Educational Services Update: June 2025

Dianne McDonald, Assistant Superintendent for Educational Services
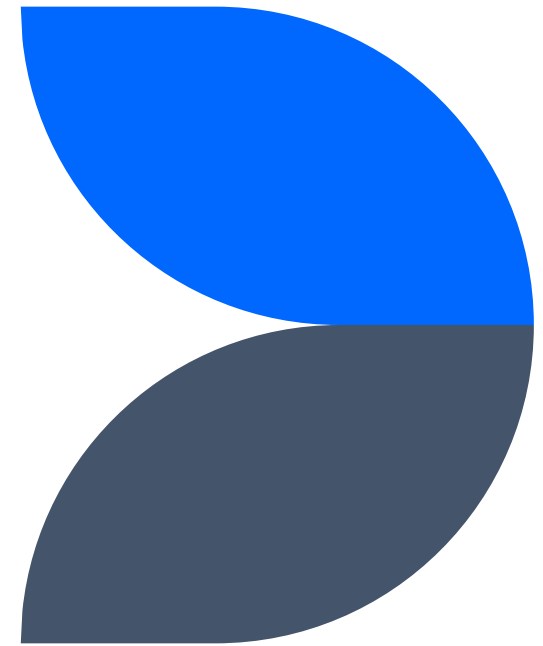
Dr. Sean Hackney, Assistant Principal Teaching & Learning

Dr. Jeff Riley, Assistant Principal Teaching & Learning

Multi-Tiered System of Supports

2024-2025 School Year

Academic Summary

The Who

- Core teachers with .2 release time on each grade level team
- Led by grade level Administrator
- Assistant Principals bi-weekly meeting with grade level administrators
- Weekly schedule for collaboration and data cycles
- Watchlist case load for each team

Building MTSS Teams

- District and Building Leadership
- Weekly Teaching and Learning focused meetings
  - Assistant Superintendent and Assistant Principals
- Weekly data meetings
  - District Directors and Assistant Principals

District MTSS Team

- District and Building Leadership
- Classroom Teachers
- Instructional Coaches
- Math Interventionists
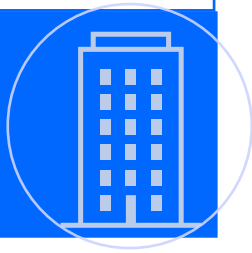- Quarterly meetings, data focused

District Math Team

The How

Building MTSS Teams
- Entrance and exit criteria for learning labs
- Progress monitoring in Panorama
- Enrolling and exiting students in Infinite Campus
- Learning walks
- Communication system
- Professional development for learning lab teachers
- Professional development for MTSS grade level teams
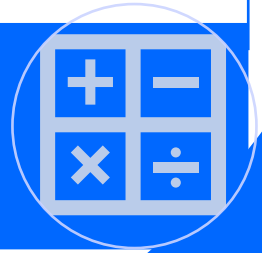
District MTSS Team
- Progress updates on students receiving tier 2 or 3 interventions.
- Continuous professional development on data systems and review cycles
- Established MTSS playbook

District Math Team
- Established math double block structure
- Entrance and exit criteria for math double block
- Communication system
- Common Resources
- Professional development created for classroom teachers

The Data

Building MTSS Teams
- Panorama
- Renaissance STAR
- IXL
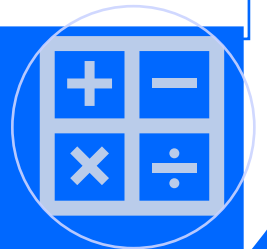- Watchlist that includes behavior, attendance, and grades

District MTSS Team
- Panorama
- Renaissance STAR
- IXL
- Watchlist that includes behavior, attendance, and grades
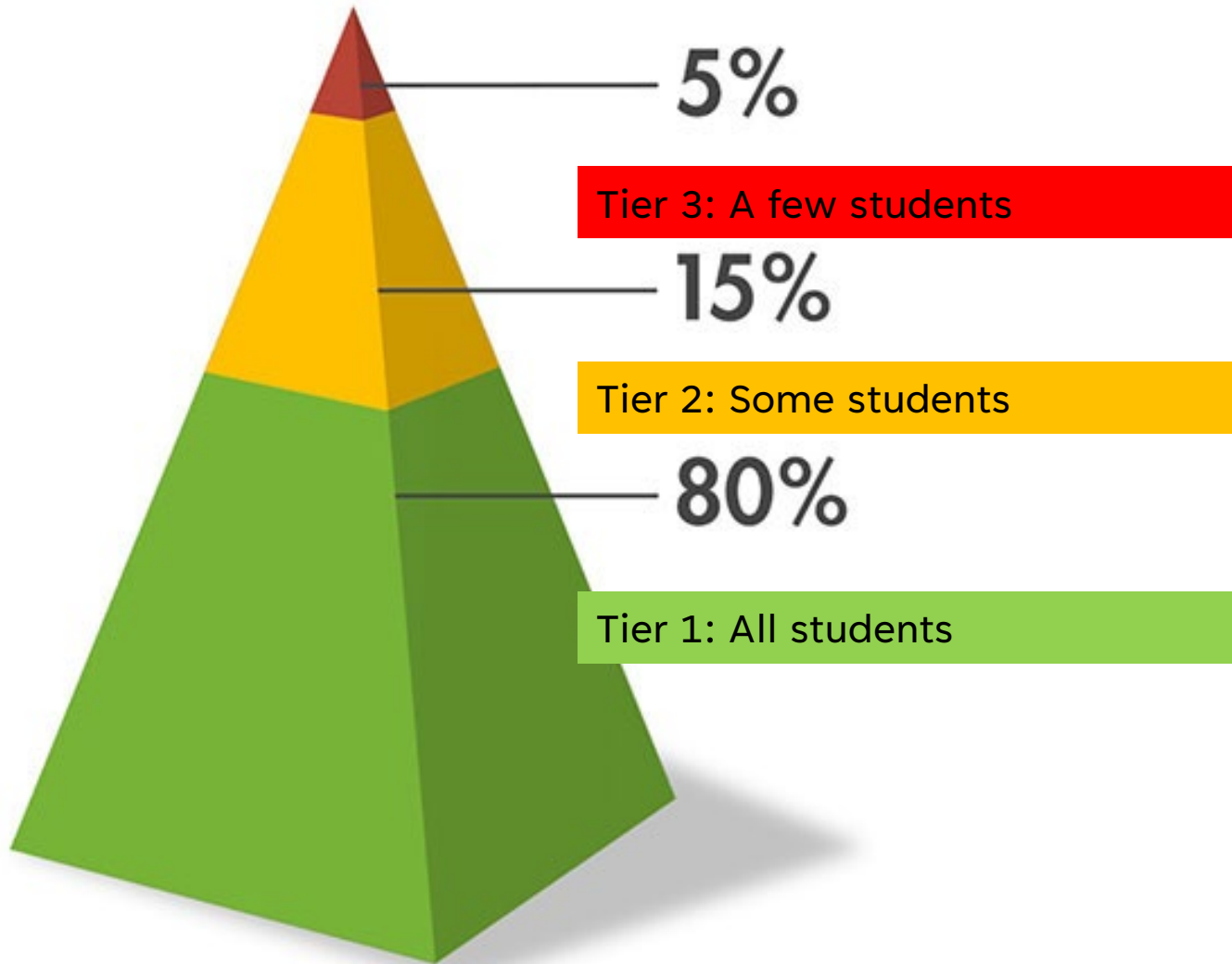- Learning walk data

