

ROCK ISLAND-MILAN SCHOOL DISTRICT #41

Board of Education Meeting

January 27, 2026

Sharon Williams, Ed. D.
Superintendent



ROCK ISLAND-MILAN SCHOOL DISTRICT #41

Earl Hanson Elementary School

Kevin Turner, Principal



AGENDA

- 6th Grade Performance
- Water the Bamboo
- Building Goals
- Tier 1 PBIS
- MAP Data
- AVID Data
- Highlights



Welcome to Earl Hanson!

6th Grade Performance

Mr. Rockstroh-EH Music Teacher

Mrs. Dillender's Class-6th Grade Gifted

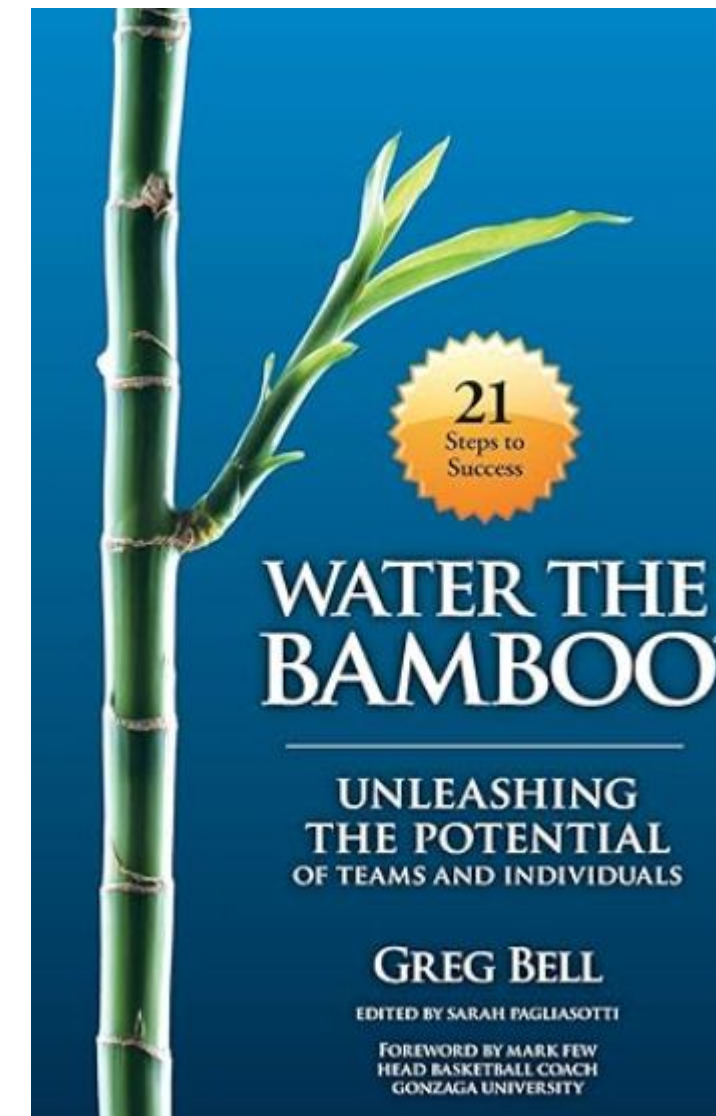


Water the Bamboo

Earl Hanson Staff Theme for 25-26

- Bamboo can grow up to 90 feet in just 60 days!
- Bamboo roots can grow 100 yards wide!
- No visible growth up to 3 years!
- Over 1,500 species of Bamboo in the world
 - shapes
 - sizes
 - colors
- Certain Bamboo plants are stronger than steel!
- Bamboo has high silica content-naturally resistant to fire.
- Releases up to 35% more oxygen than the same amount of trees.

Bamboo farmers must dedicate themselves to faithfully tend to their crop, even though there may not be visible growth for years!



Earl Hanson Elementary

Enrollment: 302

- PreK-6th Grade
 - Head Start (2 Sections)
- Multilingual-11.6%
- Students with IEP-23.5%
- Gifted-19.5%



2025 - 2026 School Goals

ELA

By May 2026, In MAP reading 50% of all students, grades K thru 6th will meet or exceed projected growth target from the beginning of the year (Aug) to the end of the year (May).

Mid-Year Progress: 62% of all students met their growth target on Winter MAP

Math

By May 2026, in MAP Math, 55% of all students, grades K thru 6th will meet or exceed projected growth target from the beginning of the year (Aug) to the end of the year (May).

Mid-Year Progress: 57% of all students met their growth target on Winter MAP

AVID

Students will use AVID binders to establish a system for learning and communication in which they understand the importance of content, the expectations for learning, achievement and take pride in their work. Teachers will keep track of who is bringing the binder back signed.

Mid-Year Progress: On-Track



MAP Growth Data



Schoolwide & Interval	MAP Math					
	Tier 1		Tier 2		Tier 3	
	Count	%	Count	%	Count	%
Fall	156	57%	53	19%	64	23%
Winter	164	58%	58	21%	59	21%
F-W % Met Growth Target	145	57%				

57% of students are meeting or exceeding projected growth target in math from Fall to Winter.



