

2021- 2022

Teaching and Learning Updates



District Improvement Plan

Vision

Empowering Students, Families and Communities to Pursue Excellence

Strategic Goals

1. Expand opportunities for all students and empower them to learn and succeed
2. Enhance academic and emotional support so students can reach their full potential
3. Embrace a connected, committed and collaborative work environment
4. Engage families and community partners
5. Excel in fiscal responsibility and facilities planning and management

Collective Commitments

1. We are committed to affording equitable opportunities for all.
2. We are committed to celebrating a unified and diverse community of students and staff.
3. We are committed to providing a welcoming experience in every encounter.
4. We are committed to promoting a strong sense of District 186 and school pride.
5. We are committed to communicating relentlessly.

District Improvement Plan

PreK-5 Schools

- 90% or more of students meet expectations for attendance. (85% or above)
- 90% or more of students are reading at or above grade level. (define)
- 90% or more of students meet or exceed grade level expectations in mathematics. (define)
- Every school offers a safe, healthy and equitable learning environment (define)

6-8 Schools

- 90% or more of students meet expectations for attendance. (85% or above)
- 90% or more of students are meeting or exceeding academic expectations in core classes. (define)
- 90% or more of students meet expectations for behavior (define)
- Every school offers a safe, healthy and equitable learning environment (define)

9-12 Schools

- 90% or more of students meet expectations for attendance. (85% or above)
- 90% or more of ninth grade students are on track to graduate with their cohort.
- 90% or more of students graduate from high school ready for college and/or career
- Every school offers a safe, healthy and equitable learning environment (define)

Consolidated District Plan - for Future BOE Approval

- The Consolidated District Plan provides a summary of our district improvement plans and efforts, based upon multiple sources of data.
- This plan is required by ISBE prior to the release of federal funds so that our plans are documented regarding how we plan to use funding to support district and school improvement work.
- These updates shared today are what create the Consolidated District Plan, which requires Board approval (Goal - Approve plan June 21, 2022).

In Summary...

- Our district and school improvement plans are THE WORK we do to improve teaching (adult practices) and learning (student outcomes).
- Each year, we monitor our progress on goals we have set, make revisions, and communicate new plans to staff, students, and families.

Tools to Support and Monitor our Plans and Work

- **Academic Assessments**

- NWEA MAP - Reading and Math
- FastBridge - Reading and Math
- Classroom/Department Assessments
- State Assessments - Reading, Math, and Science

- **Social and Emotional Learning (SEL) Assessments/Screeners**



- Panorama - SEL standards and skill development
- SAEBRS/mySAEBRS - Social, emotional, and mental health

- **Culture and Climate**

- Panorama - School environment/culture (teachers and students)
- 5 Essentials - School environment/culture (teachers, students, and families)

Highlights from our District Data Review

Celebrations

- **Culture and Climate: Attendance Percentages** 
 - Ranged from 84%-88% (87% - Elementary, 88% Middle School, 84% High School)
 - Goal = 85% or above **(In-person instruction was happening for most students throughout the year!!)**
- **Culture and Climate: SEL Panorama Data** - Teachers feel competent/prepared in their work. 
 - 71% responded favorably to knowledge and skills related to educating all students
 - 66% responded favorably to possessing knowledge related to finding resources to support unique learning needs

Areas of Growth/Improvement

- **Academic**
 - Reading and Math: Increase percentage of students at growth targets and proficiency levels
 - **Reading** - 45% at DIP goal (Goal = 66%); **Math** - 38% at DIP goal (Goal = 59%)
 - Still awaiting End of Year (EOY) data for full report of growth/achievement
- **Culture and Climate** - Improving the sense of belonging/relationships, school climate, and safety for students and staff (Favorable percentages decreased from October to March in these areas)



Curriculum Updates

Math/Science/Technology

- Adjusted curriculum documents and assessments in order to focus on the prioritized content.
 - This also allowed teachers more time to review, pre-teach, and spend more time on certain topics.
- Reinforcing hands on experiences to help address learning loss
- Partnered with the Kidzeum for the STEAM Residency Program
- Prioritized time in classrooms to support student learning in a one-to-one environment

Literacy/Social Studies/Libraries

- Restructured curriculum documents and assessments to address skill gaps
 - Ramp up units and increased emphasis on phonics
- Redesigned the HS English courses to create equity via a challenging curriculum for ALL students
 - Increased representation of diverse cultures in texts and authors, nonfiction reading, rhetorical analysis and writing instruction
- Increased focus on multiple perspectives, including underrepresented groups, to tell the whole story of our American history.