District Math Team
- Grade data
- Unit assessment data, formative and summative
- Math IXL

Breakdown of Student Supports

5%

Tier 3: A few students

15%

Tier 2: Some students

80%

Tier 1: All students

Tier 1: All Students

- Core classes for graduation
  - English 1-4
    - Pre-AP English 1, Pre-AP English 2
  - Math: Algebra, Geometry, Advanced Algebra
    - Vertical alignment of three courses
  - Science: Biology, Physics
  - Social Science: Pre-AP World History/Geography, US History, Government
- JTHS standards aligned curriculum with common district assessments, formative and summative
- Common "re-do" expectations of relearning and retaking assessments.
- Online tutoring available in core areas.
- Writing Lab and Math Lab available at both campuses during lunch periods.

Tier 1: All Students

- Instructional Philosophy and Norms

- Path to AVID schoolwide
  - Core 9 AVID trained teachers
  - SIP day mini lessons

Tier 1: Online Tutoring

Semester 1 Data

- 918 scheduled sessions; 649 attended sessions; 71% attendance rate.

Subject Area	Subcategory	Number of Sessions
English	9th grade	32
	10th grade	4
	11th grade	29
	12th grade	7
World Language	Spanish 1	13
	Spanish 2	7

Subject Area	Subcategory	Number of Sessions
Math	Algebra 1	59
	Algebra 1 Honors	38
	Geometry	48
	Geometry Honors	44
	Advanced Algebra	131
	Advanced Algebra Honors	48
	Pre-Calculus	71
	Pre-Calculus Honors	16
	Transition Math	55
	AP Stats	16
	AP Calculus	1
Science	Biology	42
	Physics	109
	Chemistry	156

Tier 1: Online Tutoring

Semester 2 Data

- 855 scheduled sessions; 661 attended sessions; 77% attendance rate.

Subject Area	Subcategory	Number of Sessions
English	9th grade	9
	10th grade	25
	11th grade	3
	12th grade	3
World Language	Spanish 1	10
	Spanish 2	2

Subject Area	Subcategory	Number of Sessions
Math	Algebra 1	49
	Algebra 1 Honors	15
	Geometry	28
	Geometry Honors	41
	Advanced Algebra	49
	Advanced Algebra Honors	16
	Pre-Calculus	70
	Pre-Calculus Honors	15
	Transition Math	10
	AP Stats	12
	AP Calculus	1
Science	Biology	40
	Physics	59
	Chemistry	237

Writing and Math Lab
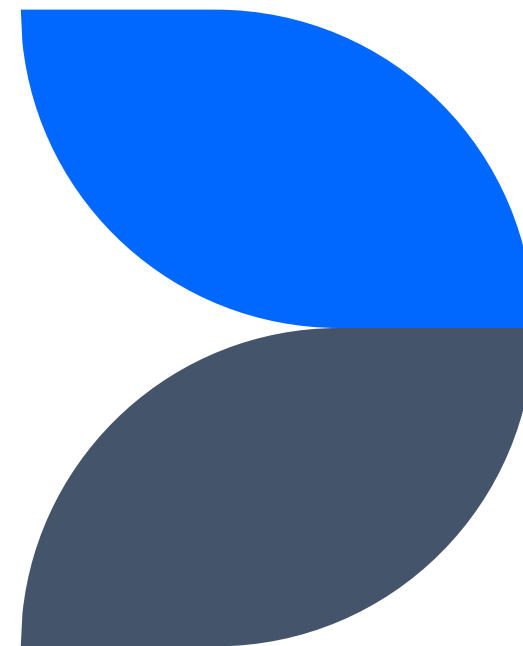
1st Semester

- Central Campus
    - Total Math Visits: 1,215
    - Total Writing Visits: 478

- West Campus
    - Total Math Visits: 982
    - Total Writing Visits: 159

2nd Semester

- Central Campus
    - Total Math Visits: 2,810
    - Total Writing Visits: 237

- West Campus
    - Total Math Visits: 1,357
    - Total Writing Visits: 417

Building MTSS Teams

Watchlist Data

Semester 1 Data from MTSS Teams

Criteria for watchlist:

- Grade specific
- Credit dependent

MTSS Grade Level Team Watch List							
Campus	Grade 9	Grade 10	Grade 11	Grade 12	Total Number of Students	Total Number of Touchpoints	On Track After Semester 1
Central	31 students	34 students	32 students	45 students	142 students	370	28%
West	57 students	50 students	43 students	51 students	177 students	667	40%

Semester 2 Data from MTSS Teams

Criteria for watchlist:

- Grade specific

- Credit dependent

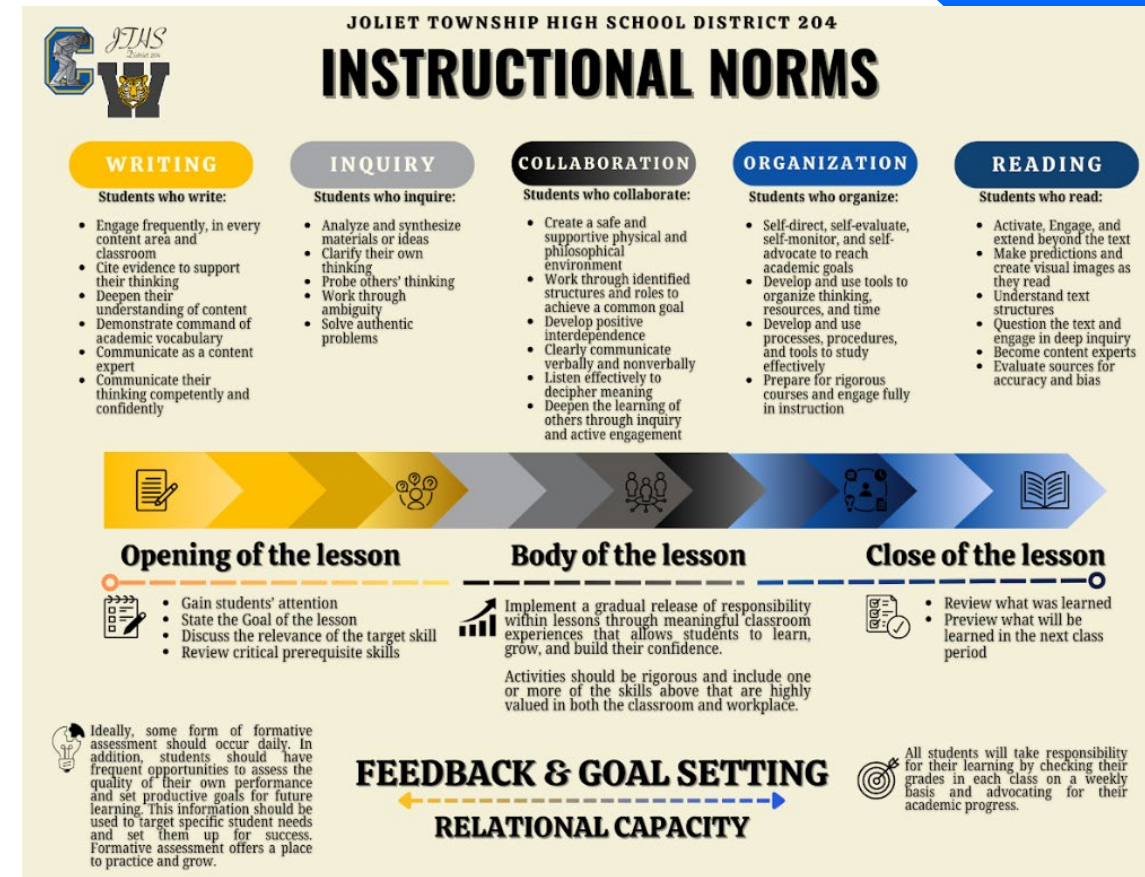| MTSS Grade Level Team Watch List							
Campus	Grade 9	Grade 10	Grade 11	Grade 12	Total Number of Students	Total Number of Touchpoints	On Track After Semester 2
Central	62 students	38 students	35 students	75 students	210 students	1,104	66%
West	58 students	77 students	48 students	56 students	239 students	1,171	65%

Tier 1 Recommendations for 25-26

Staffing

- Additional release time provided to the 9th grade MTSS team at each campus (.4 FTE)

Professional Development

- AVID Summer Institute -10th grade core teachers, AVID Elective teachers, and leadership.

- 25-26 school improvement days focus upon WICOR/JTHS Instructional Norms for most classroom teachers.

- New Teacher Orientation included implementation of JTHS Instructional Playbook

JOLIET TOWNSHIP HIGH SCHOOL DISTRICT 204

INSTRUCTIONAL NORMS

WRITING — Students who write:
- Engage frequently, in every content area and classroom
- Cite evidence to support their thinking
- Deepen their understanding of content
- Demonstrate command of academic vocabulary
- Communicate as a content expert
- Communicate their thinking competently and confidently

INQUIRY — Students who inquire:
- Analyze and synthesize materials or ideas
- Clarify their own thinking
- Probe others' thinking
- Work through ambiguity
- Solve authentic problems

COLLABORATION — Students who collaborate:
- Create a safe and supportive physical and philosophical environment
- Work through identified structures and roles to achieve a common goal
- Develop positive interdependence
- Clearly communicate verbally and nonverbally
- Listen effectively to decipher meaning
- Deepen the learning of others through inquiry and active engagement

ORGANIZATION — Students who organize:
- Self-direct, self-evaluate, self-monitor, and self-advocate to reach academic goals
- Develop and use tools to organize thinking, resources, and time
- Develop and use processes, procedures, and tools to study effectively
- Prepare for rigorous courses and engage fully in instruction

READING — Students who read:
- Activate, Engage, and extend beyond the text
- Make predictions and create visual images as they read
- Understand text structures
- Question the text and engage in deep inquiry
- Become content experts
- Evaluate sources for accuracy and bias

Opening of the lesson
- Gain students' attention
- State the Goal of the lesson
- Discuss the relevance of the target skill
- Review critical prerequisite skills

Body of the lesson
- Implement a gradual release of responsibility within lessons through meaningful classroom experiences that allows students to learn, grow, and build their confidence.