MAP Growth Data



Schoolwide & Interval	MAP Reading					
	Tier 1		Tier 2		Tier 3	
	Count	%	Count	%	Count	%
Fall	159	59%	44	16%	68	25%
Winter	170	60%	57	20%	58	20%
F-W % Met Growth Target	157	62%				

62% of students are meeting or exceeding projected growth target in reading from Fall to Winter.



Tier 1 PBIS: *Respectful, Responsible, Safe*

HAWK EXPECTATIONS



	<i>BE RESPECTFUL</i>	<i>BE RESPONSIBLE</i>	<i>BE SAFE</i>
HALLWAY	Voice Level 0 (Silent voice)	Permission from adult Walk to your location	Hands and feet to self
CAFETERIA	Voice level 2 (Table Talk) Kind words	Get all the things you need <i>before</i> sitting down. Clean up your area (even if the mess is not yours).	Stay in <i>your</i> seat Raise your hand if you need something.
RESTROOM	Voice level 1 (Inside Voice)	Keep restroom clean	Hands and feet to self
GYM	Voice level 3 (Presenter Voice) Kind words & Sportsmanship	Take care of the equipment	Hands and feet to self (no grabbing)
PLAYGROUND	Voice level 4 (Outside Voice) Kind words/Sportsmanship	Line up when the whistle blows Listen to all adult directions	Respect everyone's personal space (no grabbing)

- 11/19/25: BLT reviewed referral data by location.
- 12/8/25: *Hawk Academy*
- 1/6/26: *Hawk Academy*



Tier 1 PBIS: *Respectful, Responsible, Safe*

HAWK EXPECTATIONS

	<i>BE RESPECTFUL</i>	<i>BE RESPONSIBLE</i>	<i>BE SAFE</i>
<i>HALLWAY</i>	Voice Level 0 (Silent voice)	Permission from adult Walk to your location	Hands and feet to self
<i>CAFETERIA</i>	Voice level 2 (Table Talk) Kind words	Get all the things you need <i>before</i> sitting down. Clean up your area (even if the mess is not yours).	Stay in <i>your</i> seat Raise your hand if you need something.
<i>RESTROOM</i>	Voice level 1 (Inside Voice)	Keep restroom clean	Hands and feet to self
<i>GYM</i>	Voice level 3 (Presenter Voice) Kind words & Sportsmanship	Take care of the equipment	Hands and feet to self (no grabbing)
<i>PLAYGROUND</i>	Voice level 4 (Outside Voice) Kind words/Sportsmanship	Line up when the whistle blows Listen to all adult directions	Respect everyone's personal space (no grabbing)



HAWK EXPECTATIONS

LINE PROCEDURE	BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
S	Silent		
H	Hands by your sides		
O	One after the other		
W	Walk		

HAWK EXPECTATIONS

	BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
CLASSROOM			

HAWK EXPECTATIONS

	BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
ARRIVAL	Voice level 2 (Table Talk) Kind words	Sit and stay in your assigned area Raise your hand if you need something	Hands and feet to self



Voice Meter

5	Emergency Only	
4	Outside Voice (For the Gym or Playground)	
3	Presenting Voice (The Whole Class Can Hear You)	
2	Table Talk (Only A Few People Can Hear You)	
1	Inside Voice (Whisper)	
0	Quiet Voice (Silent)	



AVID at Earl Hanson

AVID Goal

Students will use AVID binders to establish a system for learning and communication in which they understand the importance of content, the expectations for learning, achievement and take pride in their work. Teachers will keep track of who is bringing the binder back signed.

WICOR AVID focus strategies

- AVID binders (Organization)
- Two-Column Notes (Writing, Organization)



AVID Data

Teachers track the % of students who bring their binder back everyday and the % of signatures from a guardian.

Earl Hanson AVID Tracking: 2025-2026								
	Quarter 1		Quarter 2		Quarter 3		Quarter 4	
Teacher	Classroom Binder %	Classroom Signature %	Classroom Binder %	Classroom Signature %	Classroom Binder %	Classroom Signature %	Classroom Binder %	Classroom Signature %
	89-70%	Below 50%	100-90%	Below 50%	100-90%	69-50%		
	100-90%	89-70%	100-90%	89-70%	100-90%	89-70%		
	100-90%	89-70%	100-90%	89-70%	100-90%	89-70%		
	100-90%	89-70%	100-90%	89-70%	100-90%	89-70%		
	100-90%	100-90%	100-90%	100-90%	100-90%	100-90%		
	100-90%	100-90%	89-70%	69-50%	89-70%	89-70%	69-50%	Below 50%
	100-90%	89-70%	100-90%	69-50%	100-90%	89-70%		
	100-90%	Below 50%	100-90%	89-70%	100-90%	89-70%		
	100-90%	100-90%	100-90%	100-90%	100-90%	100-90%		
	100-90%	89-70%	100-90%	89-70%	89-70%	89-70%		
	89-70%	89-70%	100-90%	100-90%				
	100-90%	89-70%	89-70%	89-70%				
			100-90%	100-90%				
	100-90%	89-70%	89-70%	89-70%	100-90%	69-50%		
	100-90%	Below 50%	100-90%	89-70%	100-90%	Below 50%		
	100-90%	69-50%	100-90%	Below 50%	100-90%	Below 50%		



