

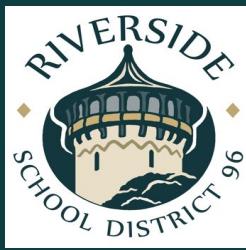
# Riverside School District 96

## Culture: Learning and Working Environment



Strategic Planning 2020-2021

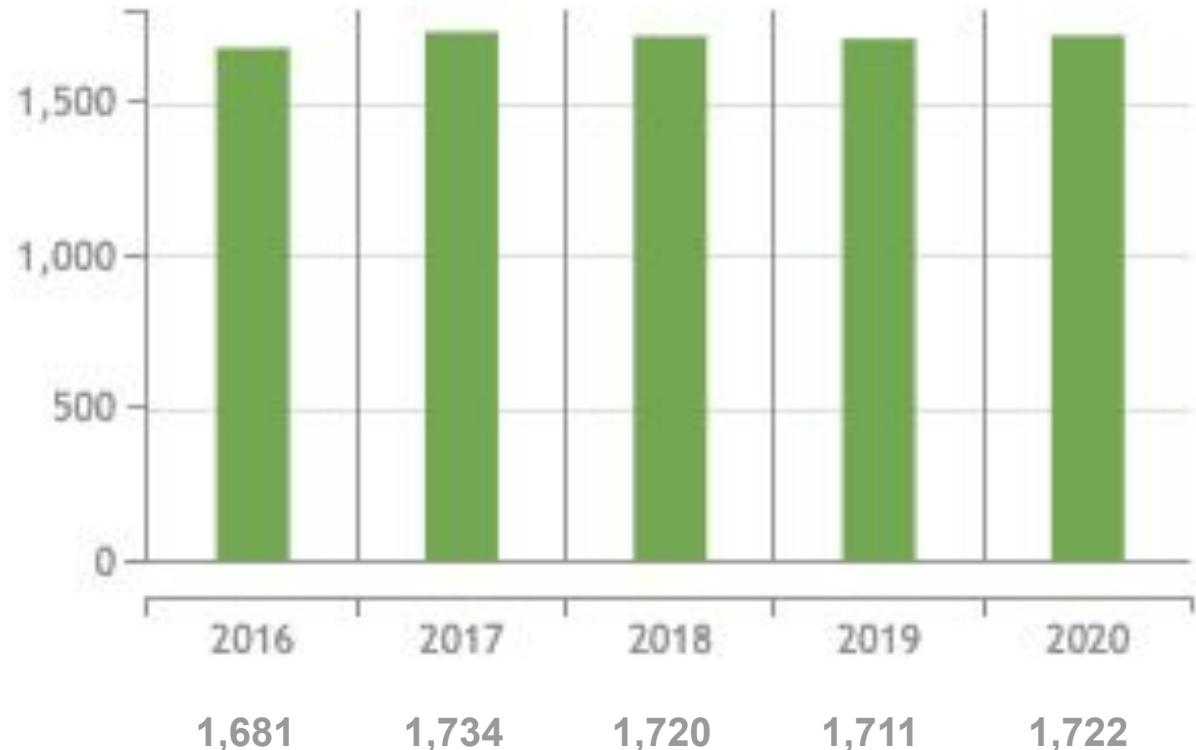
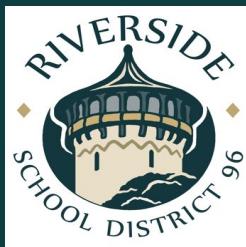
# Every Child, Every Day