Activities should be rigorous and include one or more of the skills above that are highly valued in both the classroom and workplace.

Close of the lesson
- Review what was learned
- Preview what will be learned in the next class period

Ideally, some form of formative assessment should occur daily. In addition, students should have frequent opportunities to assess the quality of their own performance and set productive goals for future learning. This information should be used to target specific student needs and set them up for success. Formative assessment offers a place to practice and grow.

FEEDBACK & GOAL SETTING
RELATIONAL CAPACITY

All students will take responsibility for their learning by checking their grades in each class on a weekly basis and advocating for their academic progress.
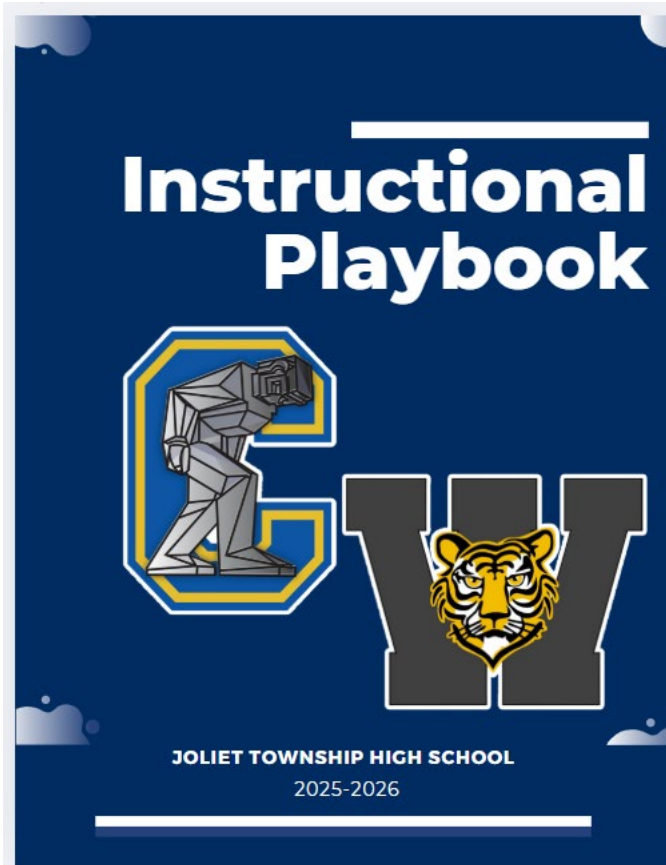
JTHS Instructional Playbook

TABLE OF CONTENTS

CULTURAL COMPETENCY

WHAT'S THE POINT

Imagine a classroom where every student's culture, background, and experiences are not just acknowledged, but celebrated as the foundation for learning. At Joliet Township, culturally responsive teaching brings this vision to life—teachers weave students' identities into the curriculum, creating inclusive, engaging environments where all learners feel seen and valued. This approach strengthens students' sense of identity, promotes equity, and inspires them to reach their full potential.

EVALUATION CONNECTION & EFFECT SIZE

Danielson Framework
- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 2a: Creating an Environment of Respect and Rapport
- 3c: Engaging Students in Learning
- 3e: Demonstrating Flexibility and Responsiveness

Effect Size

TEACHER-STUDENT RELATIONSHIPS: 0.52

TEACHER EXPECTATIONS 0.43

HOW WILL THIS BE USED BY TEACHERS?

USE STUDENTS' CULTURE AS A REFERENCE POINT TO ACTIVATE PRIOR KNOWLEDGE AND DRAW PARALLELS TO NEW CONCEPTS.

USE CULTURALLY RELEVANT CURRICULA AND INCLUDE MULTIPLE PERSPECTIVES IN THEIR INSTRUCTION THAT REPRESENT A WIDE RANGE OF DIVERSITY.

VALIDATE STUDENTS' EXPERIENCE OF THE WORLD BY ACKNOWLEDGING THE SOCIO-POLITICAL CONTEXT WE LIVE IN. TEACH THE TRUTH ABOUT POWER, POLITICS, HISTORY, AND CONTEXT IN DEVELOPMENTALLY APPROPRIATE WAYS, AND USE THESE ISSUES AS TOOLS OF INSTRUCTION AND DISCOURSE.

SUPPORT STUDENTS IN INTERNALIZING CONTENT TO THE LEVEL OF AUTOMATICITY THROUGH CULTURALLY RELEVANT PRACTICES.

DEVELOP AWARENESS OF IMPLICIT BIAS TO ENSURE THEY HOLD HIGH EXPECTATIONS FOR ALL STUDENTS.

HOW WILL THIS BE USED BY STUDENTS?