Student Support Services Updates K-12

- Providing access to grade level content standards while meeting student individual needs
 - Collaboration with other content specialists to implement gen ed curriculum to the extent possible
 - Exploration, implementation of research-based interventions (i.e. Connecting Math Concepts, Reading Mastery, Corrective Reading, etc.)
- Ongoing professional development for teachers
 - Virtual and in-person meetings
 - Build capacity for effective implementation of curriculum and supplemental supports
- Through Special Ed Task Force, established programming criteria/considerations for students with significant disabilities
 - Life skills (essential vs. functional)
 - Autism



Highlight on District Equity Work: Inclusive Education

Equity is the provision of personalized resources needed for all individuals to reach common goals. In other words, the goals and expectations are the same for all students, but the supports needed to achieve those goals depends on the students' needs

(Equity Education, 2019).



Expanding Opportunities:

- **Juvenile Detention Center**

- Graduation Requirements
- 2 students graduated

- **Building and Trades**

- Began in 2019/20 (5 Students)
- Co-teaching expansion 2021/22 (12 students)
 - 6 students with an IEP signed on with the Union of their choice.
 - 2022/23 (30 total / 10 special education)



Project | SEARCH®



- 2 McDonalds
- 2 Memorial Hospital
- 1 YMCA
- 1 Kidzeum
- 1 Primo Design
- 1 Scheels
- 1 Chick-fil-A
- 1 County Market
- 1 Kumler Ministries



Guiding the Progress

-Special Education Task Force

-Federal Mandates and State Indicators

- Individuals with Disabilities Education Act (IDEA)
- The Illinois State Board of Education
 - LRE
 - State Indicators
 - Corrective Action / Improvement Plans



Least restrictive environment (LRE) - vanderbilt university. (n.d.). Retrieved May 11, 2022, from https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_info_briefs/IRIS_Least_Restrictive_Environment_InfoBrief_092519.pdf

ISBE Indicators : Inclusion (LRE)

2021: SPS Children with Disabilities = 20.9% (State Average = 17.8%)

Indicator 5: Students with IEPs ages 6-21 served inside of the general classroom < 40% of the time (**State Target = 15.5%**)

- 2020/21: **31.1%** of students

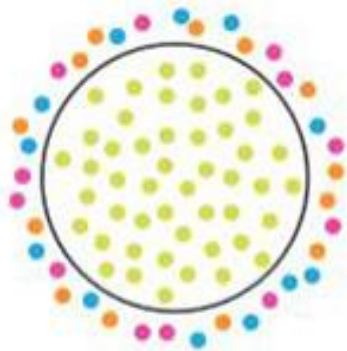
Indicator 6: Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program (**State Target = 32.9%**)

- **2015: 0.88%** of students (ISBE cited), **2018: 6.6%** (ISBE 2nd citing)

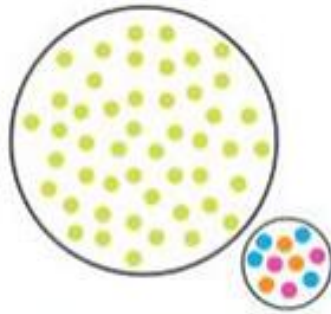
Corrective Action Plan/Improvement Plan

- **2020/21: 31.28%** of students





exclusion



segregation



integration



inclusion



teaching to
diversity



Inclusion Teams at the state, community and local levels have come together to consider:

What funding sources are available to support inclusive practices?