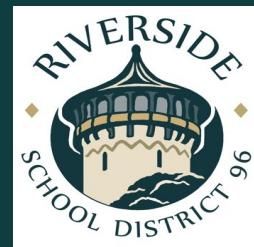


# Our Students

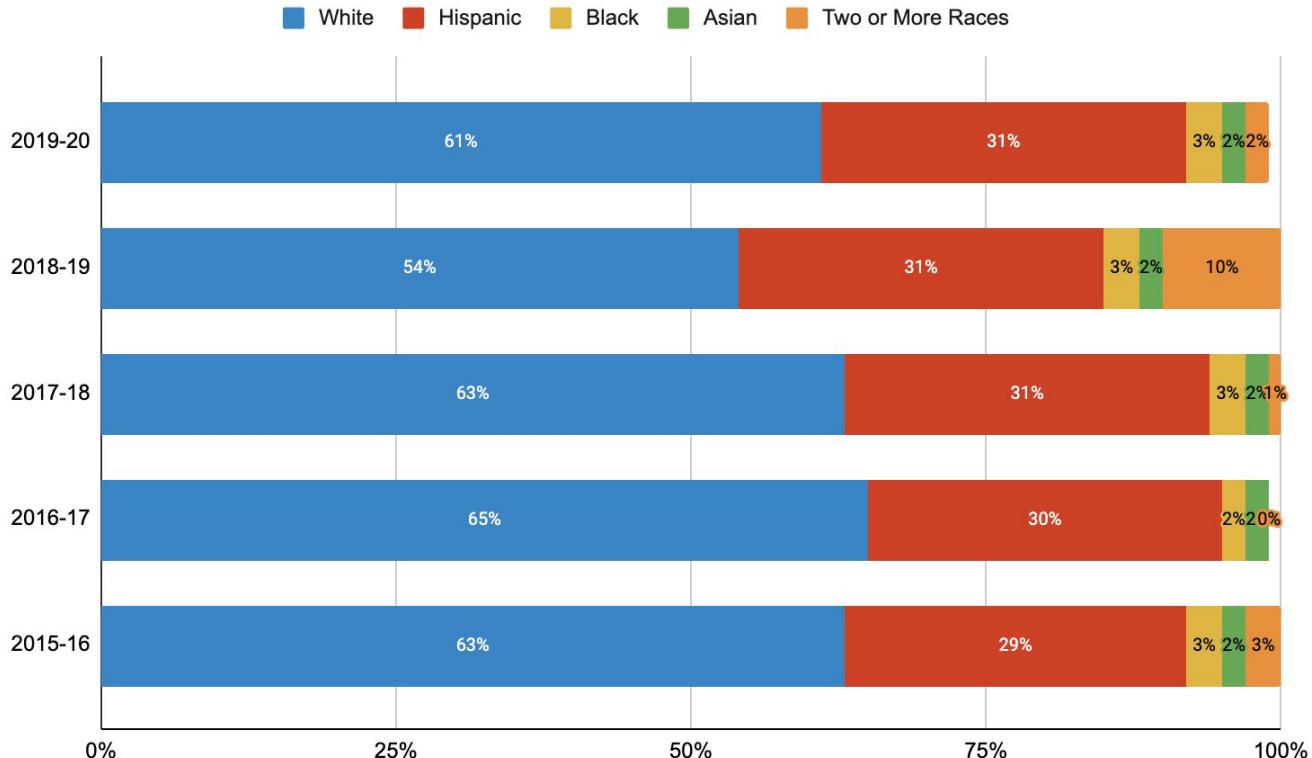


# Student Enrollment (2016-2020)

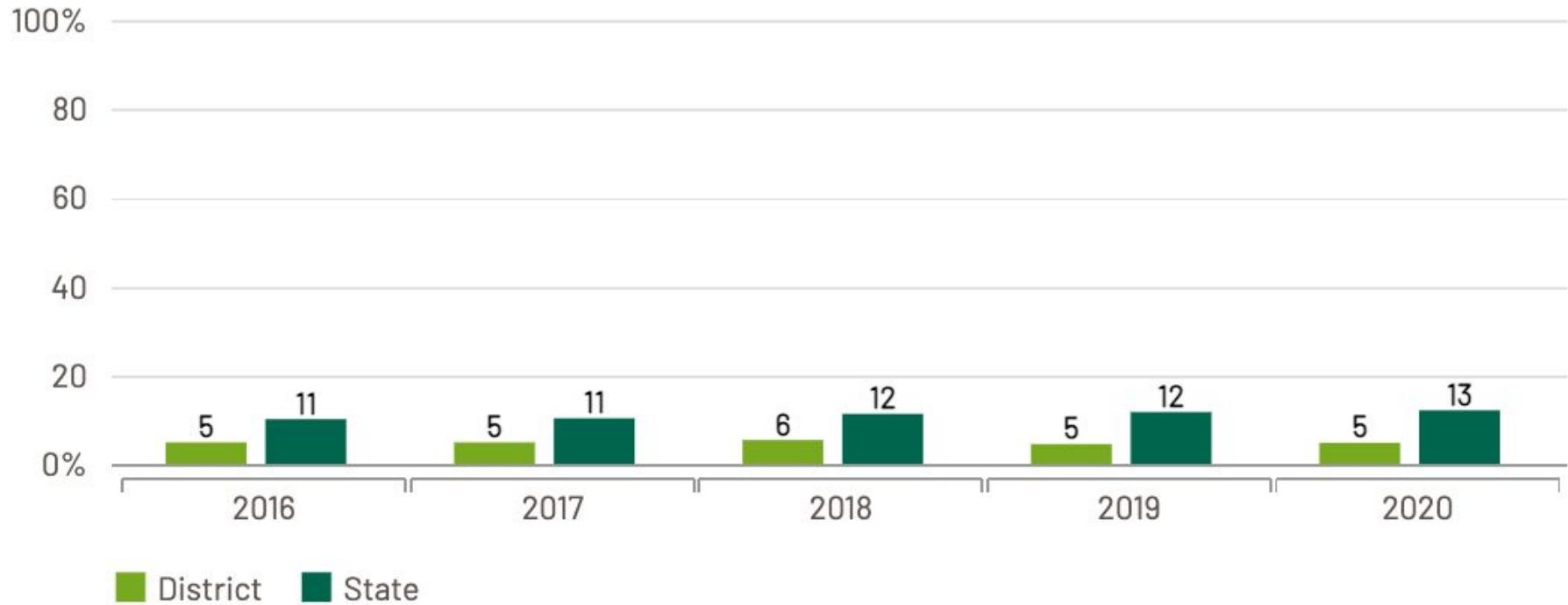
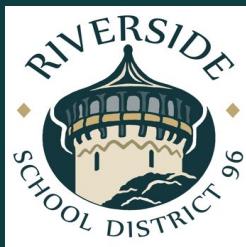




