



June Education Committee Meeting

Committee of the Whole

Agenda

01

**School
Improvement
Plans**

02

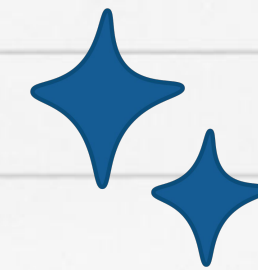
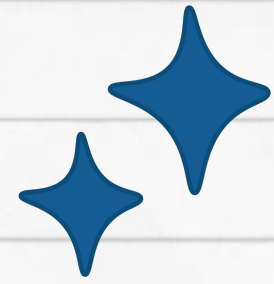
**Academic Data
3rd Benchmark**

03

**Behavior Data
Year Long**



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 2026-2027 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.
 - Welcome to the Pack and Targeted activities to support transitions to middle school to create sense of belonging. Lean on Me program
 - Opportunities for extracurricular activities

Priority # 2

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

Harlem Middle School

Priority # 3

- HMS will increase academic achievement in mathematics by increasing the number of students meeting growth by 5%.
 - Targeted Tier 1 intervention tied to coherent instruction
 - Data chats
 - Provided vocabulary and points of inclusion into curricular areas

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 all students' reading scores

- If we provide targeted professional development for the Into Reading curriculum (close reading & engagement strategies), then teacher proficiency throughout implementation of the 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 all students' math

- If fact fluency practice is intentionally embedded into daily math instruction, then students will develop greater computational efficiency, leading to improved problem-solving accuracy and contributing to an overall increase in math proficiency scores as measured by classroom assessments, iReady, and standardized benchmarks.
- If teachers consistently implement explicit instruction strategies within daily delivery of the Ready curriculum, then student engagement will increase, students will take greater responsibility for their learning, and overall understanding of the curriculum will improve.
- If teachers implement explicit instruction and consistent use of mathematical vocabulary during core math instruction, teachers will strengthen students' mathematical communication, conceptual understanding, and ability to explain reasoning when solving problems.
- If teachers are provided consistent planning, support, and data analysis opportunities, then differentiated instruction will become more targeted and responsive to student needs.
- If tiered instructional support is provided through the MTSS process, then students will demonstrate growth on assessments

Loves Park Elementary School

Priority # 3

To reduce our total disciplinary referrals by 10% from the total in the 2025-2026 school year to the 2026-2027 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.

Rock Cut Elementary School

Priority # 1

Reading - Increase percentage of students on grade level (based on end of year view) by 25 percentage points from beginning of year to end of year iReady diagnostic.

- If teachers implement explicit instruction strategies, specifically focusing on opportunities to respond, student engagement will increase.
- If teachers implement explicit instruction strategies, specifically focusing on pacing, instructional time will increase.
- If we prioritize students completing one extended response each week, students will engage in higher level thinking about text.

Priority # 2

Math - Increase percentage of students on grade level (based on end of year view) by 30 percentage points from beginning of year to end of year iReady diagnostic.

- If teachers implement explicit instruction strategies, specifically focusing on opportunities to respond, student engagement will increase.
- If teachers implement explicit instruction strategies, specifically focusing on pacing, instructional time will increase.
- If we prioritize students writing math explanations, based on a standard asking students to explain their thinking, students will engage in higher level thinking about math.

Rock Cut Elementary School

Priority # 3

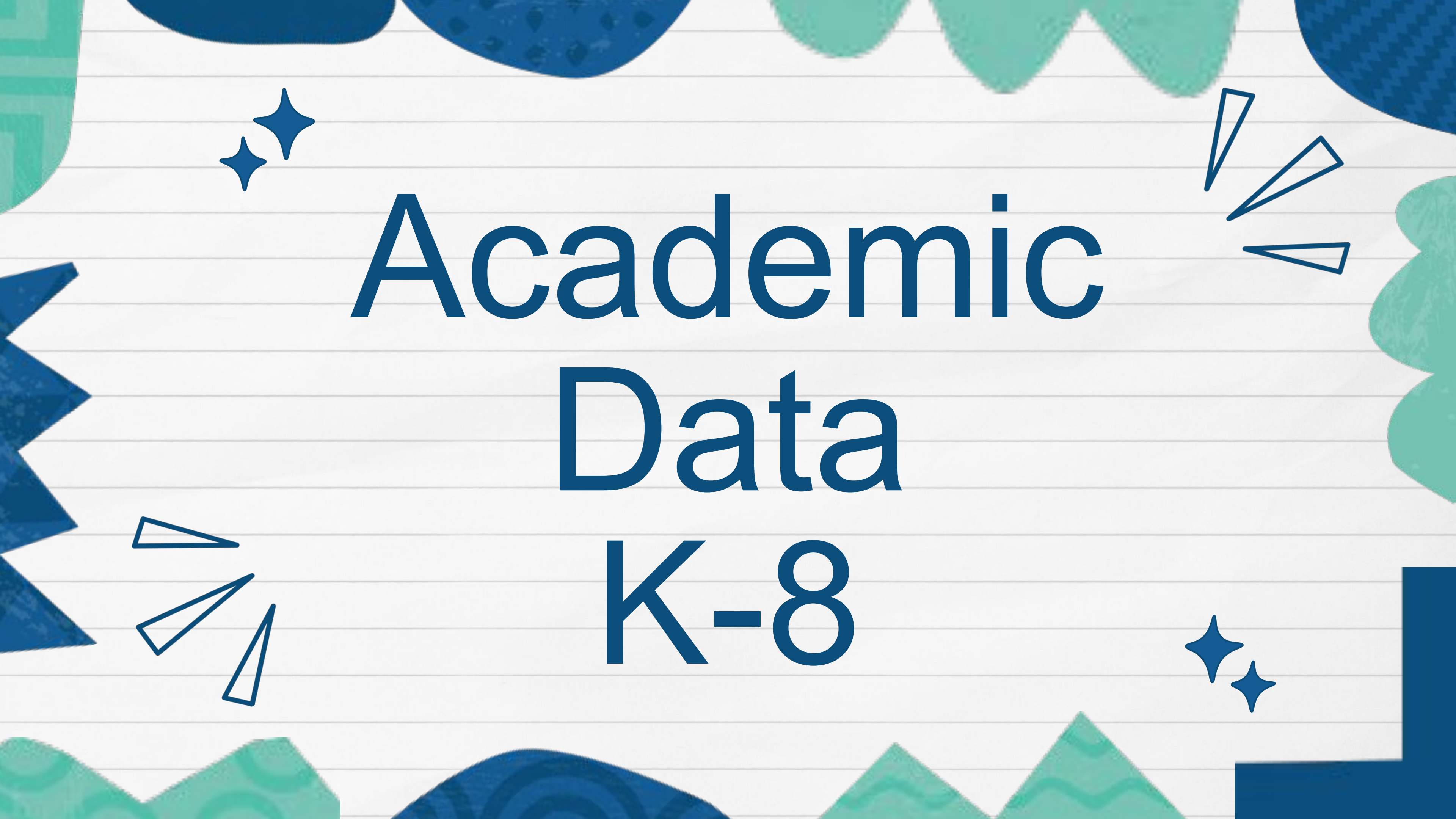
Student behavior - Decrease student discipline referrals as a percentage of population

- If we build teacher collective efficacy then staff will develop a shared responsibility toward student behavior
- If we strengthen Tier 1 and 2 PBIS system and implementation then we will see a decrease in student referrals.
- If we continue to implement a schoolwide classroom management then students will internalize expectations and routines across all school settings.

Priority # 4

Culture - Increased scored on teacher to teacher trust on 5 Essentials survey

- If we provide PD on how to have difficult conversations then teacher to teacher trust will improve.
- If we provide Inclusivity training to address the STP program coming to RC then the transition of STP to RC will go smoothly



Academic Data K-8

District

MATH GROWTH

TYPICAL GROWTH GOAL

 **56%**

56% of students have made it to their typical growth goal in math.



HIGHLIGHT



GRADE 5

Grade 5 students demonstrated the highest average growth.

FUTURE PREDICTION

30% 

Predicted IAR proficiency is 30%.

ELA GROWTH

TYPICAL GROWTH GOAL

 **56%**

56% of students have made it to their typical growth goal in ELA.



HIGHLIGHT



GRADE 8

Grade 8 students demonstrated the highest average growth.

FUTURE PREDICTION

39% 

Predicted IAR proficiency is 39%.






END-OF-YEAR PLACEMENT DISTRIBUTION



 Mid or Above Grade Level  Early On Level  One Grade Below  Two Grade Below  Three or More Levels Below

END-OF-YEAR PLACEMENT DISTRIBUTION



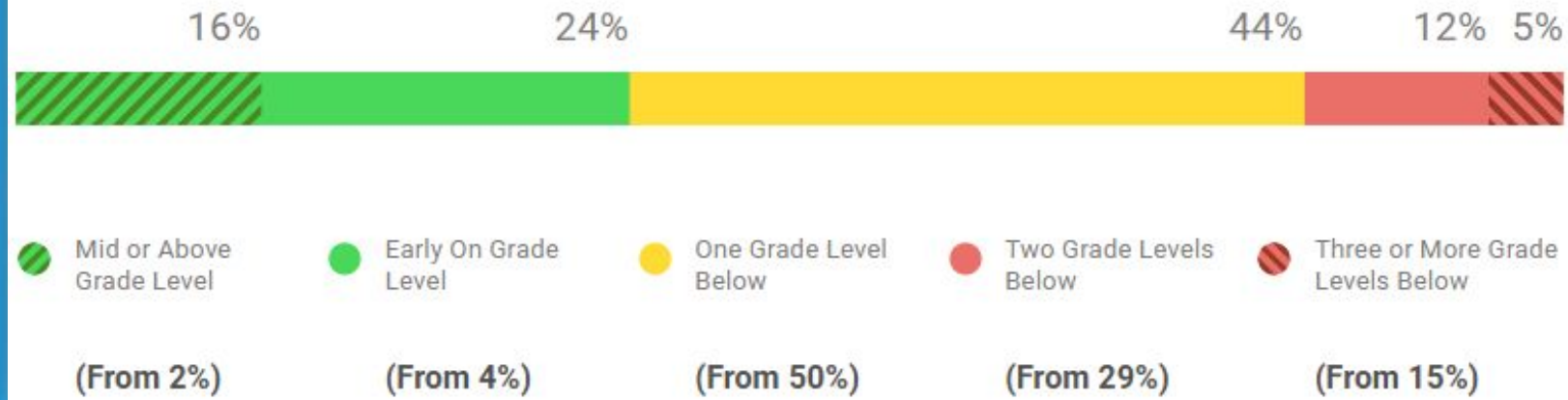
 Mid or Above Grade Level  Early On Level  One Grade Below  Two Grade Below  Three or More Levels Below



Windsor Elementary

Math Data

Current Placement Distribution



- **51% of students** have made it to their typical growth goal in math.



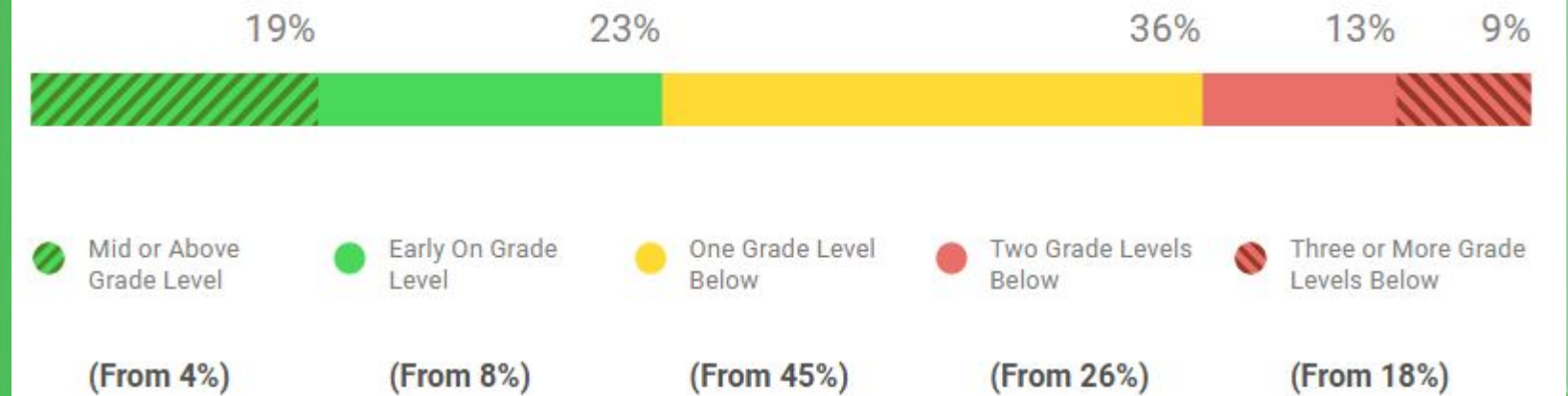
- **Improved placements** in proficiency levels increased:
- 6% proficiency in green to 40% (+34%)
- 44% below in red to a decrease of 17% (27%)



- **Predicted IAR** proficiency is **28%**

Reading Data

Current Placement Distribution



- **57% of students** have made it to their typical growth goal in ELA.



- **Key focus areas:**
 - Letter day planning meetings.
 - 2nd staff meetings.
 - Explicit Instruction.

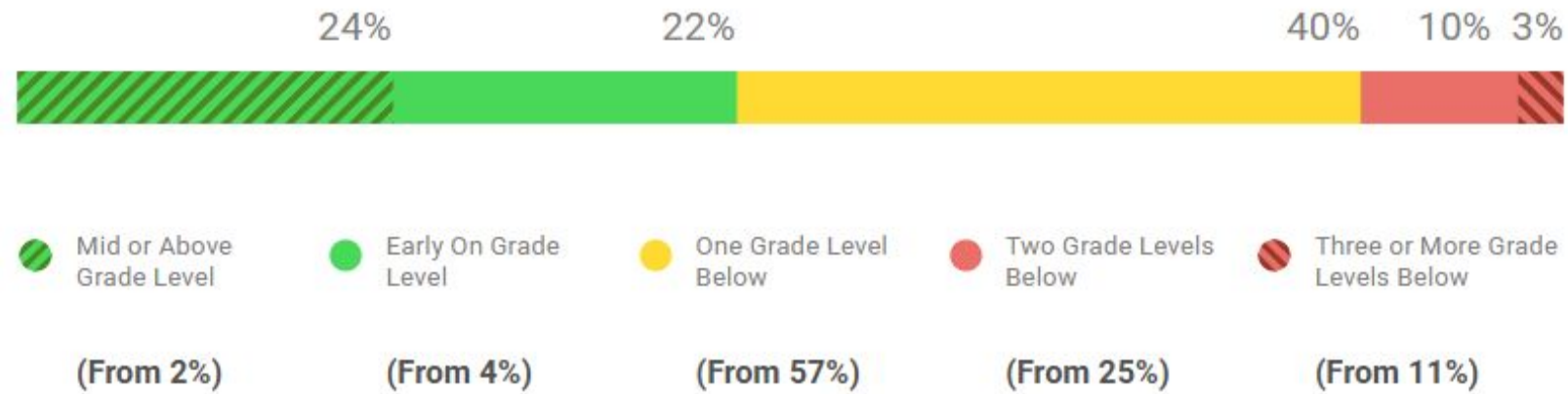


- **Improved placements** in proficiency levels increased:
- 12% proficiency in green to 42% (+30%)
- 44% below in red to a decrease of 22% (22%)
- Predicted IAR proficiency is **30%**

Rock Cut

Math Data

Current Placement Distribution



- **55% of students** have made it to their typical growth goal in math.



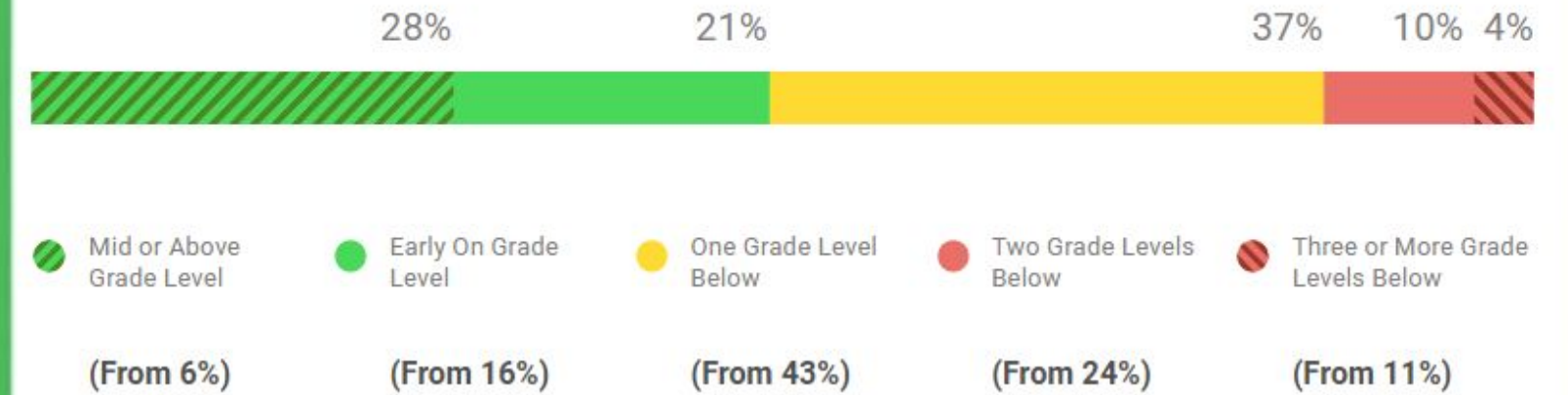
- Ending the year with 46% of students in the green, up from 6% at start of year



- IAR Predicted proficiency is 33%

Reading Data

Current Placement Distribution



- **62% of students** have made it to their typical growth goal in ELA.



- Ending the year with 49% of students in the green, up from 22% at start of year



- IAR Predicted proficiency is 34%

Ralston



Math Data

Current Placement Distribution



- **63% of students** have made it to their typical **growth goal** in math.



- 28% of students met their **stretch growth goal**.
- **Predicted IAR** proficiency is 42%



- 95% of students in the green and yellow.

Reading Data

Current Placement Distribution



- **59% of students** have made it to their typical **growth goal** in **ELA**.