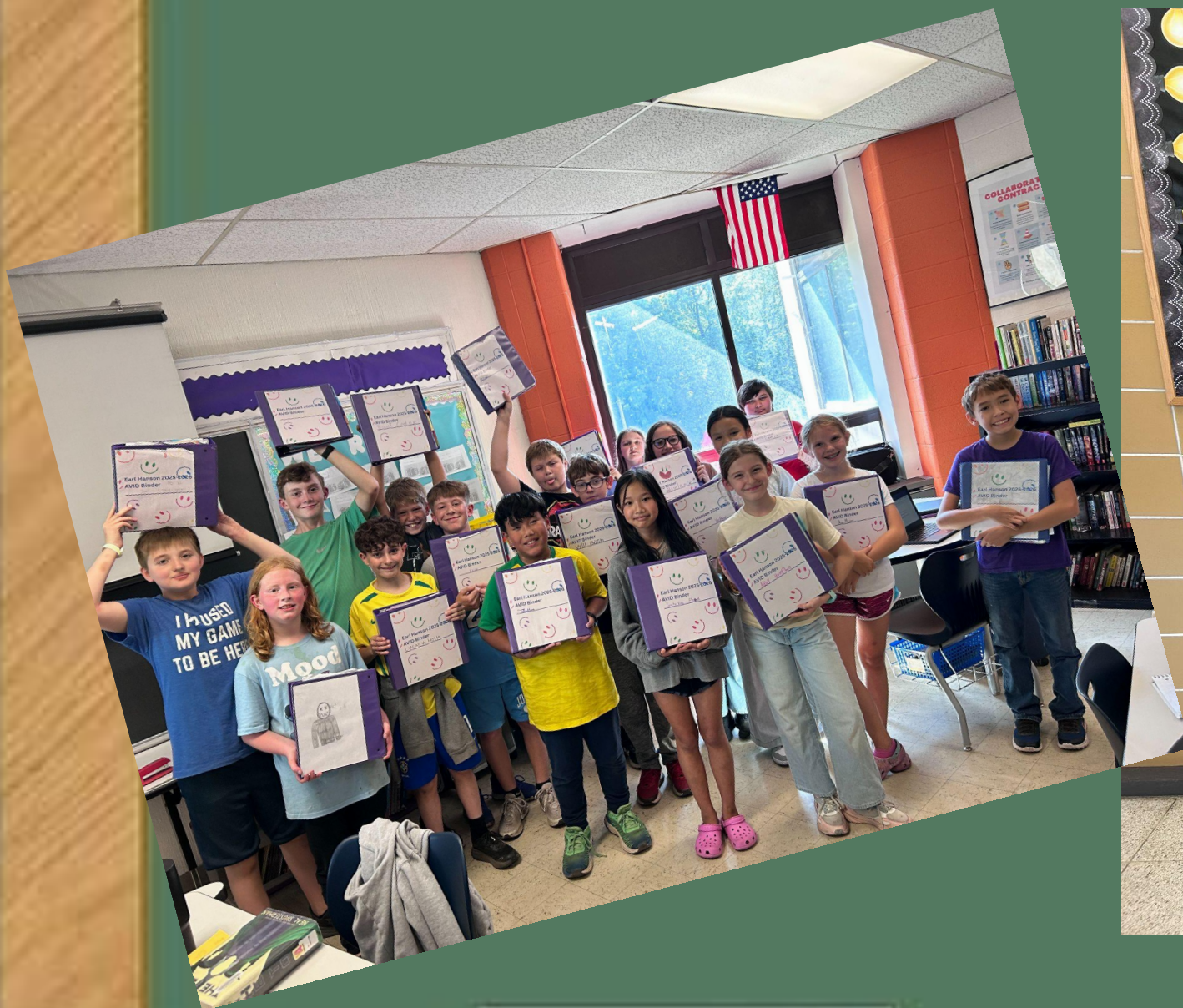
Quarterly AVID Spotlight Assembly

Teachers nominate two students per Quarter to receive our AVID Spotlight Award.

Students who receive the award demonstrate specific AVID strategies.



A look at AVID....



