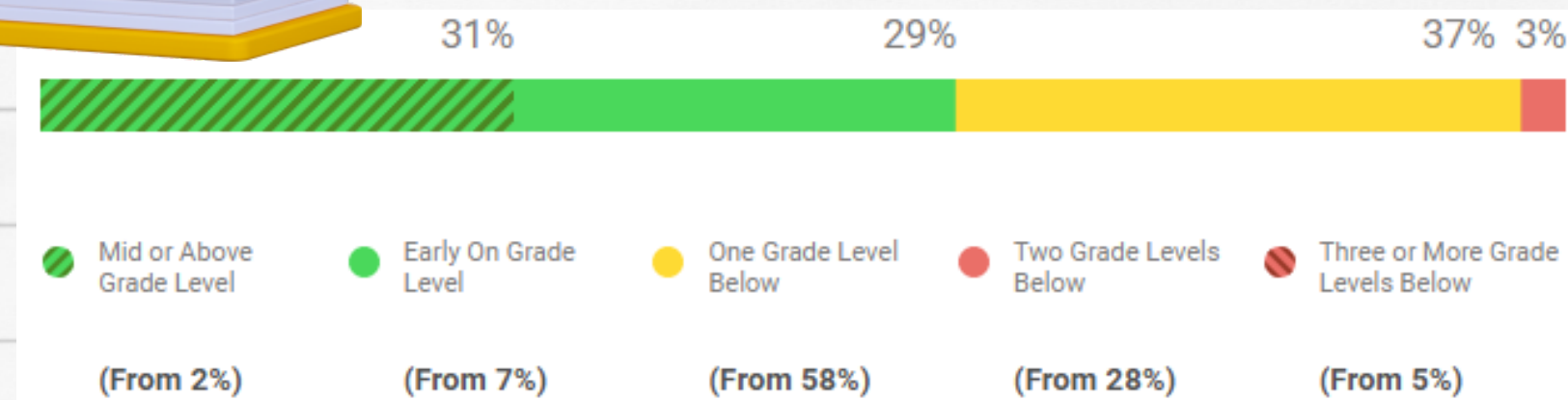
- 56% of students have made it to their typical growth goal in math.
- We did not meet our goal of 67%
- Ending the year with 51% of students in the green, up from 11% at start of year
- Predicted IAR proficiency is 19%.



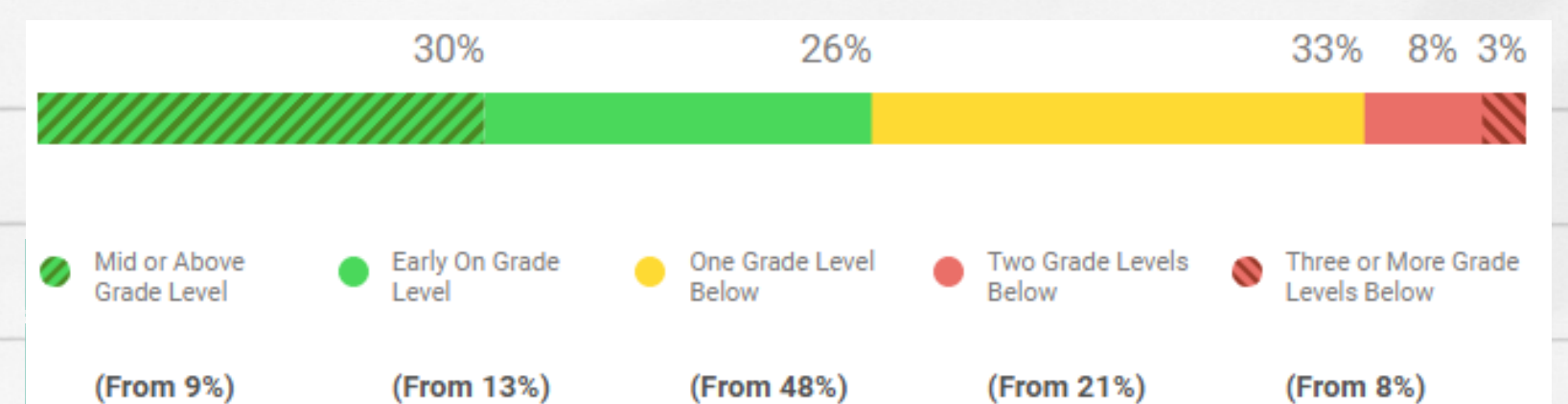
- 56% of students have made it to their typical growth goal in ELA.
- We did not meet our goal of 67%
- Ending the year with 49% of students in the green, up from 22% at start of year
- Predicted IAR proficiency is 18%.



Ralston



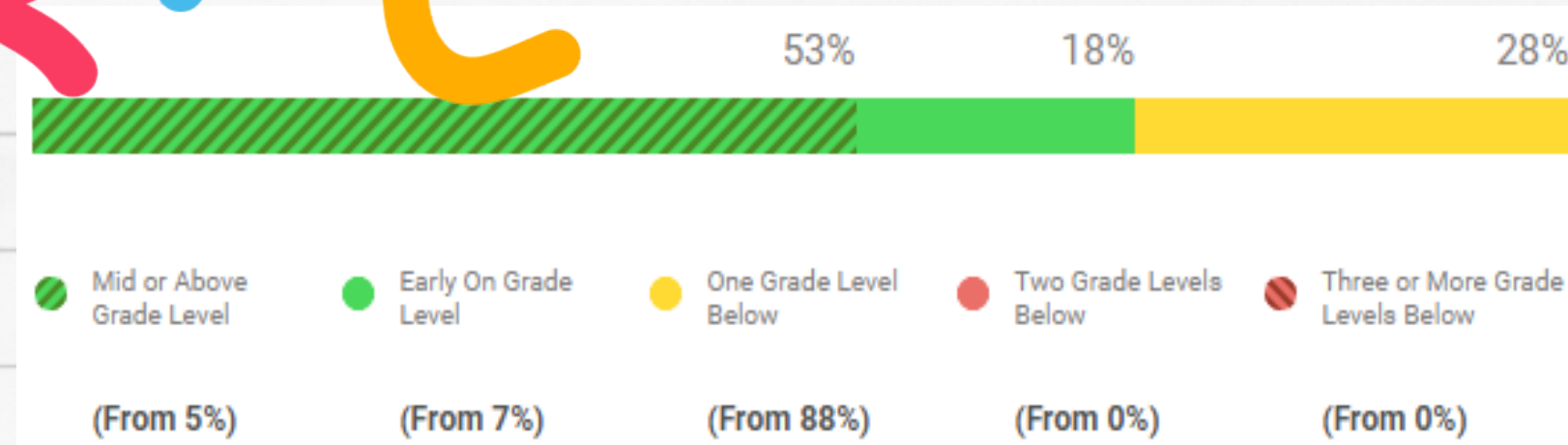
- **73%** of students have made it to their typical growth goal in math.
- Our goal was 70%, and we are proud of exceeding this goal.
- Heavy focus on fact fluency this year. 97% of students in yellow or green.
- Predicted IAR proficiency is 27%.



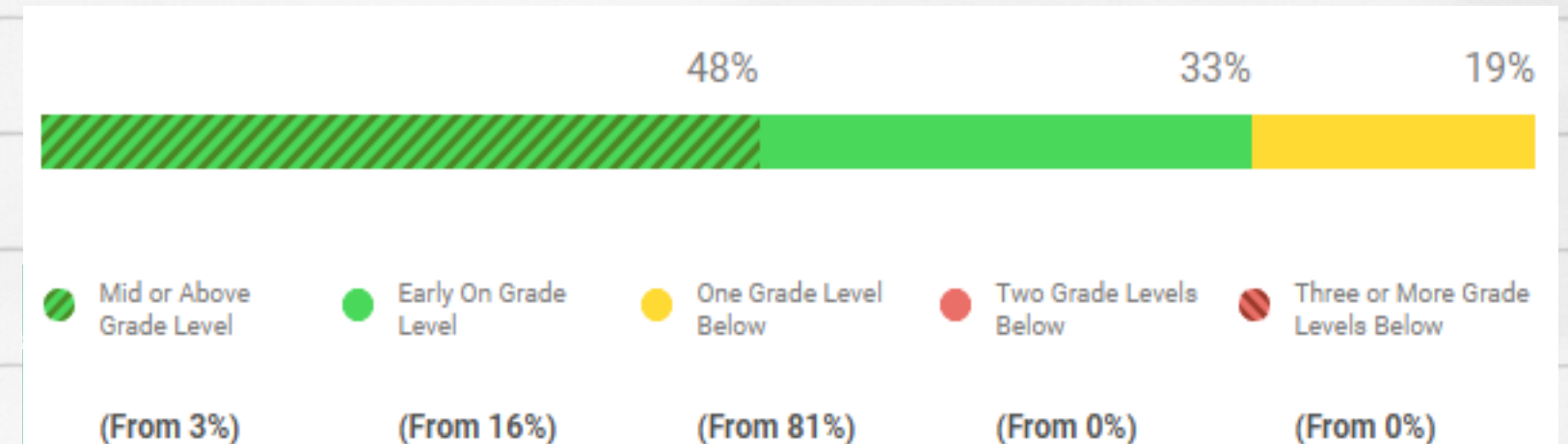
- **58%** of students have made it to their typical growth goal in ELA.
- We did not meet our goal of 75%. Going to break down data further during our SIP summer work day.
- 89% of students in yellow or green.
- Predicted IAR proficiency is 25%.

A B C

Parker Center



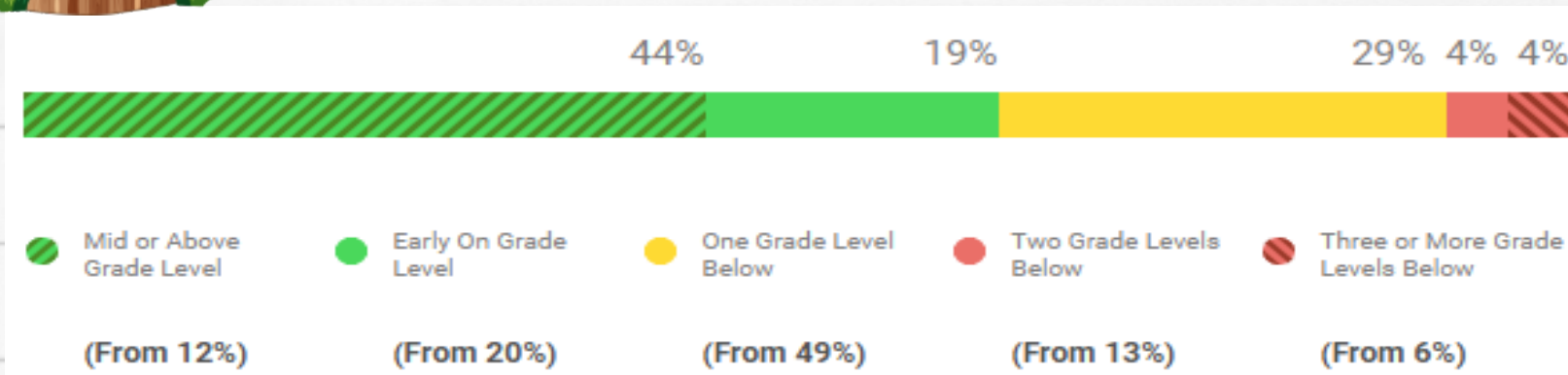
- 61% of students have made it to their typical growth goal in math. Building goal was 68%
- 67% of students improved score from winter
- **43% met stretch growth**



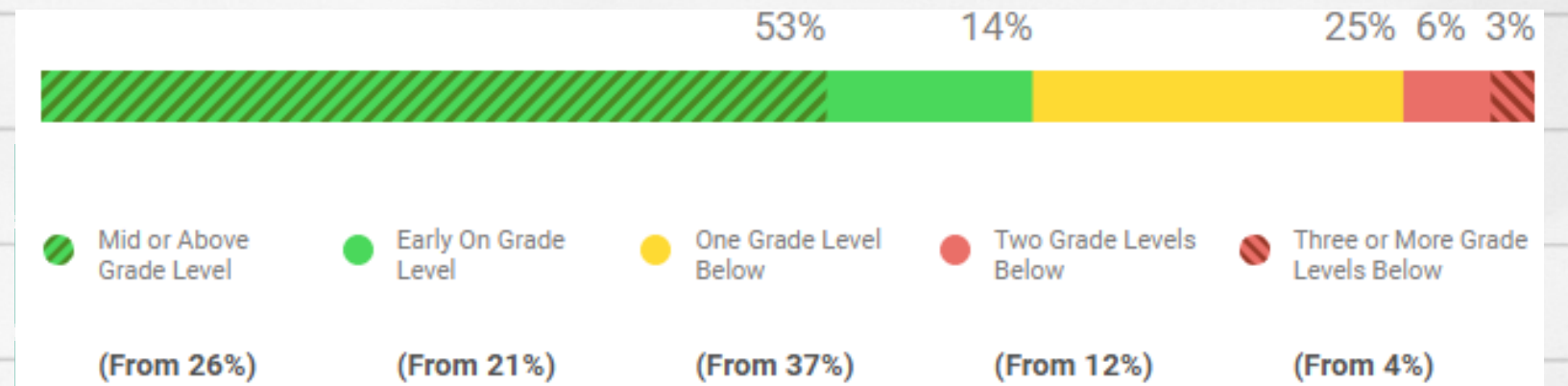
- 57% of students have made it to their typical growth goal in ELA. Building target was 69%
- 79% of students improved score from winter
- 31% met stretch growth



Olson Park



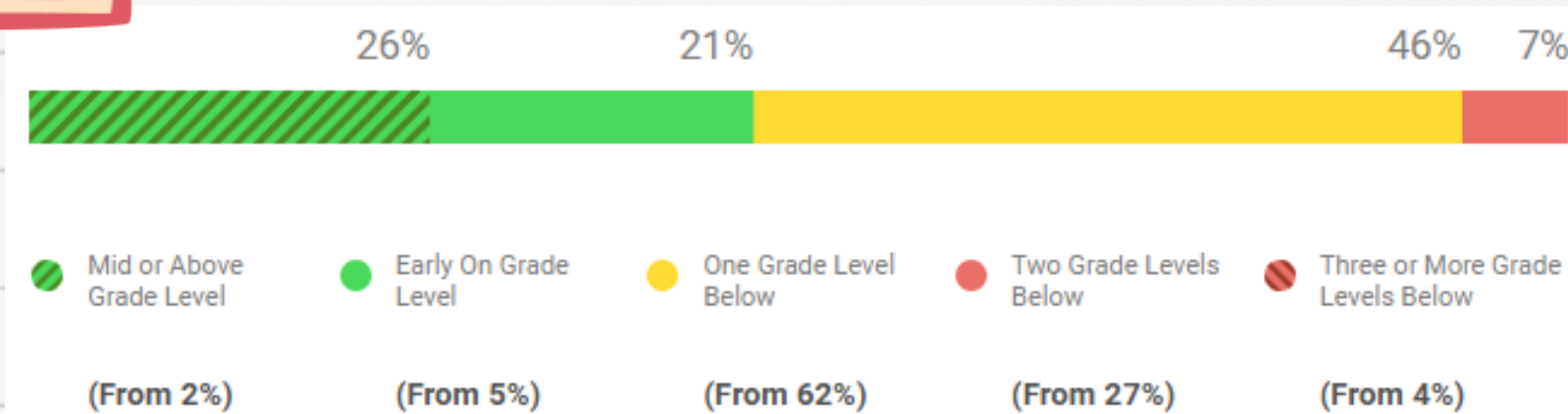
- 48% of students have made it to their typical growth goal in math
- 63% of students are currently at or above grade level
- Did not meet our goal of 61%
- Predicted IAR proficiency is 42%



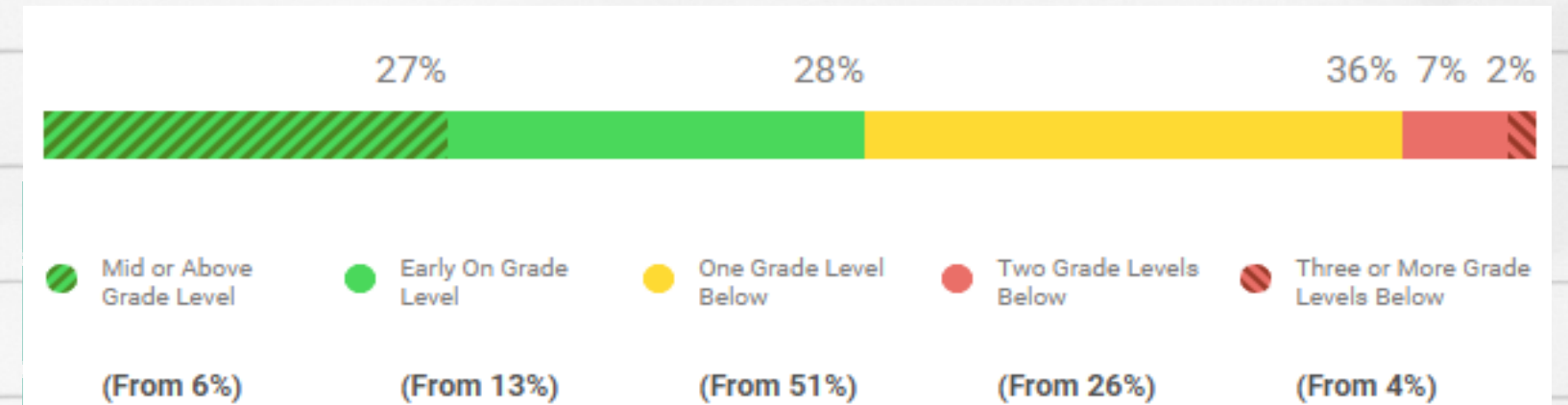
- 59% of students have made it to their typical growth goal in ELA
- 67% of students at or above grade level
- Continued focus on literacy for the 25-26 school year
- Predicted IAR proficiency is 53%



Marquette



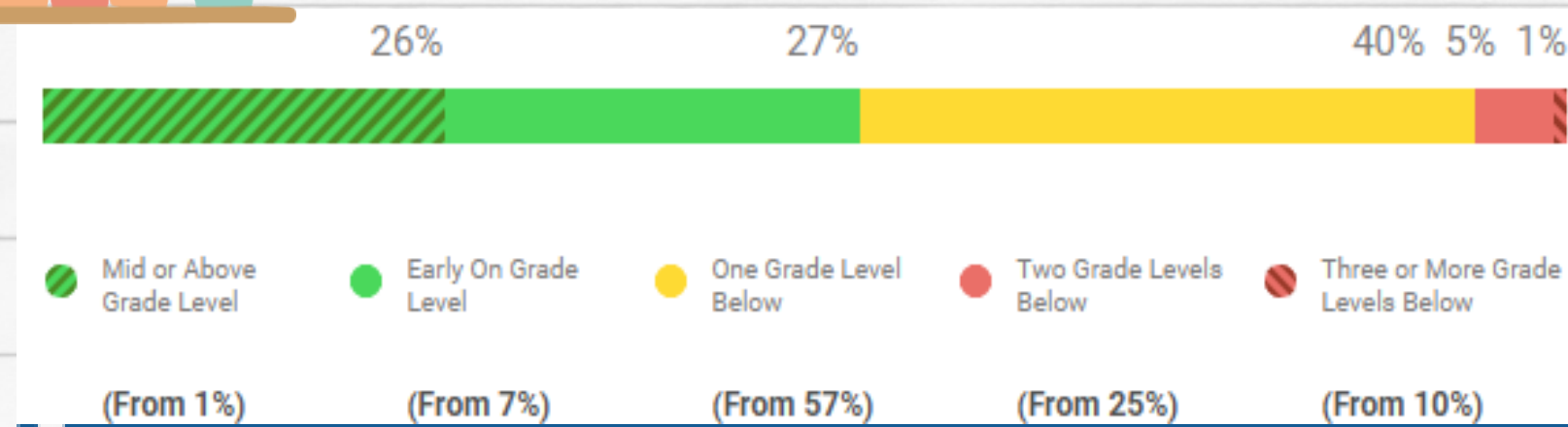
- 58% of students have made it to their typical growth goal in math.
- The percentage of students on grade level increased from 7% to 47% (includes early on grade level to above).
- In December, 31% of students were 2-3 grade levels below. It is now 7%.
- Predicted IAR proficiency is 32%.