- 31% of students met their **stretch growth goal**.
- **Predicted IAR** proficiency is 46%

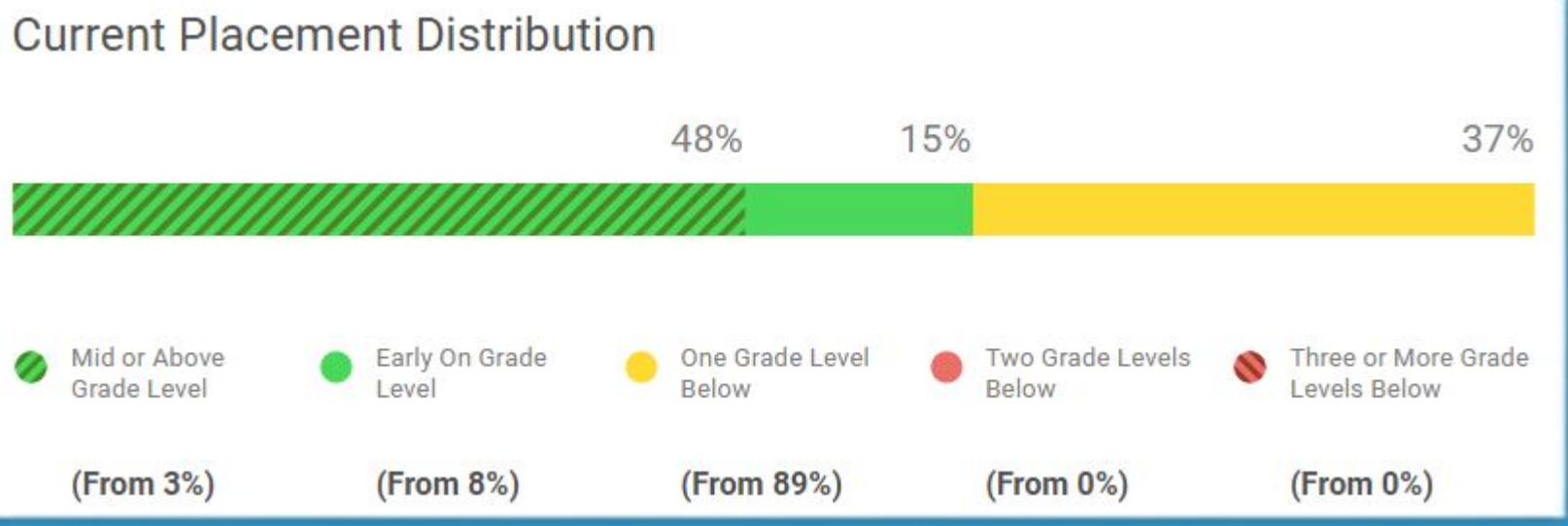


- 88% of students in the green and yellow.



Parker Center

Math Data



- **56% of students** have made it to their typical **growth goal** in math.

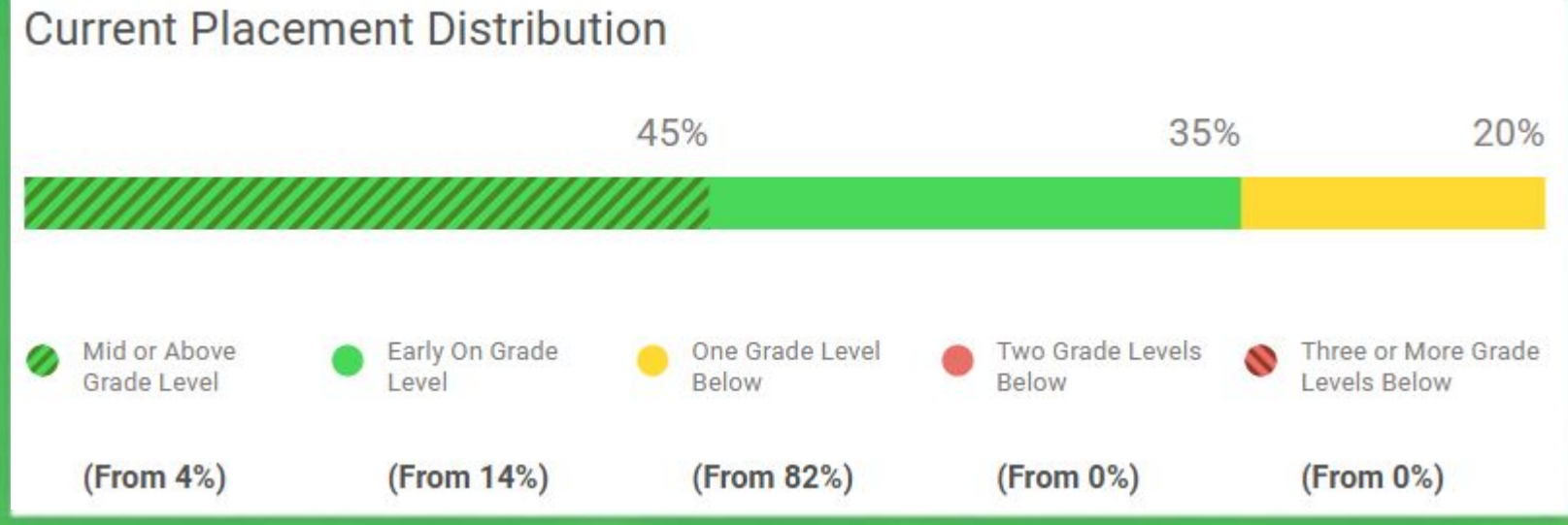


- **Proficiency** in green increased from 41% in winter to 62% in spring



- 38% met **stretch growth**

Reading Data



- **49% of students** have made it to their typical **growth goal** in **ELA**.



- **Proficiency** in green increased from 54% in winter to 79% in spring



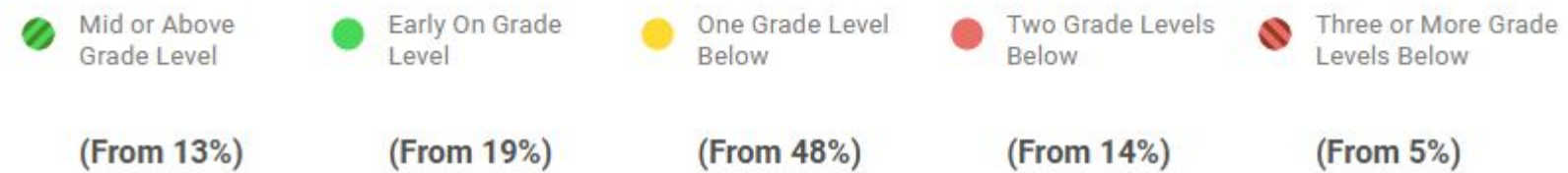
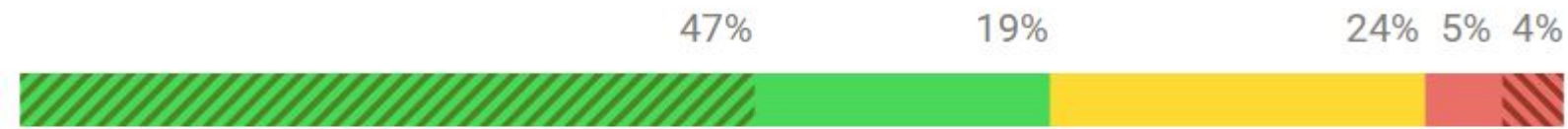
- 25% met **stretch growth**

Olson Park



Math Data

Current Placement Distribution



- **52% of students** have made it to their typical **growth goal** in math.



- 26% of students met their **stretch growth** goal.
- **Predicted IAR** proficiency is 54%



- 67% of students are currently at or above grade level

Reading Data

Current Placement Distribution



- **63% of students** have made it to their typical **growth goal** in **ELA**.



- 36% of students met their **stretch growth** goal.
- **Predicted IAR** proficiency is 68%

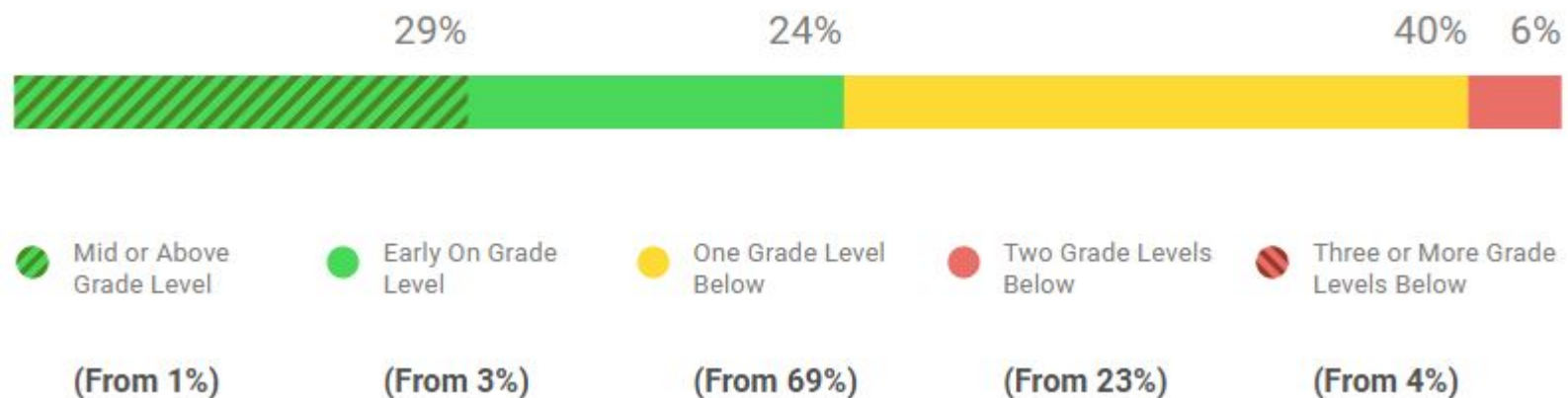


- 66% of students are currently at or above grade level

Marquette

Math Data

Current Placement Distribution



- **56% of students** have made it to their typical **growth goal** in math.



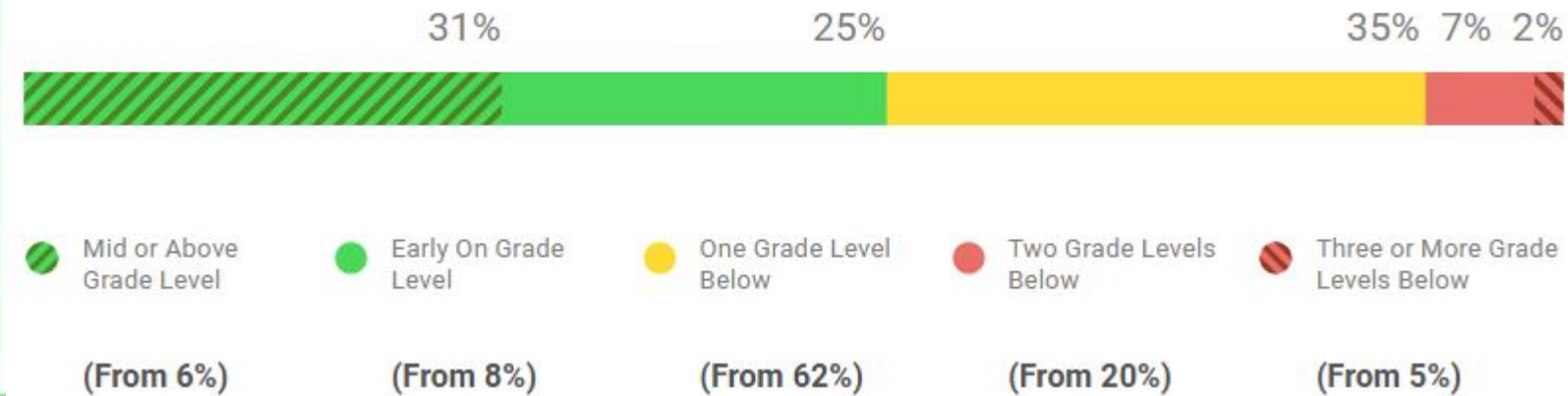
- The percentage of students below grade level decreased from 27% to 6%
- On Grade level increased from 4% to 53%



- **Predicted IAR** proficiency is 34%

Reading Data

Current Placement Distribution



- **59% of students** have made it to their typical **growth goal** in **ELA**.

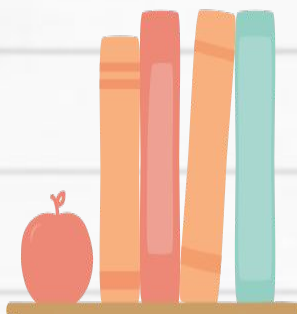


- The percentage of students below grade level decreased from 25% to 7%
- On grade level increased from 14% to 55%



- **Predicted IAR** proficiency is 19%

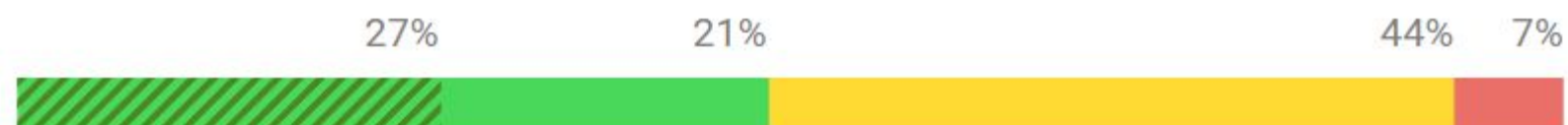




Maple

Math Data

Current Placement Distribution



(From 2%) (From 6%) (From 60%) (From 26%) (From 6%)



- **58% of students** have made it to their typical growth goal in math.



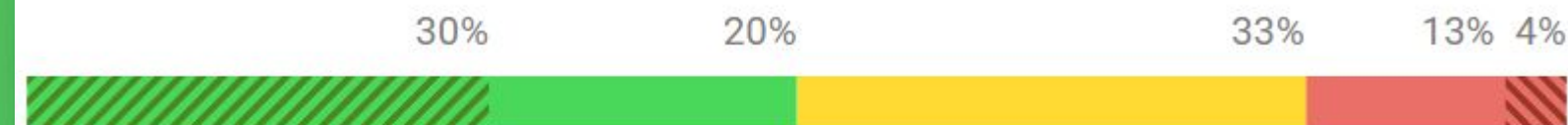
- 32% of students were in the red and end of the year data is down to 8%.
- 24% met **stretch growth**



- **Predicted IAR** proficiency is 39%

Reading Data

Current Placement Distribution



(From 7%) (From 15%) (From 46%) (From 25%) (From 7%)



- **52% of students** have made it to their typical growth goal in ELA.



- 32% of students were in the red and that was reduced to 17%.
- 28% met **stretch growth**



- **Predicted IAR** proficiency is 43%



Machesney Elementary

Math Data

Current Placement Distribution



- **56% of students** have made it to their typical **growth goal** in math.



- **25%** of students met their **stretch growth**



- **Predicted IAR** proficiency is 35%

Reading Data

Current Placement Distribution



- **52% of students** have made it to their typical **growth goal** in **ELA**.



- **25%** of students met their **stretch growth**



- **Predicted IAR** proficiency is 35%



Loves Park

Math Data

Current Placement Distribution



- **52% of students** have made it to their typical growth goal in math.



- Students in the green went from 7% to 33% during the year.
- Students in the red went from 50% to 21%



- **Predicted IAR** proficiency is 24%

Reading Data

Current Placement Distribution



- **58% of students** have made it to their typical growth goal in ELA.



- Students in the green went from 15% to 40%.
- Students in the red went from 44% to 23%.



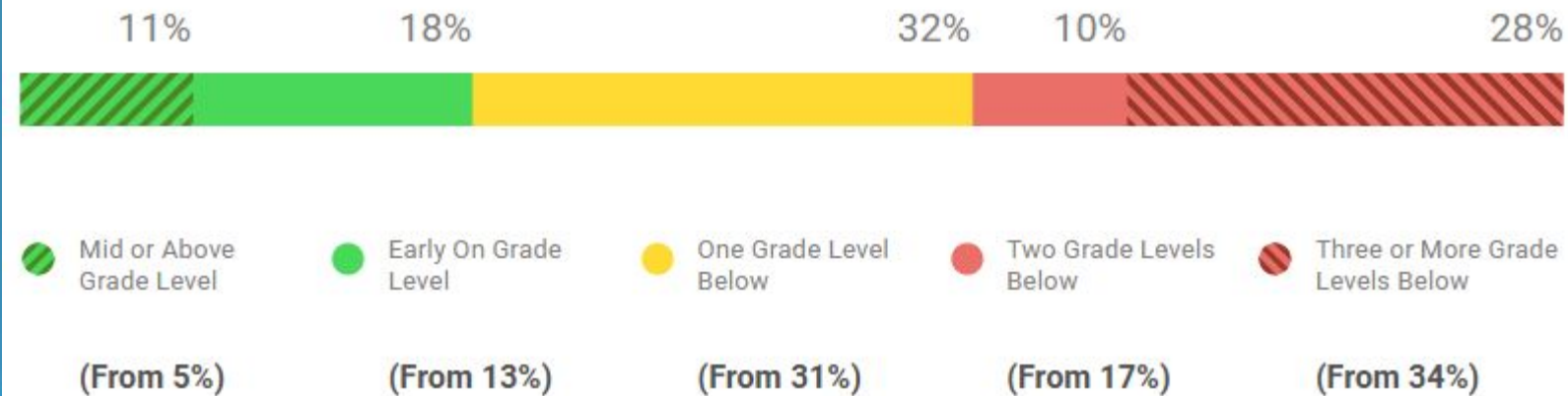
- **Predicted IAR** proficiency is 23%

Harlem Middle School



Math Data

Current Placement Distribution



- **47% of students** have made it to their typical **growth goal** in math.



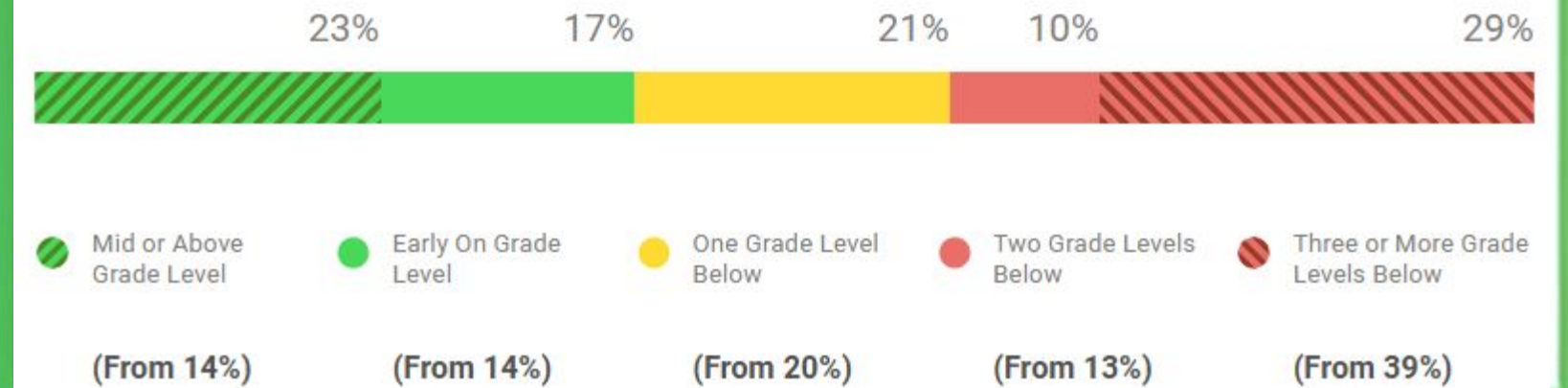
- Improved placements in proficiency levels:
 - 18% proficiency in green to 29%
 - 51% below in red to a decrease of 38%
- While 8th grade demonstrated significant growth the same level of progress was not observed in 6th and 7th.