CREATE A MORE INCLUSIVE AND MEANINGFUL EXPERIENCE
MAKE PERSONAL CONNECTIONS WITH THE MATERIAL
PARTICIPATE THROUGH QUESTIONING, SHARING INSIGHTS, AND
COLLABORATION WHEN CONTENT RESONATES WITH LEARNERS' IDENTITIES
FOSTER STRONGER PEER CONNECTIONS

Return to Table of Contents

Benchmarks

Renaissance Star Reading

- Grades 9-12 English Classes

Renaissance Star Math

- Grades 9-11 Math Classes

Fall Benchmark → **Winter Benchmark** → **Spring Benchmark**

Math

2024-2025 School Year
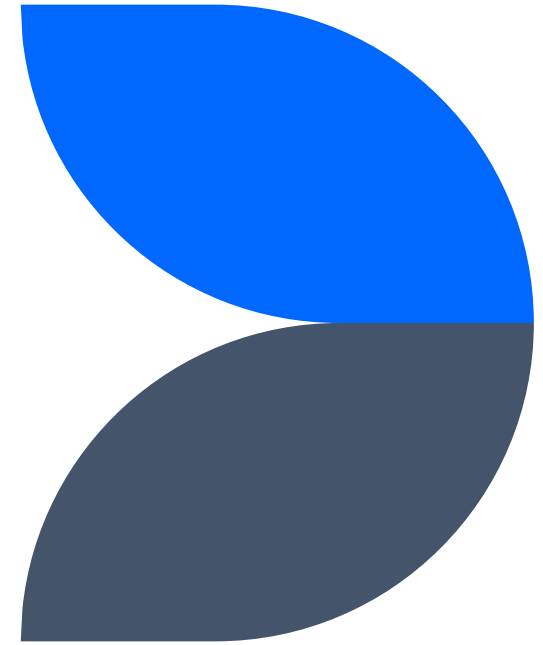
Tier 2: Some Students

Supports for students, **in addition** to Tier 1

- Double Block Math: additional 55 minutes of math
  - Semester 1:
    - Central Campus: 432 students; 90% average with a passing grade in math
    - West Campus: 355 students; 85% average with a passing grade in math
  - Semester 2:
    - Central Campus: 425 students; 77% average with a passing grade in math
    - West Campus: 279 students; 83% average with a passing grade in math
- Math Learning Lab-additional 25-minute academic advisory
  - Semester 1:
    - Central Campus: 161; 79% average with a passing grade in math
    - West Campus: 192; 89% average with a passing grade in math
  - Semester 2:
    - Central Campus: 73; 93% average with a passing grade in math
    - West Campus: 90; 79% average with a passing grade in math

9ᵗʰ Grade STAR Math Central Campus

Course	Number of students	Fall Average Unified Score	Spring Average Unified Score	Fall-Spring Average Student Growth Percentile
Algebra Instructional	36	941	979	60%
Algebra	218	1073	1082	41%
Algebra Bilingual	53	983	1040	64%
Algebra Double Block	251	1020	1029	37%
Algebra Honors	109	1133	1140	51%

Growth Percentile
Low Growth 1-34%
Typical Growth 35-65%
High Growth 66-100%

Proficiency benchmark
Fall benchmark=1084
Winter benchmark=1091
Spring benchmark=1097

Honors Proficiency benchmark
Fall benchmark=1124
Winter benchmark=1132
Spring benchmark=1139

9th Grade STAR Math West Campus

Course	Number of Students	Fall Average Unified Score	Spring Average Unified Score	Fall-Spring Average Student Growth Percentile
Algebra Instructional	46	965	974	33%
Algebra	305	1085	1092	42%
Algebra Double Block	163	1034	1047	41%
Algebra Honors	104	1134	1143	53%

Growth Percentile
Low Growth 1-34%
Typical Growth 35-65%
High Growth 66-100%

Proficiency benchmark
Fall benchmark=1084
Winter benchmark=1091
Spring benchmark=1097

Honors Proficiency benchmark
Fall benchmark=1124
Winter benchmark=1132
Spring benchmark=1139

10ᵗʰ Grade STAR Math Central Campus

Course	Number of students	Fall Average Unified Score	Spring Average Unified Score	Fall-Spring Average Student Growth Percentile
Geometry Instructional	24	948	1018	72%
Geometry	320	1084	1089	45%
Geometry Double Block	23	1052	1060	38%
Geometry Bilingual	17	1028	1050	50%
Geometry Honors	116	1168	1173	54%

Growth Percentile
Low Growth 1-34%
Typical Growth 35-65%
High Growth 66-100%

Proficiency benchmark
Fall benchmark=1096
Winter benchmark=1102
Spring benchmark=1108

Honors Proficiency benchmark
Fall benchmark=1135
Winter benchmark=1141
Spring benchmark=1147

10ᵗʰ Grade STAR Math West Campus

Course	Number of Students	Fall Average Unified Score	Spring Average Unified Score	Fall-Spring Average Student Growth Percentile
Geometry Instructional	42	985	1015	54%
Geometry	396	1090	1095	44%
Geometry Double Block	43	1067	1062	39%
Geometry Honors	79	1142	1157	62%

Growth Percentile
Low Growth 1-34%
Typical Growth 35-65%
High Growth 66-100%

Proficiency benchmark
Fall benchmark=1096
Winter benchmark=1102
Spring benchmark=1108

Honors Proficiency benchmark
Fall benchmark=1135
Winter benchmark=1141
Spring benchmark=1147

11th Grade STAR Math Central Campus

Course	Number of Students	Fall Average Unified Score	Spring Average Unified Score	Fall-Spring Average Student Growth Percentile
Advanced Algebra Instructional	25	986	1019	52%
Advanced Algebra	320	1091	1095	38%
Advanced Algebra Double Block	32	1052	1060	38%
Advanced Algebra Bilingual	17	1028	1050	50%
Advanced Algebra Honors	116	1168	1173	54%