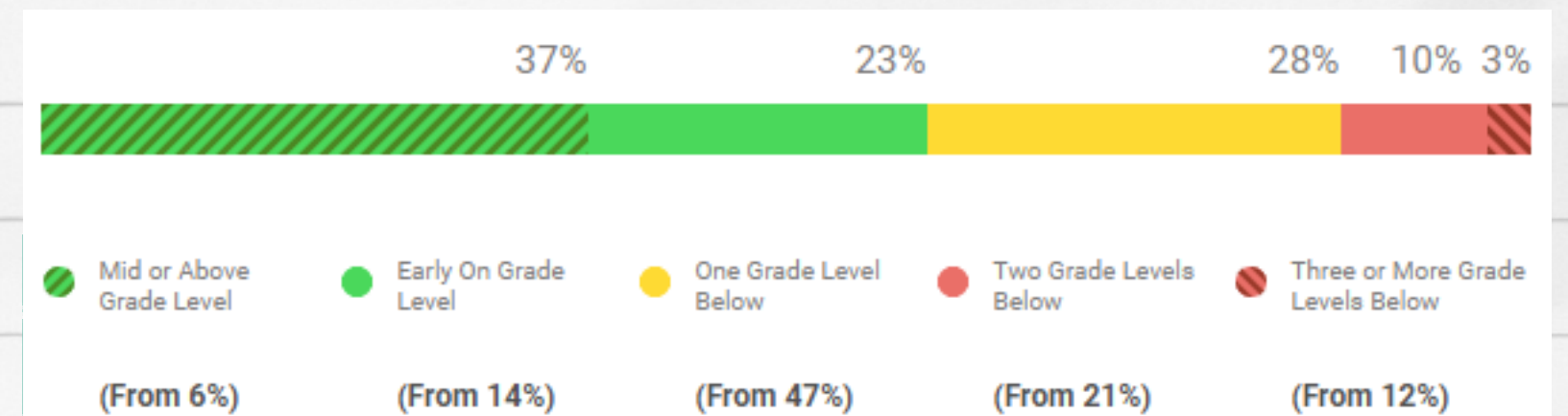
- 56% of students have made it to their typical growth goal in ELA.
- The percentage of students on grade level increased from 19% to 55% (includes early on grade level to above).
- 65% of students had improved placement.
- Predicted IAR proficiency is 14%.



Maple

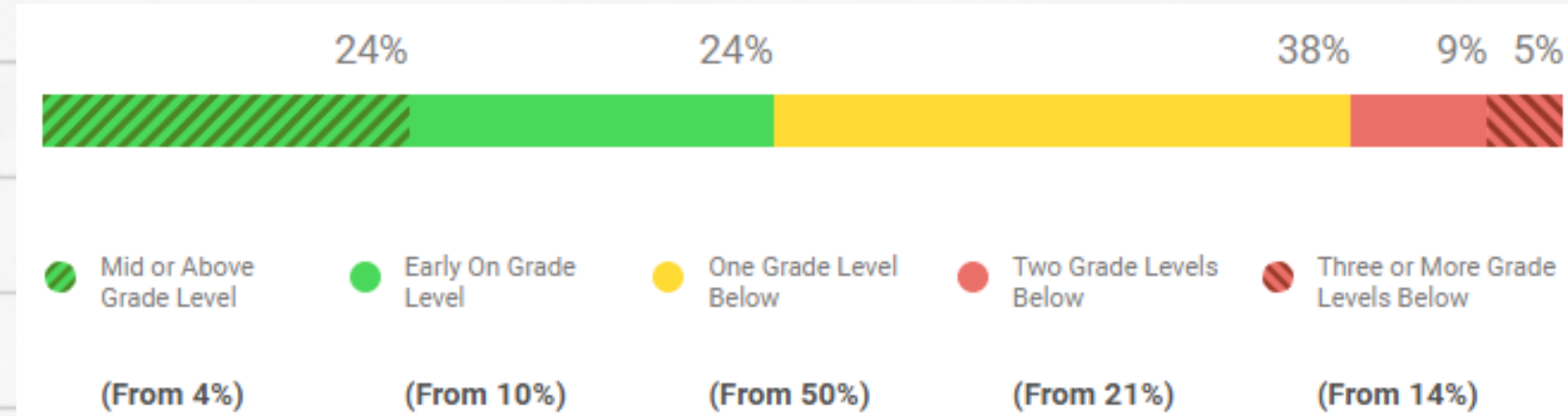


- 70% of students have made it to their typical growth goal in Math.
- 35% of students were in the red and end of the year data is down to 6%.
- 34% of students met their stretch growth goal.
- Predicted IAR proficiency is 24%.

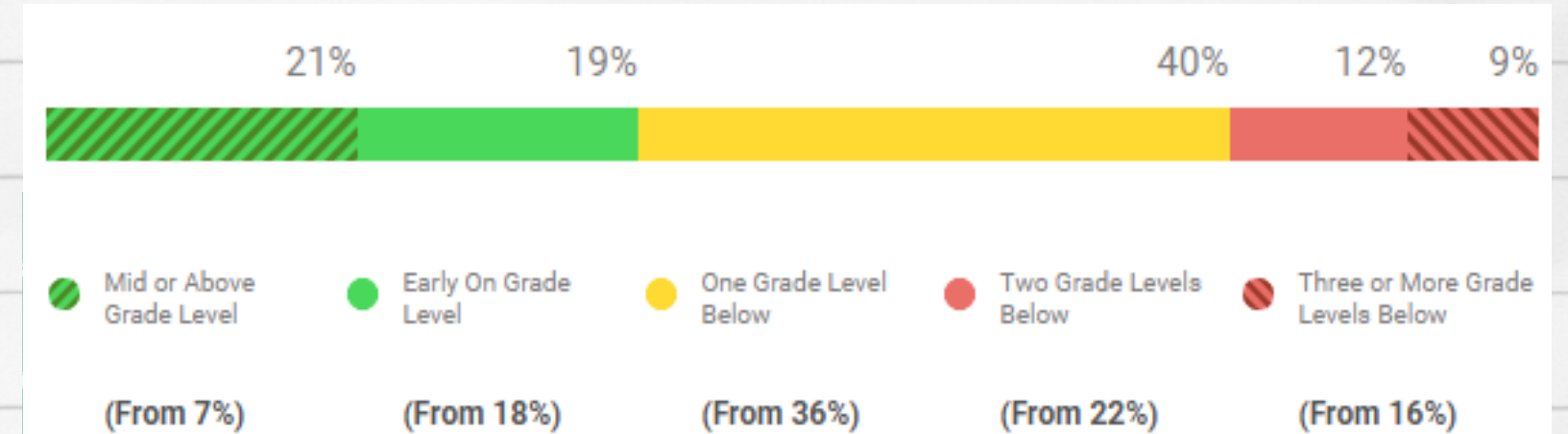


- 70% of students have made it to their typical growth goal in ELA.
- 34% of students were in the red and that was reduced to 13%.
- 38% of students met their stretch growth goal.
- Predicted IAR proficiency is 32%.

Machesney



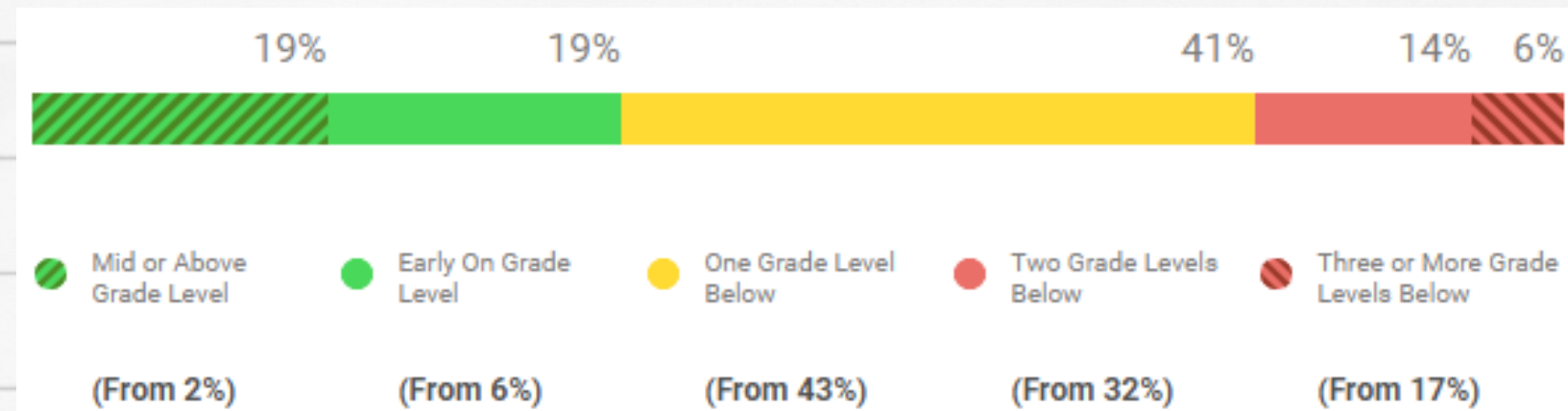
- 54% of students have made it to their typical growth goal in math.
- We did not meet our goal of 65.
- MTSS students made growth.
- Predicted IAR proficiency is 23%.



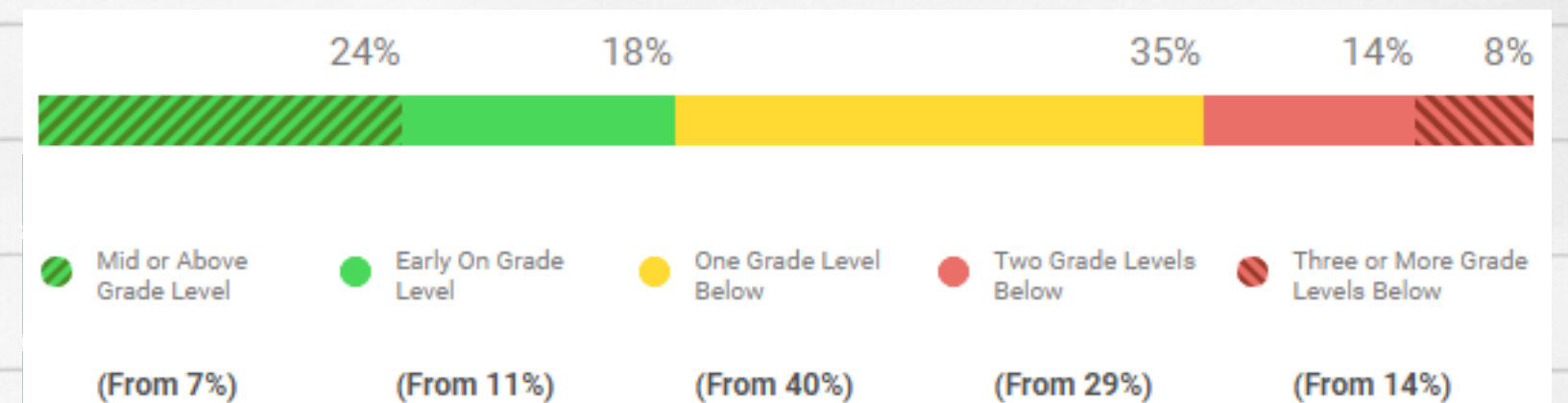
- 58% of students have made it to their typical growth goal in ELA.
- We did not meet our goal of 72.
- MTSS students made growth.
- Predicted IAR proficiency is 28%.



Loves Park



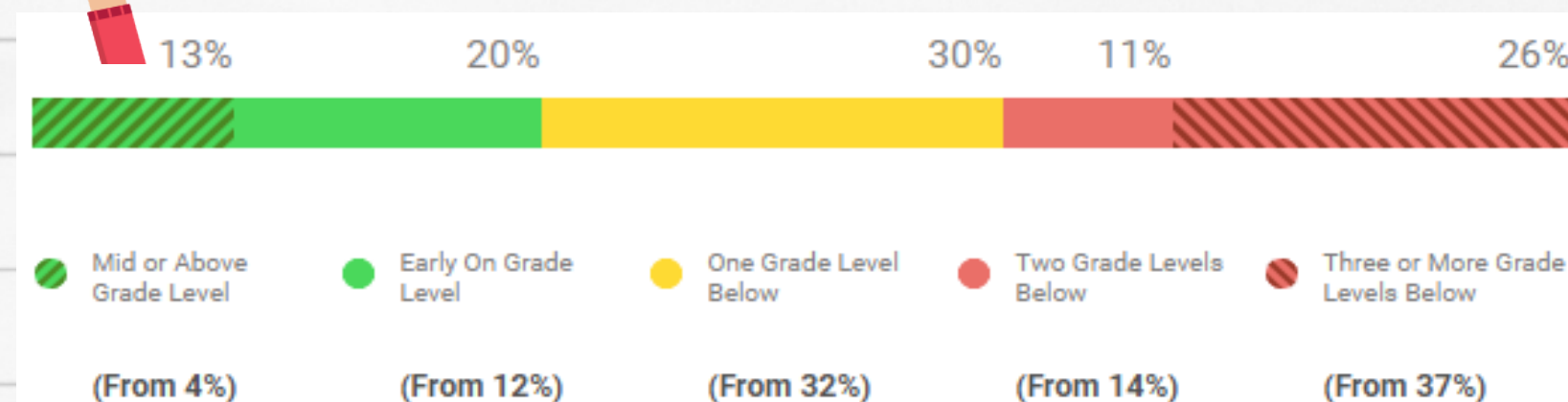
- 58% of students have made it to their typical growth goal math.
- Our Goal was 61%.
- Students in the green area went from 8% to 39 % during the year.
- Students in the red went from 32% to 20%
- Predicted IAR proficiency is 18%.



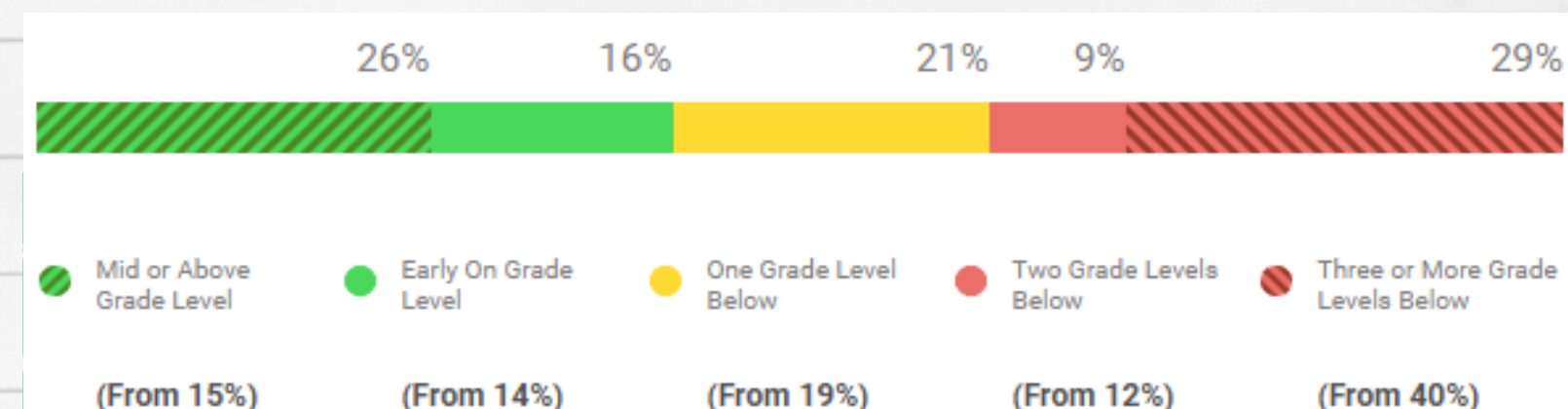
- 57% of students have made it to their typical growth goal in ELA.
- Our Goal was 61%.
- Students in the green went from 18% to 43%.
- Students in the red went from 42% to 21%.
- Predicted IAR proficiency is 21%.