- **Predicted IAR** proficiency is 22%

Reading Data

Current Placement Distribution



- **56% of students** have made it to their typical **growth goal** in **ELA**.



- Overall, 8th grade showed the highest average of growth.
- 60% of students had improved placement in reading (8th grade)



- **Predicted IAR** proficiency is 40%

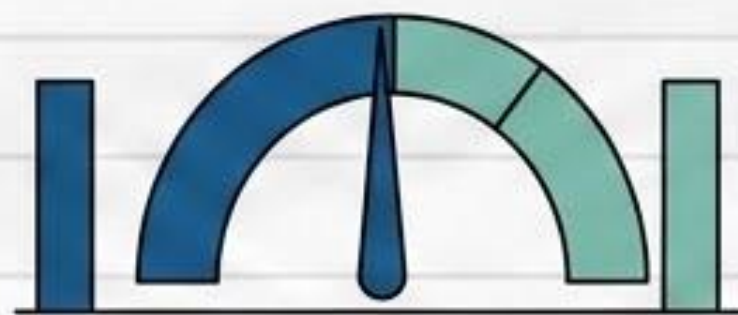
The background features a light gray grid pattern. It is decorated with several hand-drawn style elements: a dark blue zigzag line at the top left, a light green wavy line at the top center, a light green zigzag line at the top right, a dark blue wavy line at the top right corner, a dark blue zigzag line at the bottom left, a light green wavy line at the bottom center, a light green zigzag line at the bottom right, and a dark blue zigzag line at the bottom right corner. There are also two blue four-pointed starburst icons in the upper right area and a set of three blue chevrons pointing left in the lower left area.

Behavior Data

Elementary District - Wide



910
Referrals



193
In-school
Suspensions
(ISS, SIS)



0

Referred to Juvenile
Authorities (RJA)

71



Out of School
Suspension (OSS)



296
Detentions

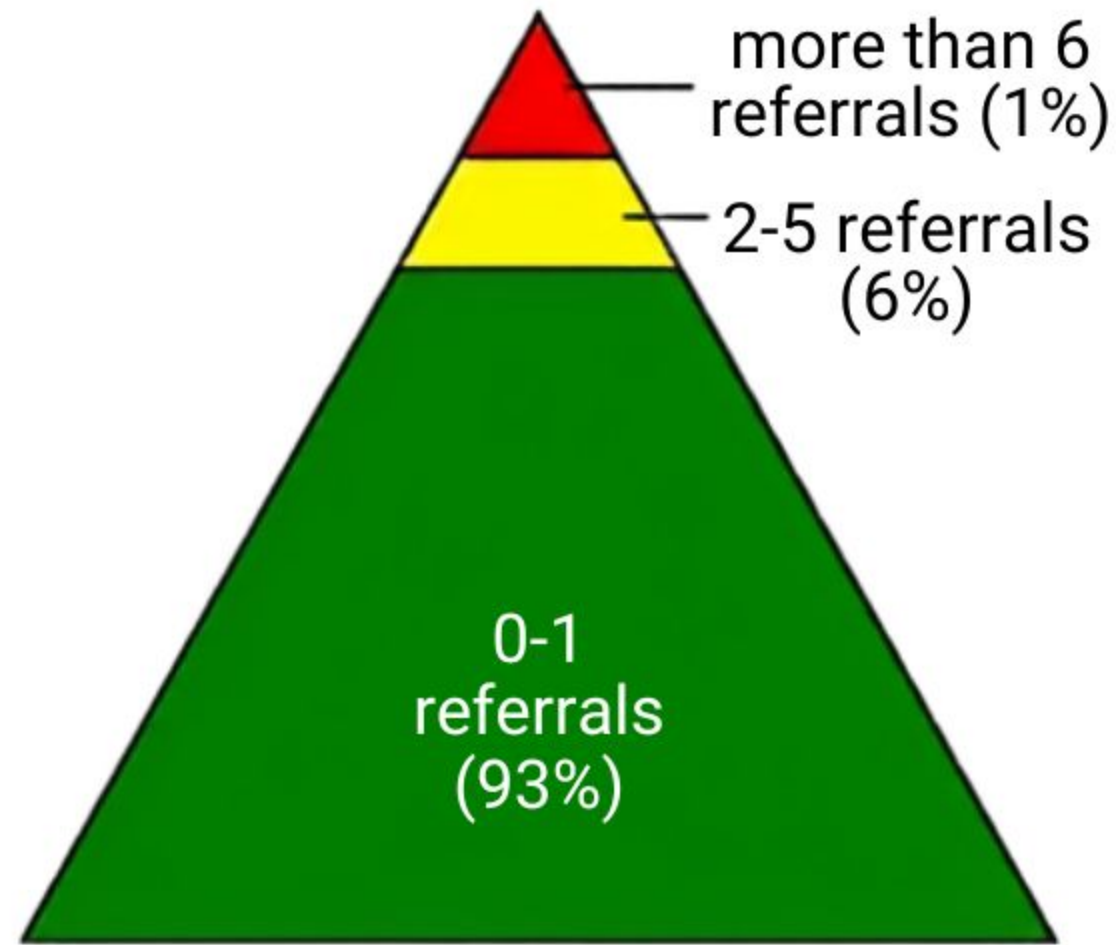


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Conditional Probationary
Agreement (CPA)

Elementary District-Wide

Top Offenses



In FY 25, there were 896 referrals for grades K-5 for the year, in FY 26 there were 910

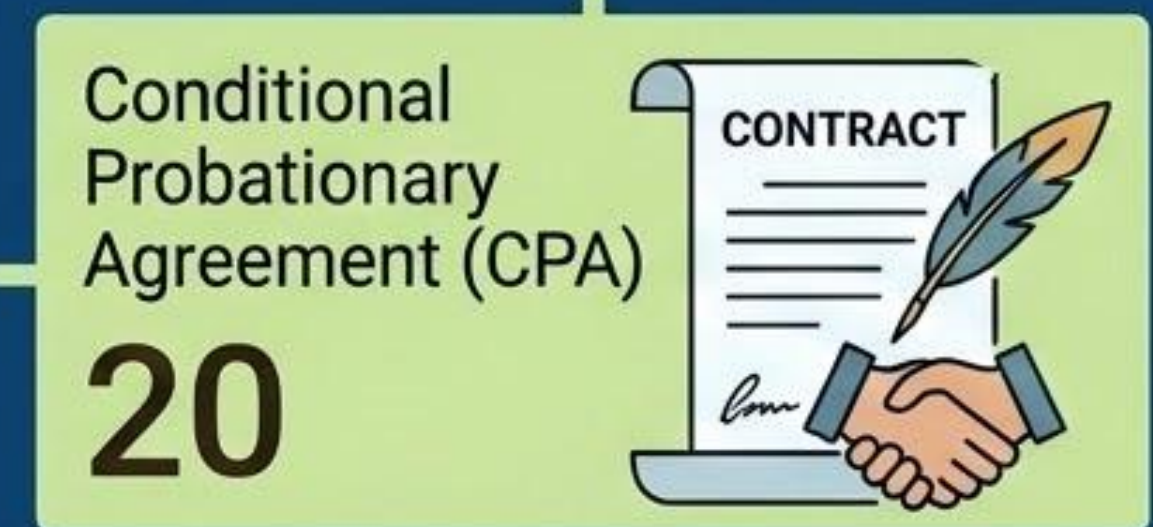
Locational Data

FY 25 & FY 26 saw the same top offenses, just in a different order



Secondary District - Wide

Comprehensive Behavior Data Overview



Secondary District-Wide

2% (114 students)
with 6+ Referrals.



16% (731 students)
with 2-5 Referrals.



82%
(3,736 students)
with 0-1 Referrals.



Top Offenses		Top Locations	
Tardies	855	Classroom	1,206
Disruptive/LOC	813	Student Services	586
Not in Assigned Area	753	Hall	164

- Analysis: Not in Assigned Area moved up one spot; Insubordination moved out of top 3.

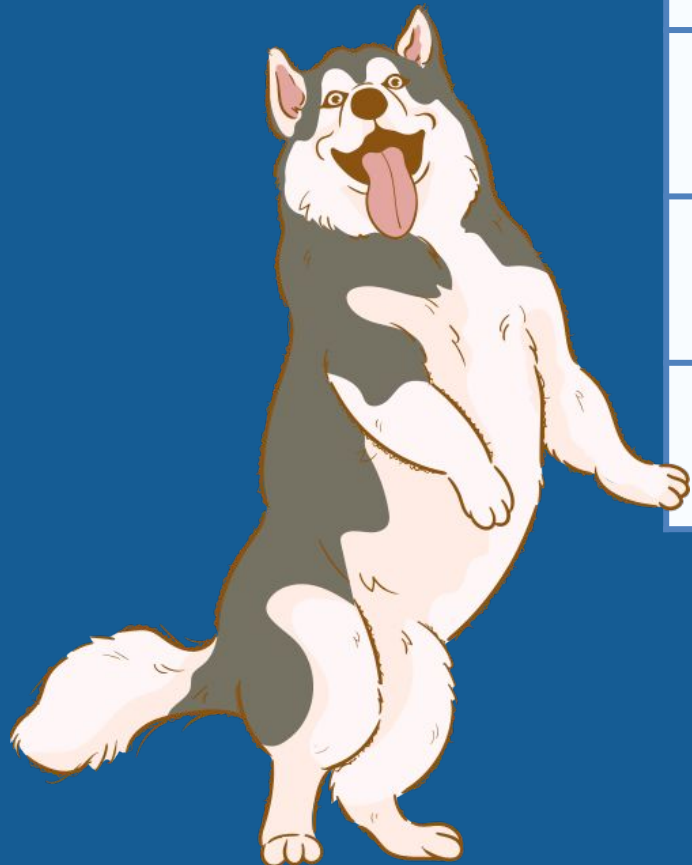
FY25
Referrals
(5,195)

FY26
Referrals
(5,665)

Harlem High School

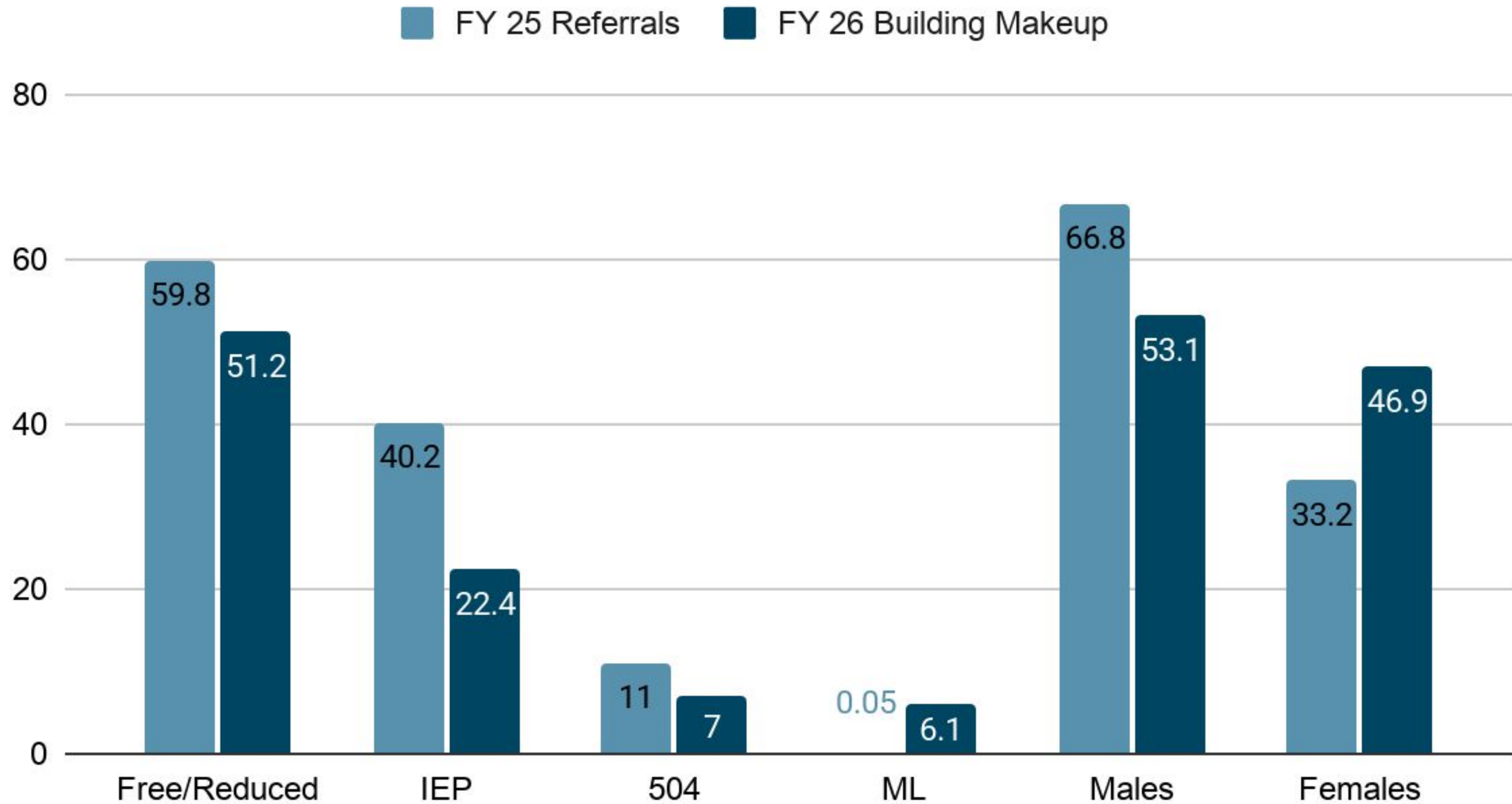
Number of:

Referrals	2900
In-school Suspensions (ISS, SIS)	846
Out of School Suspension (OSS)	420
Detentions	362
Referred to Juvenile Authorities (RJA)	27
Conditional Probationary Agreement (CPA)	11

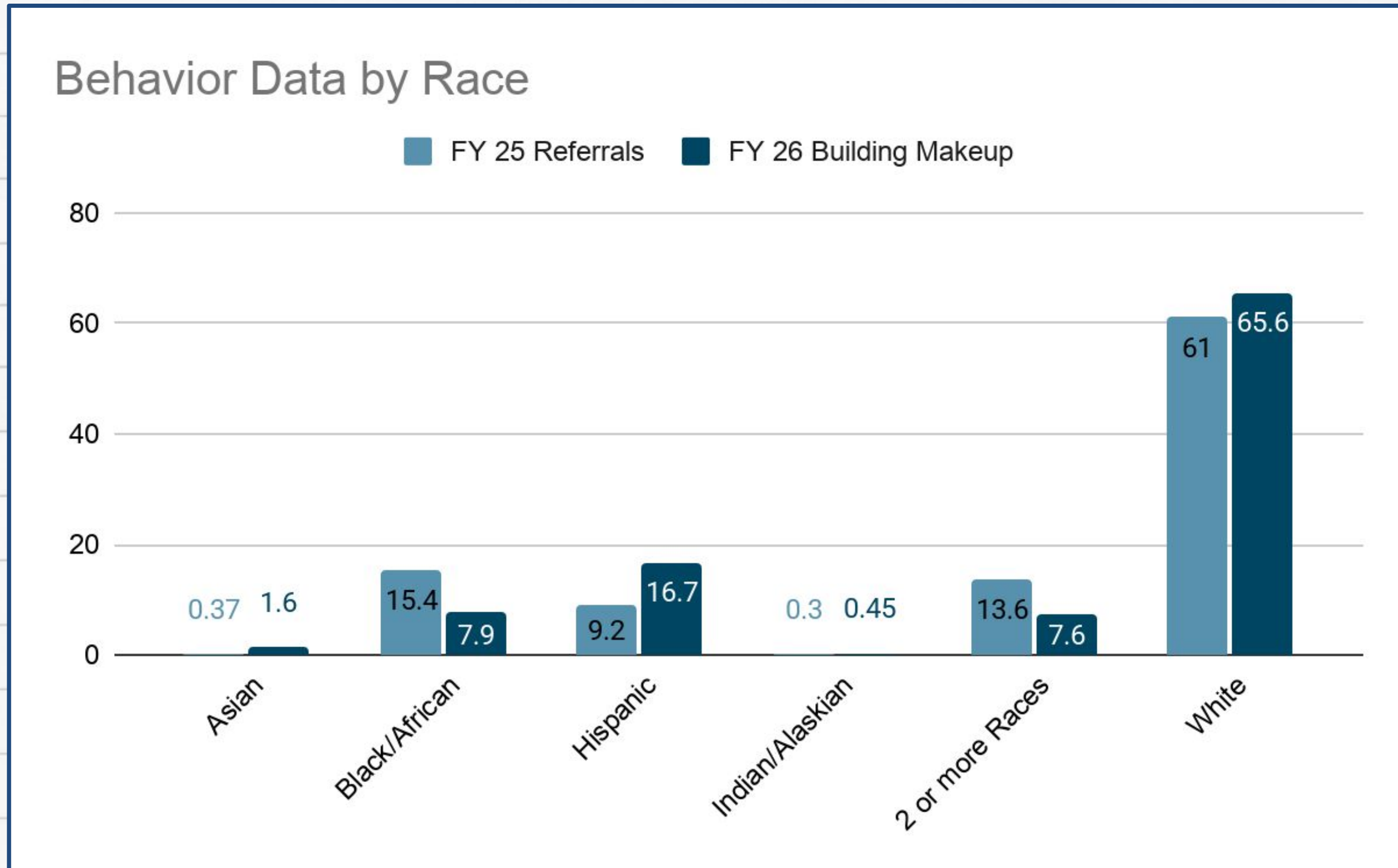


Harlem High School

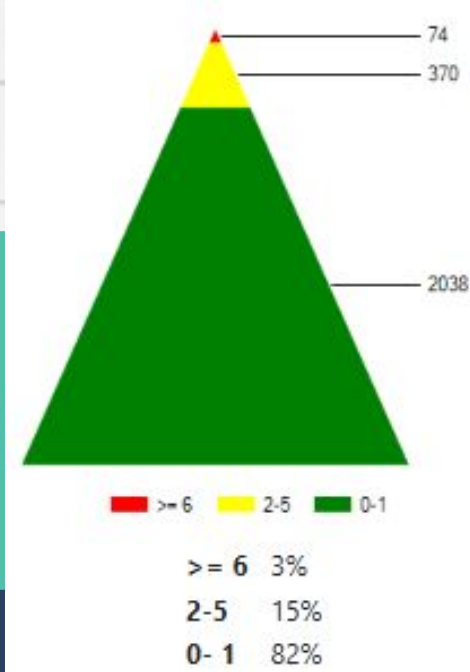
Behavior by Student Group



Harlem High School



Harlem High School



Top Offenses

Top Locations

Excessive Tardiness	851	Classroom	1219
Not in Assigned Area	546	Restroom	142
Insubordination	451	Hallway	140