Growth Percentile
Low Growth 1-34%
Typical Growth 35-65%
High Growth 66-100%

Proficiency benchmark
Fall benchmark=1103
Winter benchmark=1108
Spring benchmark=1113

Honors Proficiency benchmark
Fall benchmark=1143
Winter benchmark=1148
Spring benchmark=1153

11ᵗʰ Grade STAR Math West Campus

Course	Number of Students	Fall Average Unified Score	Spring Average Unified Score	Fall-Spring Average Student Growth Percentile
Advanced Algebra Instructional	45	989	994	30%
Advanced Algebra	421	1103	1107	42%
Advanced Algebra Double Block	35	1046	1049	49%
Advanced Algebra Honors	162	1181	1191	56%

Growth Percentile
Low Growth 1-34%
Typical Growth 35-65%
High Growth 66-100%

Proficiency benchmark
Fall benchmark=1103
Winter benchmark=1108
Spring benchmark=1113

Honors Proficiency benchmark
Fall benchmark=1143
Winter benchmark=1148
Spring benchmark=1153

Tier 2: Math Learning Lab STAR growth data Fall→Winter

Central Course	Fall To Winter Student Growth STAR	Fall To Winter Student Growth IXL	Percentage of Students Passing Math Class
9th Grade Math Lab	+23	+80	89%
10th Grade Math Lab	+12	+39	96%
11th Grade Math Lab	+21	+41	95%

West Course	Fall to Winter Student Growth STAR	Fall to Winter Student Growth IXL	Percentage of Students Passing Math Class
9th Grade Math Lab	+7	+19	95%
10th Grade Math Lab	+19	+24	93%
11th Grade Math Lab	-7	+23	71%

Tier 2: Math Learning Lab STAR growth data Winter →Spring

Central Course	Winter To Spring Student Growth STAR	Winter to Spring Growth IXL	Percentage of Students Passing Math Class
9th Grade Math Lab	+5	+59	68%
10th Grade Math Lab	+11	+39	100%
11th Grade Math Lab	+1	+42	100%

West Course	Winter To Spring Student Growth STAR	Winter to Spring Growth IXL	Percentage of Students Passing Math Class
9th Grade Math Lab	-5	+67	71%
10th Grade Math Lab	+1	+46	90%
11th Grade Math Lab	0	+120	100%

Tier 3: Math Interventionist

- Supports for students, <u>in addition</u> to Tier 1 and Tier 2

- Pushes into or pulls out of Algebra 1 double block or Geometry double block math classes

- Provides explicit instruction based upon student skill sets and needs.

- Test remediation/retake for any double block student

Central Campus

- 1st semester 70 students; average IXL growth +137

- 2nd semester 58 students; average IXL growth +57
  - +97 average for the year

West Campus

- 1st semester 55 students; average IXL growth of +127

- 2nd semester 47 students; average IXL growth +67
  - +97 average for the year

MATH Recommendations for 25-26

Continue with:

▶ Math Learning Labs scheduled to support students enrolled in Algebra, Geometry, and Advanced Algebra

  ▶ Staffed by a **Learning Lab Support Teacher**; stipend position

  ▶ All advisory periods

  ▶ Progress monitor in Panorama

▶ Quarterly Math District Team meeting

▶ Bi-Weekly MTSS Building Team meetings led by AP of Teaching and Learning

▶ Weekly MTSS Grade Level Team meetings

  ▶ Monitor and check-in with students on grade level watch list

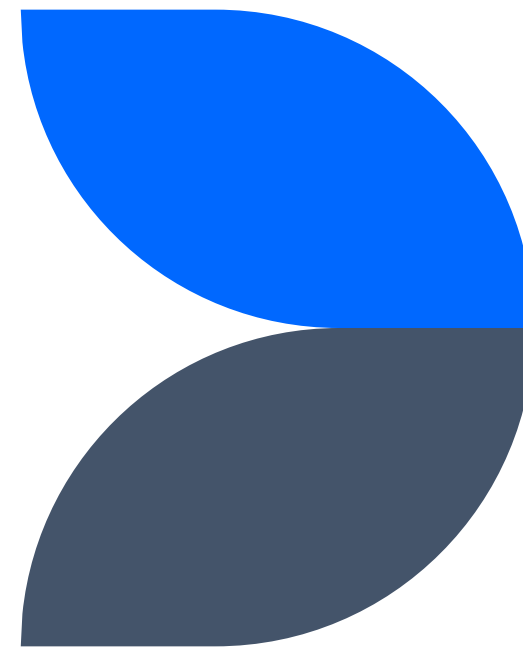▶ Use of IXL math for skill development in double block math, single period and learning labs.

Add:

▶ Additional Math Interventionist at Central Campus

NEW

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Reading

2024-2025 School Year

9ᵗʰ Grade STAR Reading Central Campus

Course	Number of students	Fall Average Unified Score	Spring Average Unified Score	Fall-Spring Average Student Growth Percentile
Instructional English 1	19	931	950	36%
Pre-AP English 1	415	1050	1057	43%
Pre-AP English 1 Honors	145	1131	1141	52%
Literacy 1	160	1036	1055	48%

Growth Percentile
Low Growth 1-34%
Typical Growth 35-65%
High Growth 66-100%

Proficiency benchmark
Fall benchmark=1090
Winter benchmark=1094
Spring benchmark=1097

Honors Proficiency benchmark
Fall benchmark=1133
Winter benchmark=1137
Spring benchmark=1141

9th Grade STAR Reading West Campus

Course	Number of students	Fall Average Unified Score	Spring Average Unified Score	Fall-Spring Average Student Growth Percentile
Instructional English 1	42	912	959	43%
Pre-AP English 1	427	1069	1075	44%
Pre-AP English 1 Honors	221	1137	1144	51%
Literacy 1	89	1030	1045	46%