Harlem Middle School



- **53%** of students have made it to their typical growth goal in math.
- Improved placements in proficiency levels:
 - 16% proficiency in green to 32%
 - 50% below in red to a decrease of 37%
- While 8th grade demonstrated significant growth the same level of progress was not observed in 6th and 7th.
- Predicted IAR proficiency is 21%.



- **58%** of students have made it to their typical growth goal in ELA.
- Students who demonstrated growth showed substantial individual gains: however, the overall percentage of students meeting typical growth fell short of expectations.
- Predicted IAR proficiency is 34%.



Behavior Data

Elementary District - Wide

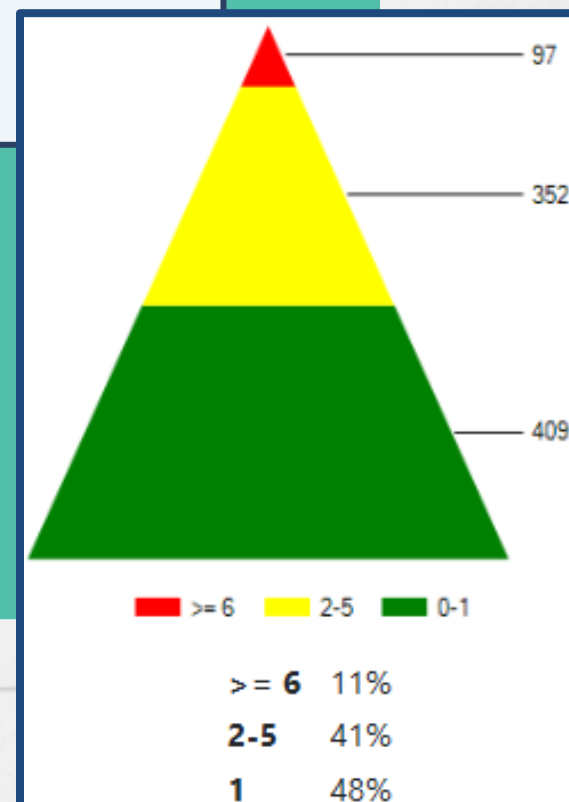
Number of:	
Referrals	362
In-school Suspensions (ISS, SIS)	95
Out of School Suspension (OSS)	54
Detentions	120
Referred to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0

Elementary District-Wide

Top Offenses		Top Locations	
Disruptive/LOC	60	Classroom	128
Inappropriate Language	60	Playground/Recess	80
Dangerous Behavior	54	Recess	19
Physical Aggression	54		

Analysis:

- In FY 24, there were 363 referrals for grades K-5 for this trimester (240 - FY 25)
- Interventions put in place are working



Secondary District - Wide

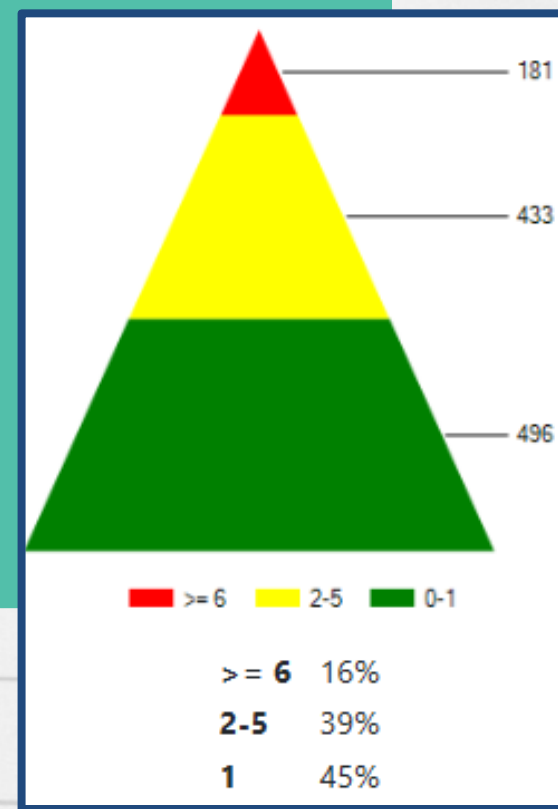
Number of:	
Referrals	2,560
In-school Suspensions (ISS, SIS)	1,041
Out of School Suspension (OSS)	378
Detentions	461
Referred to Juvenile Authorities (RJA)	30
Conditional Probationary Agreement (CPA)	8

Secondary District-Wide

Top Offenses		Top Locations	
Tardies	442	Classroom	1,206
Disruptive/LOC	386	Student Services	586
Insubordination	295	Hall	164

Analysis:

- In FY 24, there were 363 referrals for grades K-5 for this trimester (240 - FY 25)
- Interventions put in place are working



Harlem High School

Number of:

Referrals

1,355

In-school Suspensions (ISS, SIS)

508

Out of School Suspension (OSS)

226

Detentions

157

Referred to Juvenile Authorities (RJA)

14

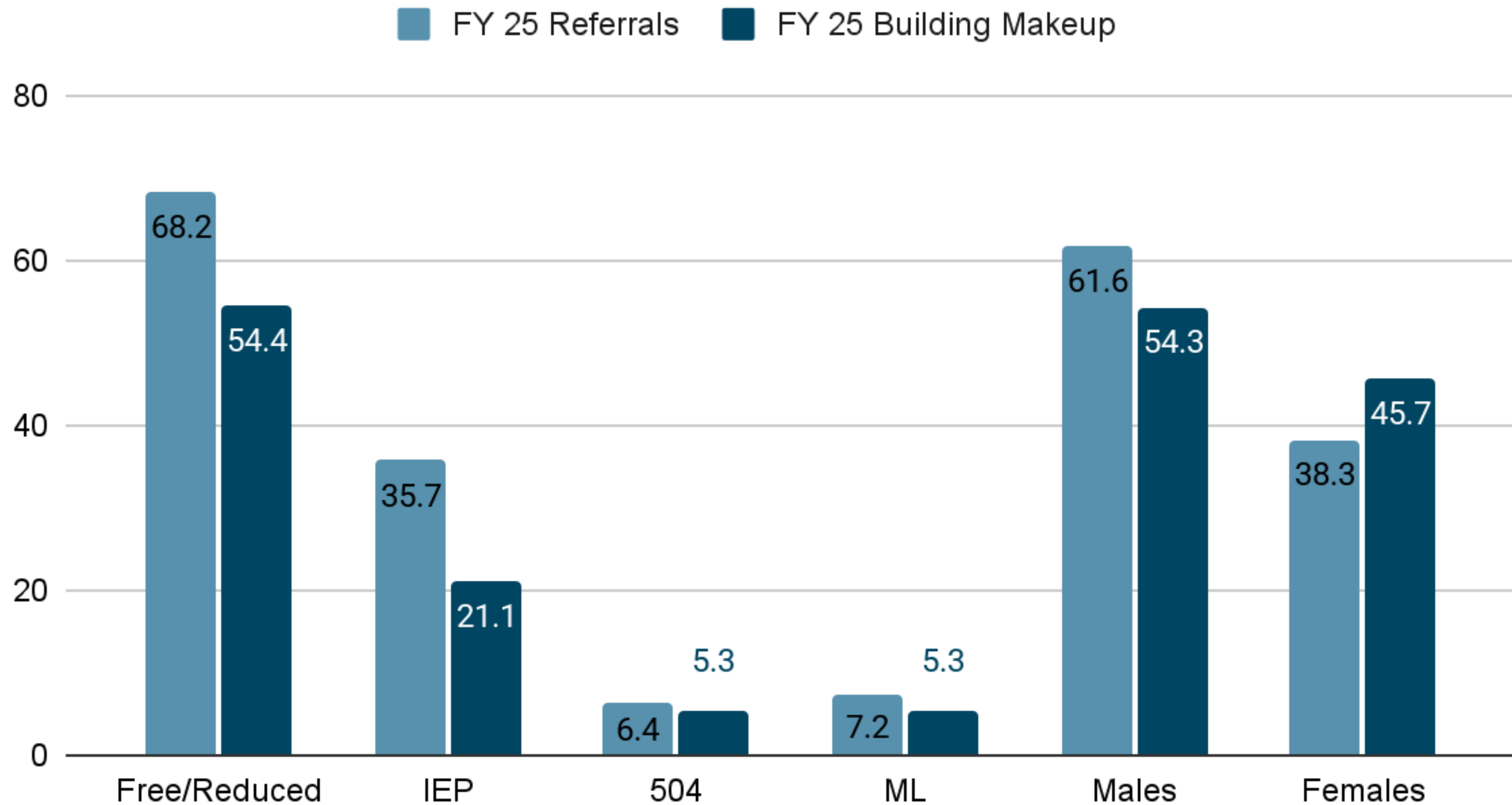
Conditional Probationary Agreement (CPA)

8



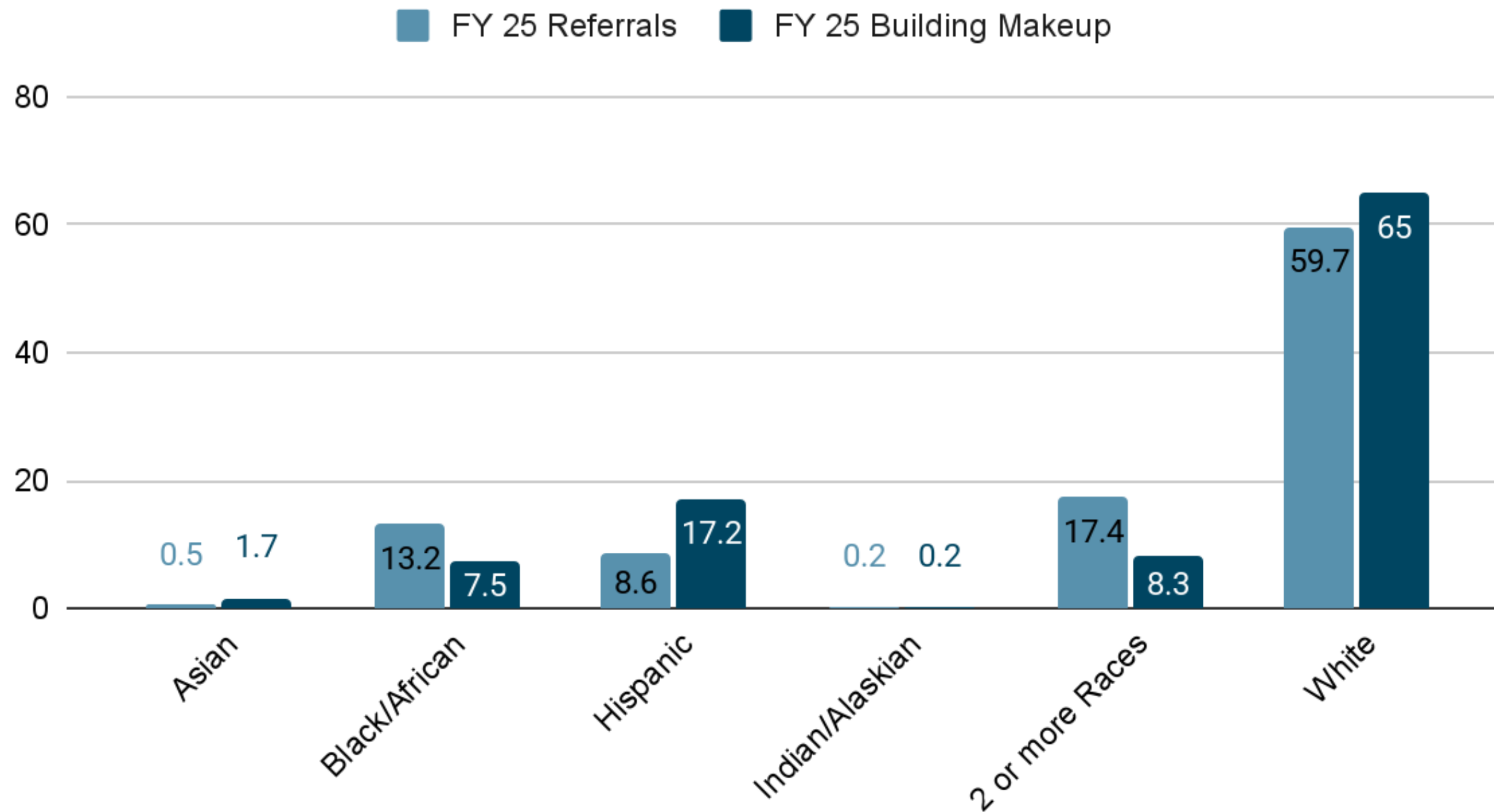
Harlem High School

Behavior by Student Group



Harlem High School

Behavior Data by Race

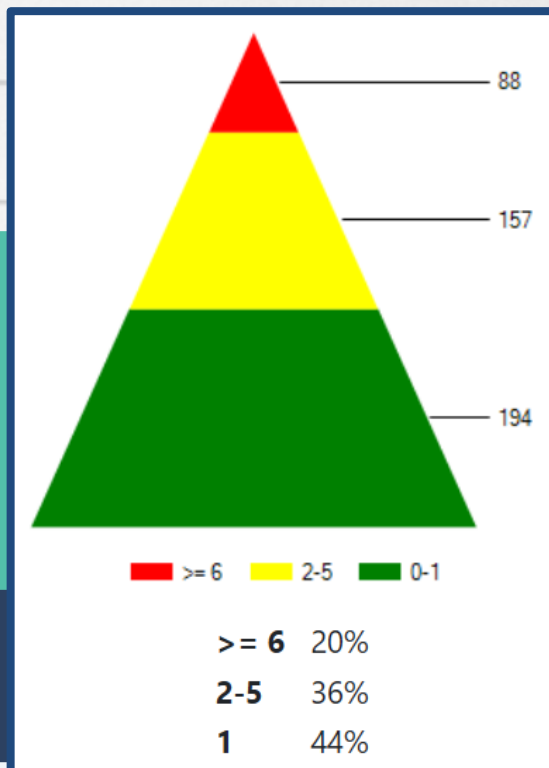


Harlem High School

Top Offenses		Top Locations	
Excessive Tardiness	442	Classroom	407
Not in Assigned Area	208	Restroom	107
Insubordination	205	Commons	69

Analysis:

- Adjustment in the tardy policy led to a reduction in excessive tardiness referrals by half
- Buses arriving late have impacted tardiness for both bus and car riders
- Consistency in focusing on Supervisory Aides checking restrooms, commons, and hallways to ensure students are where they need to be led to almost equal NAA referrals (200 1st semester)
- We continue to explore ways to reduce exclusionary discipline as part of our discipline improvement plan
- Major disruption referrals down from 53 in 2024 to 41 in 2025



Harlem Middle School

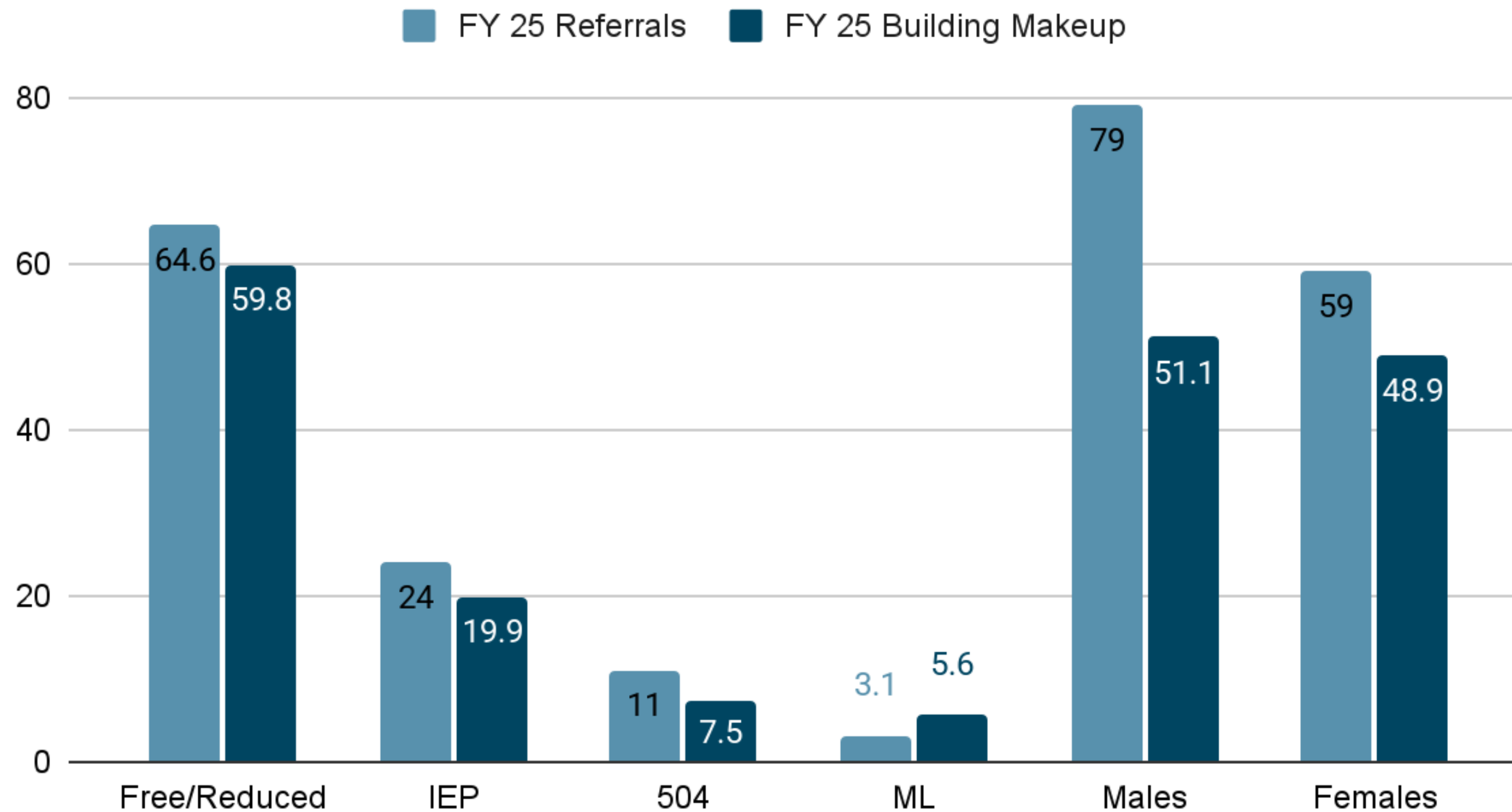
Number of:

Referrals	1205
In-school Suspensions (ISS, SIS)	533
Out of School Suspension (OSS)	152
Detentions	251
Referred to Juvenile Authorities (RJA)	16
Conditional Probationary Agreement (CPA)	4



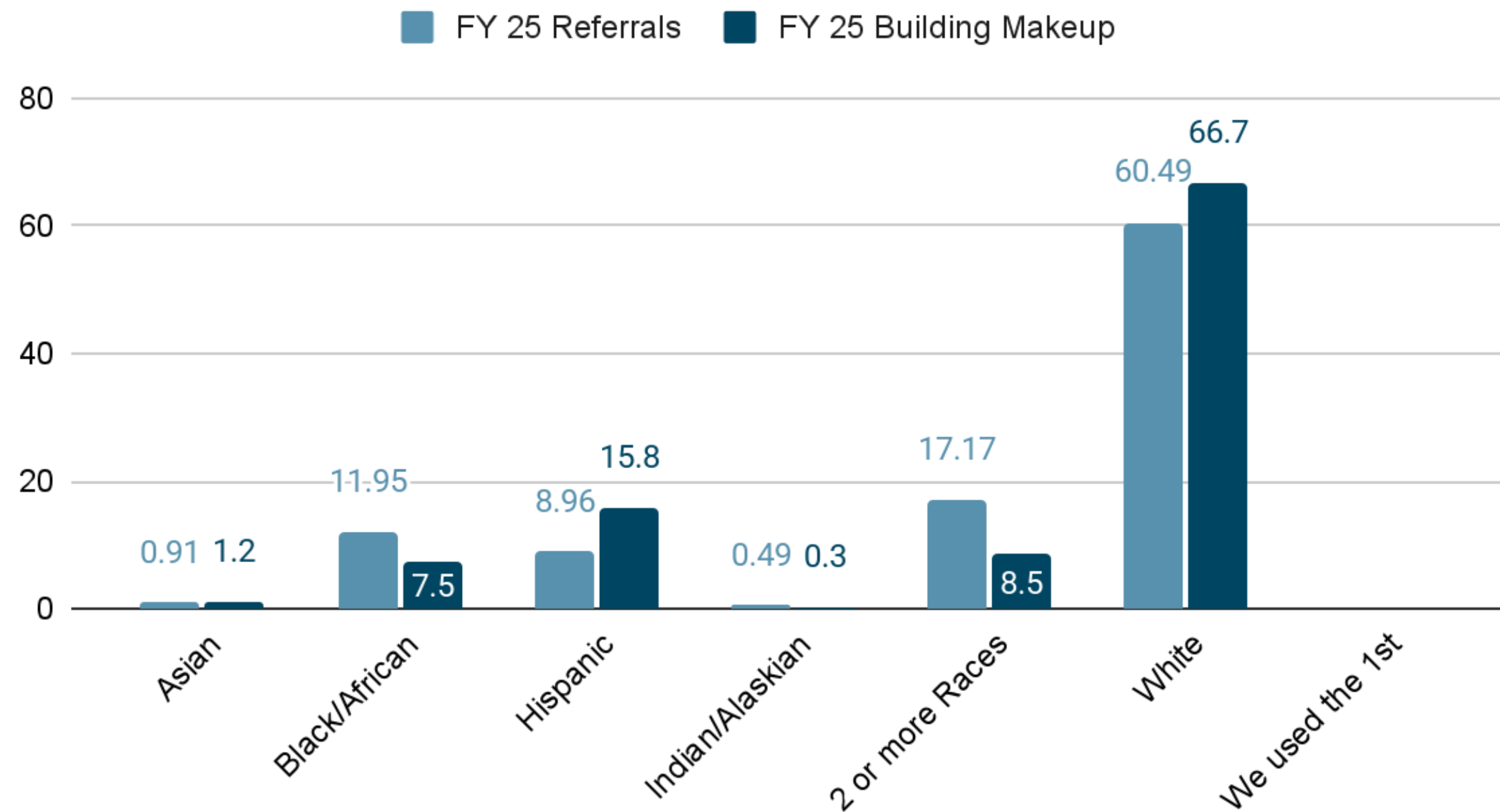
Harlem Middle School

Behavior by Student Group

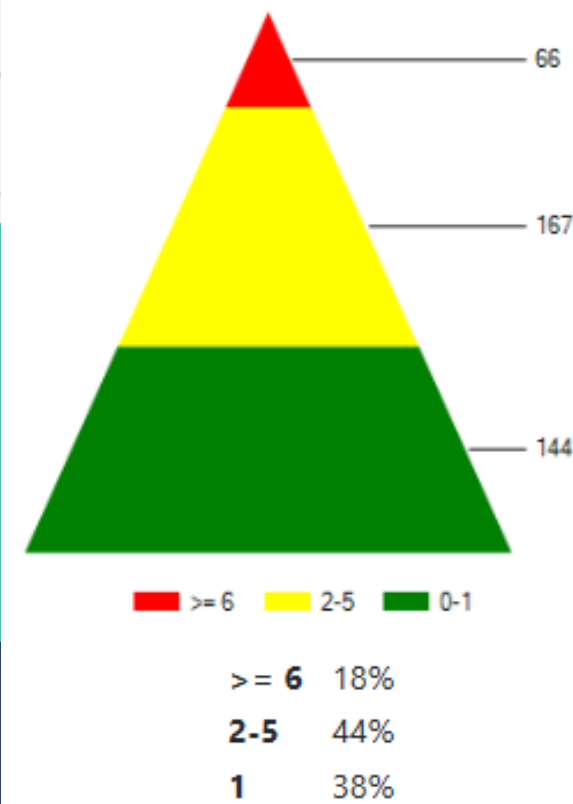


Harlem Middle School

Behavior Data by Race



Harlem Middle School



Top Offenses		Top Locations	
Disruptive Behavior/Lack of Cooperation	329	Classroom	799
Inappropriate Language	113	Hallway	102
Insubordination	90	Bus	61

Analysis:

- Disruptive Behavior in the classroom continues to be our top offense and location
- Overall behavior decreased from the 23/24 second Semester

Loves Park

Number of:

Referrals

60

In-school Suspensions (ISS, SIS)

11

Out of School Suspension (OSS)

19

Detentions

18

Referred to Juvenile Authorities (RJA)

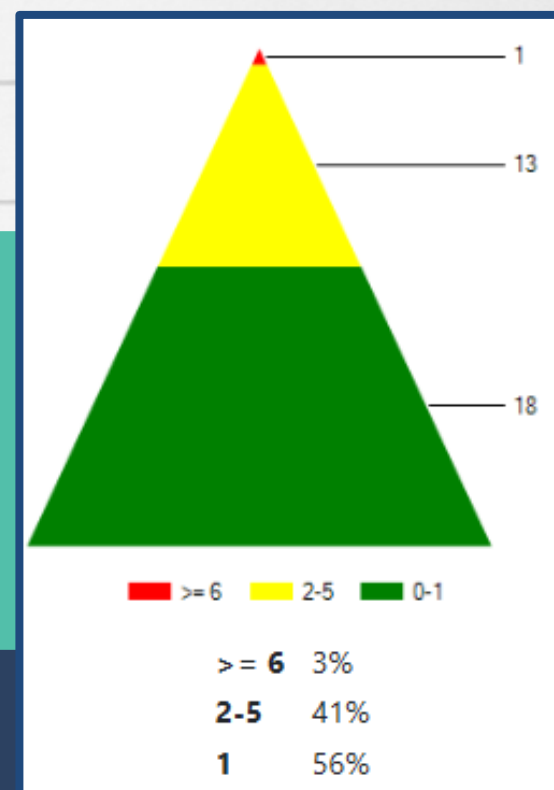
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Conditional Probationary Agreement (CPA)

0



Loves Park

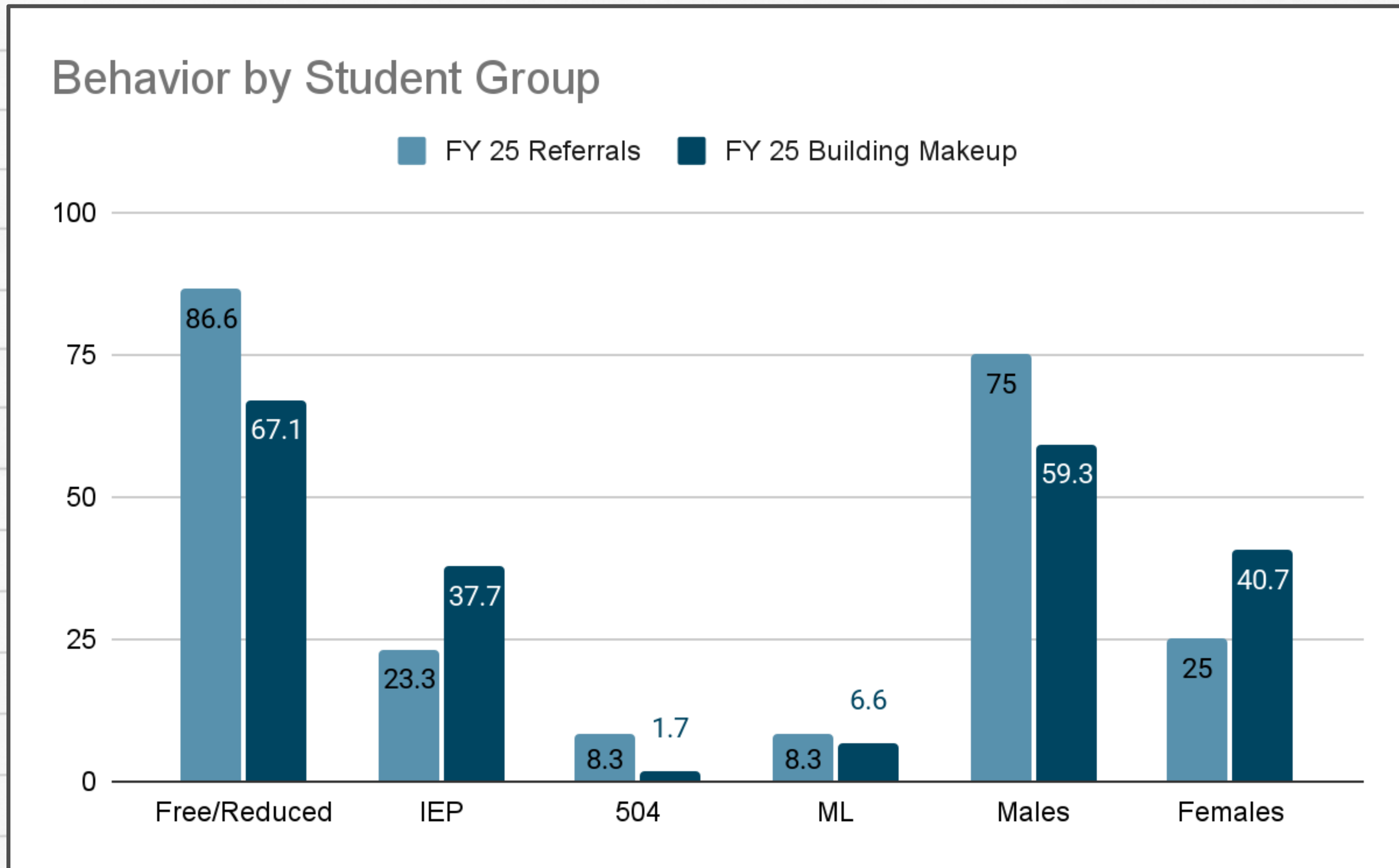


Top Offenses		Top Locations	
Inappropriate Language	15	Classroom	22
Disruptive/LOC	12	Recess	11
Dangerous Behavior	9	Art	6

Analysis:

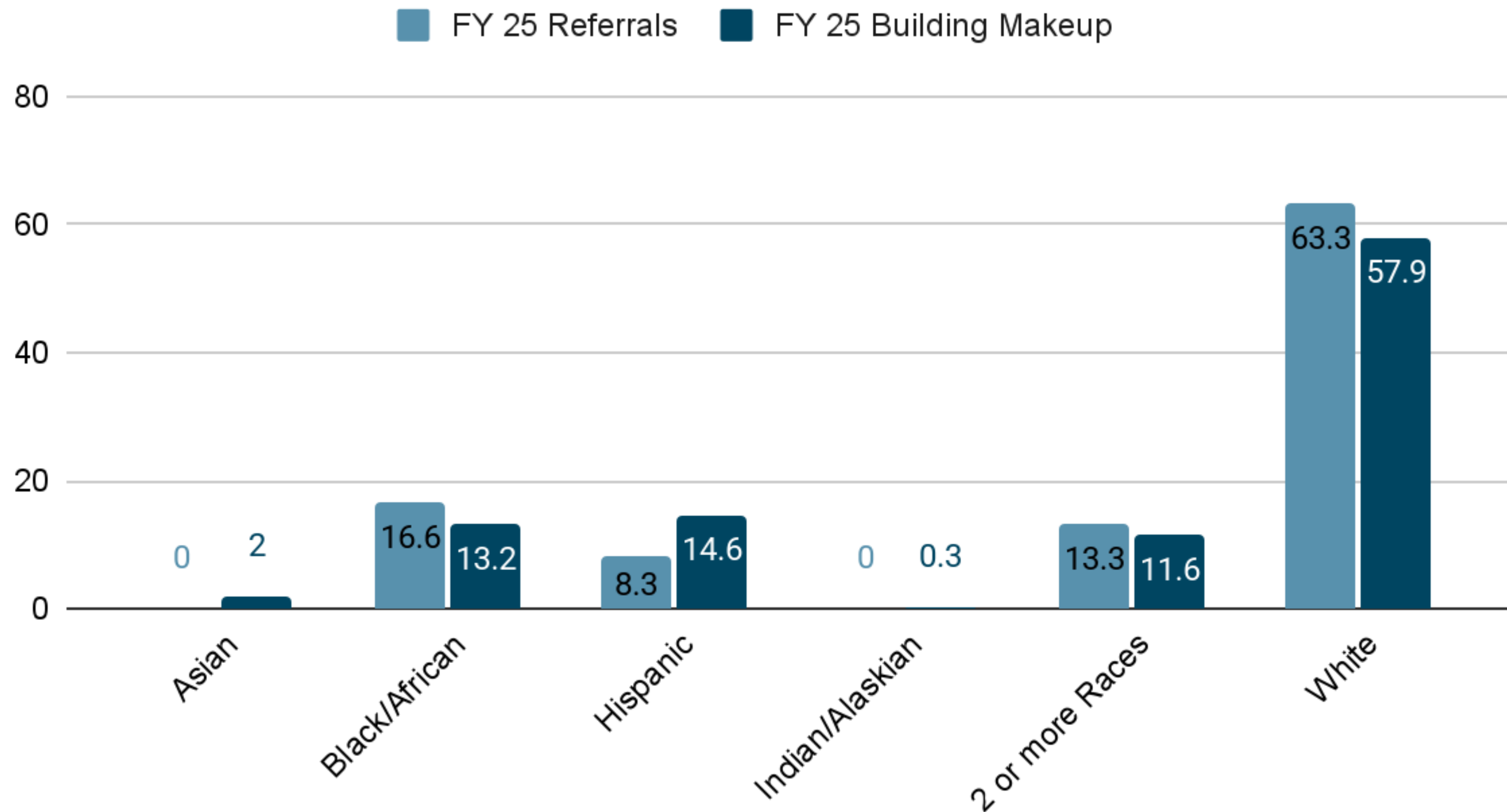
- In FY 24, there were 309 total referrals. In FY 25, we had 168 total referrals.
- Interventions put in place are working and behaviors have decreased over the past year.