- Research on braided funding
- Led to support for an additional Instructional Coach

Is it necessary to separate children for transportation?

- How is transportation funded for Special Education vs. General Education?

How can we insure all classrooms are high quality environments for ALL students?

- Examine resources for materials
- Pivotal Practices training
- Inclusive Classroom Profile
- Practice Based coaching

What considerations should be made during the identification and placement of students?

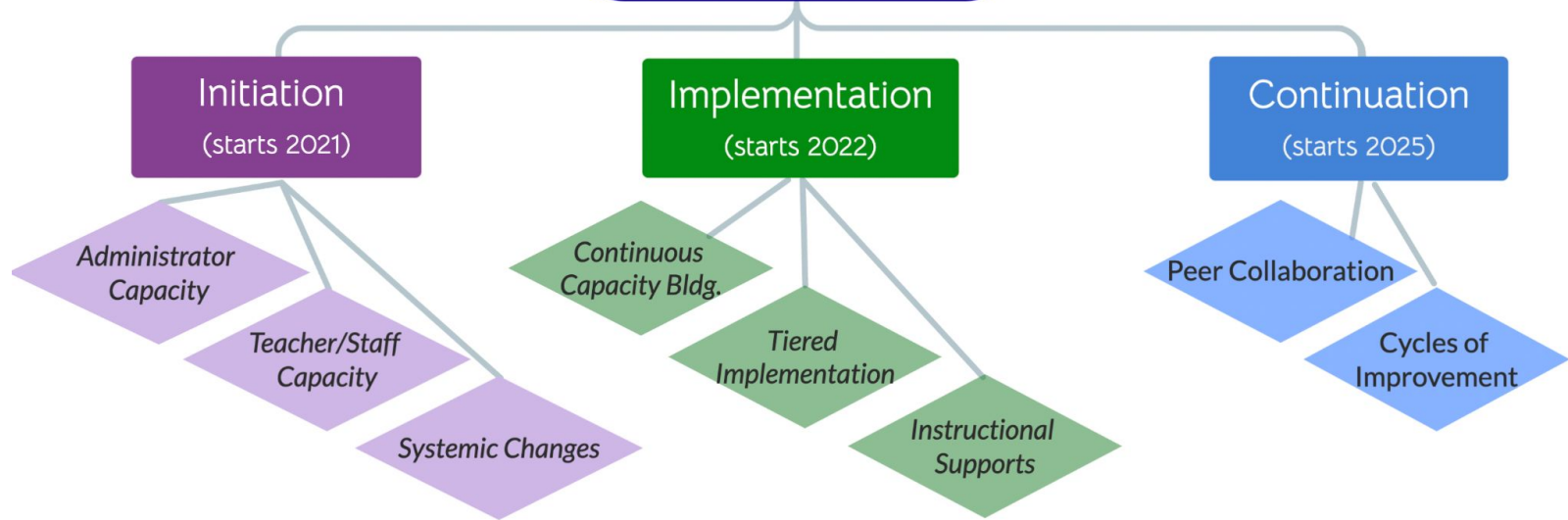
- Supporting children in their EC environment

Inclusive Practices

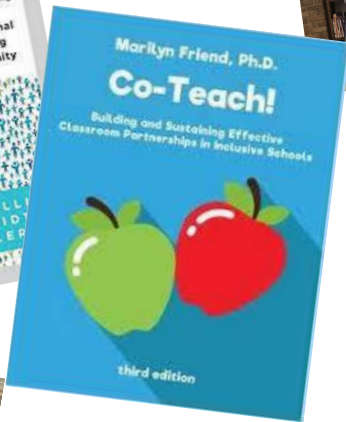
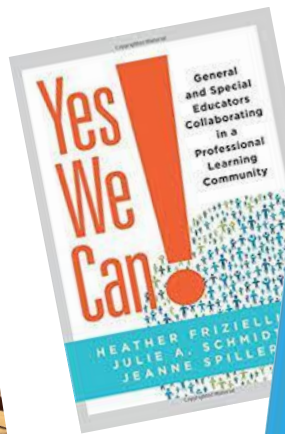
Multi-Year Implementation Framework