Growth Percentile
Low Growth 1-34%
Typical Growth 35-65%
High Growth 66-100%

Proficiency benchmark
Fall benchmark=1090
Winter benchmark=1094
Spring benchmark=1097

Honors Proficiency benchmark
Fall benchmark=1133
Winter benchmark=1137
Spring benchmark=1141

10th Grade STAR Reading Central Campus

Course	Number of students	Fall Average Unified Score	Spring Average Unified Score	Fall-Spring Average Student Growth Percentile
Instructional English 2	30	918	939	52%
Pre-AP English 2	367	1057	1063	45%
Pre-AP English 2 Honors	150	1142	1151	51%
Literacy 2	25	992	988	44%

Growth Percentile
Low Growth 1-34%
Typical Growth 35-65%
High Growth 66-100%

Proficiency benchmark
Fall benchmark=1102
Winter benchmark=1105
Spring benchmark=1108

Honors Proficiency benchmark
Fall benchmark=1144
Winter benchmark=1148
Spring benchmark=1151

10ᵗʰ Grade STAR Reading West Campus

Course	Number of students	Fall Average Unified Score	Spring Average Unified Score	Fall-Spring Average Student Growth Percentile
Instructional English 2	34	969	956	30%
Pre-AP English 2	404	1077	1081	46%
Pre-AP English 2 Honors	163	1147	1152	51%
Literacy 2	45	1043	1052	55%

Growth Percentile
Low Growth 1-34%
Typical Growth 35-65%
High Growth 66-100%

Proficiency benchmark
Fall benchmark=1102
Winter benchmark=1105
Spring benchmark=1108

Honors Proficiency benchmark
Fall benchmark=1144
Winter benchmark=1148
Spring benchmark=1151

11th Grade STAR Reading Central Campus

Course	Number of students	Fall Average Unified Score	Spring Average Unified Score	Fall-Spring Average Student Growth Percentile
Instructional English 3	33	953	988	49%
English 3	347	1071	1080	48%
AP English 3 Language and Composition	136	1146	1151	50%

Growth Percentile
Low Growth 1-34%
Typical Growth 35-65%
High Growth 66-100%

Proficiency benchmark
Fall benchmark=1110
Winter benchmark=1112
Spring benchmark=1114

Honors Proficiency benchmark
Fall benchmark=1150
Winter benchmark=1154
Spring benchmark=1157

11th Grade STAR Reading West Campus

Course	Number of students	Fall Average Unified Score	Spring Average Unified Score	Fall-Spring Average Student Growth Percentile
Instructional English 3	27	978	972	51%
English 3	389	1089	1091	48%
AP English 3 Language and Composition	164	1155	1159	50%

Growth Percentile
Low Growth 1-34%
Typical Growth 35-65%
High Growth 66-100%

Proficiency benchmark
Fall benchmark=1110
Winter benchmark=1112
Spring benchmark=1114

Honors Proficiency benchmark
Fall benchmark=1150
Winter benchmark=1154
Spring benchmark=1157

12th Grade STAR Reading Central Campus

Course	Number of students	Fall Average Unified Score	Spring Average Unified Score	Fall-Spring Average Student Growth Percentile
Instructional English 4	36	966	975	33%
English 4: Introduction to Rhetoric	303	1072	1078	55%
Rhetoric 101	45	1146	1139	50%
AP English 4 Literature and Composition	53	1156	1152	48%

Growth Percentile
Low Growth 1-34%
Typical Growth 35-65%
High Growth 66-100%

Proficiency benchmark
Fall benchmark=1112
Winter benchmark=1112
Spring benchmark=1112

Honors Proficiency benchmark
Fall benchmark=1154
Winter benchmark=1155
Spring benchmark=1156

12th Grade STAR Reading West Campus

Course	Number of Students	Fall Average Unified Score	Winter Average Unified Score	Fall-Winter Average Student Growth Percentile
Instructional English 4	23	969	980	51%
English 4: Introduction to Rhetoric	358	1085	1090	51%
Rhetoric 101	44	1167	1147	43%
AP English 4 Literature and Composition	152	1167	1163	53%

Growth Percentile
Low Growth 1-34%
Typical Growth 35-65%
High Growth 66-100%

Proficiency benchmark
Fall benchmark=1112
Winter benchmark=1112
Spring benchmark=1112

Honors Proficiency benchmark
Fall benchmark=1154
Winter benchmark=1155
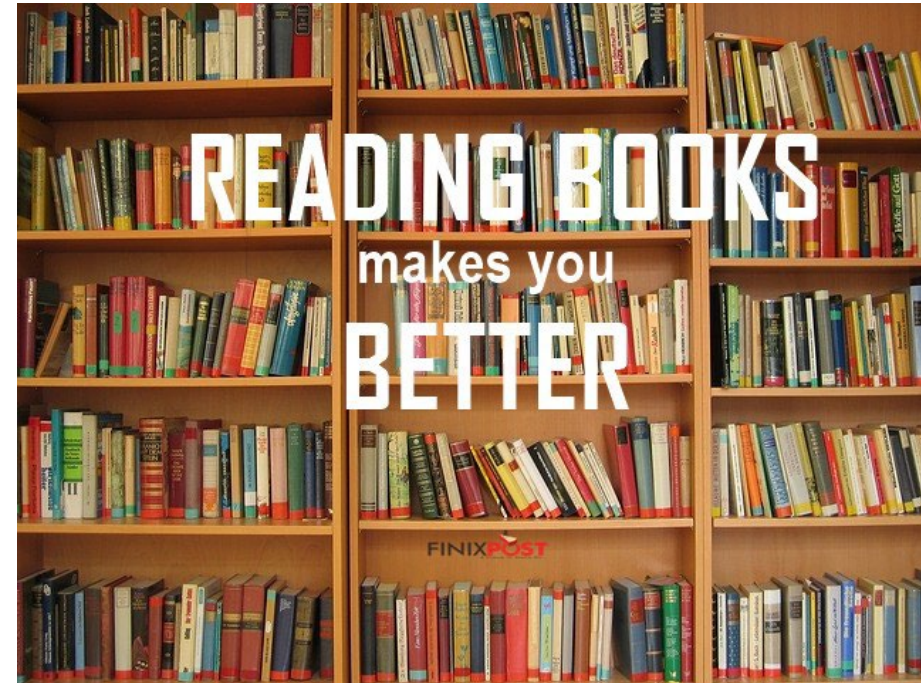Spring benchmark=1156