AVID in 1st Grade



Two-Column Notes

SG P.45 Ch1-10 Percy

(3)
VCA
8/22

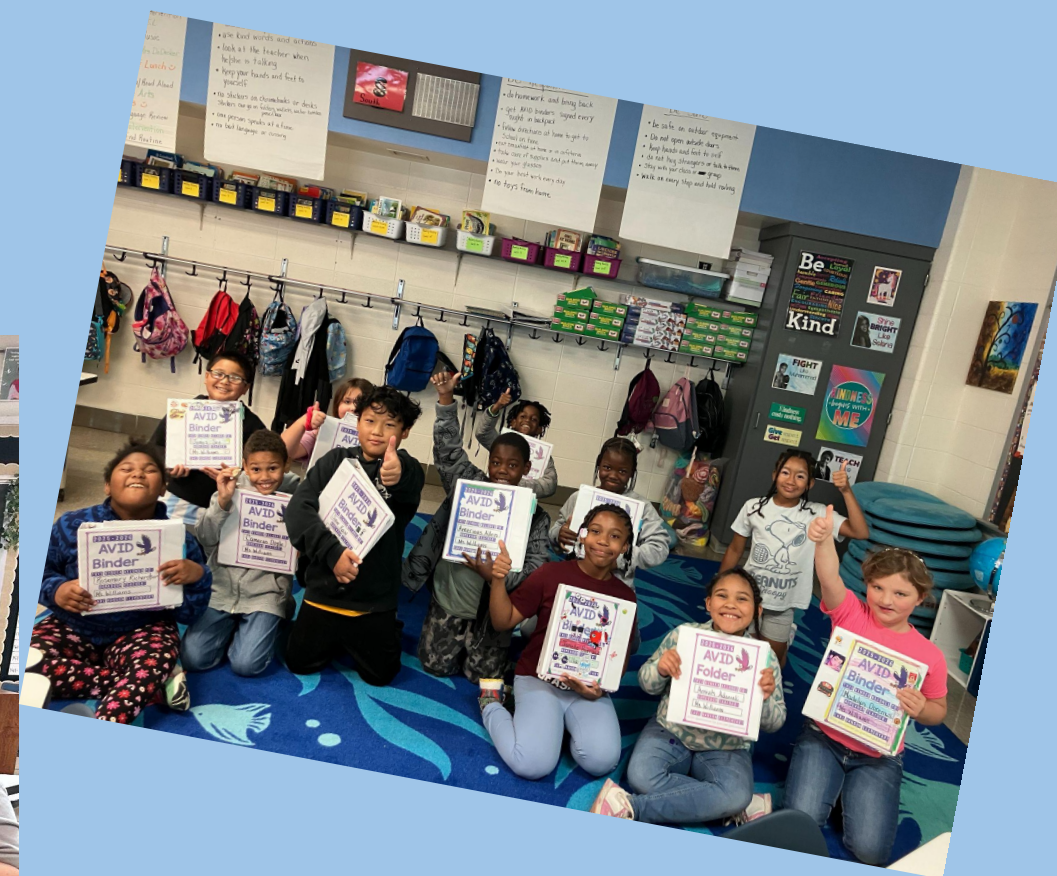
Percy/Jerred	Others	
1. Dyslexic / School Problems	1. Not a lot of friends	1. Sad
2. It's head fake / lie	2. Gabe's / is a friend	2. Confused
3. Wavy / wave open	3. Friendship / Gabe's / are taken	3. Confused
4. Protect ^{Wavy} _{glacier}	4. Wavy's / Setless	4. Sad
5. Chiron ^{teaching}	5. Chiron / teaches P.	5. Cried for
	on Specter	

6

Hall 2 column notes

Ares	Helios
2 sons Phobos (fear) and Deimos (fear)	HelioKinesis Absolute control over sunlight and light in general.
never raped a woman	Pyrokinesis: Divine authority over fire and heat.
Incredible strength speed and durability	Complete immunity to fire and extreme heat.
good at armed and unarmed / a skill that is integral to his domain as the god of war	His presence can produce a dazzling, blinding light.
He can control weapons redirecting them or transforming his own weapon he chooses.	All-Seeing witness, able to perceive and know everything that happens on the earth during his daytime journey.
Can control and generate fire and heat, can turn it into weapons or manipulate magma.	Divine Sight: the ability to see and hear all things on the Earth.
Possesses a Sixth Sense for impending assaults and the flow of, which help him anticipate enemy moves.	Immortal grants powers to others. Manipulate health and life.

3rd grade AVID Binders



HIGHLIGHTS!

PTO Support

- Gym Project
- Office Project
- Soccer Goal

Effective School Solutions

- Lorena Lujan



Committee of the Whole

College and Career Readiness and Post Secondary Opportunities

Scott Vance, Ed.S., Assistant Superintendent of T/L

Dr. Dorian Maag, Elementary T/L Coordinator

Kristin Allen, Secondary T/L Coordinator



AGENDA

- I. College and Career Readiness and Strategic Planning
- II. ISBE College and Career Definition
- III. RIMSD College and Career Opportunities
 - PACE Guide
 - XELLO
 - College and Career Pathway Endorsements
 - Dual Credit
 - AP
 - AVID
 - iJag
 - Transitional ELA and Math
- IV. Discussion



College and Career Readiness and the RIMSD 41 Strategic Plan

- Our Call to Action: We call on all school community members to join us in empowering scholars with the knowledge and innovative skills to thrive, reach their full potential, and shape a better future in a rapidly changing world.
- Rock Island High School empowers every student to achieve academic excellence, embrace diversity, and develop the skills and character needed for success in college, career, and life.