District 186 - Student Support Services

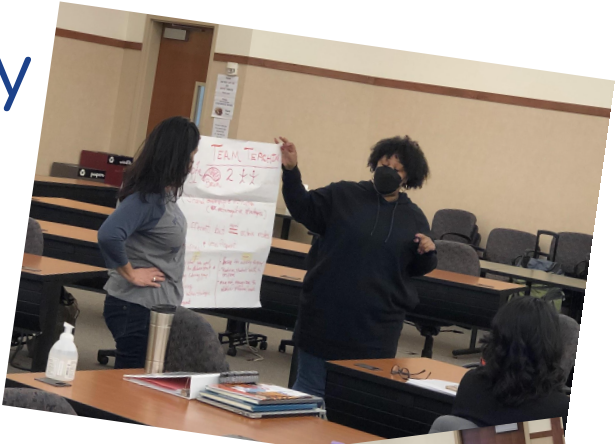
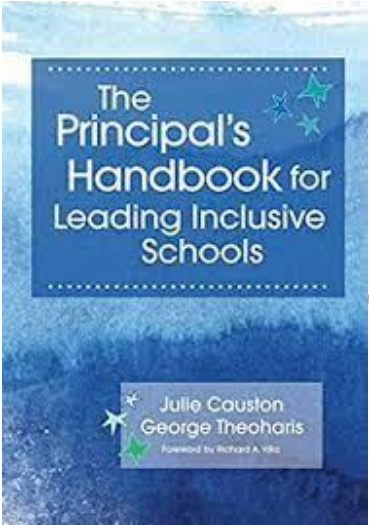
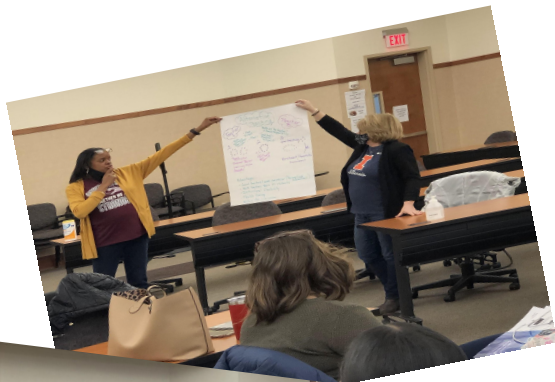
INCLUSIVE SITES K-5




Building Teacher Capacity




Building Administrator Capacity





School Level Highlight:
Early Learning Center
An Example of our
Improvement Plans in
Action!





ELC Highlights



District Strategic Goal 1: *Expanding Opportunities for all students and empower them to learn and succeed*

- **Celebrations**
 - All new teachers hired will be dual certified or working toward this.
 - There are 6 dual teachers at the ELC and 2 instructional coaches.
 - The dual teachers are participating in the Early Choices trainings and the Inclusive Classroom Profile observations and discussions.
 - Before school starts, new staff will be trained on the ELC initiatives, as well as participate in practice based coaching.
- **Opportunities for Growth/Improvement plans**
 - Instructional classroom will be moved next to a dual classroom for easy transitions.
 - Pilot/implement a new assessment system
 - Data Wall



ELC Highlights



District Strategic Goal 2: Enhance academic and emotional support so students can reach their full potential

- **Celebrations**
 - Second Step is implemented at the Early Learning Center.
 - The social worker provides extra support to groups of students, one-on-one and teacher support.
 - Parent educators provide families with support and resources.
 - Social Emotional Supports for Staff: Talk Tuesday, Wellness Wednesday, Therapy Thursday, Food Friday, Social Committee Events, Pilot Adult Second Step, Statewide SEL Cohort Hub Participation
- **Opportunities for Growth/Improvement plans**
 - Social Emotional Data Wall



Collective Commitment: Pride Point for ELC



Mission:

We exist to provide all children in our community with high quality programs to gain the access and supports necessary to be fully engaged learners in the classroom community.