Analysis:

- Tardiness continues to be an issue, both in the morning and throughout the day
- Consistency in focusing on Supervisory Aides checking restrooms, commons, and hallways (in conjunction with SmartPass information) has led to steady NAA referrals
- We continue to explore ways to reduce exclusionary discipline while holding students accountable
- Major Disruption, Dangerous Behavior and Fighting were relatively the same over the last two years
- Both Smoking (Vaping) and Drug/Alcohol Use referrals were down from SY25 to SY26

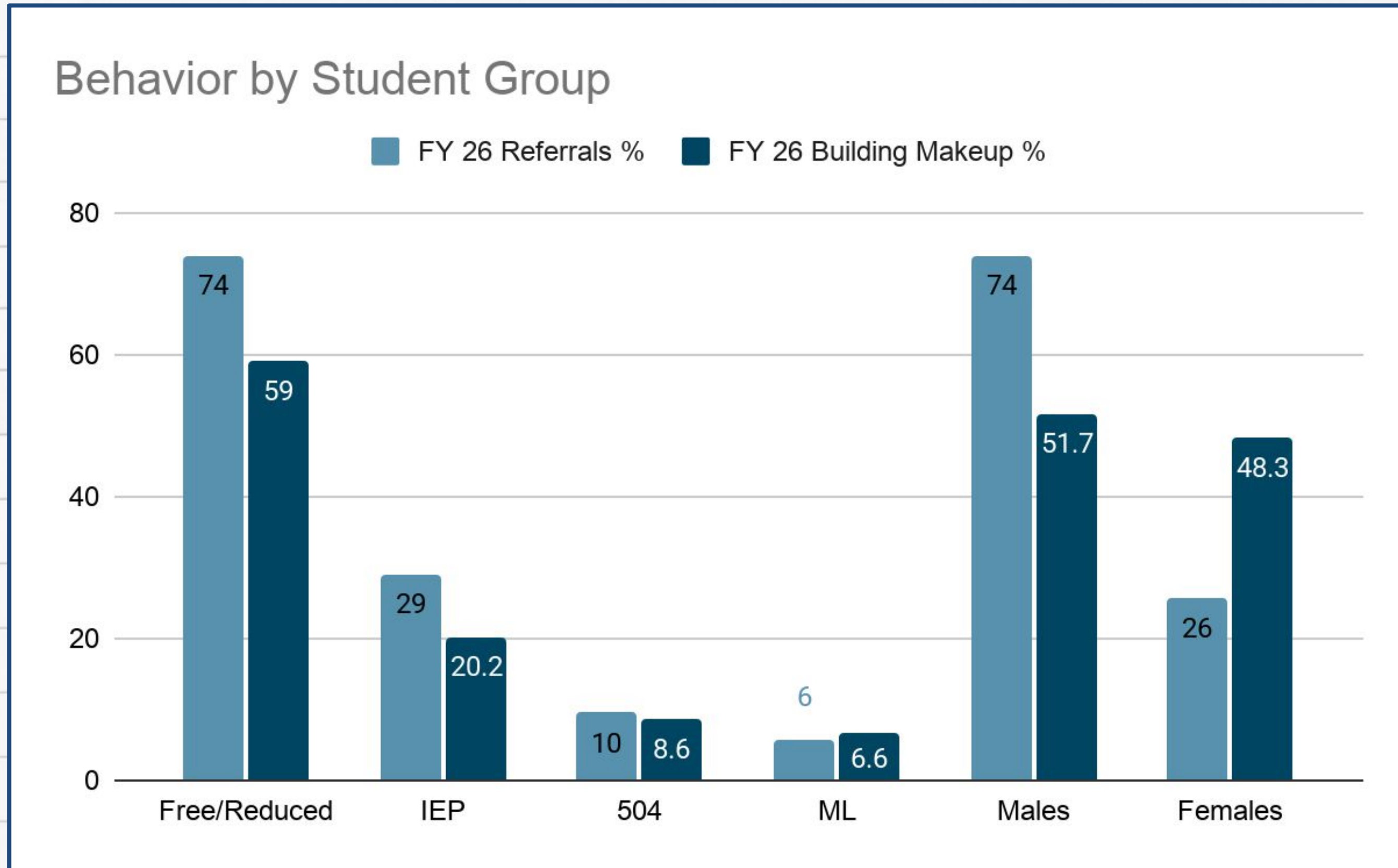
Harlem Middle School

Number of:

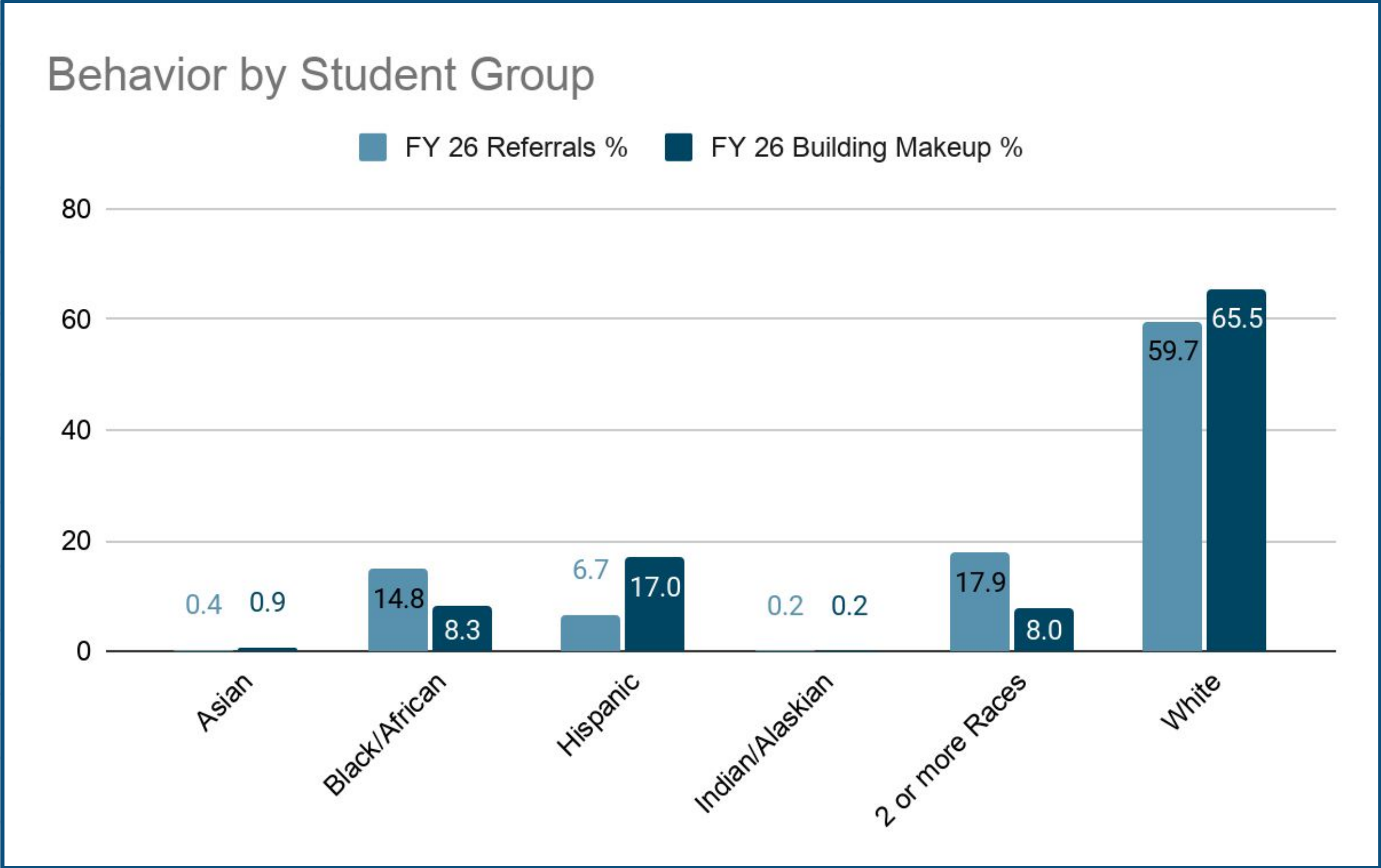
Referrals	2277
In-school Suspensions (ISS, SIS)	889
Out of School Suspension (OSS)	372
Detentions	400
Referred to Juvenile Authorities (RJA)	17
Conditional Probationary Agreement (CPA)	8



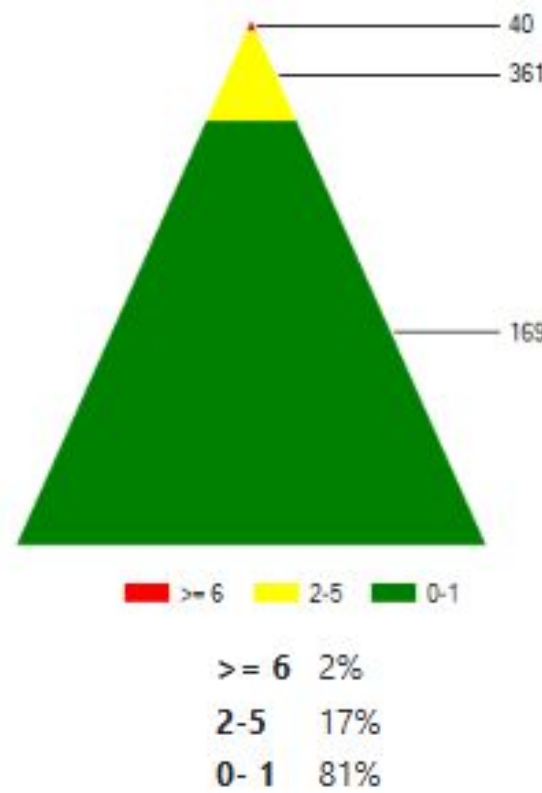
Harlem Middle School



Harlem Middle School



Harlem Middle School



Top Offenses		Top Locations	
Disruptive Behavior/Lack of Cooperation	661	Classroom	1365
Not in Assigned Area	202	Hallway	256
3 or more Tardies in a day	184	Detention	151

Analysis:

- Disruptive Behavior in the classroom continues to be our top offense and location. 3 year glance: 23/24- 476
24/25-537 25/26-661
- Not in Assigned Area and tardies are a bigger area of concern over the previous school year (+247 incidents NAA,DET,DEX).
- Behavior referrals increased for Cohort 2030 (+202 incidents) and Cohort 2031 (+98 incidents).

Loves Park

Number of:

Referrals

189

In-school Suspensions (ISS, SIS)

21

Out of School Suspension (OSS)

37

Detentions

57

Referred to Juvenile Authorities (RJA)

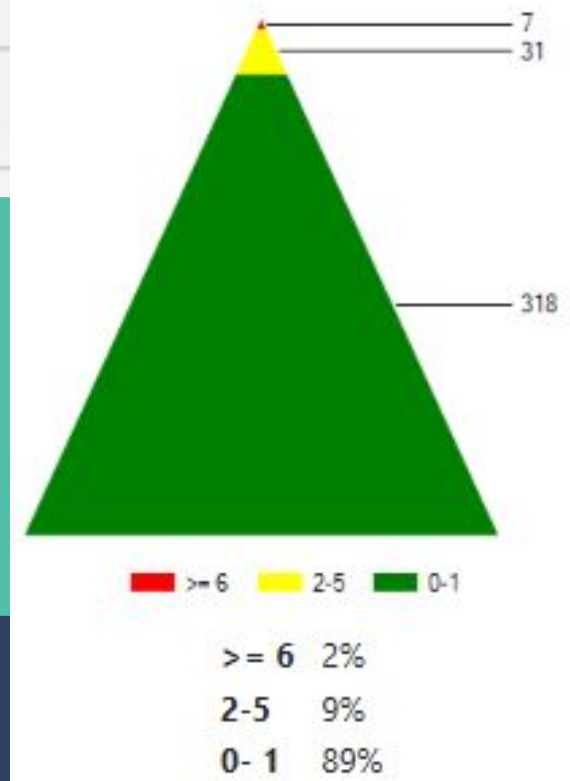
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Conditional Probationary Agreement (CPA)

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Loves Park

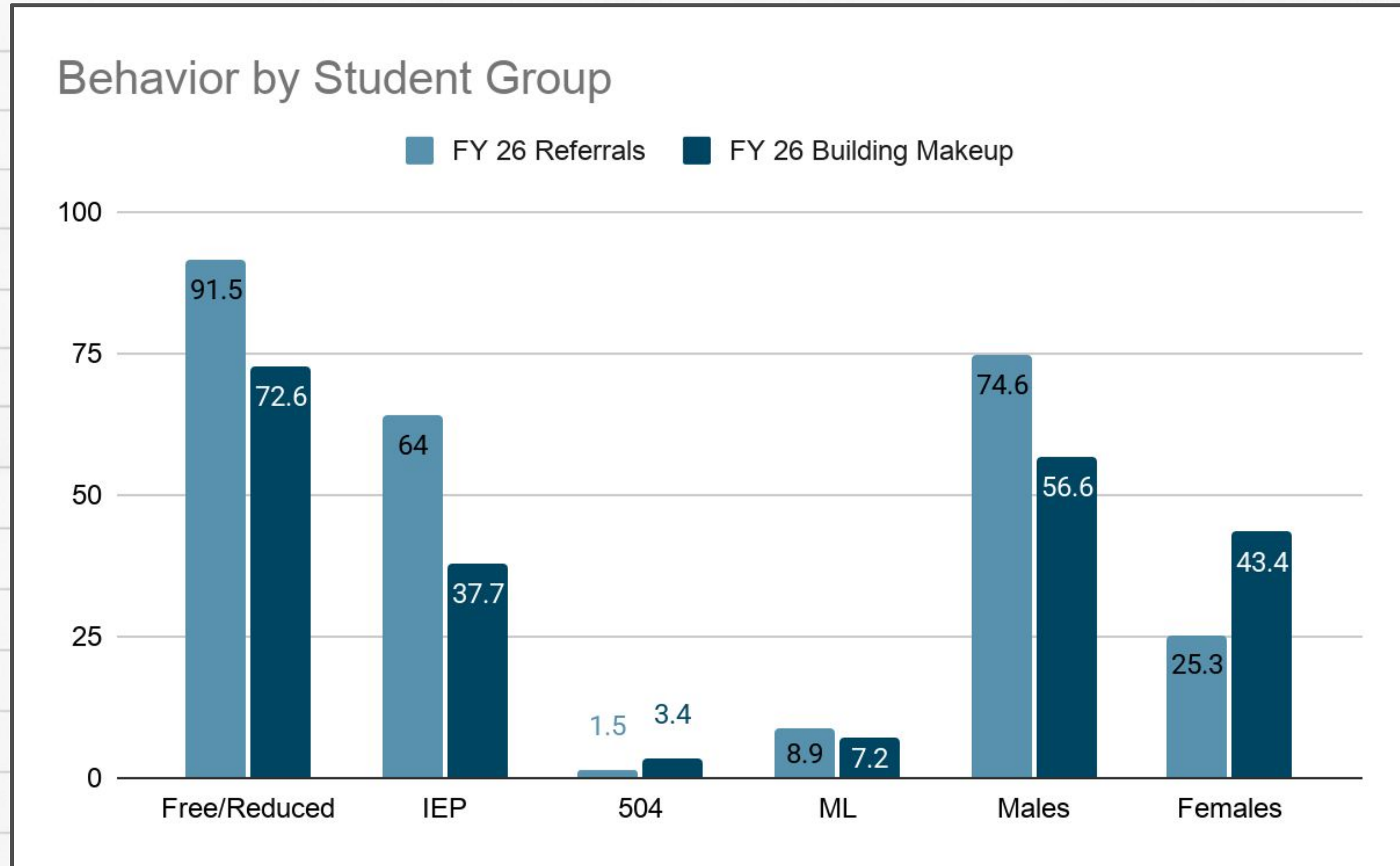


Top Offenses		Top Locations	
Dangerous Behavior	48	Classroom	103
Disruptive/LOC	43	Recess	33
Physical Aggression	37	Hall	9

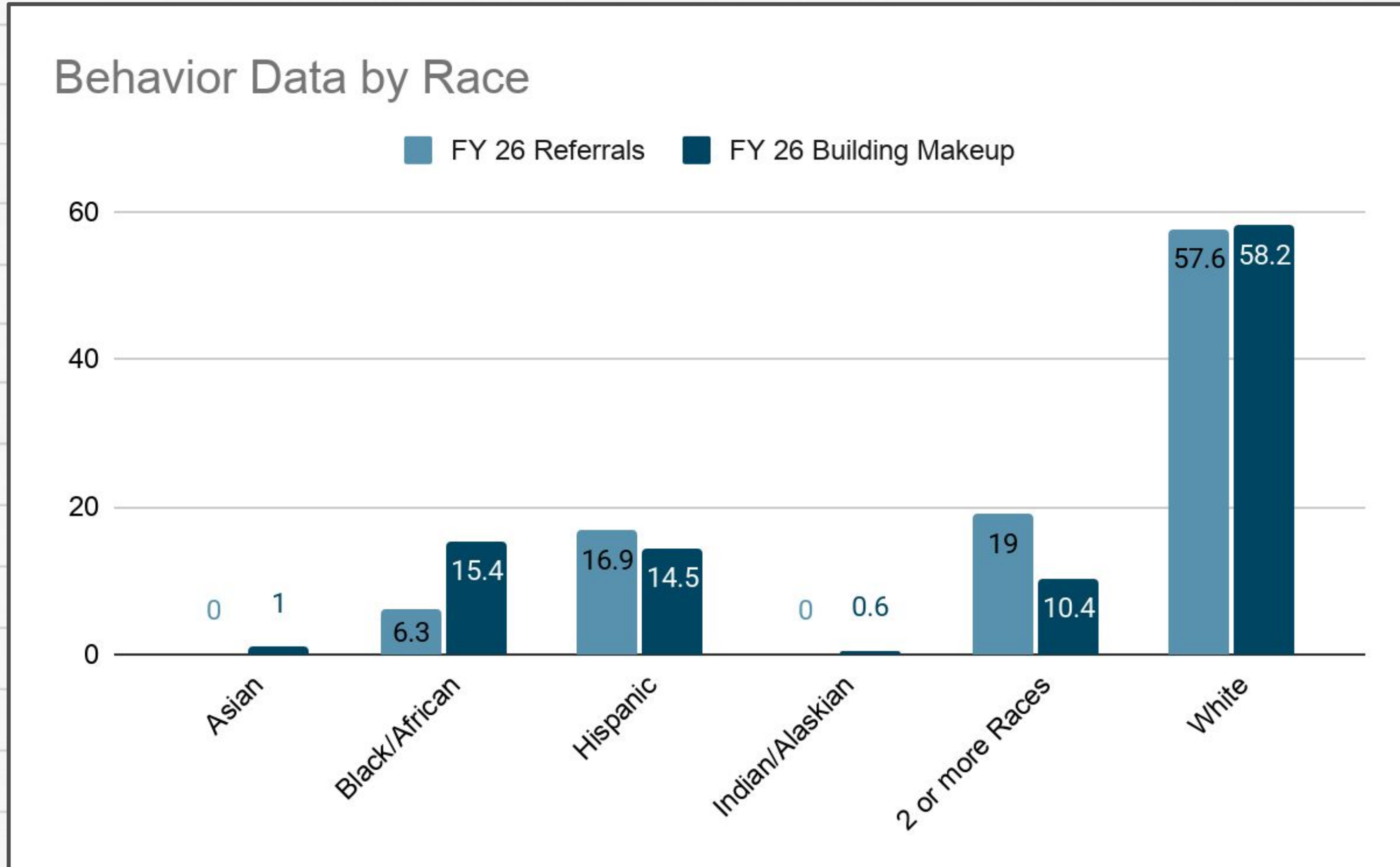
Analysis:

- In FY 25, there were 168 total referrals. In FY 26, we had 189 total referrals.
- 96 of the 189 referrals came from 5 students
- only 25 of our 297 students received a referral

Loves Park



Loves Park

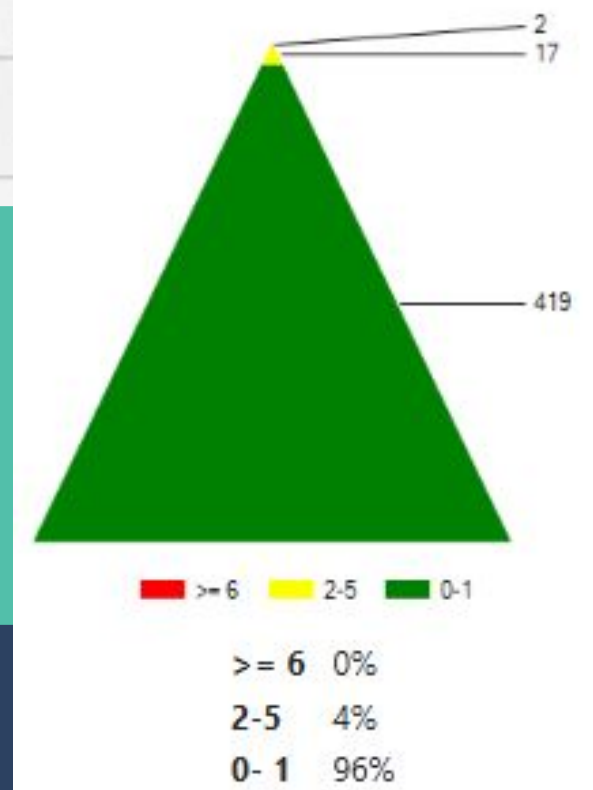


Machesney

Number of:	
Referrals	107
In-school Suspensions (ISS, SIS)	7.75
Out of School Suspension (OSS)	15
Detentions	40
Referred to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0



Machesney

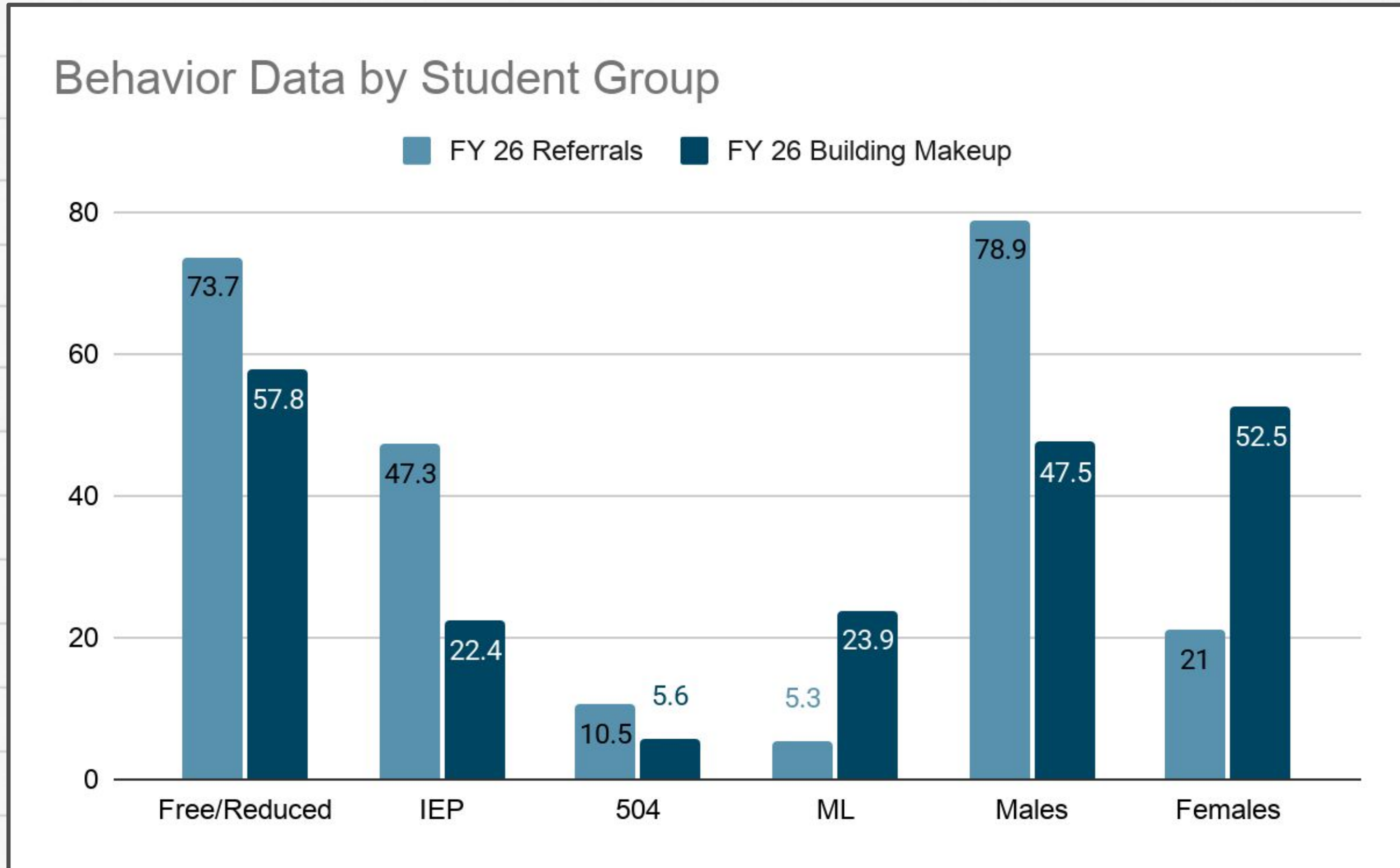


Top Offenses		Top Locations	
Dangerous Behavior	21	Classroom	21
Disruptive Behavior	18	Playground/Recess	9
Insubordination	11	Bus	9

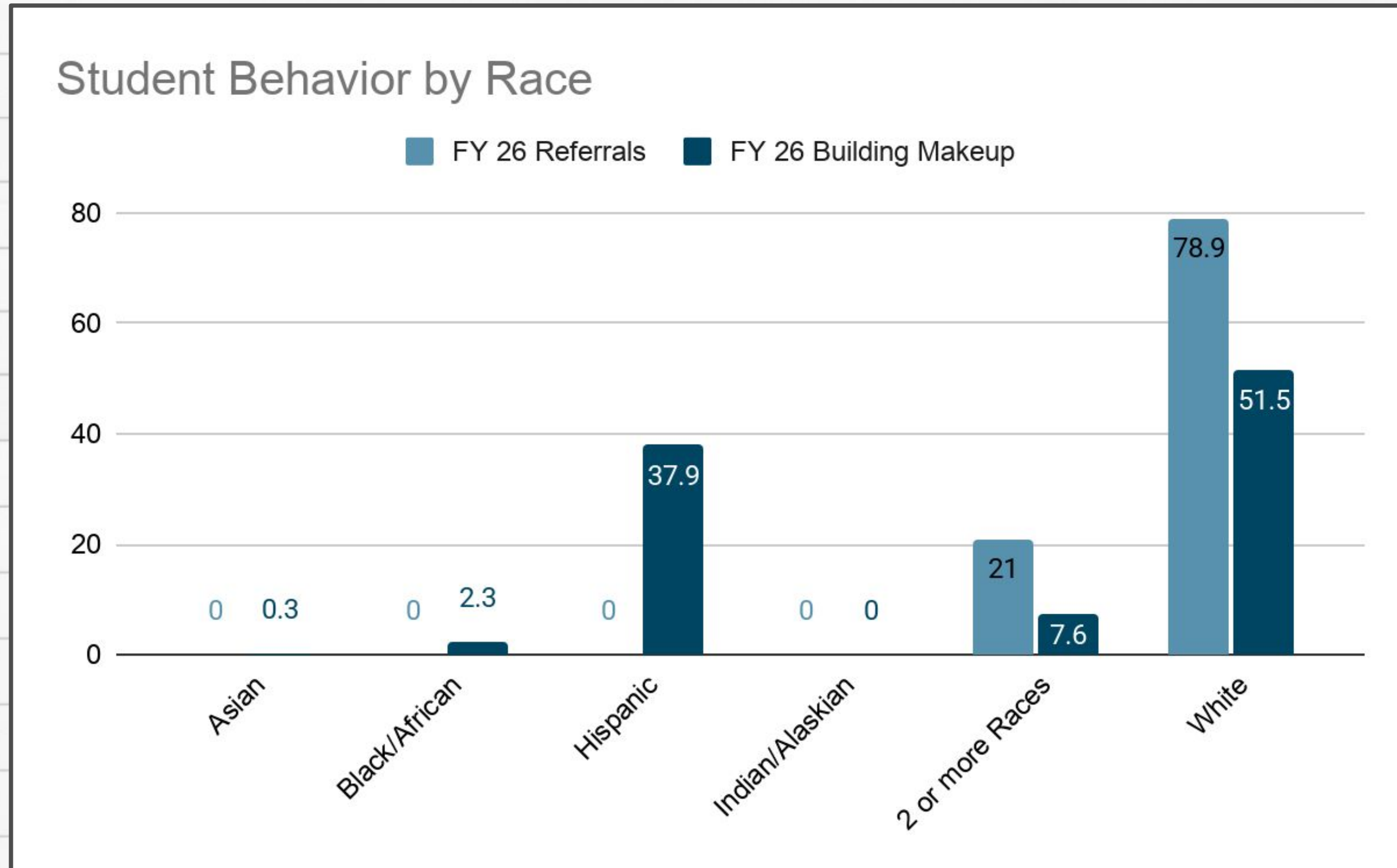
Analysis:

- Some of the referrals were for students in a specialized program-prior to coming to Machesney Elementary
- Students on CICO through MTSS or IEPs, working with the SSI mentor, or social worker to address behaviors

Machesney



Machesney



Maple

Number of:

Referrals

126

In-school Suspensions (ISS, SIS)

5

Out of School Suspension (OSS)

5

Detentions

80

Referred to Juvenile Authorities (RJA)

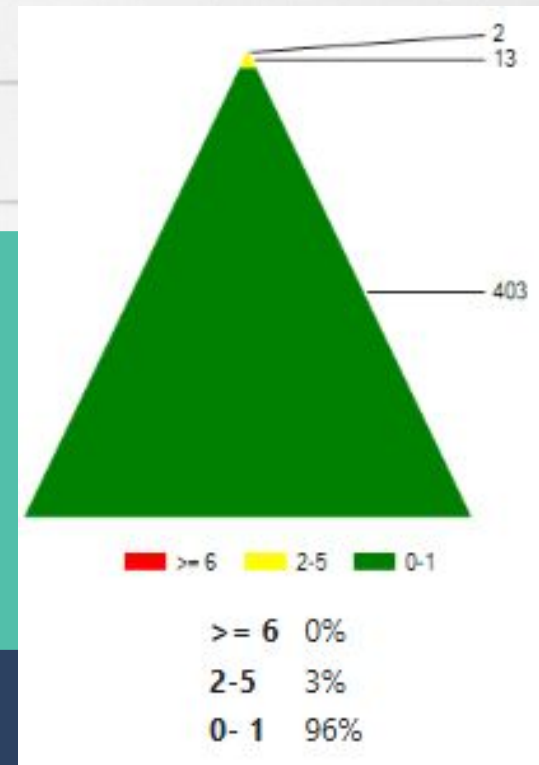
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Conditional Probationary Agreement (CPA)

0



Maple

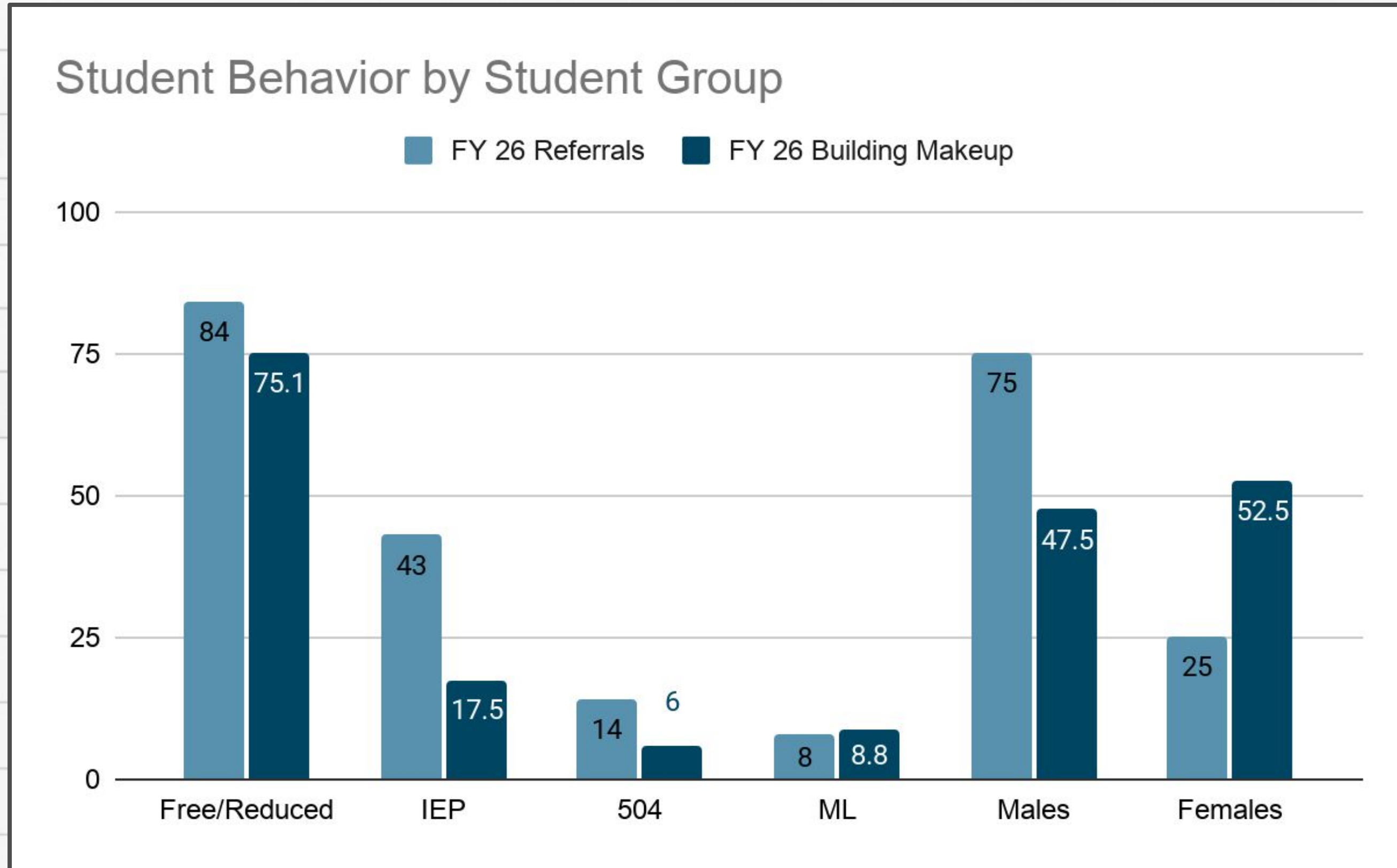


Top Offenses		Top Locations	
Dangerous Behavior	29	Playground/Recess	62
Insubordination	21	Classroom	29
Physical Aggression.	16	Bus	9

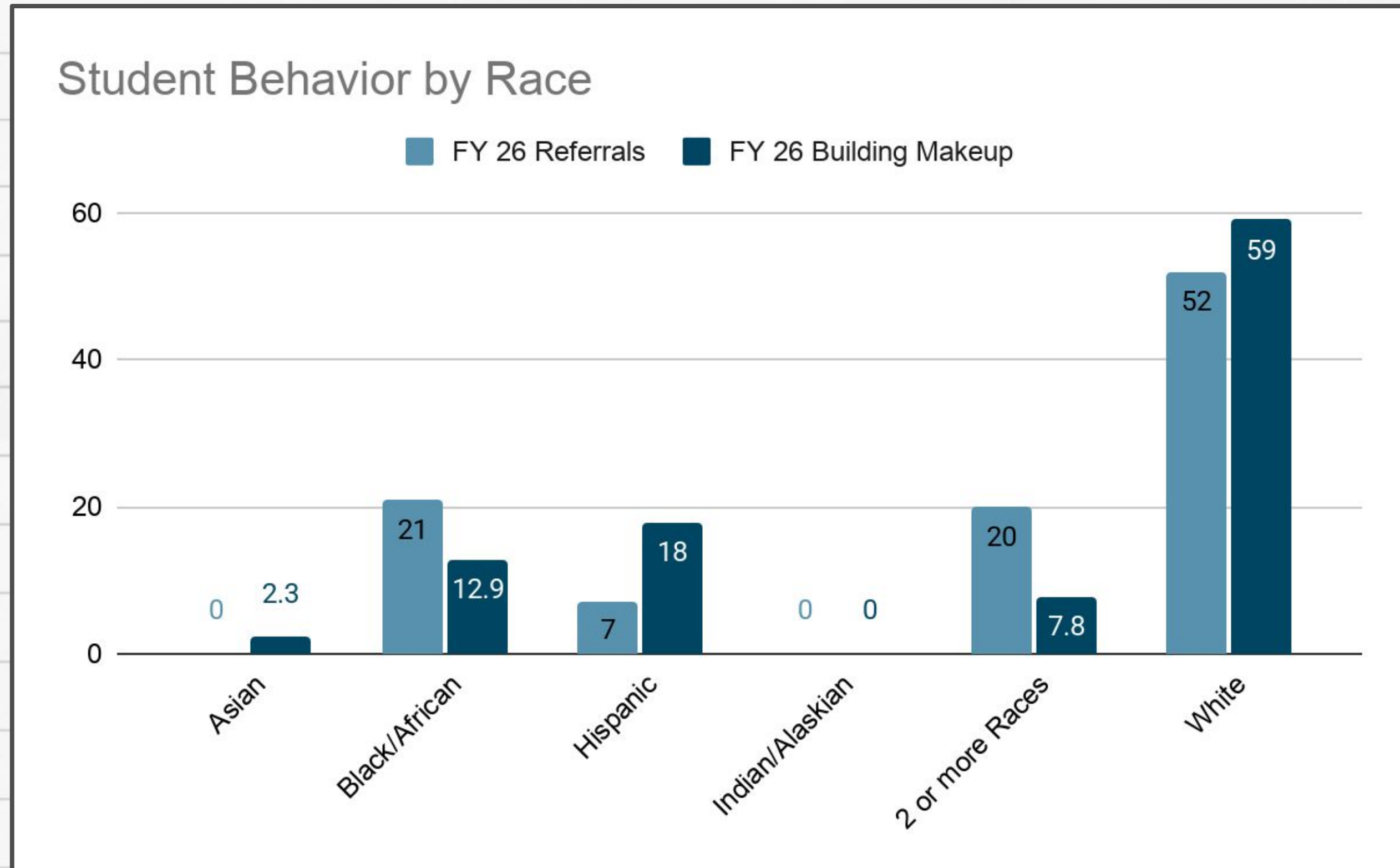
Analysis:

- 89% of students had 0 referrals all year. 96% had two or fewer referrals.
- All students with 2 or more referrals received behavior interventions of some kind
- 2 students accounted for 30% of all referrals.