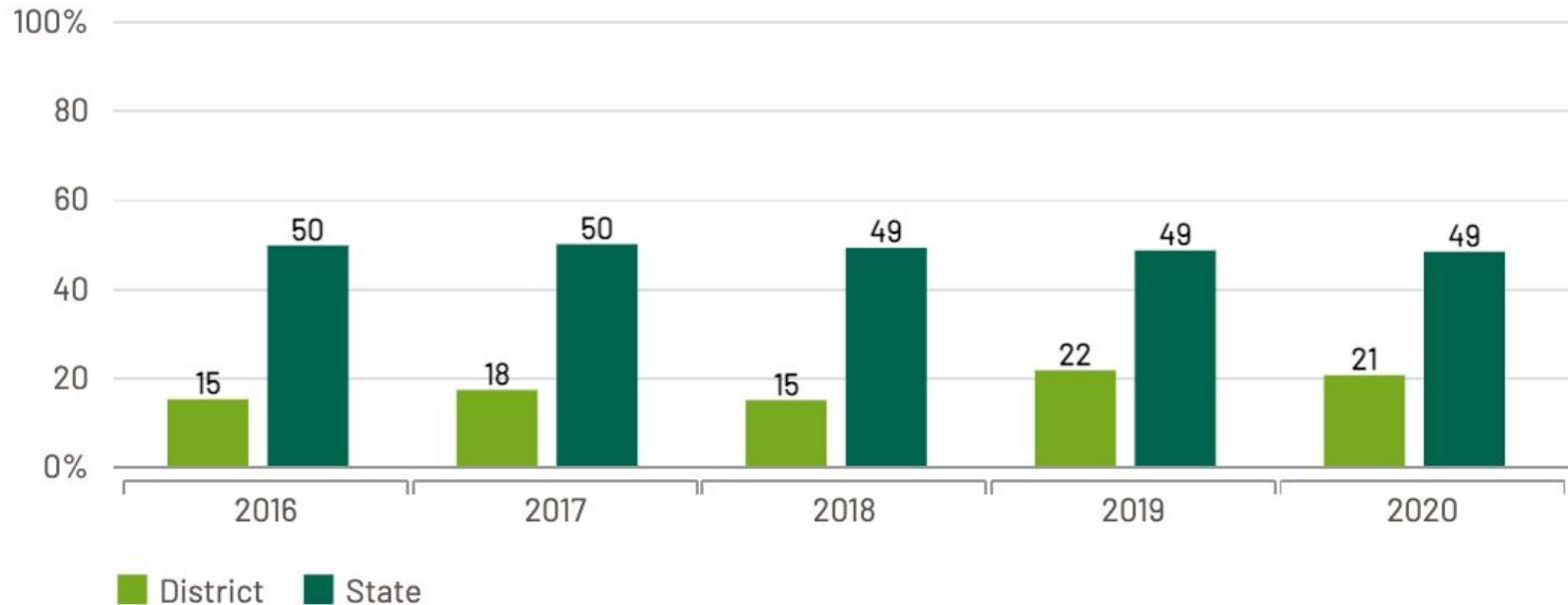
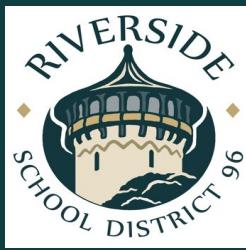
# Racial/Ethnic Diversity 5-Year Trend