College and Career Readiness and the ISBE

- ISBE defines college and career readiness as the level of preparedness (knowledge and skills) scholars need to succeed in a postsecondary program or a family-sustaining career WITHOUT remediation.
- 3 Pillars of Career and College Readiness
 - Academic (mastery of core subjects Math/ELA)
 - Career Readiness- Real world experiences & credentials
 - Character/Life Skills



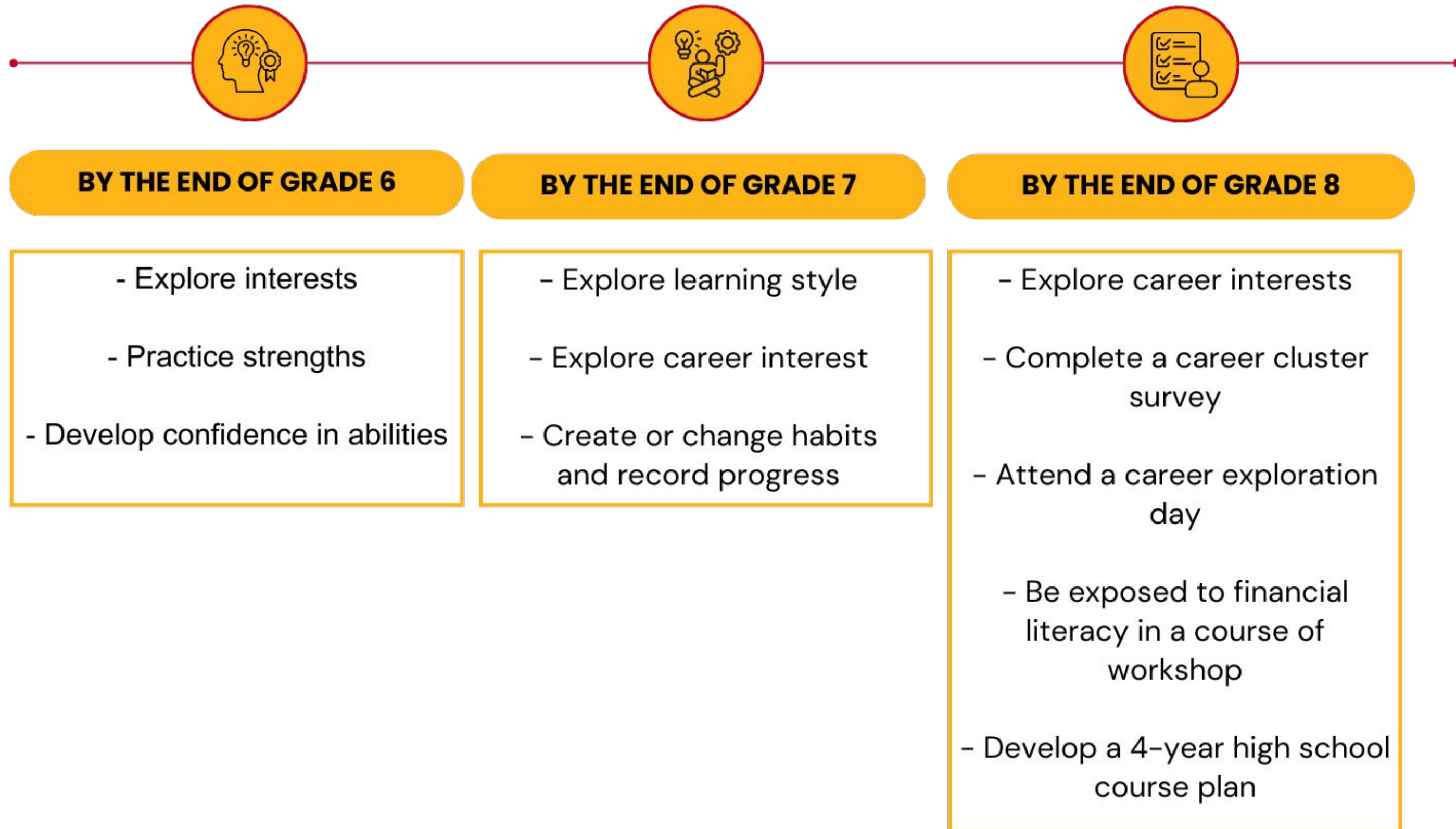


Illinois PaCE FRAMEWORK



- What is PaCE
 - Postsecondary and Career Expectations
 - Timeline or road map from 6th through 12th grade
 - Focus Areas:
 - Career Exploration
 - Postsecondary Selection
 - Financial Literacy
- Ensures that students aren't "starting from scratch" their senior year.