Tier 1 Resource: Newsela

Teacher usage overview

- 167 Active Teachers
- 827 Articles Viewed

Student usage overview

- 3,630 Active Students
- 1,154 Articles viewed
- 11,197 Quizzes submitted

READING BOOKS
makes you
BETTER
FINIXPOST

Tier 2: Some Students

Supports for students, **in addition** to Tier 1

- Literacy-additional 55-minute class; targeted instruction provided by a reading specialist.
  - Semester 1:
    - Central campus: 263 and West campus: 162
  - Semester 2:
    - Central campus: 256 and West campus: 154

- Learning Lab-additional 25-minute academic advisory
  - Learning Lab Advisory Teachers providing targeted instruction along with computer-based support
  - Semester 1:
    - Central campus: 85 and West campus: 84
  - Semester 2:
    - Central campus: 120 and West campus: 75

Tier 2: Reading Learning Lab growth data

Central Course	Fall To Winter Student Growth STAR	Fall To Winter Student Growth IXL	Percentage of Students Passing English Class
9th Grade Reading Lab	+17	+67	97%
10th Grade Reading Lab	+5	+96	100%
11th Grade Reading Lab	+22	+80	95%

West Course	Fall to Winter Student Growth STAR	Fall To Winter Student Growth IXL	Percentage of Students Passing English Class
9th Grade Reading Lab	+1	+70	96%
10th Grade Reading Lab	+8	+141	86%
11th Grade Reading Lab	+21	+3	100%

Tier 2: Reading Learning Lab growth data

Central Course	Winter To Spring Student Growth STAR	Winter to Spring Student Growth IXL	Percentage of Students Passing English Class
9th Grade Reading Lab	-15	+173	96%
10th Grade Reading Lab	+2	+37	98%
11th Grade Reading Lab	+20	-76	72%

West Course	Winter To Spring Student Growth STAR	Winter to Spring Student Growth IXL	Percentage of Students Passing English Class
9th Grade Reading Lab	+10	+46	78%
10th Grade Reading Lab	-32	+81	77%
11th Grade Reading Lab	+2	+32	100%

Recommendations for 25-26

Continue with:

▶ Literacy Learning Labs scheduled to support students enrolled in English 1-4

   ▶ Staffed by a **Learning Lab Support Teacher**; stipend position

   ▶ All advisory periods

   ▶ Progress monitor in Panorama

▶ Semester MTSS District Team meeting

▶ Bi-Weekly MTSS Building Team meetings led by the AP of Teaching and Learning

▶ Weekly MTSS Grade Level Team meetings

   ▶ Monitor and check-in with students on grade level watch list

▶ Use of IXL ELA for skill development in learning labs.

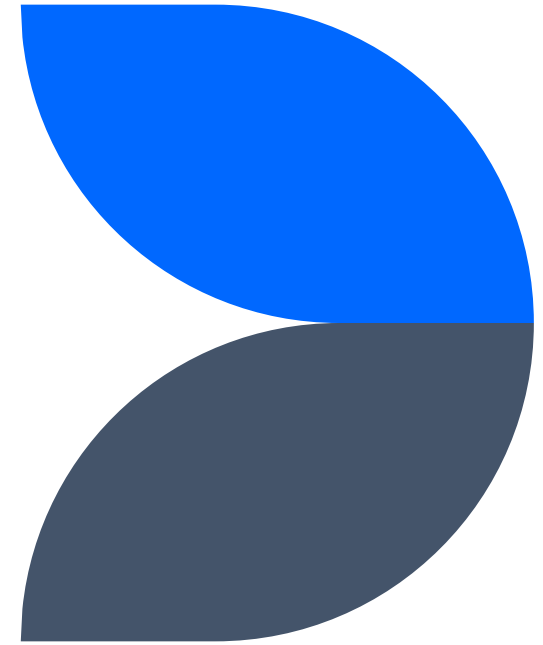▶ Use of NewsELA as additional literacy resource in core classes.

Add:

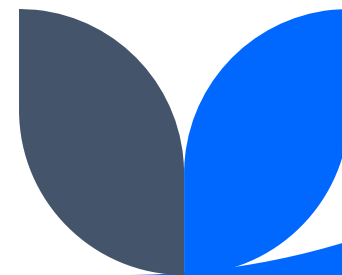▶ Pre-AP Biology, AP Seminar (replaces Pre-AP English 2 Honors)

NEW

Accelerated Students

Class of 2029

Accelerated Process

- Identification of incoming students through high school placement exam

- Outreach to families about acceleration
  - Mail, email, phone call, in-person meetings

- Selection of 9th grade accelerated courses

- 9th grade schedule includes advisory with honors/AP teacher with a focus of academic support
  - Accelerated Advisory stipend position
  - Optional summer enrichment 2-week program