Loves Park



Loves Park

Behavior Data by Race



Machesney

Number of:

Referrals

19

In-school Suspensions (ISS, SIS)

3

Out of School Suspension (OSS)

7

Detentions

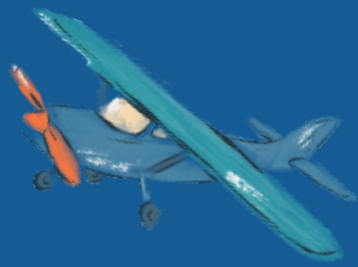
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Referred to Juvenile Authorities (RJA)

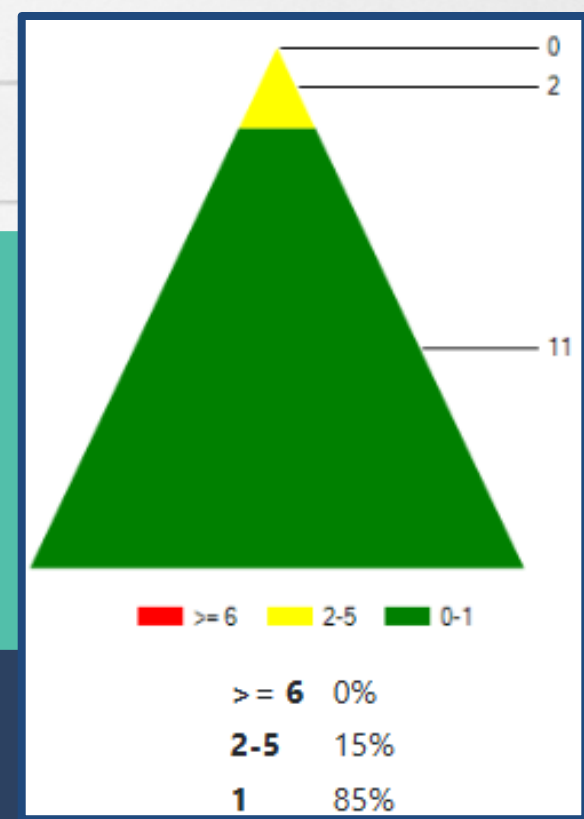
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Conditional Probationary Agreement (CPA)

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Machesney

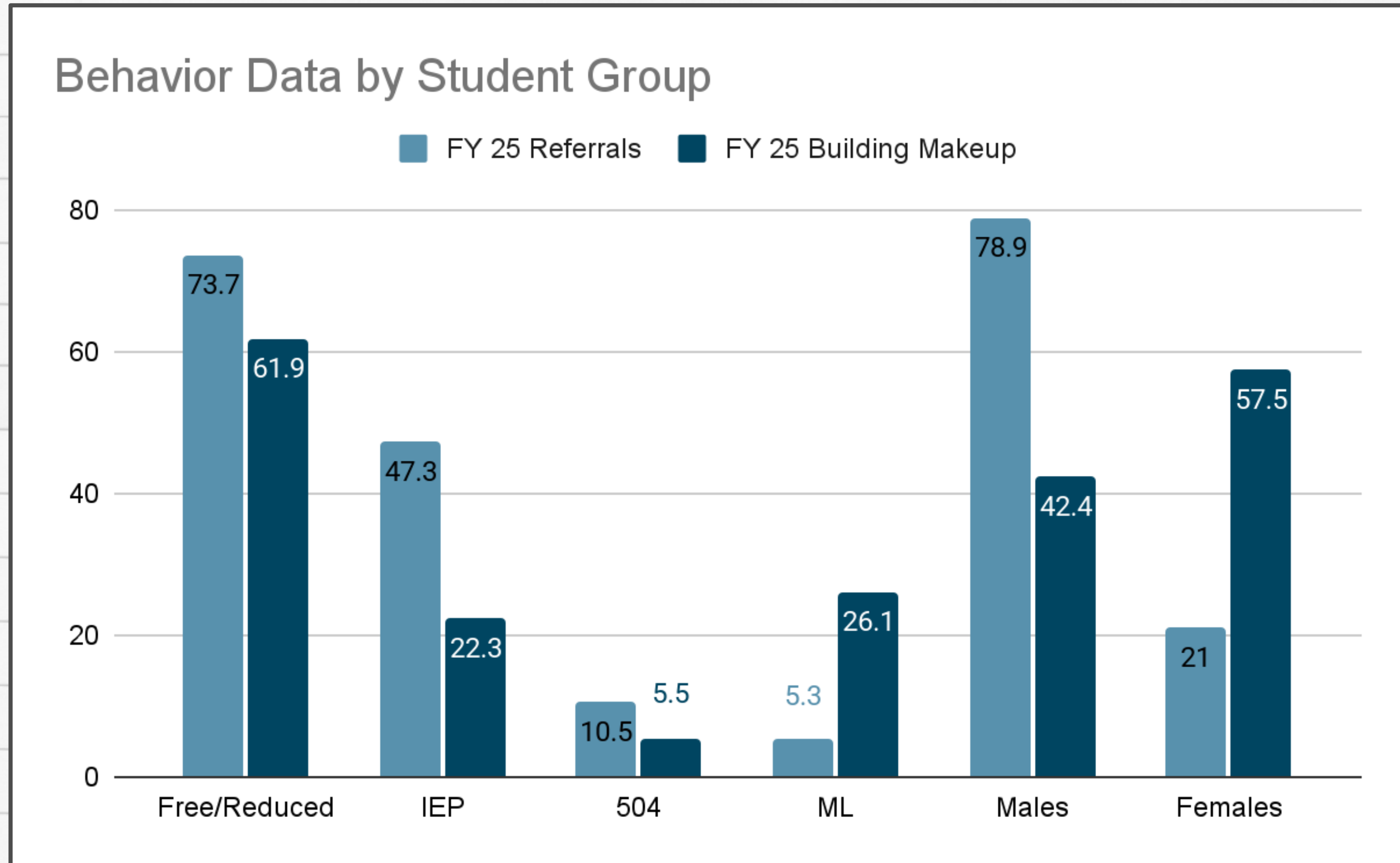


Top Offenses		Top Locations	
Dangerous Behavior	2	Classroom	10
Inappropriate Behavior	2	Playground/Recess	2
Physical Aggression	8	Main office	2

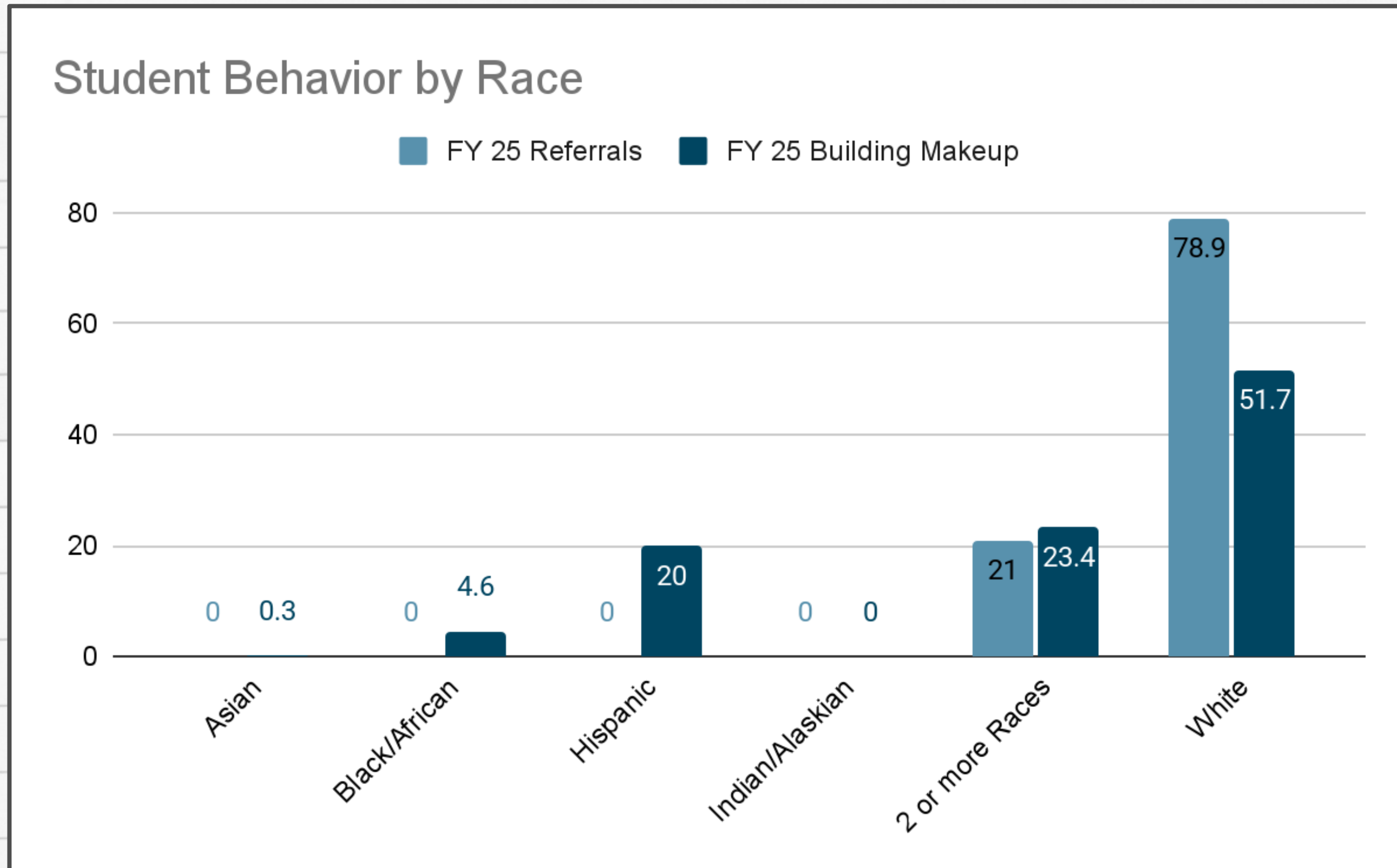
Analysis:

- In FY 24, there were 146 total referrals. In FY 25, we had 59 total referrals.
- Interventions put in place are working and behaviors have decreased over the past year.

Machesney



Machesney



Maple

Number of:

Referrals

28

In-school Suspensions (ISS, SIS)

1

Out of School Suspension (OSS)

3

Detentions

20

Referred to Juvenile Authorities (RJA)

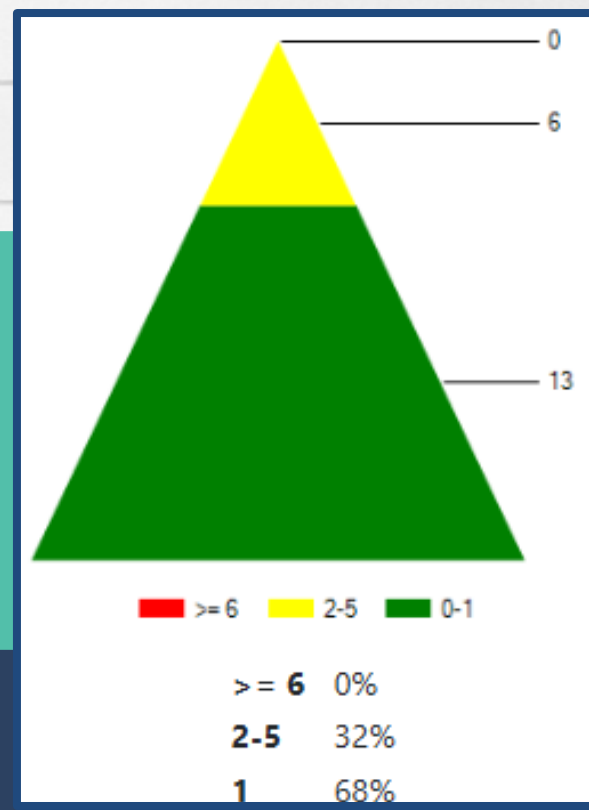
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Conditional Probationary Agreement (CPA)

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Maple

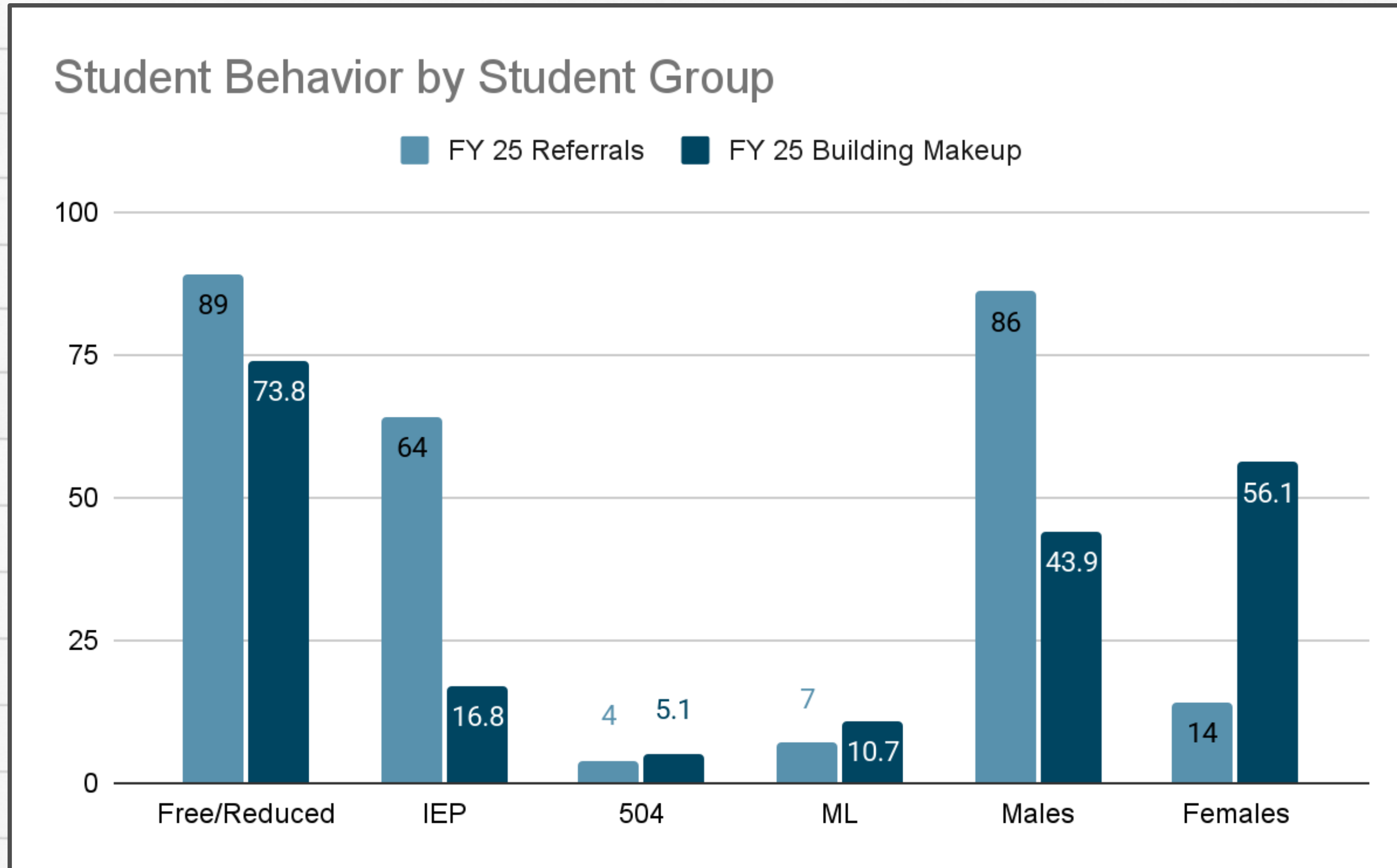


Top Offenses		Top Locations	
Dangerous Behavior	6	Classroom	10
Inappropriate Language	4	Playground/Recess	7
Physical Agg. / Disruptive Beh.	3	Gym	3

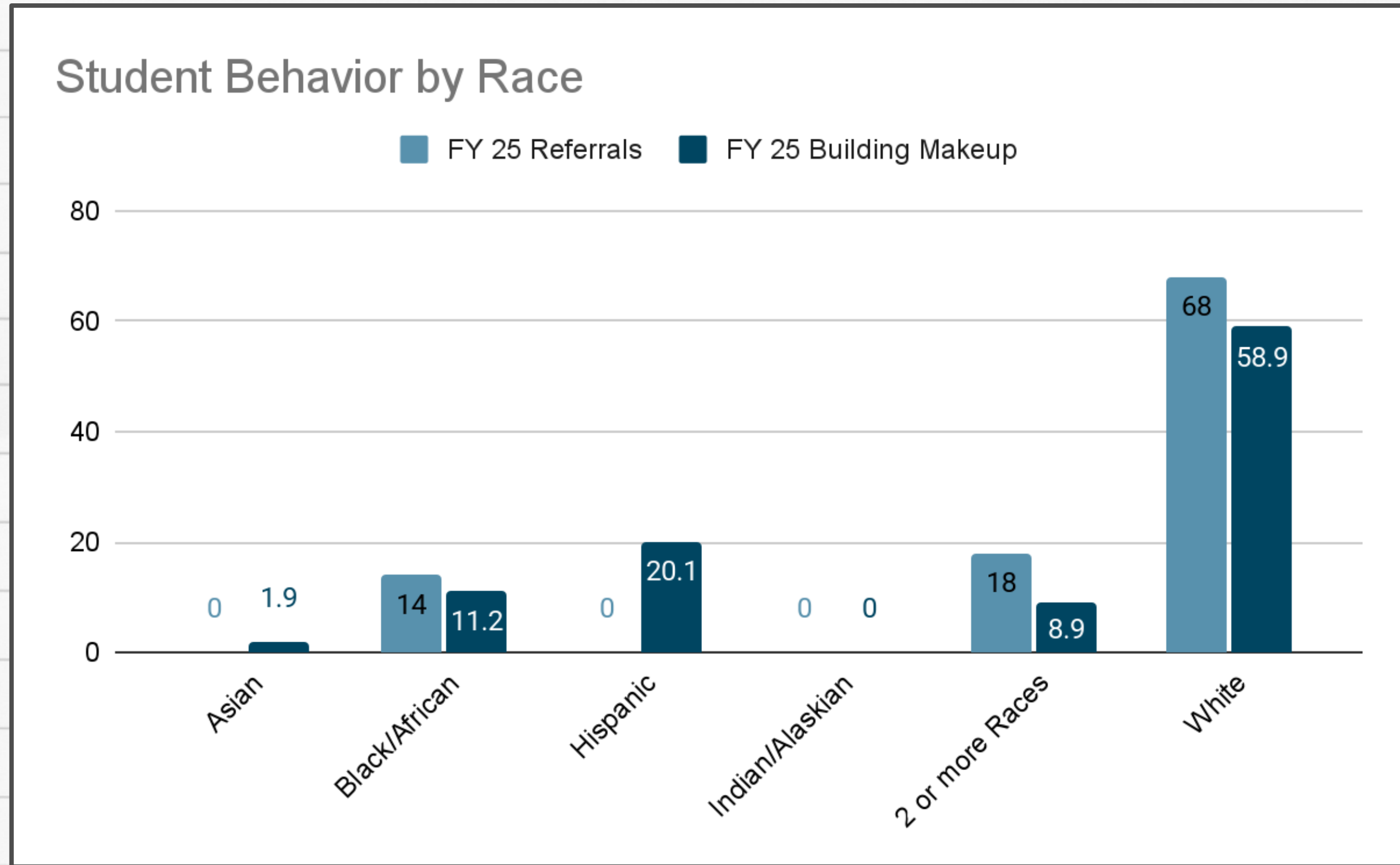
Analysis:

- 50% reduction in # of students with 2+ referrals 1st-5th from last year
- All students with 2 or more referrals received behavior interventions of some kind

Maple



Maple



Marquette

Number of:

Referrals

34

In-school Suspensions (ISS, SIS)

10

Out of School Suspension (OSS)

3

Detentions (LDT, DET)

8

Referred to Juvenile Authorities (RJA)