Postsecondary and Career Expectations (PaCE)



Postsecondary and Career Expectations (PaCE)



BY THE END OF GRADE 9

- Complete a career cluster survey
- Complete a career interest survey
- Understand the importance of and connections between coursework, attendance, grades, and extracurricular/community activities
- Explore the general costs of various post-secondary options
- Refine a 4-year high school course plan, including awareness or early college credit opportunities



BY THE END OF GRADE 10

- Examine skills related to careers or interests
- Examine educational requirements and costs for different post-secondary options
- Examine expected entry-level and midpoint salaries for occupations in selected career pathways
- Gain awareness of general entrance exams and applications
- Refine 4-year high school course plan, including awareness or early college credit opportunities



BY THE END OF GRADE 11

- Create a resume and personal statement
- Revisit the career interest survey
- Gain awareness of entrance requirements, including application deadlines and costs, for expected post-secondary schools
- Identify 3-5 match schools and/or training programs for the post-secondary plan
- Complete a college entrance exam (ACT)
- Refine 4-year high school course plan, including awareness of early college credit opportunities and readiness for college-level coursework in Math and ELA



BY THE END OF GRADE 12

- Complete admissions application(s) post-secondary institution
- Gain awareness of the estimated cost of post-secondary options, including terms/conditions or any scholarship or loan
- Attend a financial aid application workshop and complete a financial aid application (FAFSA)
- Ensure all steps in the post-secondary admissions process are completed on time





XELLO

- Academically researched and scientifically validated, Xello's award-winning program puts the student at the center of their planning experience. Students document their journey as they build self-knowledge, explore post-secondary options, create plans, and continually reassess as they take in new knowledge, skills, and experiences.
- Xello is used to support our PaCE Plan and is used at the 7-12 grade levels for:
 - Skills assessment and development
 - Career exploration
 - Interest surveys



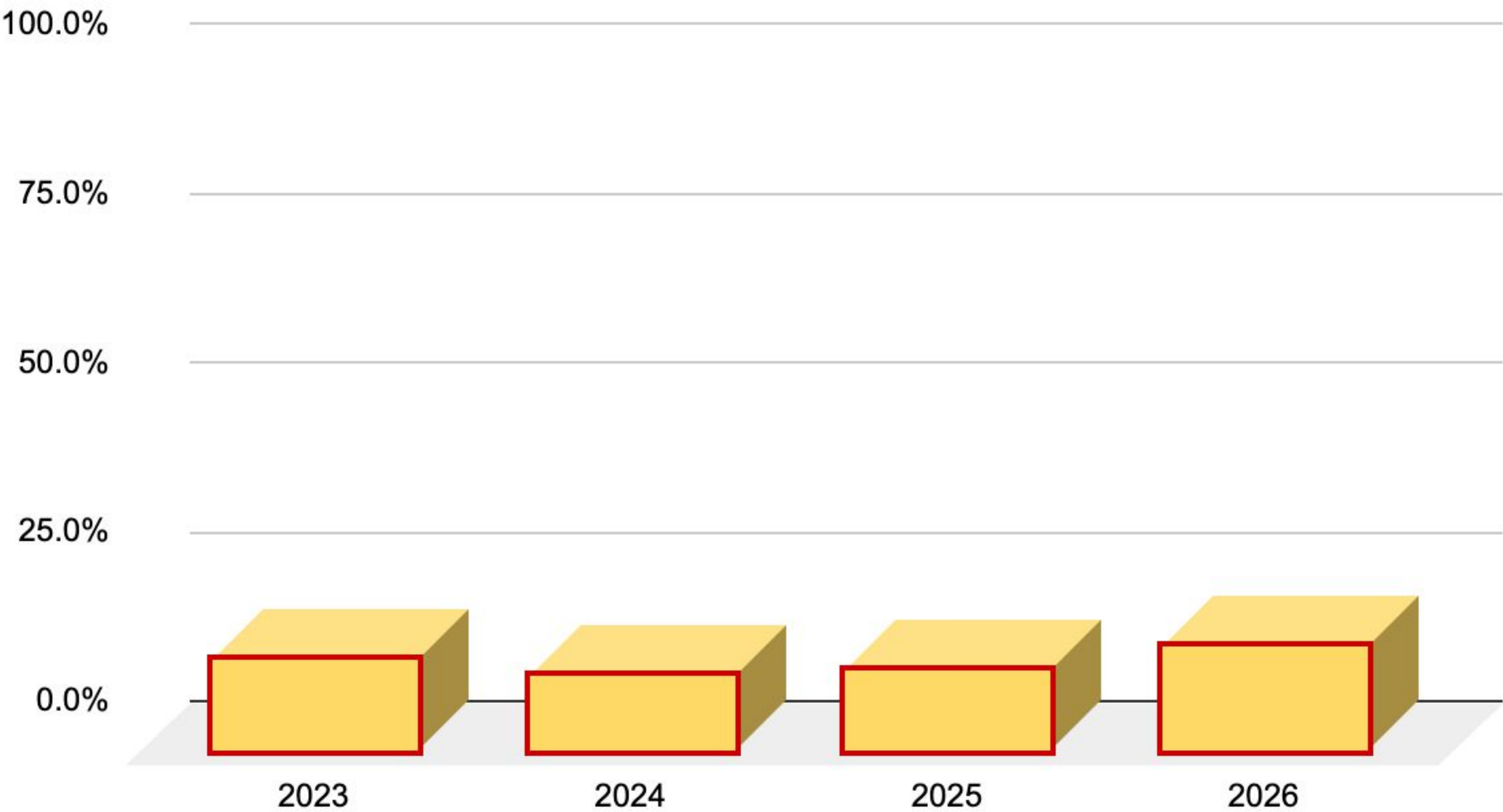
COLLEGE AND CAREER PATHWAY ENDORSEMENTS (CCPE)