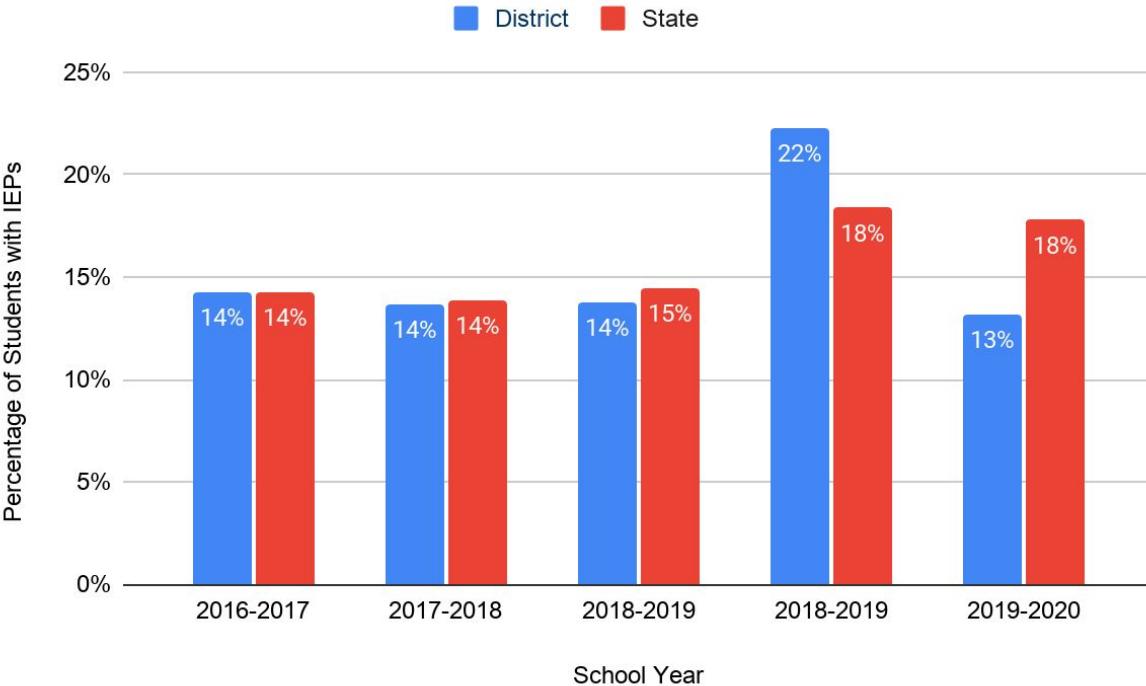
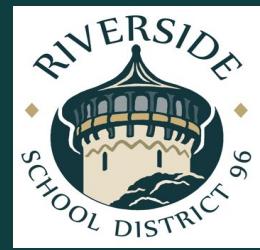
# English Learners (2016-2020)



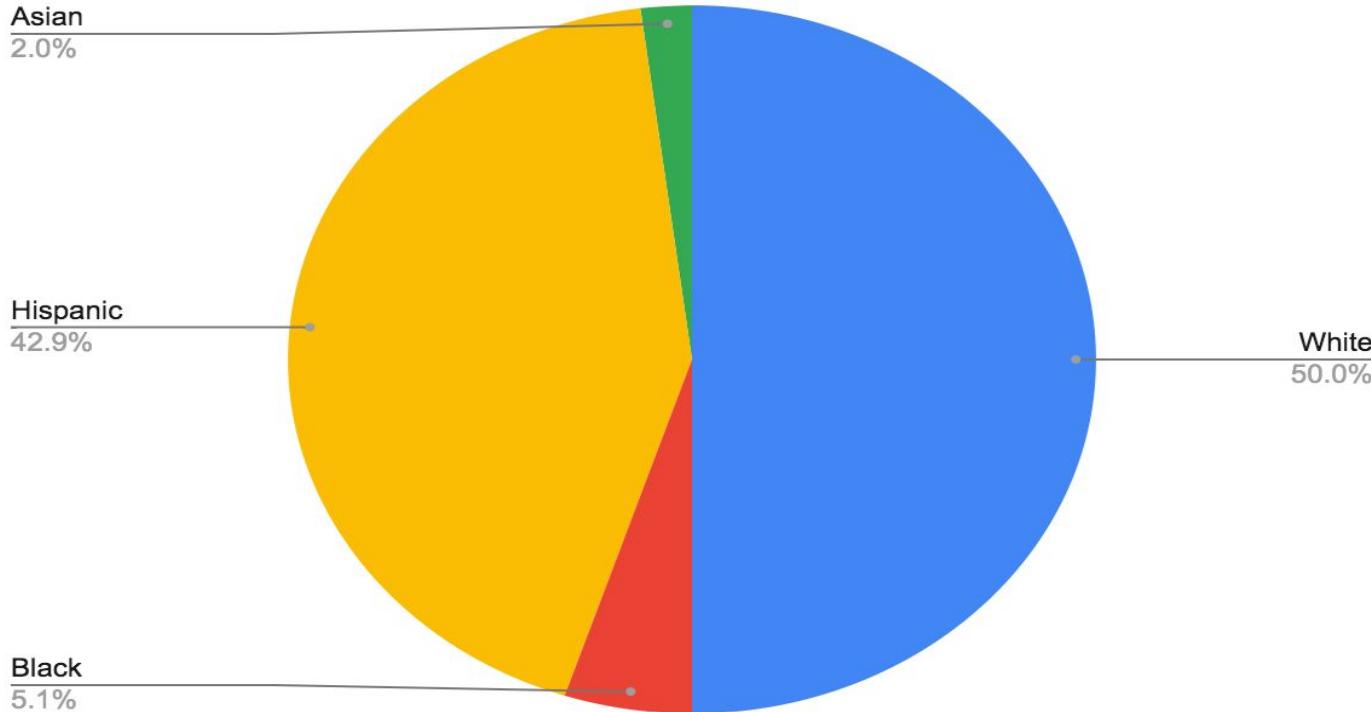
# Low Income Students (2016-2020)