Maple



Maple



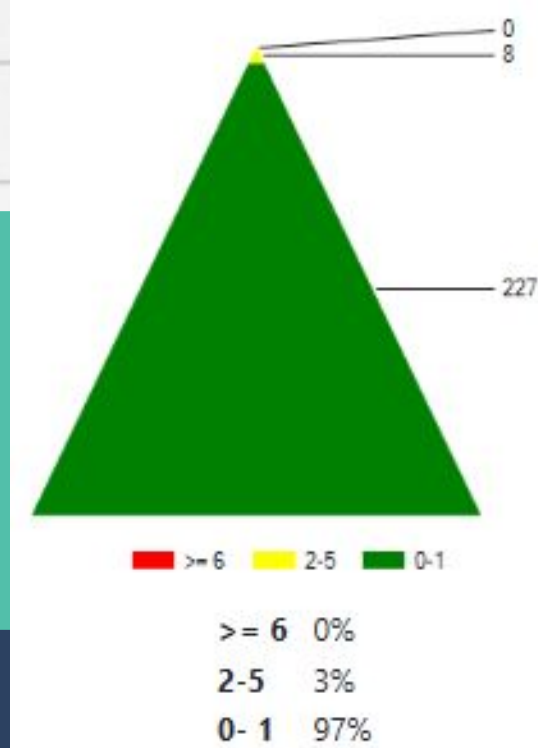
Marquette

Number of:

Referrals	46
In-school Suspensions (ISS, SIS)	22
Out of School Suspension (OSS)	4
Detentions (LDT, DET)	14
Referred to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0



Marquette

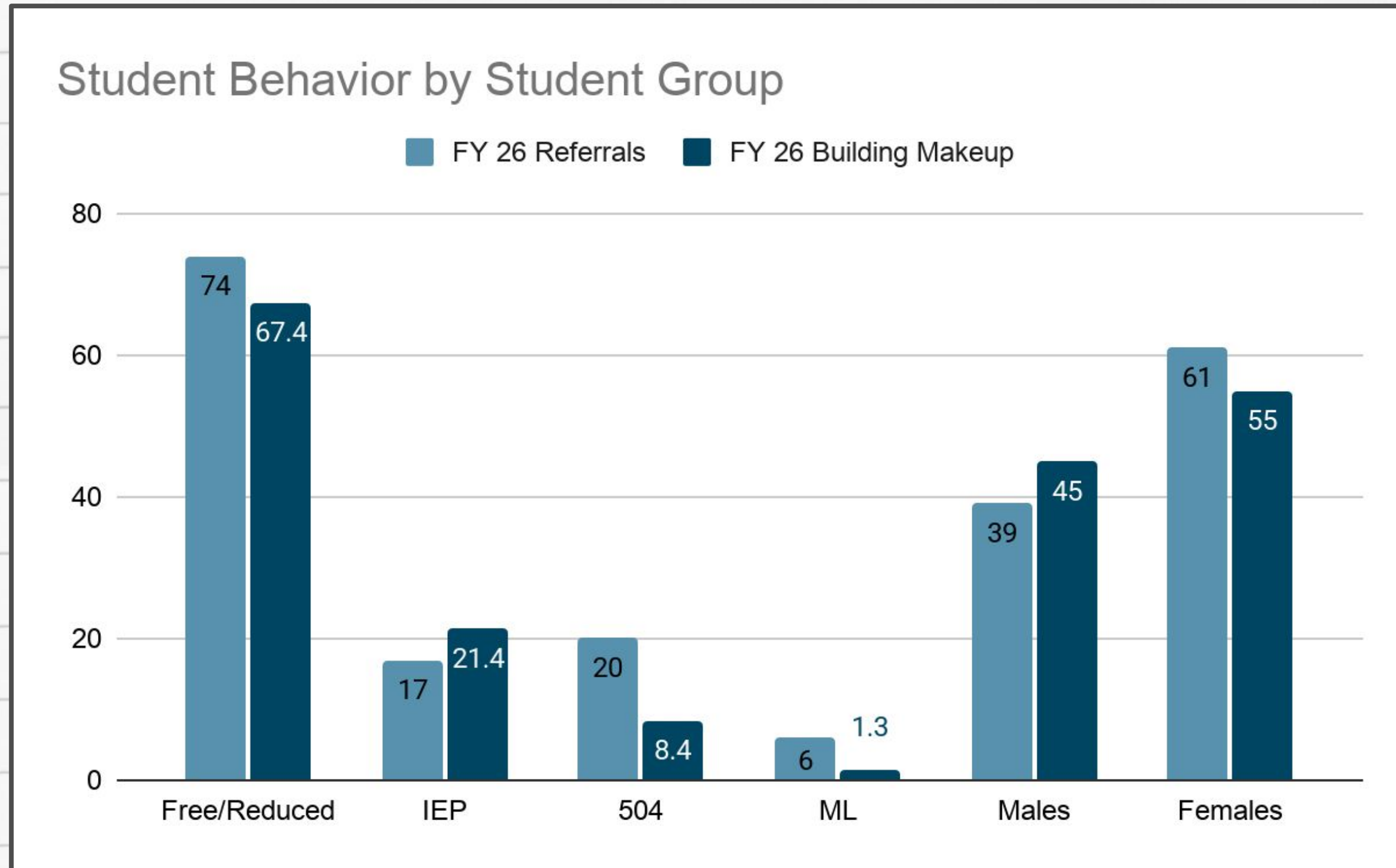


Top Offenses		Top Locations	
Dangerous Behavior	9	Classroom	22
Disruptive/LOC	15	Playground/Recess	17
Physical Aggression	8	Hall	3

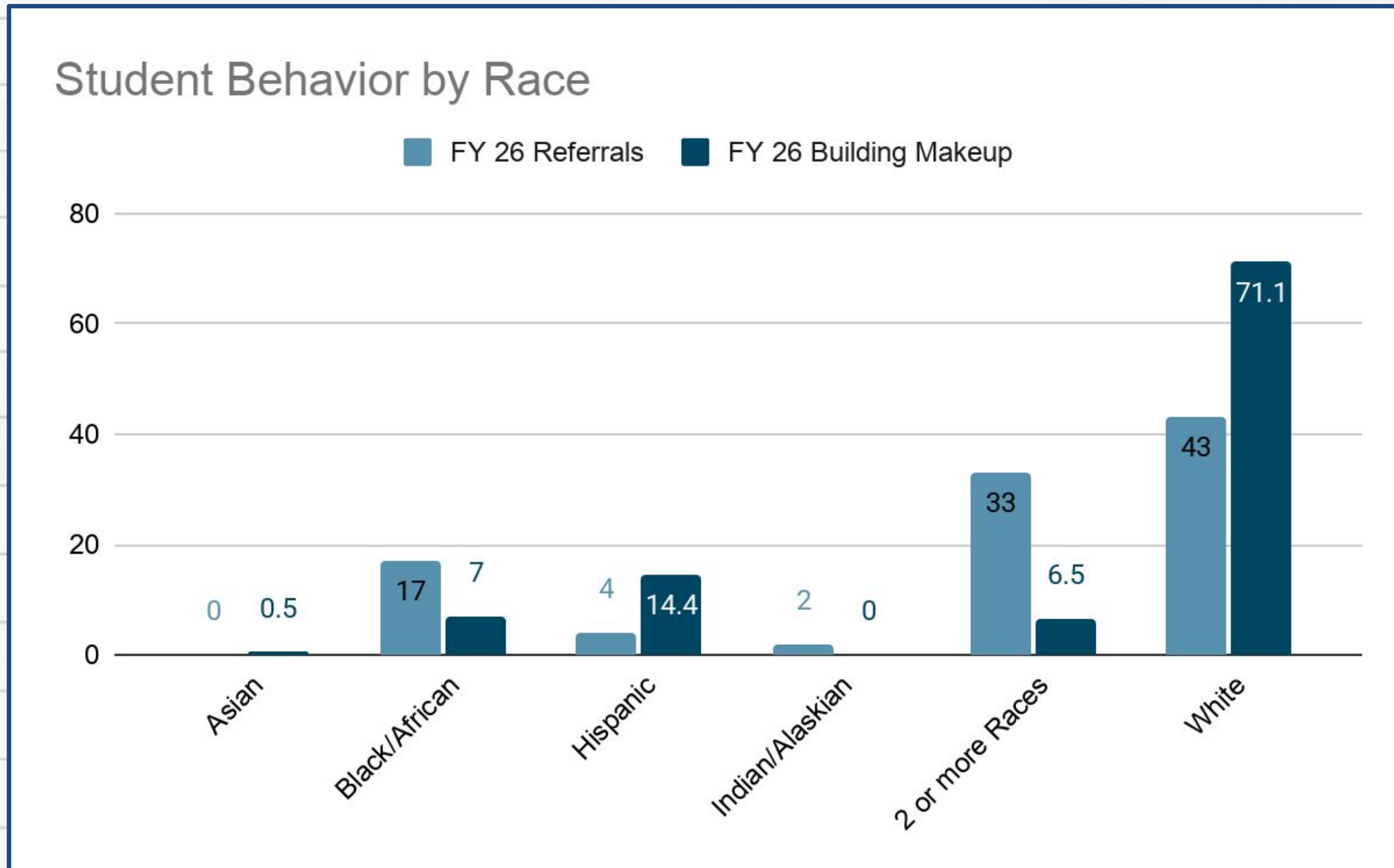
Analysis:

- In 2025 there were 73 referrals
- 97% of students had 0-1 referrals. .
- 3 Students made up 37% of referrals

Marquette



Marquette



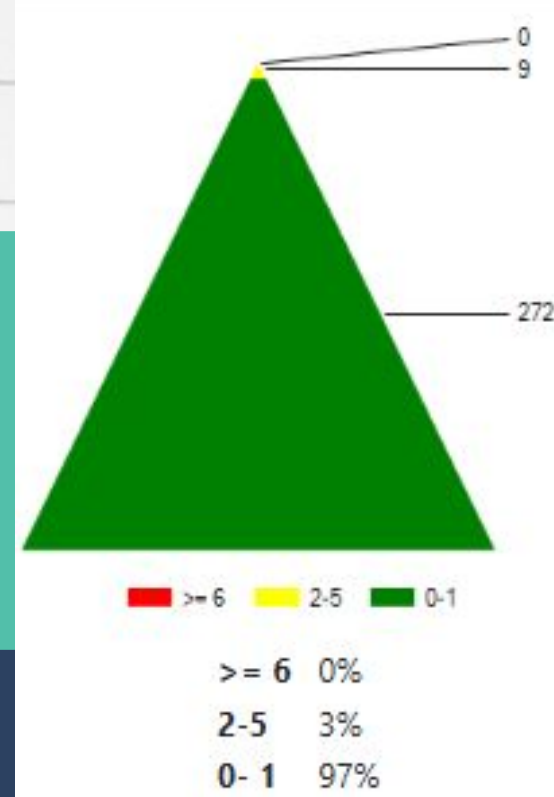
Olson Park

Number of:

Referrals	19
In-school Suspensions (ISS, SIS)	4
Out of School Suspension (OSS)	2
Detentions	12
Referred to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0



Olson Park

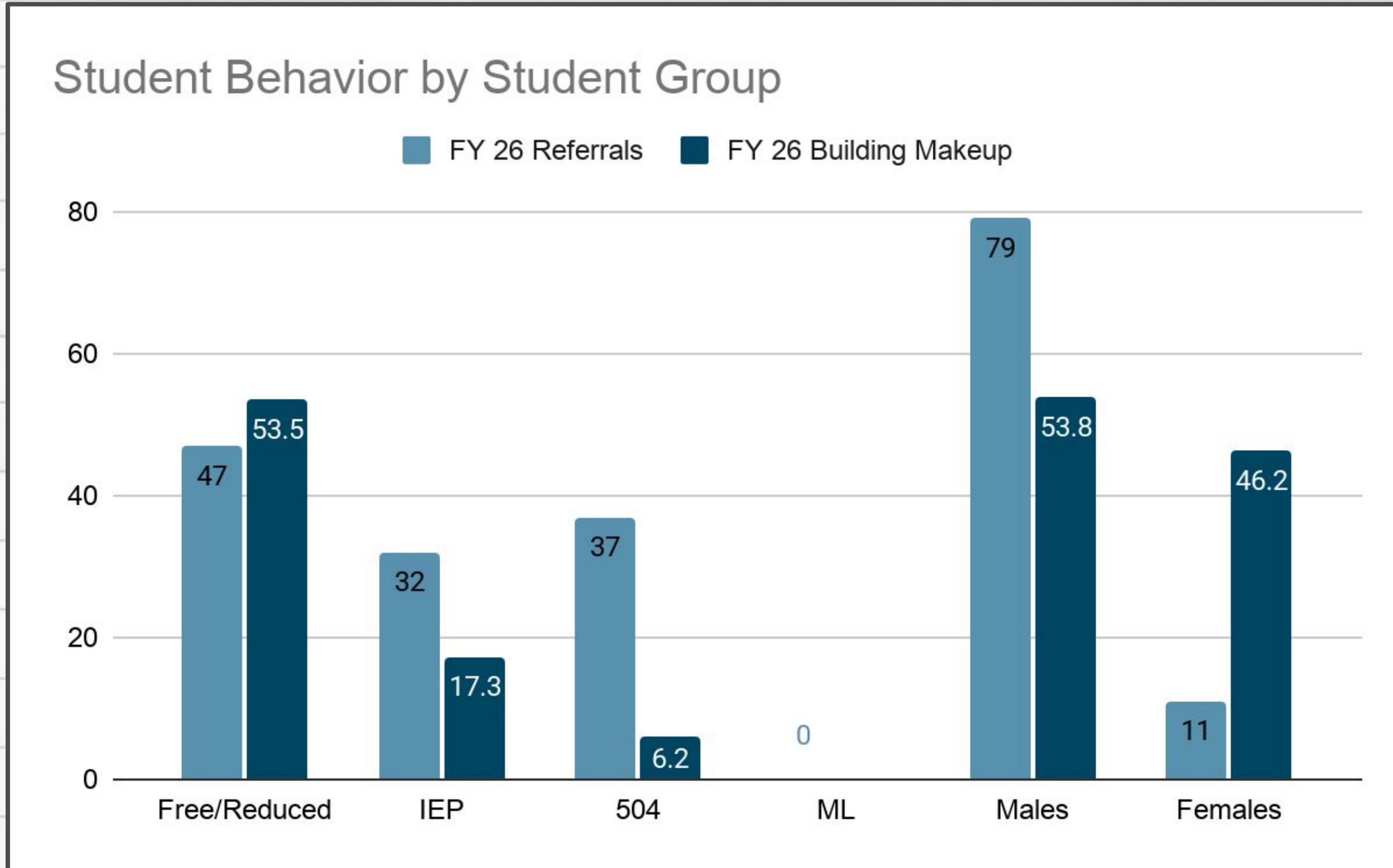


Top Offenses		Top Locations	
Dangerous Behavior	5	Playground	6
Inappropriate Language	4	Classroom	3
Threats/Assault	2	Hallway	3

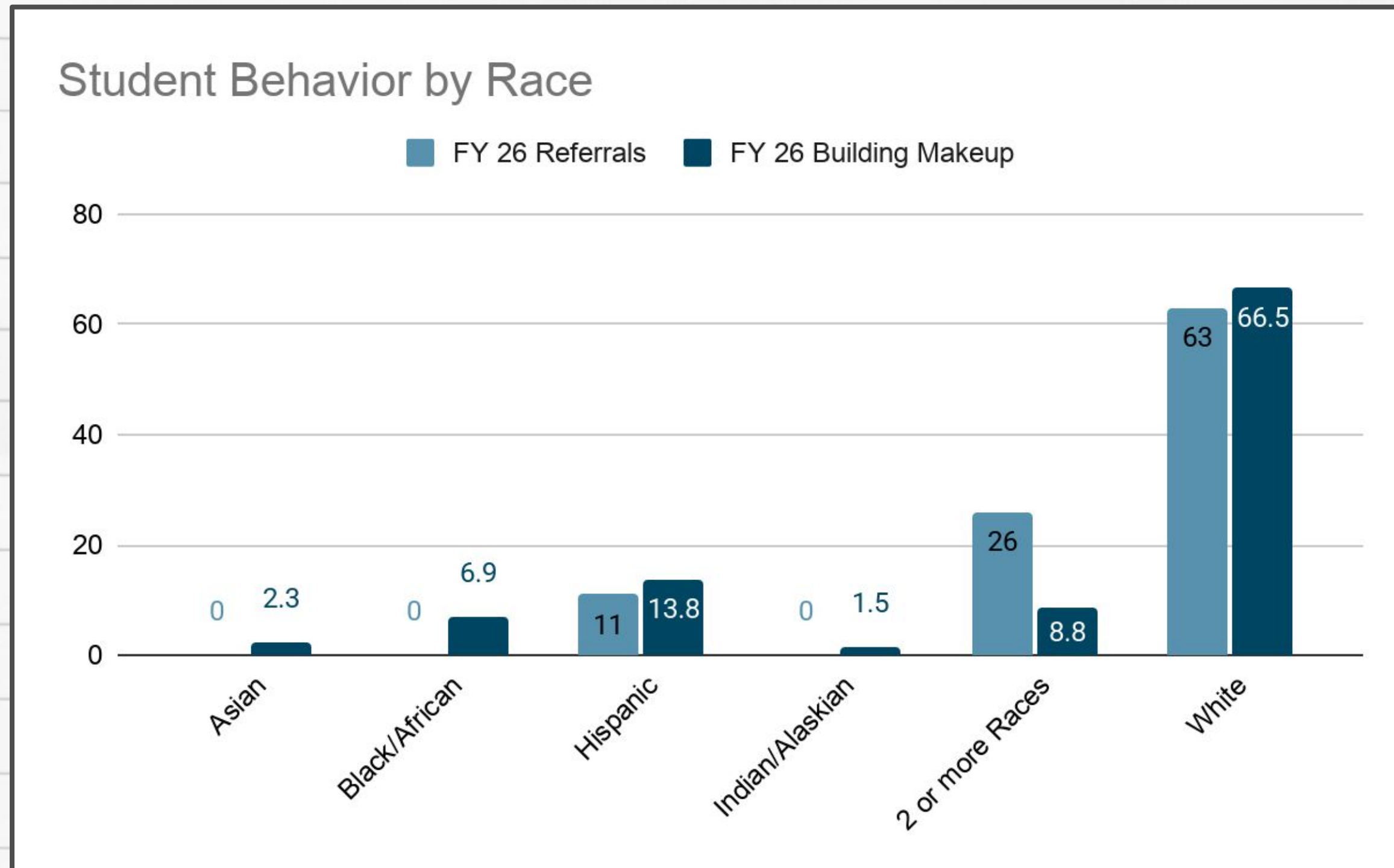
Analysis:

- In FY 25, there were 45 referrals for grades 1-5, only 19 for FY26
- Interventions put in place are working

Olson Park



Olson Park



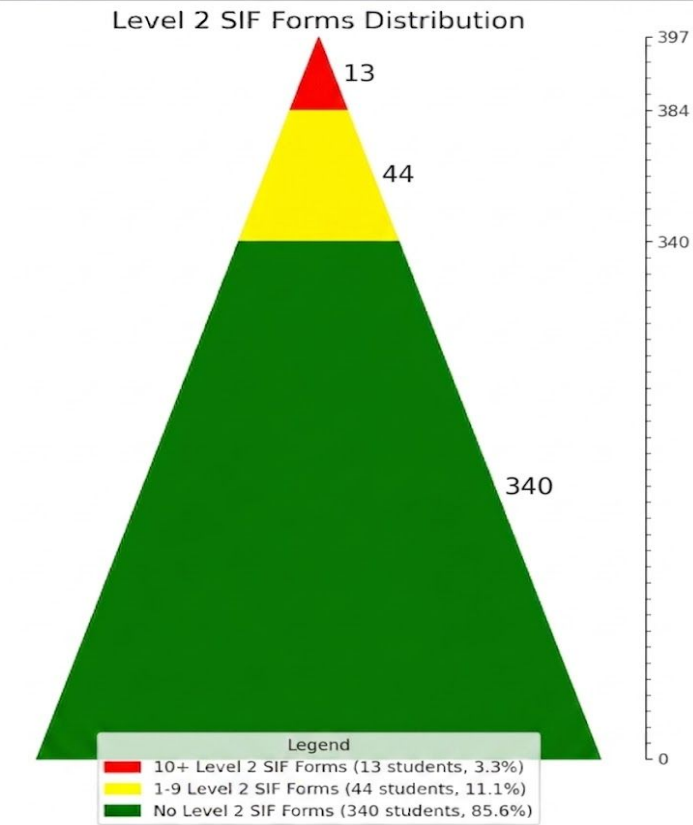
Parker Center

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)	379



Parker Center

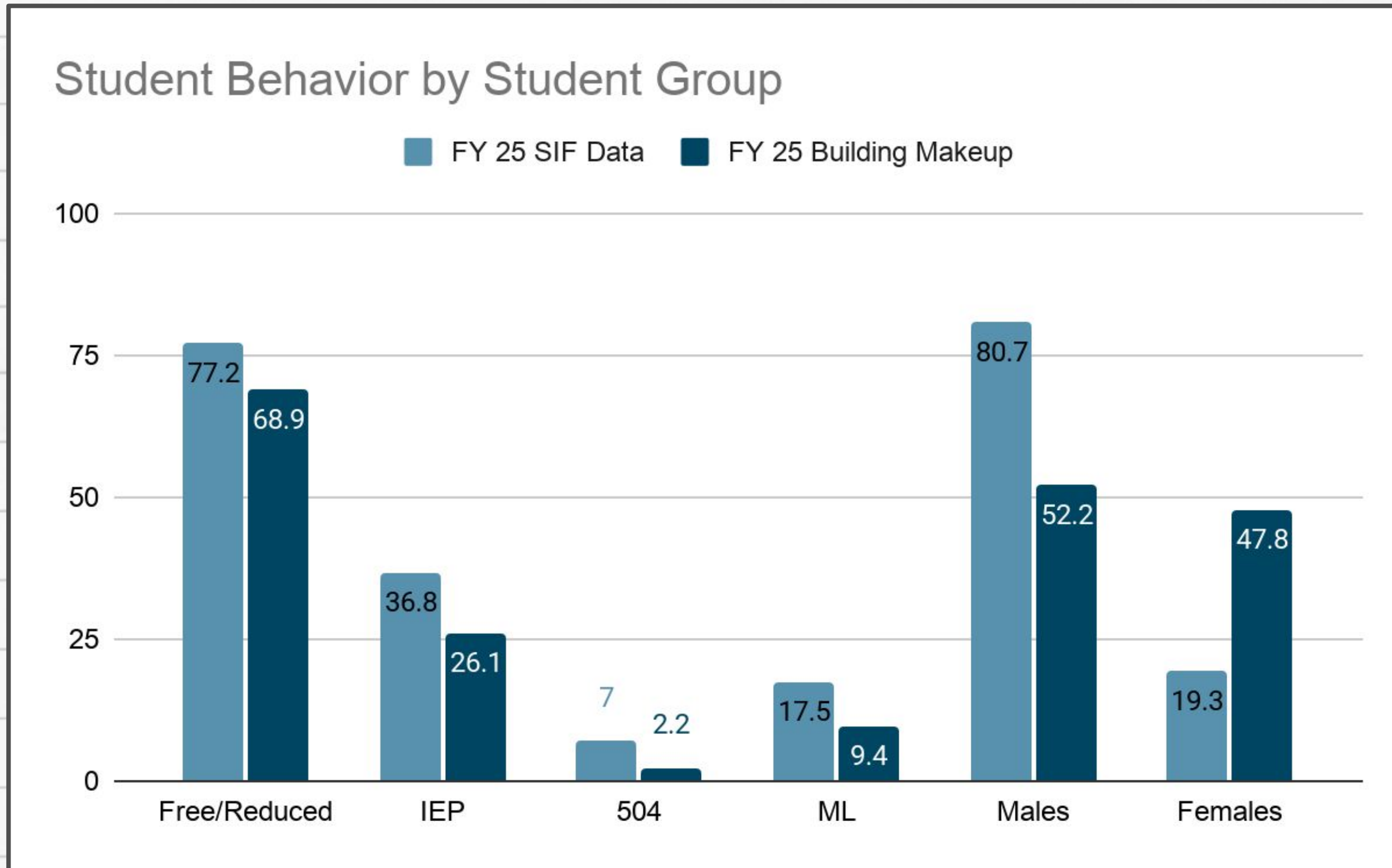


Top Offenses		Top Locations	
Physical Aggression	246	Playground/Recess	48
Escaping/Fleeing	155	Classroom	260
Unsafe Refusal	63	Cafeteria	19

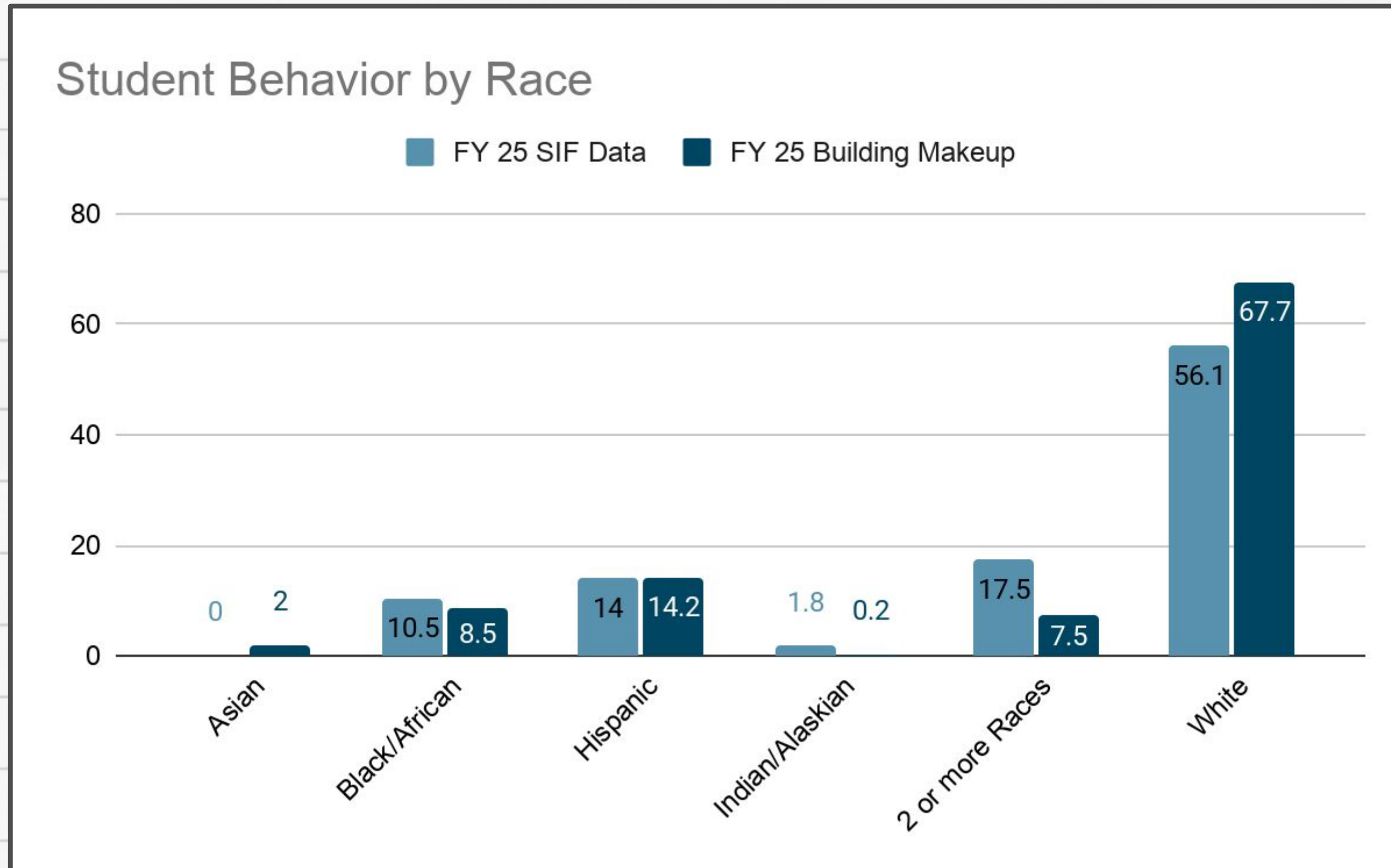
Analysis:

- 57 students accounted for the 379 SIF forms
 - 17 students had 5 or more incidents, 13 of those students had 10 or more incidents
- 3 students had placement changes
- 7 students received new or adjusted BIPs, resulting in dramatic reduction in behaviors after November 2025
- Coaching cycle on classroom management to support teacher success in managing behaviors - will continue

Parker Center - SIF



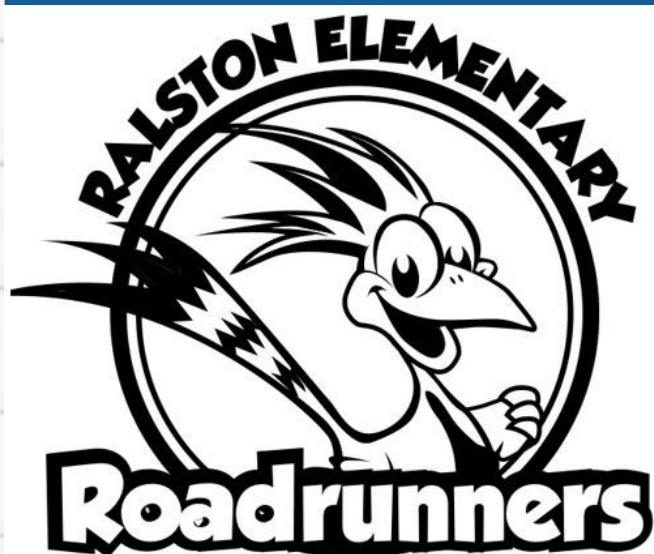
Parker Center - SIF



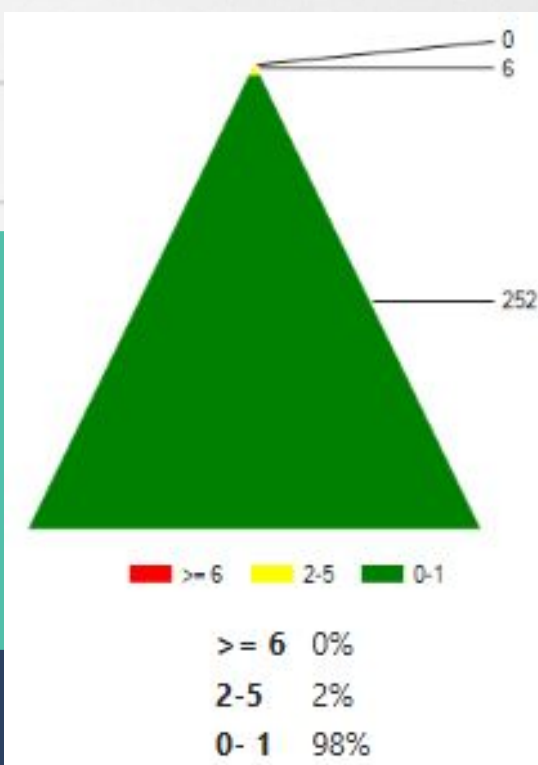
Ralston

Number of:

Referrals	29
In-school Suspensions (ISS, SIS)	8
Out of School Suspension (OSS)	8
Detentions	4
Referred to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0



Ralston

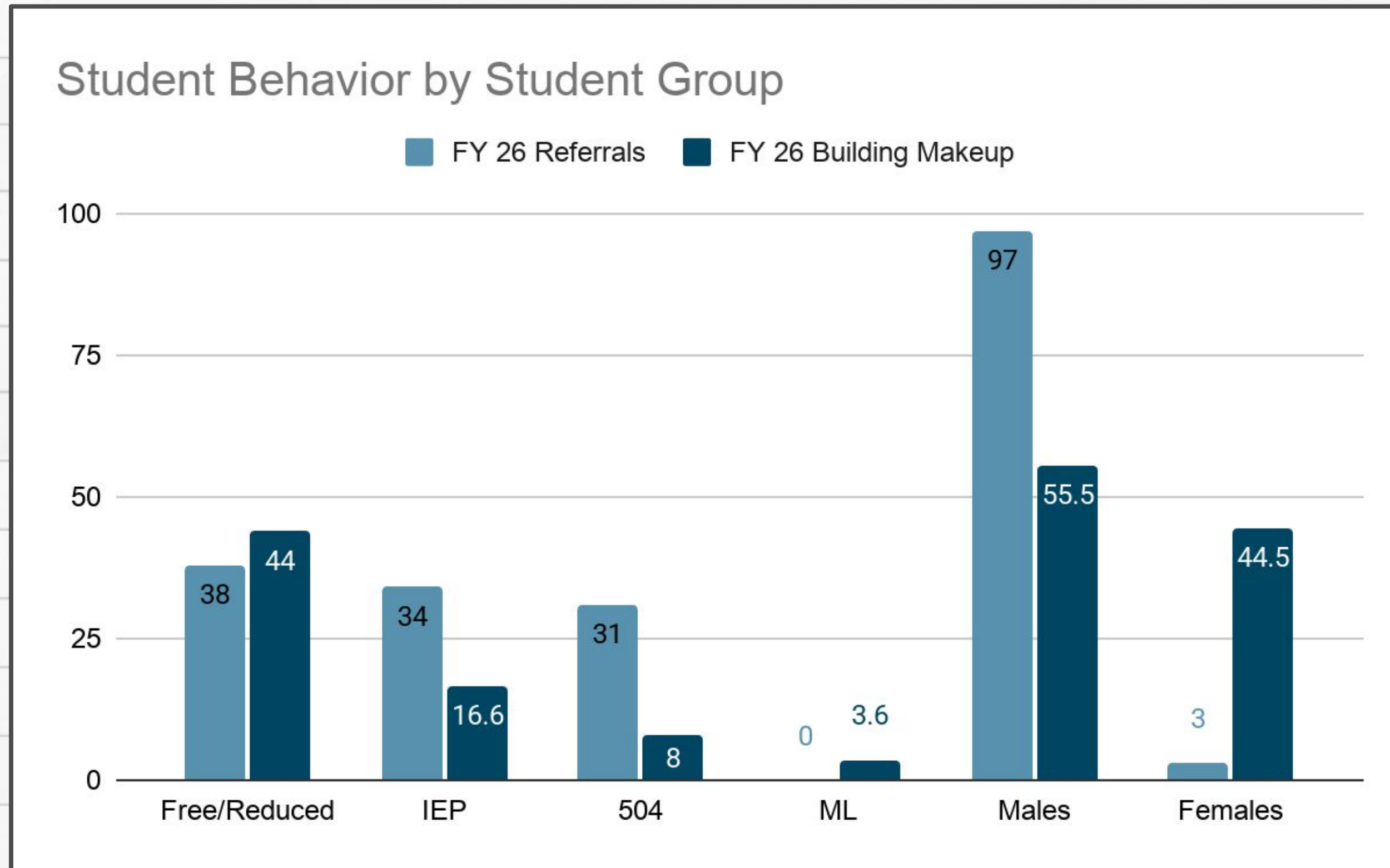


Top Offenses		Top Locations	
Dangerous Behavior	9	Classroom	16
Disruptive Behavior	5	Bus	5
Threats without a weapon	5	Playground/ Recess	3