A **College and Career Pathway Endorsement (CCPE)** is a special distinction signifying that a scholar is prepared for college-level coursework and entry level professional work.

- Students at RIHS can earn a CCPE in the following areas:
 - Welding
 - CNA
 - Early Childhood Education
 - General Education
- Benefits of a CCPE:
 - Career and College Readiness
 - Post secondary opportunities
 - Access to scholarships
 - Accelerated career paths

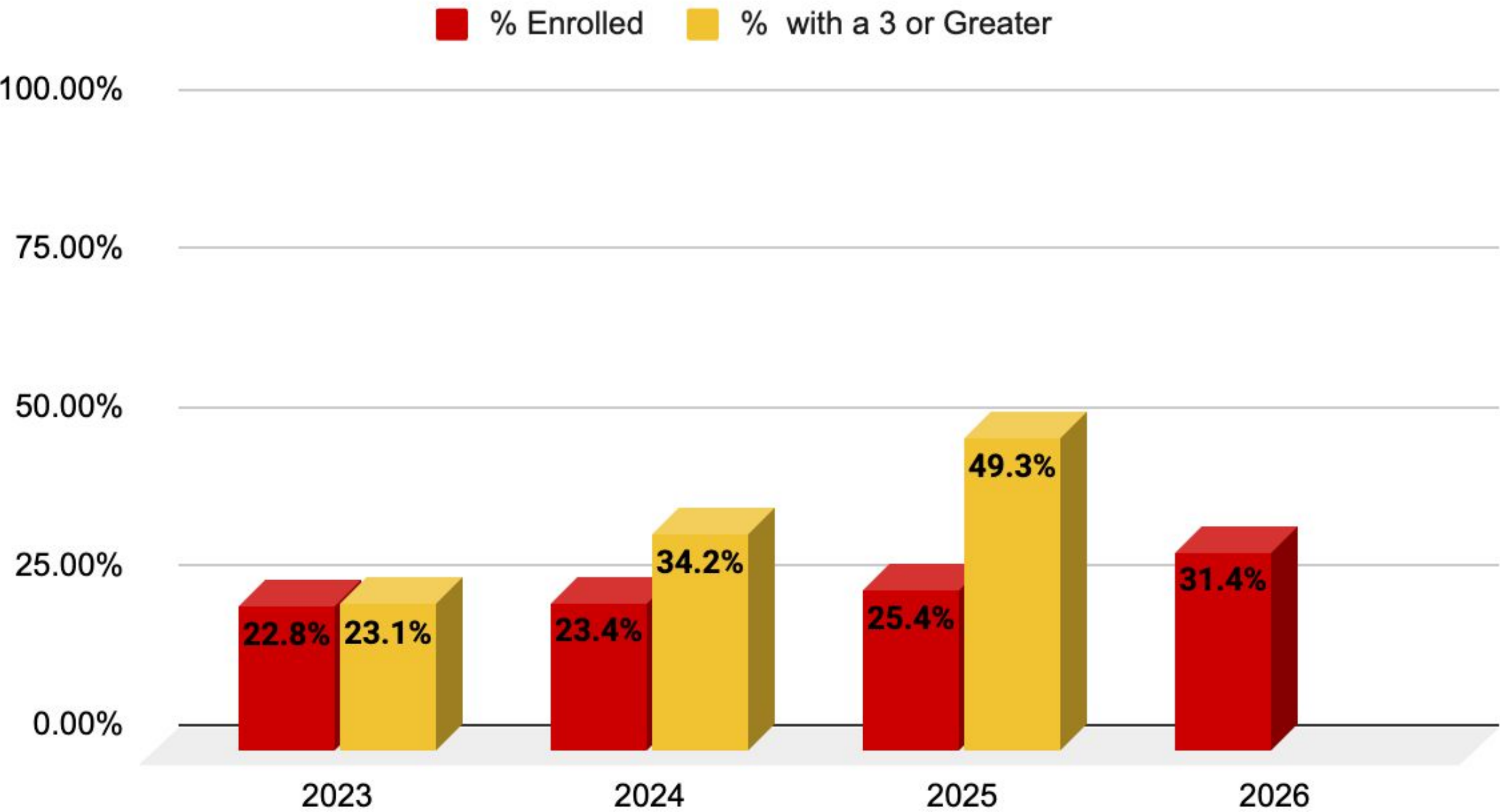


Percent of RIHS Scholars Enrolling in Dual Credit Courses





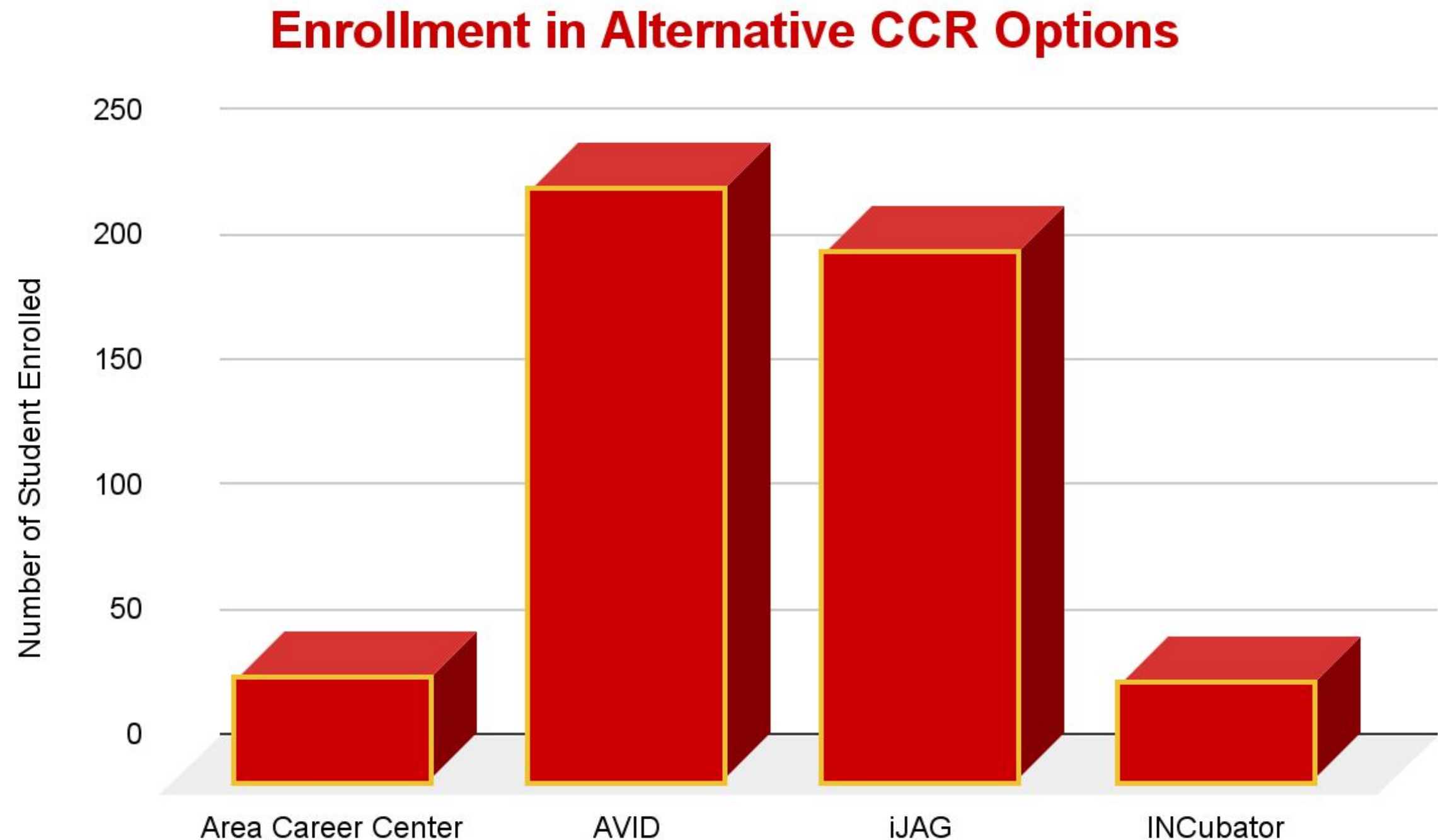
AP Course Enrollment and Performance





Additional Opportunities for College and Career Readiness

- East Moline Area Career Center
- AVID (Advancement Via Individual Determination)
- iJAG (Iowa Jobs for America's Graduates)
- INCubator



Transitional Courses

- **Transitional ELA and Math**
 - “Golden Ticket” - If a scholar passes a transitional course with a C or better, they are guaranteed placement into a credit-bearing college course at any Illinois Community College.
- **Pathways**
 - Math Literacy I and Math Literacy II
 - Global Awareness and ELA

Committee of the Whole Discussion Prompts

- How are we teaching “durable” or “soft” skills like critical thinking, time management, and communication across all grade levels?
- Are we introducing career exploration early enough?
- What barrier to access may exist for scholars (i.e. fees, transportation, etc.)? How are we closing those gaps?
- What advanced work-based learning opportunities are there for scholars, specifically internship opportunities?

BOARD OF EDUCATION

ROCK ISLAND MILAN

SCHOOL DISTRICT #1