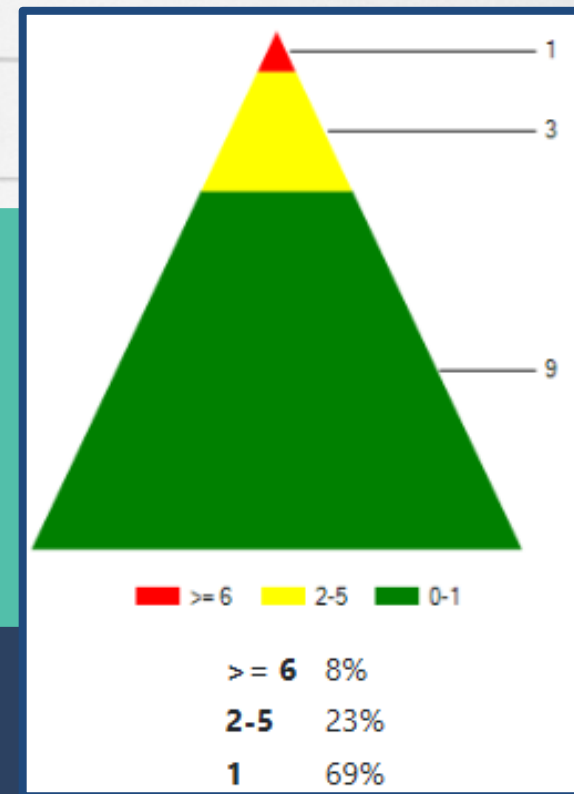
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Conditional Probationary Agreement (CPA)

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Marquette

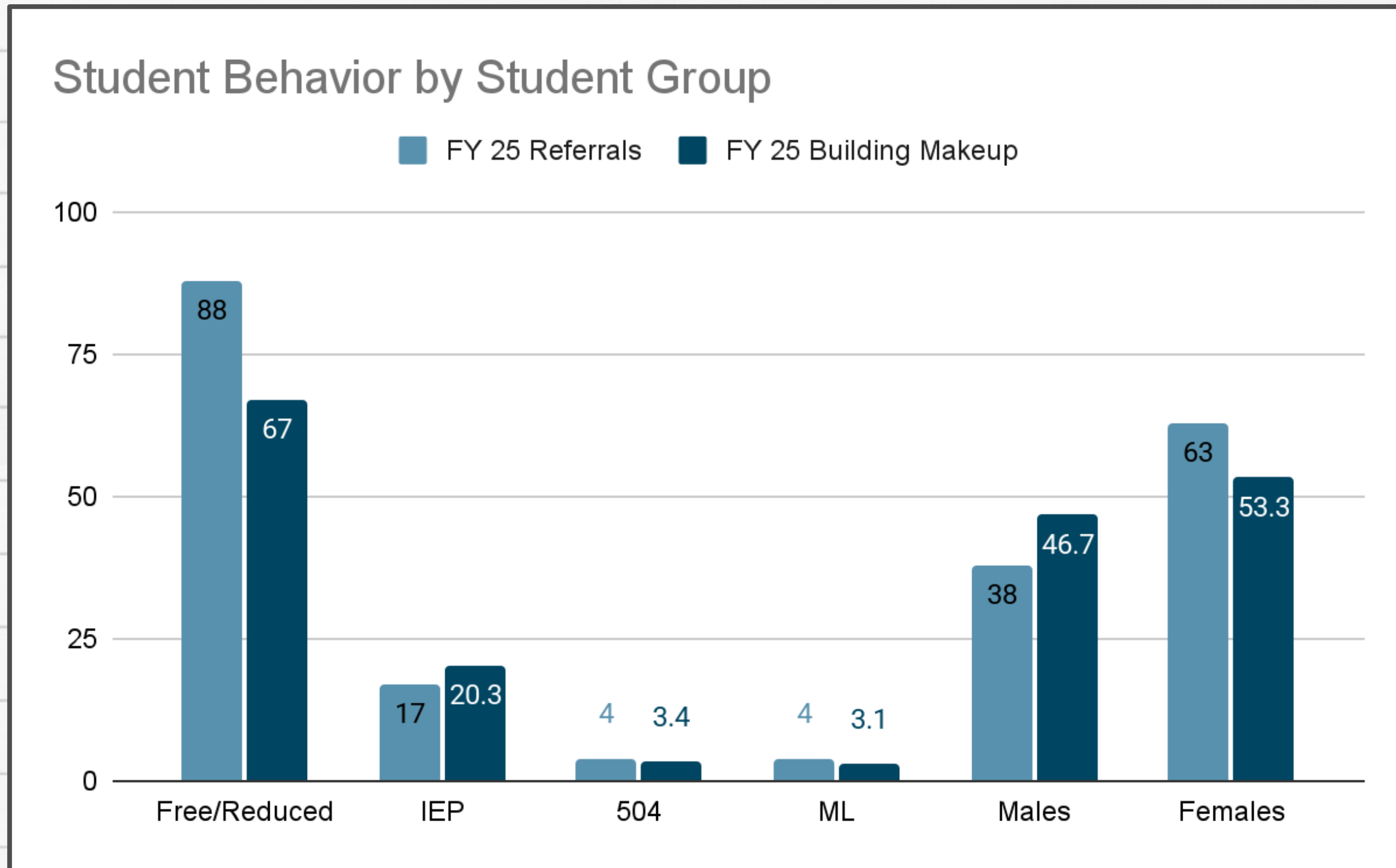


Top Offenses		Top Locations	
Dangerous Behavior	20	Classroom	17
Disruptive/LOC	8	Playground/Recess	7
Fighting	2	Hall	3

Analysis:

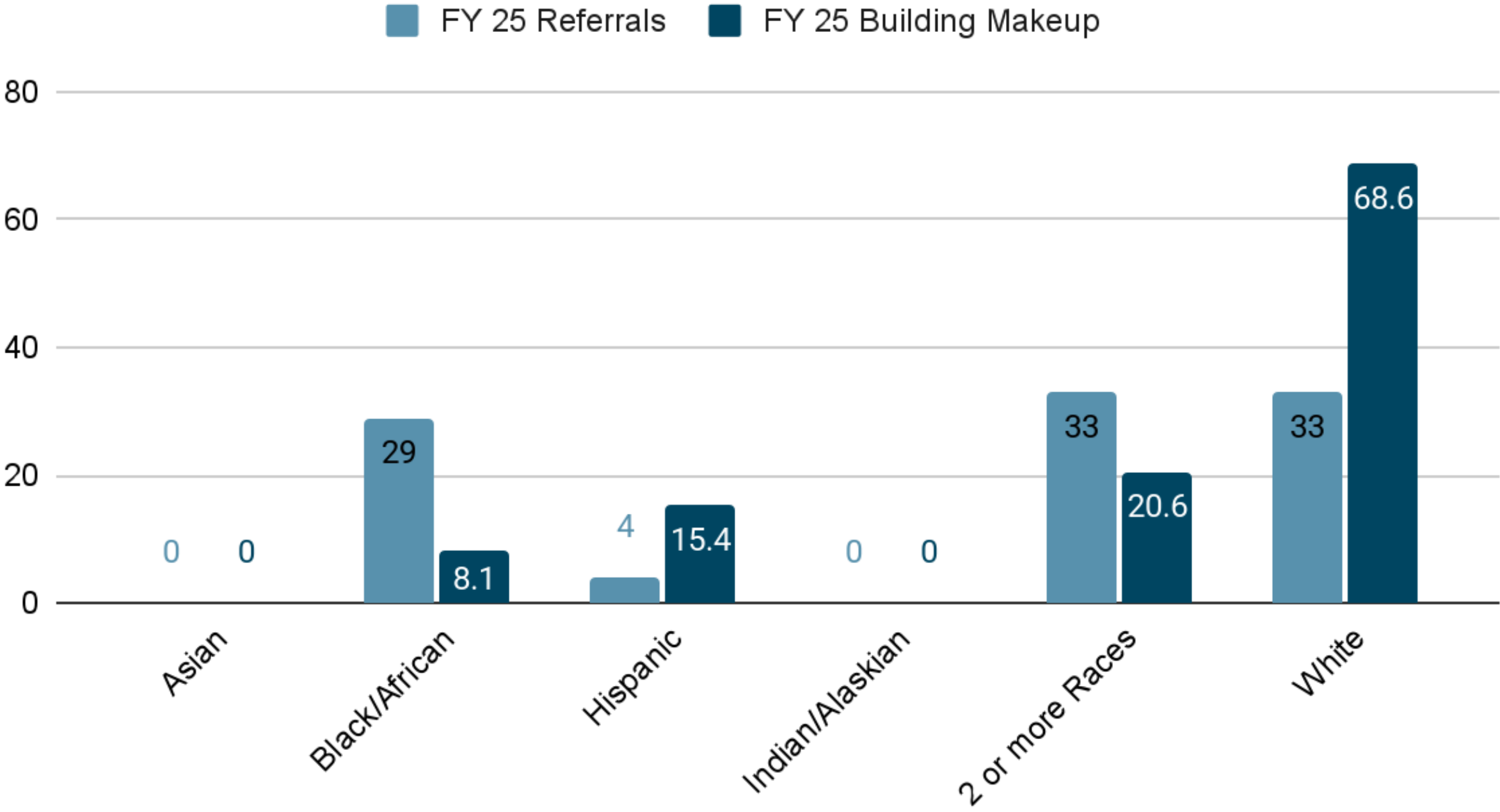
- In FY24, we had 75 offenses, in FY25 we reduced that number to 73.
- Interventions such as parent meetings and incentive programs have benefited our students to tackle behaviors early before they become a major disruption to the learning environment.

Marquette



Marquette

Student Behavior by Race



Olson Park

Number of:

Referrals

17

In-school Suspensions (ISS, SIS)

7

Out of School Suspension (OSS)

3

Detentions

6

Referred to Juvenile Authorities (RJA)

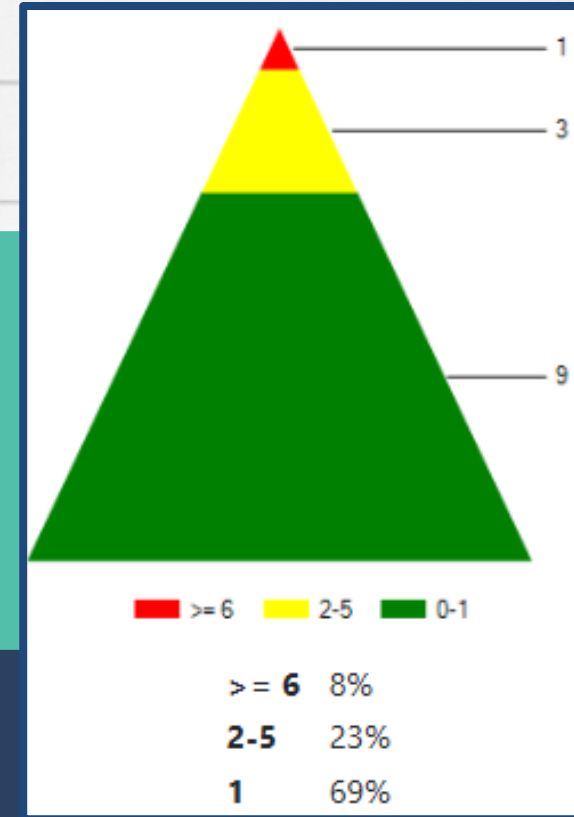
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Conditional Probationary Agreement (CPA)

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Olson Park

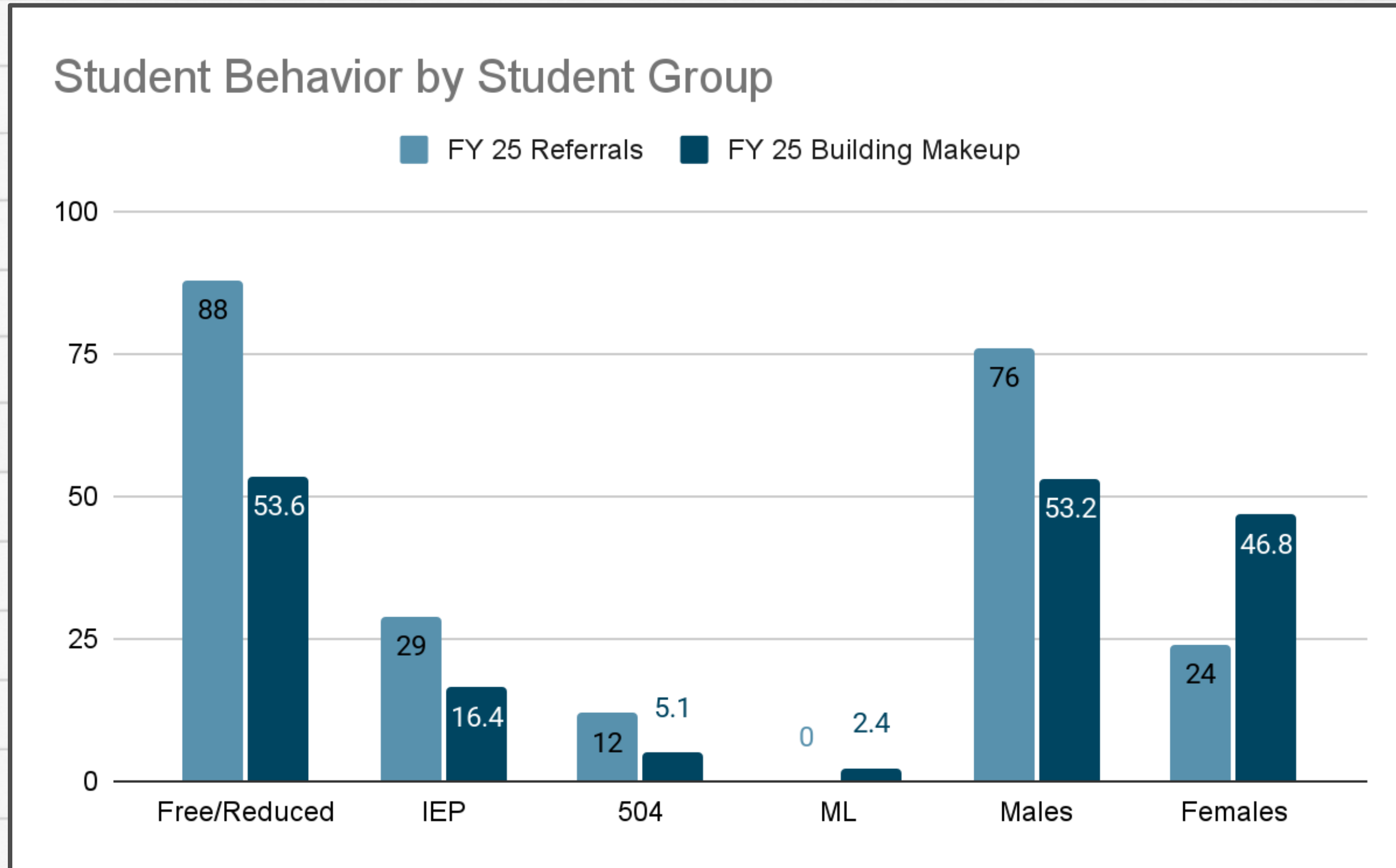


Top Offenses		Top Locations	
Inappropriate Language	3	Classroom	7
Physical Aggression	2	Playground/Recess	6
Smoking Possession	2	Office	2

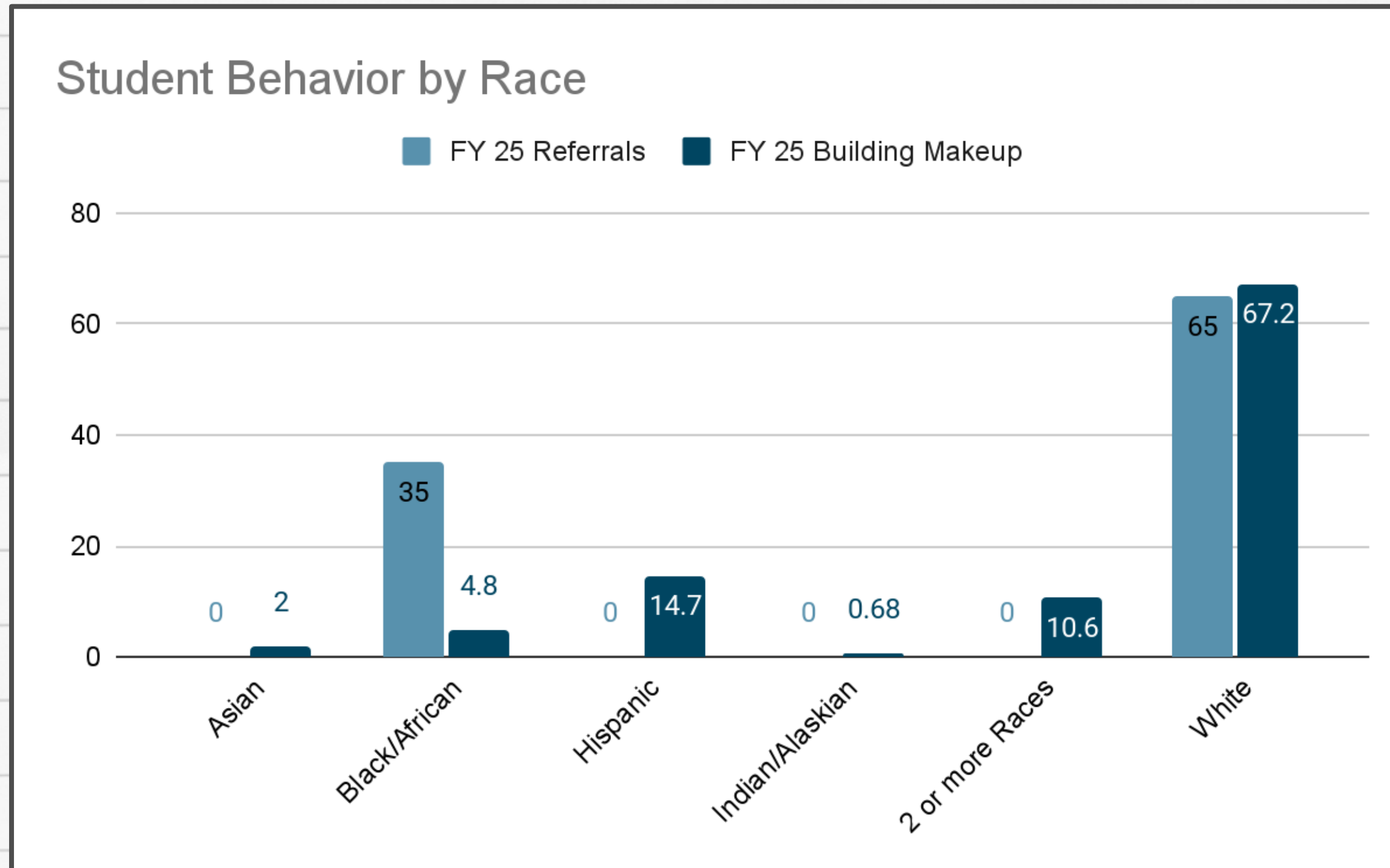
Analysis:

- In FY 24, there were 32 referrals for grades 1-6 for this trimester (17 - FY 25)
- Interventions put in place are working

Olson Park



Olson Park



Parker Center

Number of:

Referrals

0

In-school Suspensions (ISS, SIS)

0

Out of School Suspension (OSS)

0

Detentions

0

Referred to Juvenile Authorities (RJA)

0

Conditional Probationary Agreement (CPA)

0

Student Intervention Form (SIF)

87

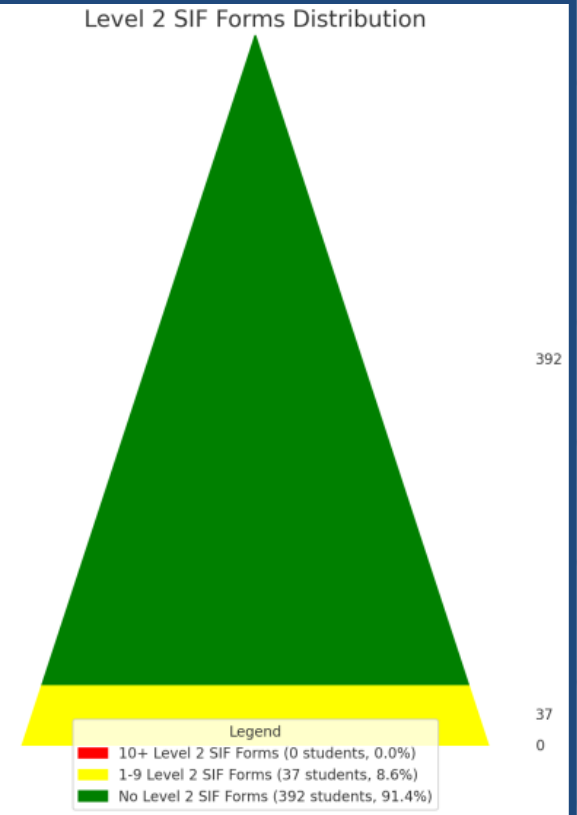


Parker Center

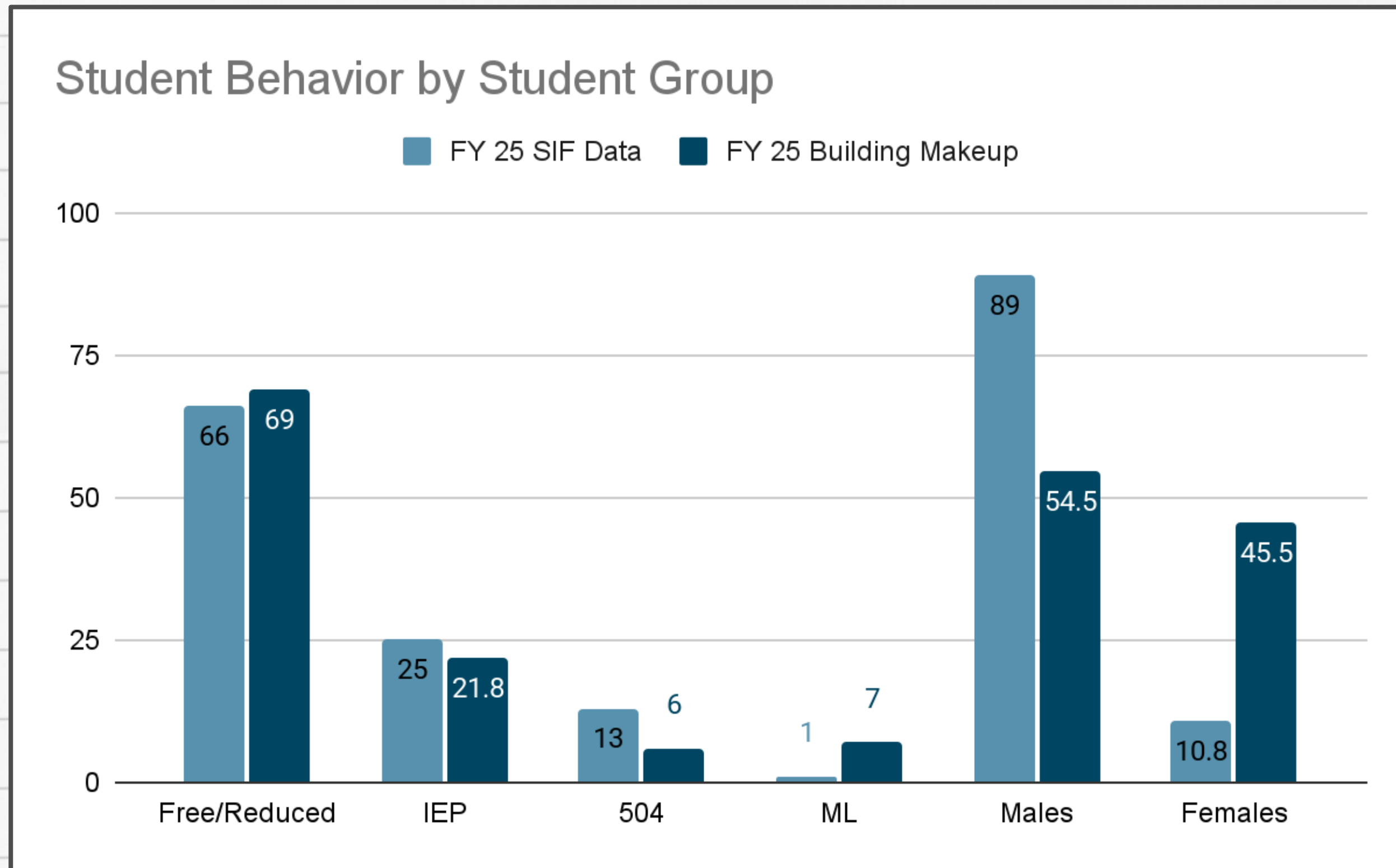
Top Offenses		Top Locations	
Physical Aggression	69	Playground/Recess	44
Escaping/Fleeing	8	Classroom	22
Unsafe Refusal	6	Cafeteria	9

Analysis:

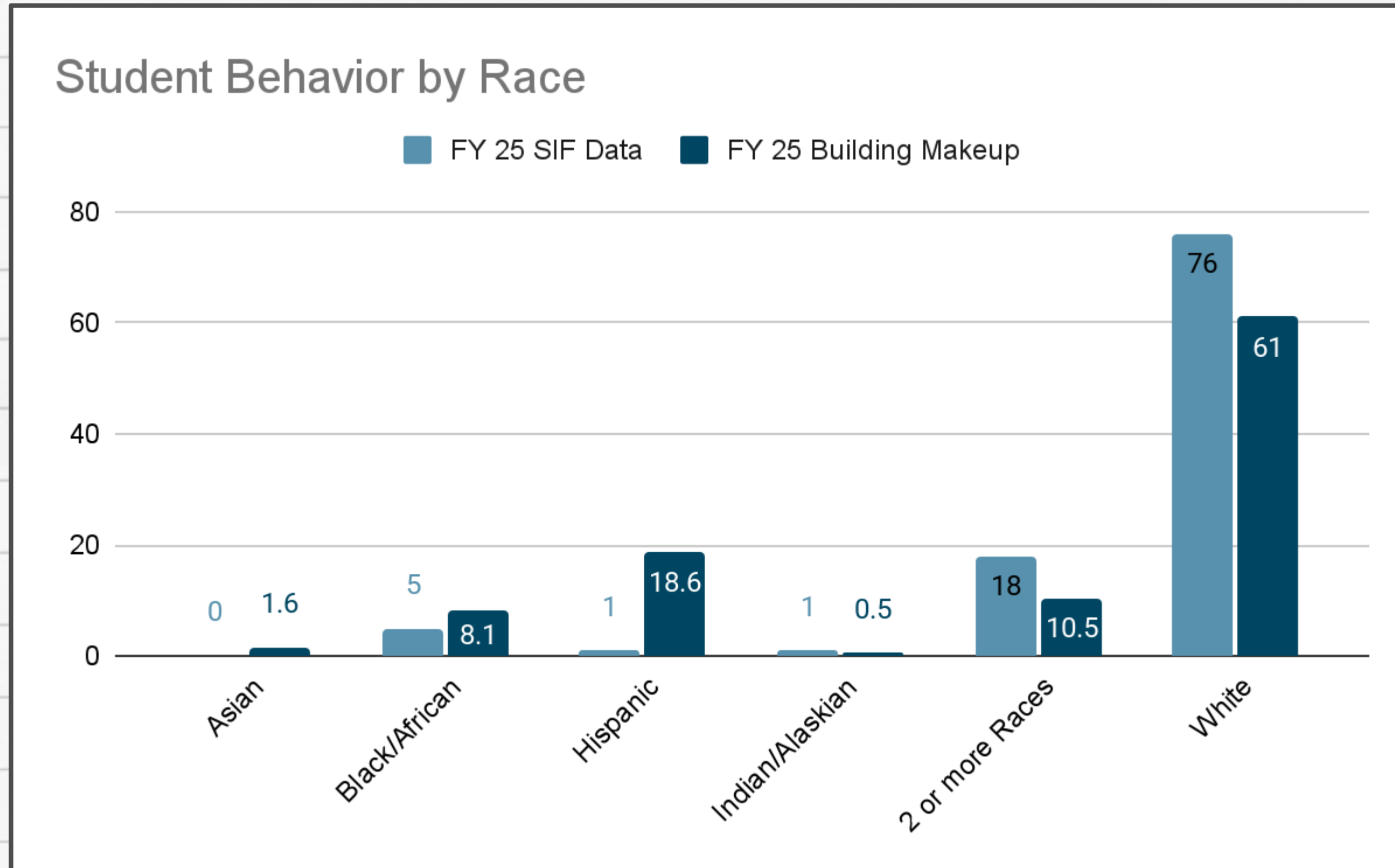
- Implemented additional supports at the start of the year for behavior has shown a significant decrease in SIF forms this year.
- Same time frame last year we had 275 SIF forms
- Monthly survey of staff to determine monthly focus for reteaching expectations



Parker Center - SIF



Parker Center - SIF

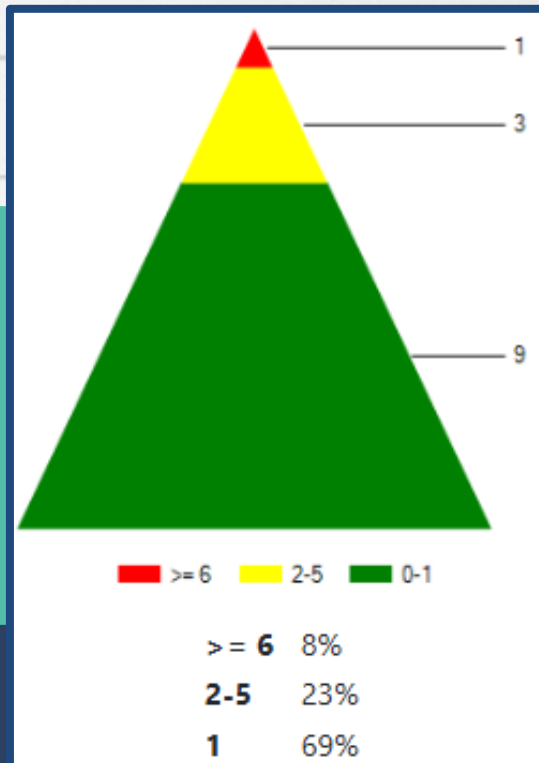


Ralston

Number of:	
Referrals	11
In-school Suspensions (ISS, SIS)	3
Out of School Suspension (OSS)	4
Detentions	1
Referred to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0



Ralston



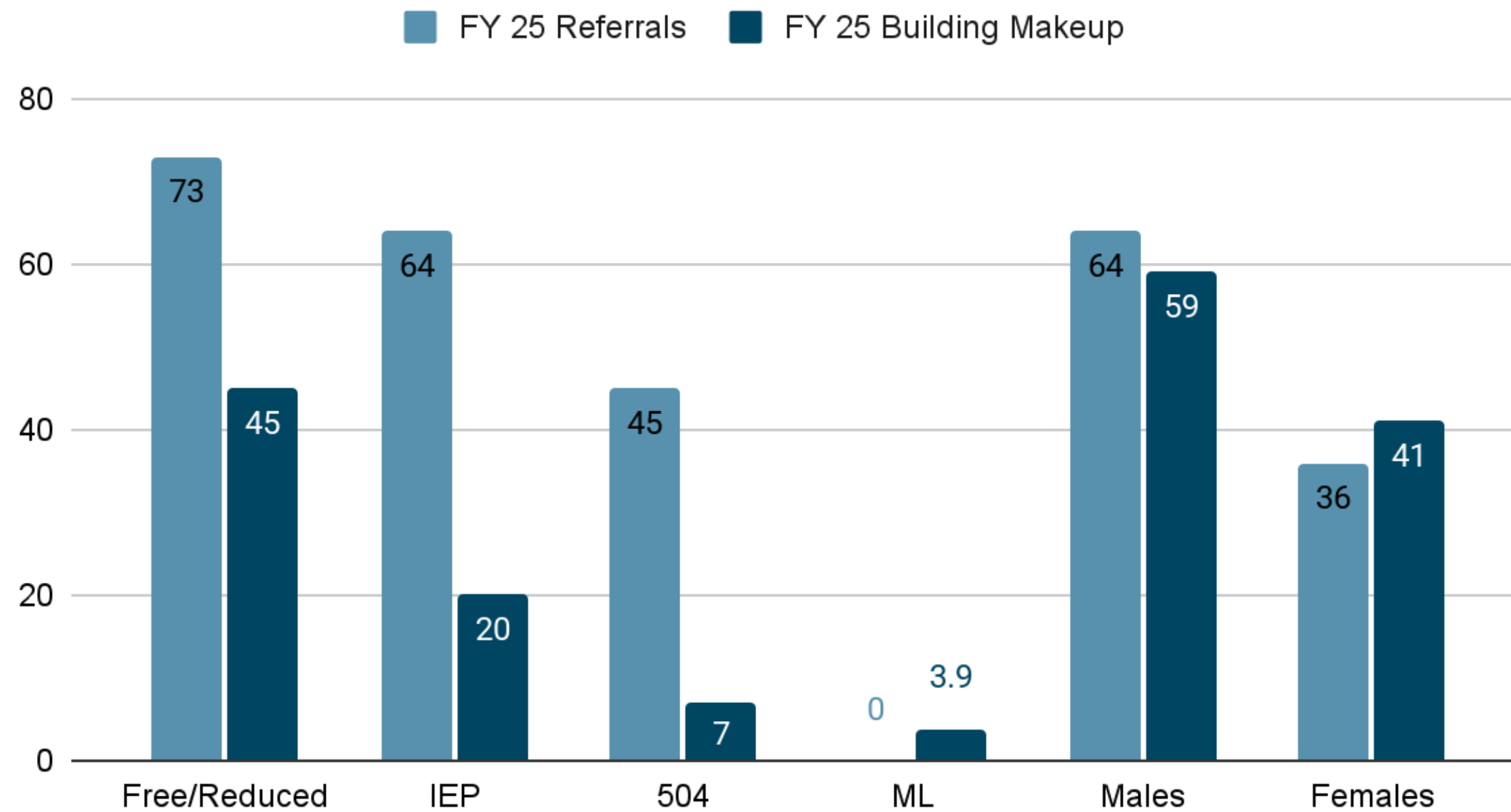
Top Offenses		Top Locations	
Dangerous Behavior	9	Classroom	8
Insubordination	2	Playground	1
		Bus	1

Analysis:

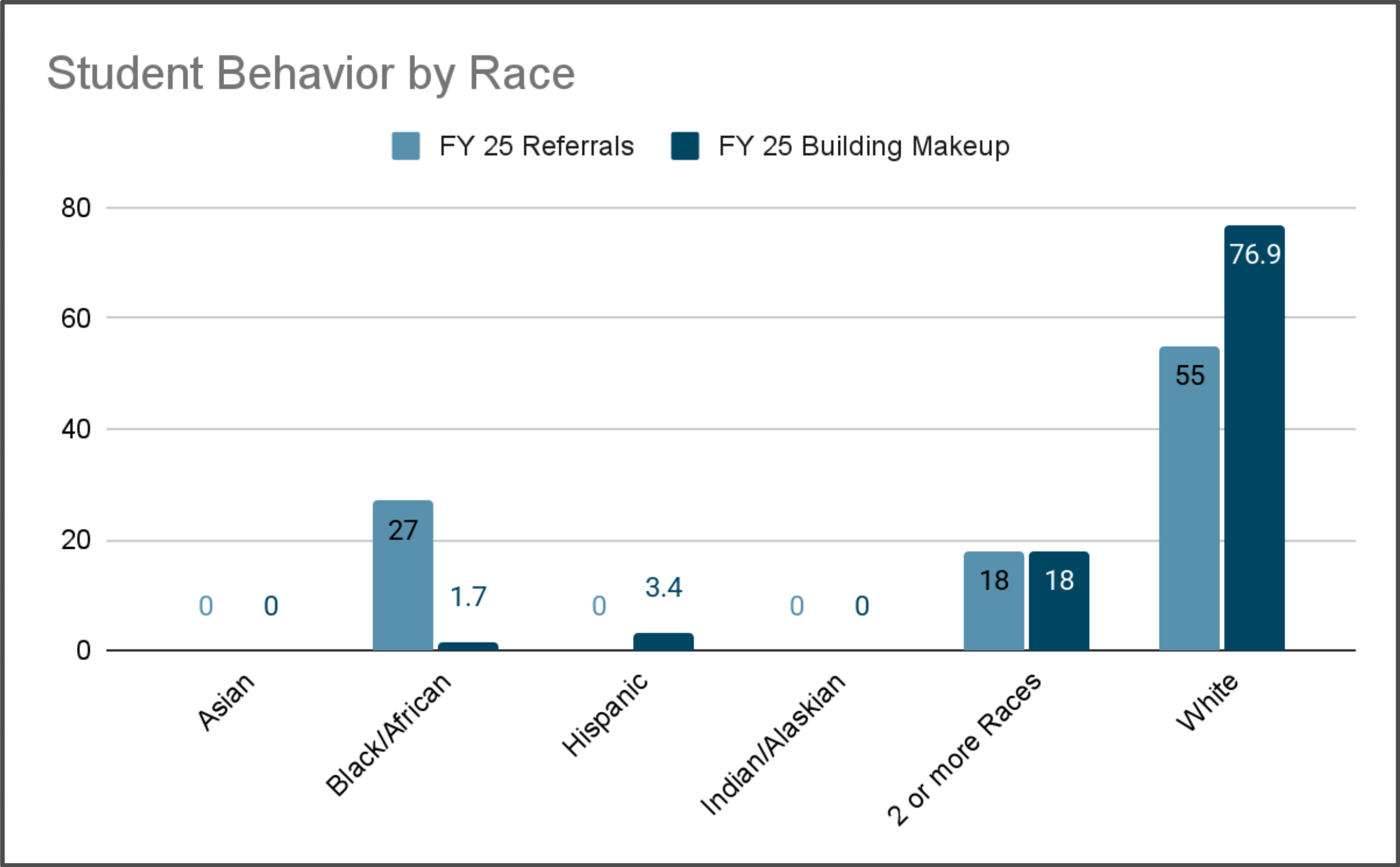
- 7 students accounted for 11 referrals. 2 students accounted for 6/11 referrals.
- 2 students qualified for an IEP and behavior plans. Behaviors have improved since then immensely!
- 1 Student started CICO and met his goal daily

Ralston

Student Behavior by Student Group



Ralston



Rock Cut

Number of:

Referrals

152

In-school Suspensions (ISS, SIS)

29

Out of School Suspension (OSS)

12

Detentions

68

Referred to Juvenile Authorities (RJA)

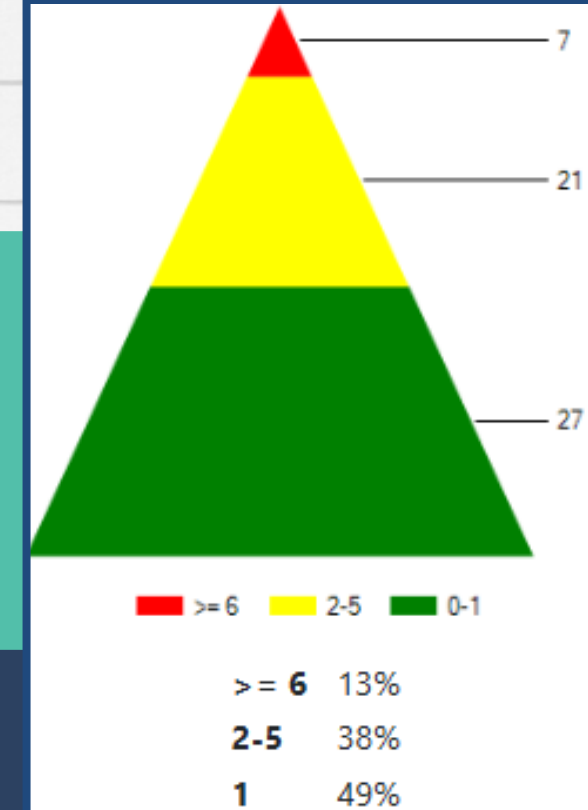
0

Conditional Probationary Agreement (CPA)

0



Rock Cut

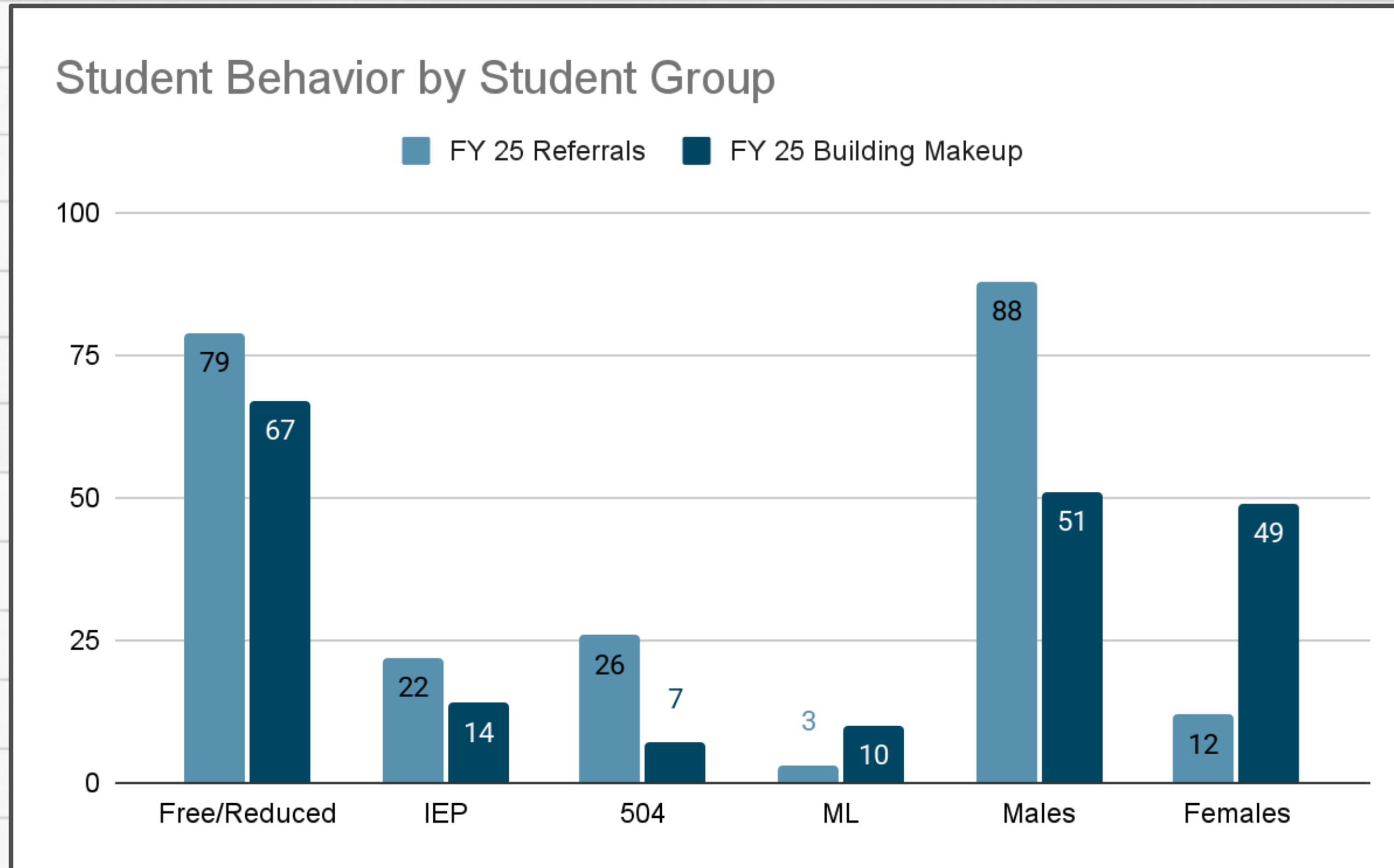


Top Offenses		Top Locations	
Inappropriate Language	29	Classroom	39
Physical Aggression	27	Playground	36
Disruptive/LOC	25	No location entered	17

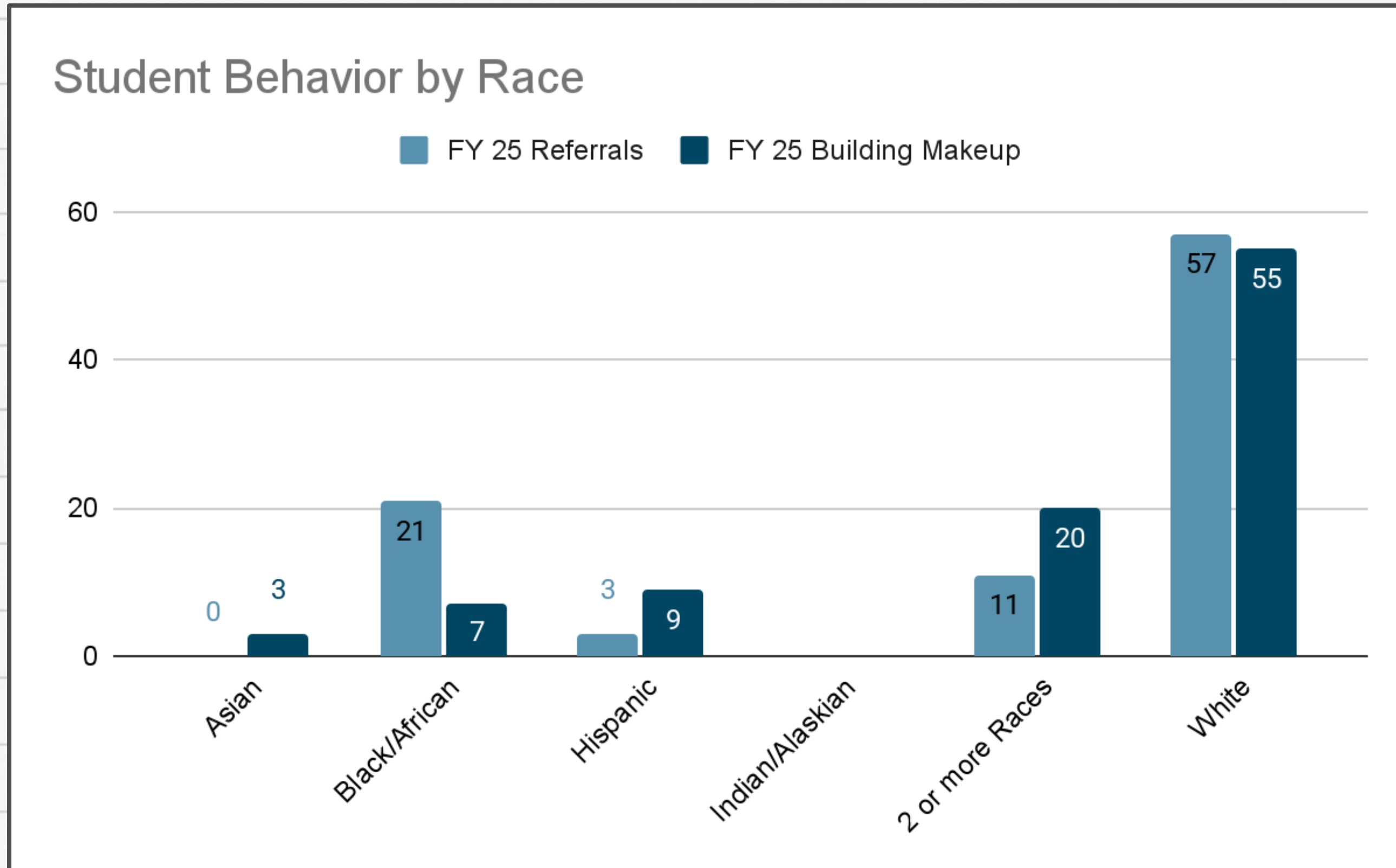
Analysis:

- Location is not being consistently entered. We will work on this to have more accurate information.
- Highest numbers of referrals in 1st and 5th grades (76/152)-incidents of "inappropriate language" and "physical aggression" vary widely
- All students with 5 or more referrals have supports in place in the form of either CICO, 504 plan, or IEP

Rock Cut



Rock Cut



Windsor

Number of:

Referrals

61

In-school Suspensions (ISS, SIS)

32

Out of School Suspension (OSS)

3

Detentions (lunch and after school)

17

Referred to Juvenile Authorities (RJA)

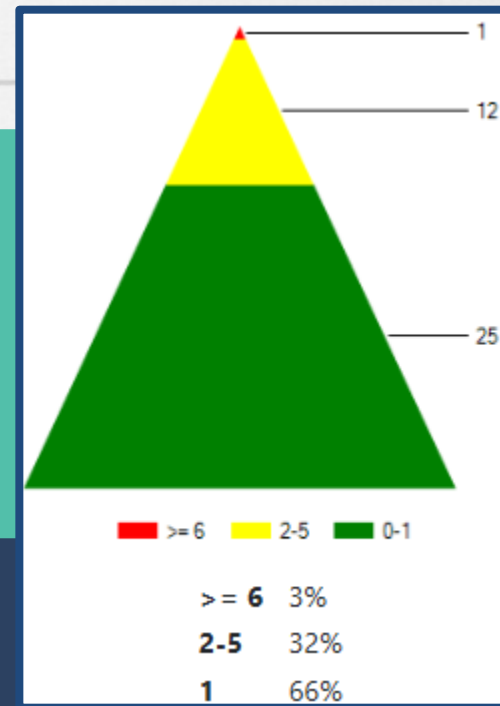
0

Conditional Probationary Agreement (CPA)

0



Windsor

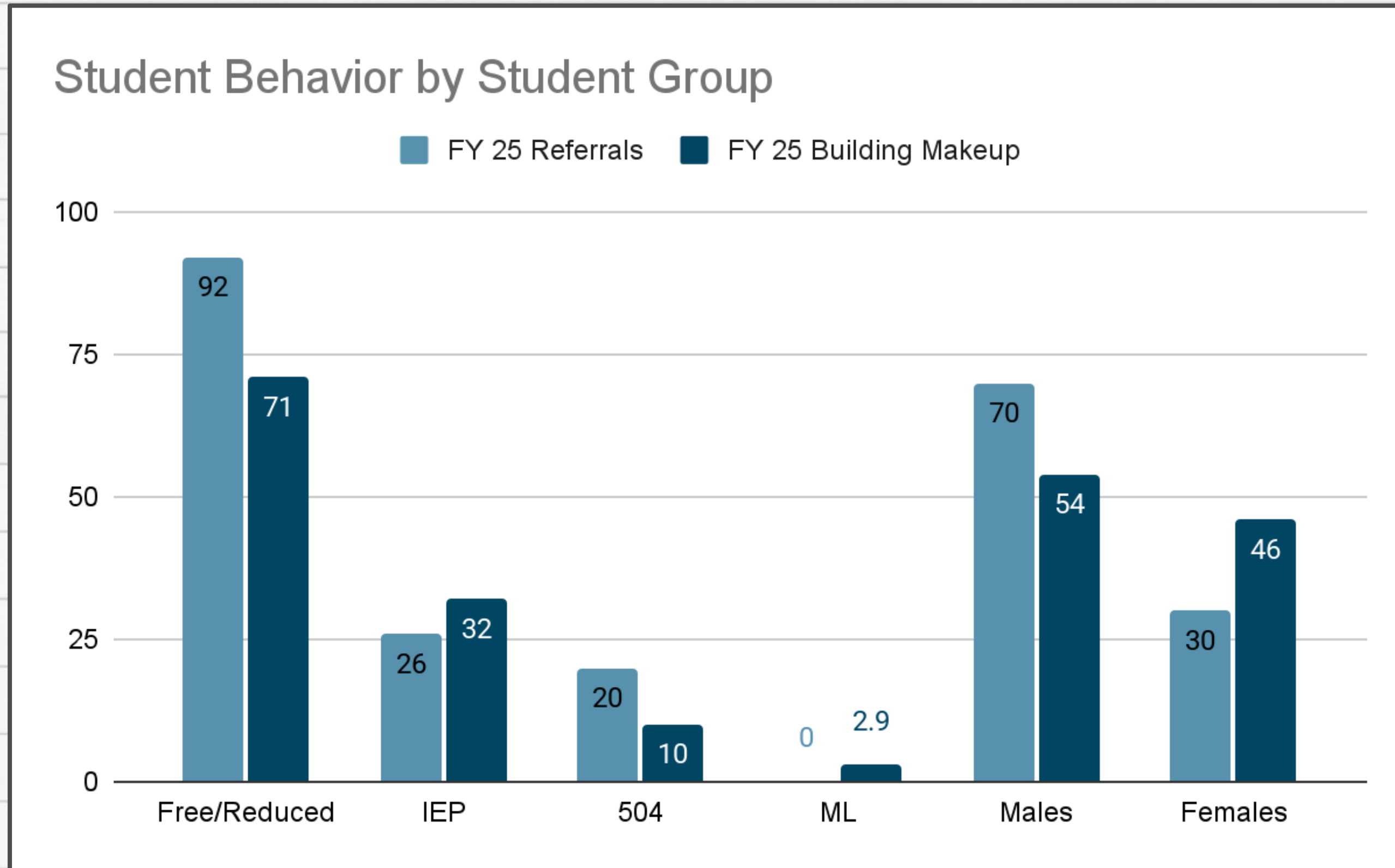


Top Offenses		Top Locations	
DISRUPTIVE/LOC	13	PLAYGROUND/RECESS	23
PHYSICAL AGGRESSION	12	CLASSROOM	22
INAPPROPRIATE LANGUAGE and HARASSMENT (RACE)	6	CAFETERIA	4

Analysis:

- Most undesired behaviors occur in unstructured areas
- Continue to work on consistency with staff in reminding of expectations, modeling, and consistent follow through as well as viewing behavior as communication.
- In FY 24, there were 105 referrals for grades 1-5
- In FY 25 for the year we had 130 for grades 1-5

Windsor



Windsor