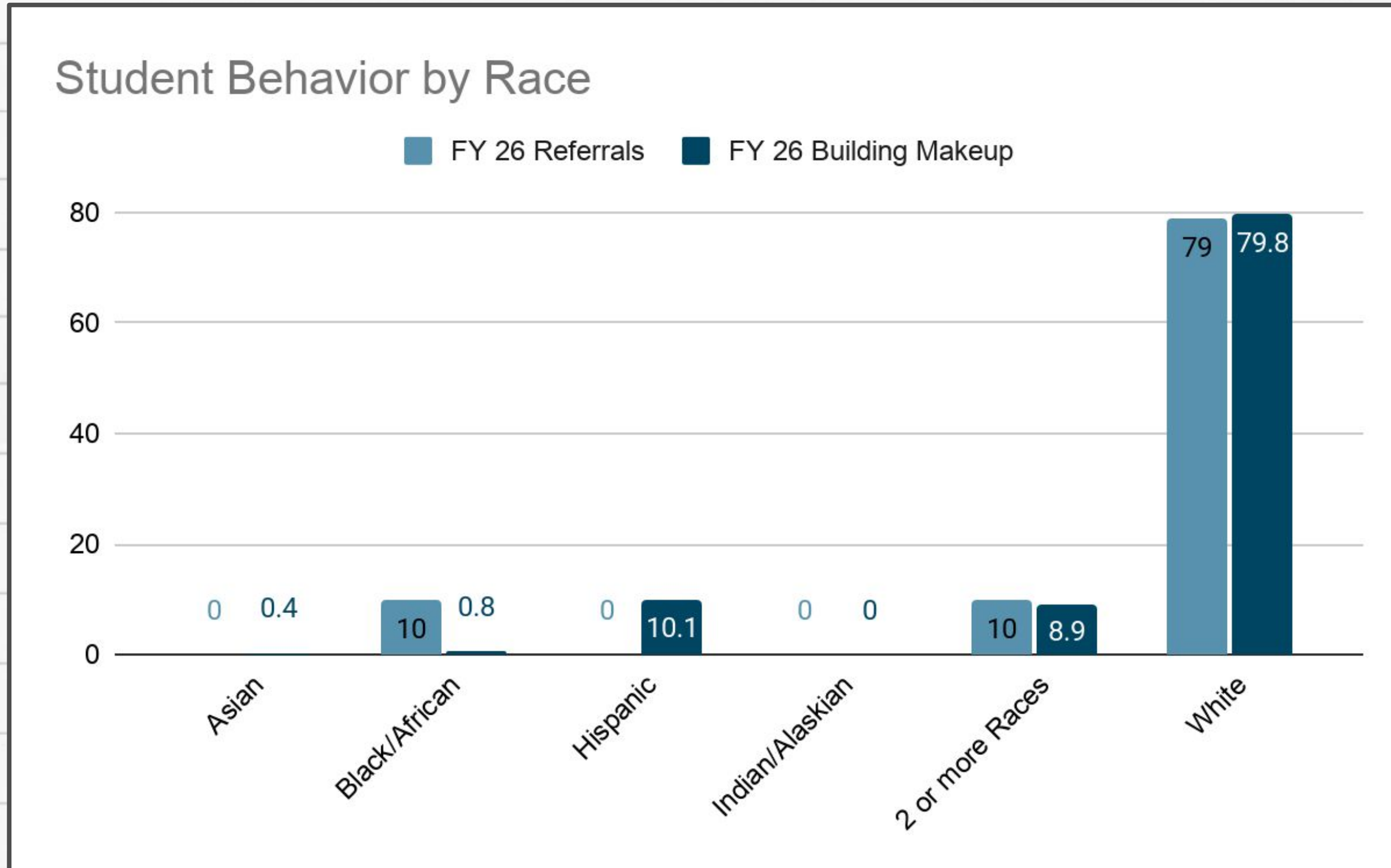
Analysis:

- Out of 29 referrals, only 4 students had 3 or more referrals.
- 1 student struggled in a special, admin and social worker pushed into class from March-May.
- 2 students moved to specialized programs
- 5 students successful on informal or formal CICO who received referrals

Ralston



Ralston



Rock Cut

Number of:

Referrals

220

In-school Suspensions (ISS, SIS)

35.5

Out of School Suspension (OSS)

5

Detentions

85

Referred to Juvenile Authorities (RJA)

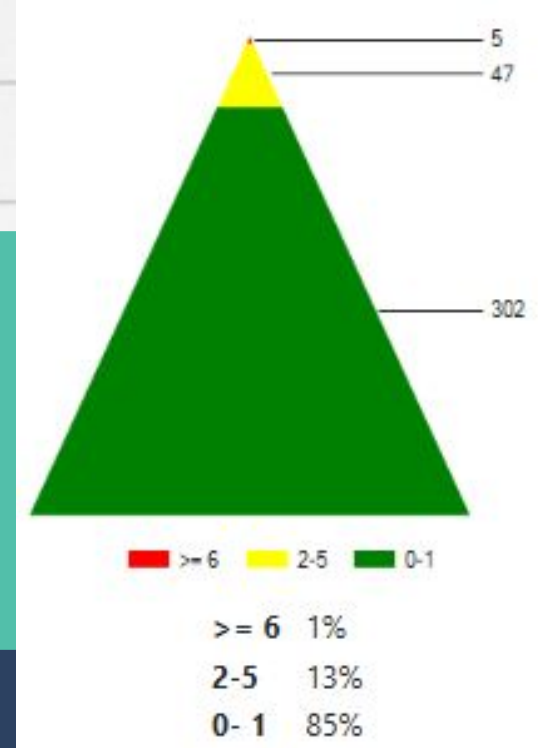
0

Conditional Probationary Agreement (CPA)

0



Rock Cut

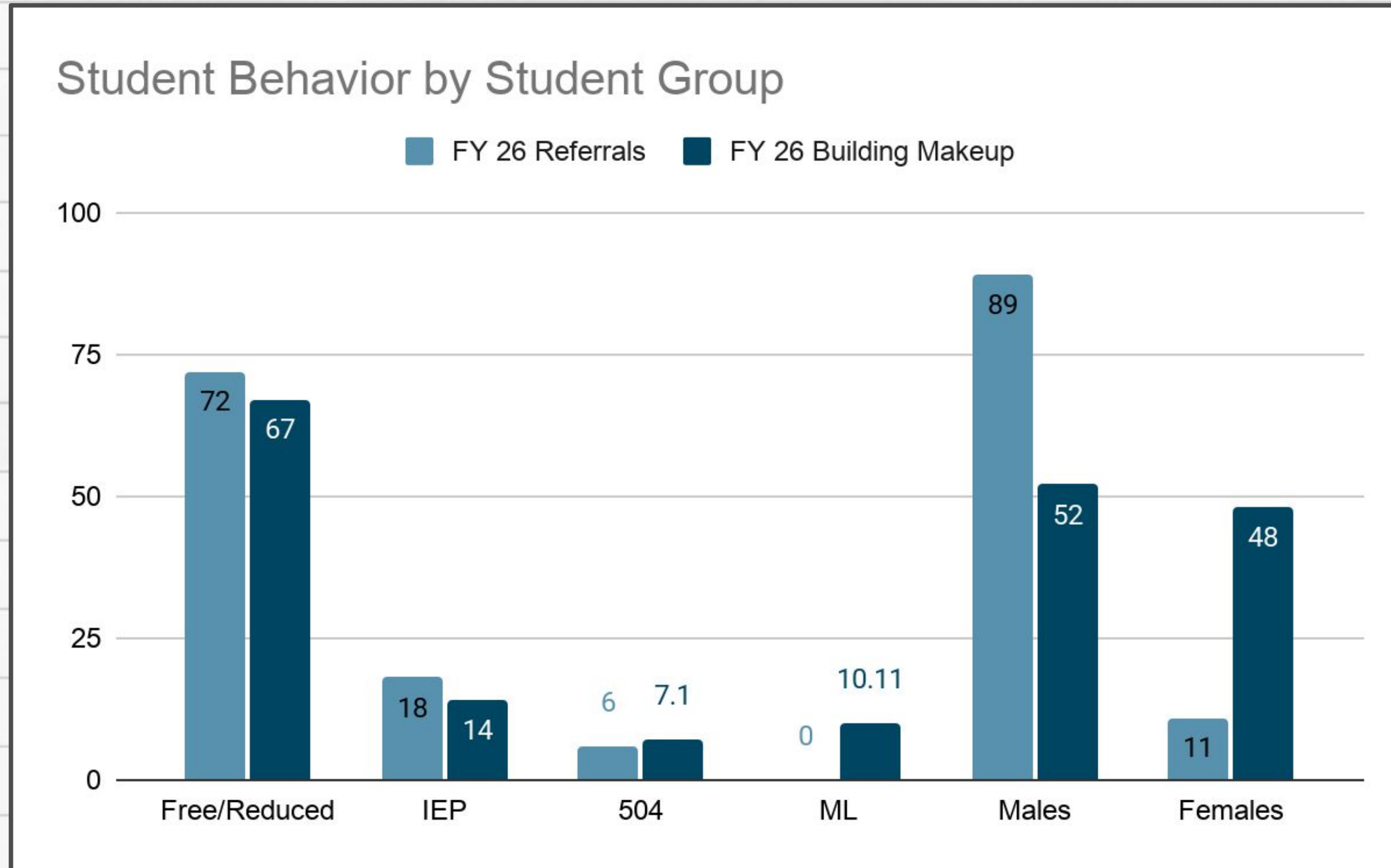


Top Offenses		Top Locations	
Disruptive/LOC	76	Classroom	92
Physical Aggression	36	Hall	20
Inappropriate Language	27	Gym	18

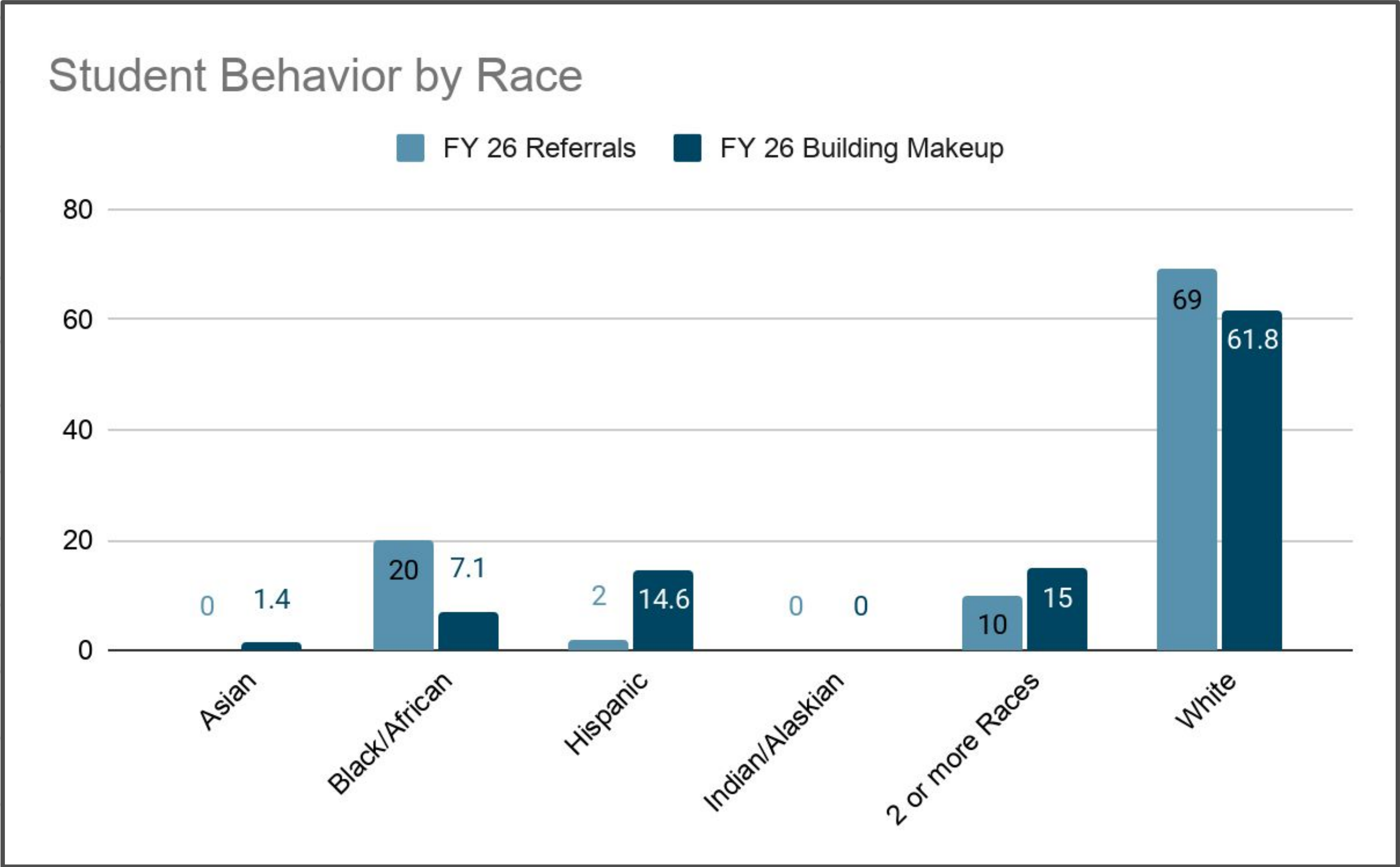
Analysis:

- 121 referrals come from 10 students (7+ referrals)
- Highest numbers of referrals in grades 1-3 with 50+ each
- 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



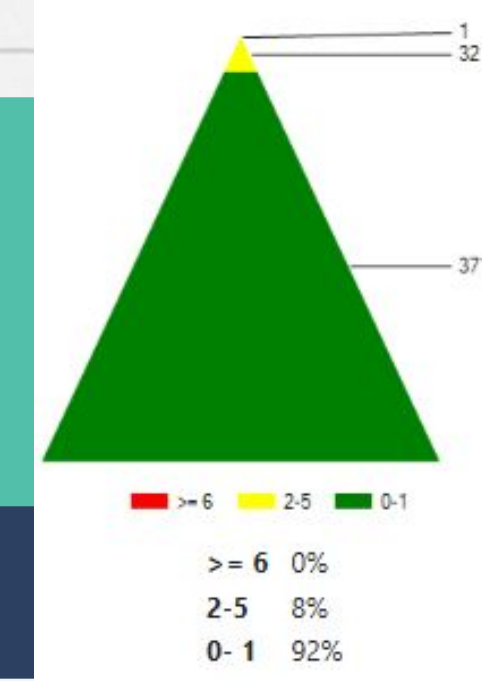
Windsor

Number of:

Referrals	153
In-school Suspensions (ISS, SIS)	60
Out of School Suspension (OSS)	3
Detentions (lunch and after school)	57
Referred to Juvenile Authorities (RJA)	0
Conditional Probationary Agreement (CPA)	0



Windsor

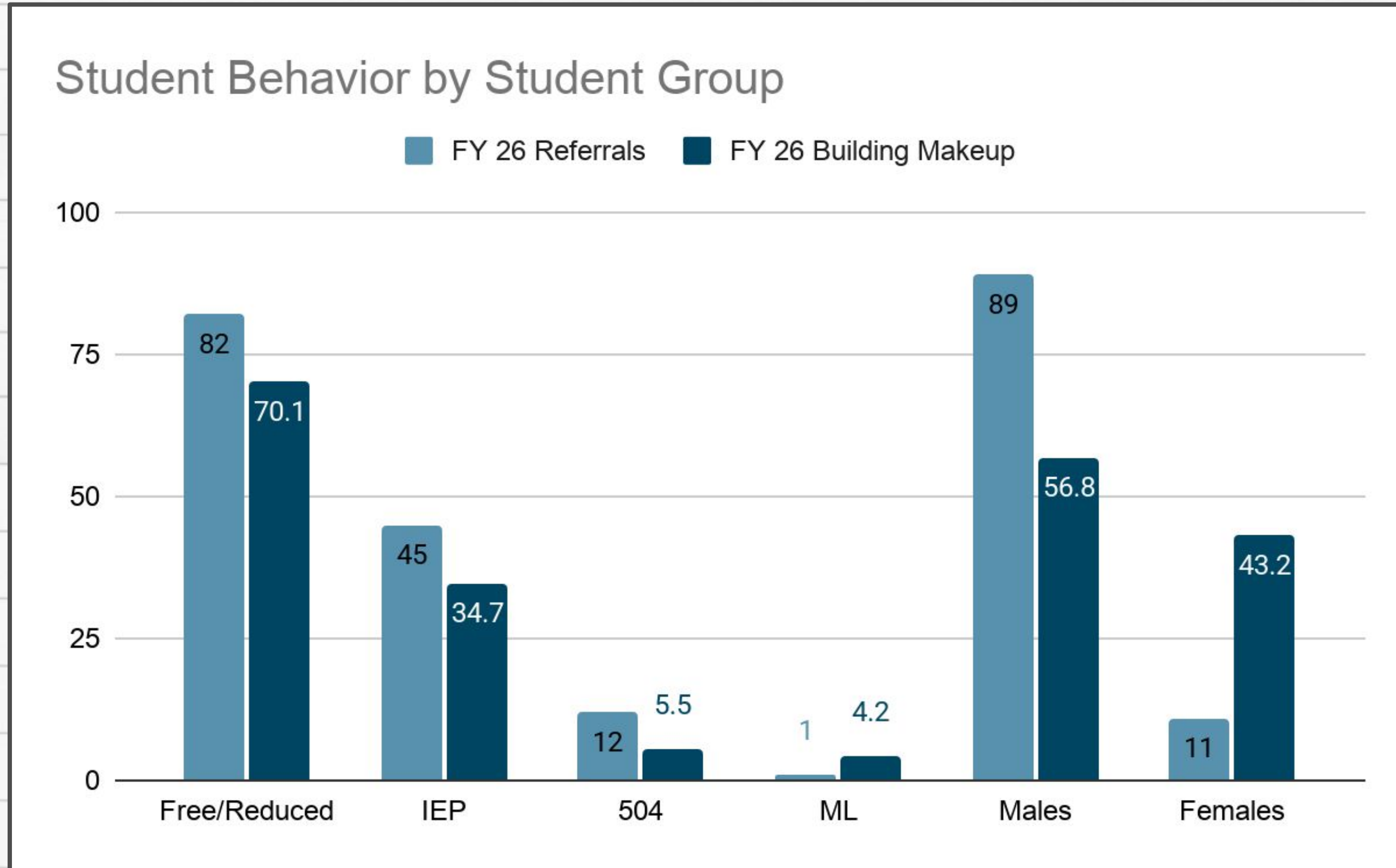


Top Offenses		Top Locations	
PHYSICAL AGGRESSION	45	PLAYGROUND/RECESS	43
DANGEROUS BEHAVIOR	30	CLASSROOM	28
DISRUPTION	20	CAFETERIA	11

Analysis:

- In FY 25 for the year we had 130 for grades 1-5, Increase of 23 referrals
- Unstructured times increase behavior incidents
 - Monthly meetings with GPA
 - Class incentives during lunch
 - Table washers through PBIS and a check
 - Supervision zones, class assignments, communication with teachers

Windsor



Windsor