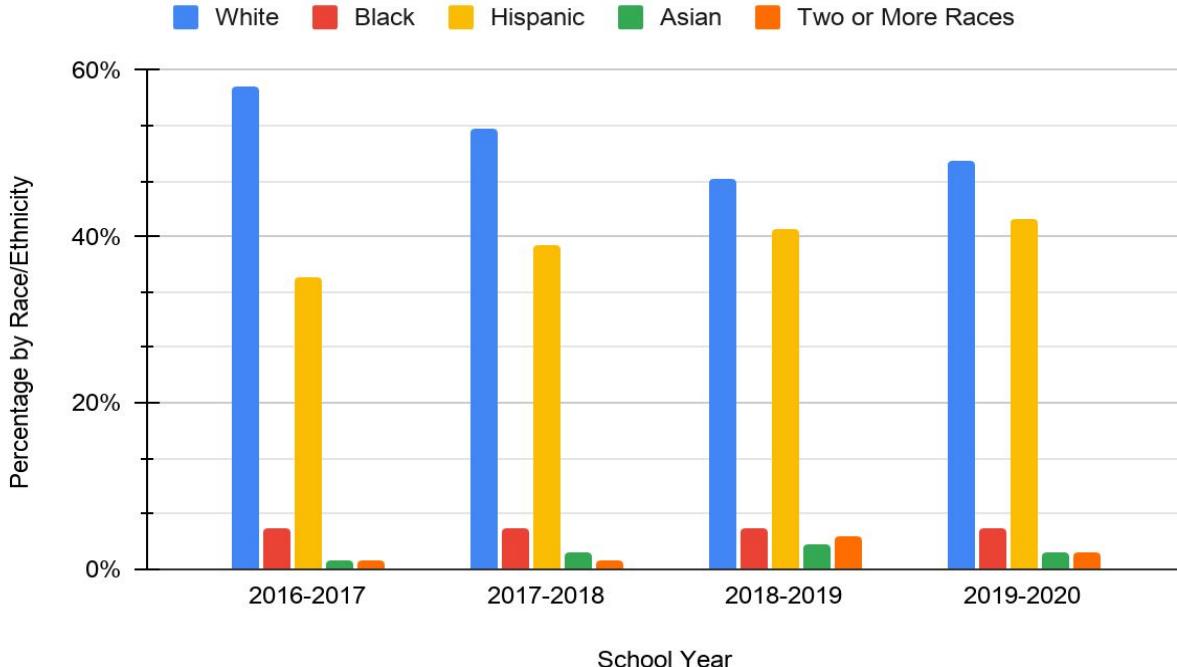
# Percentage of Students with Disabilities FY17 through FY20

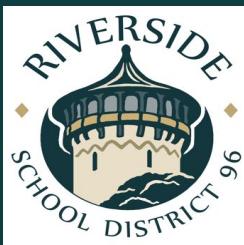


# Percentages of Students with Disabilities by Race/Ethnicity FY2020

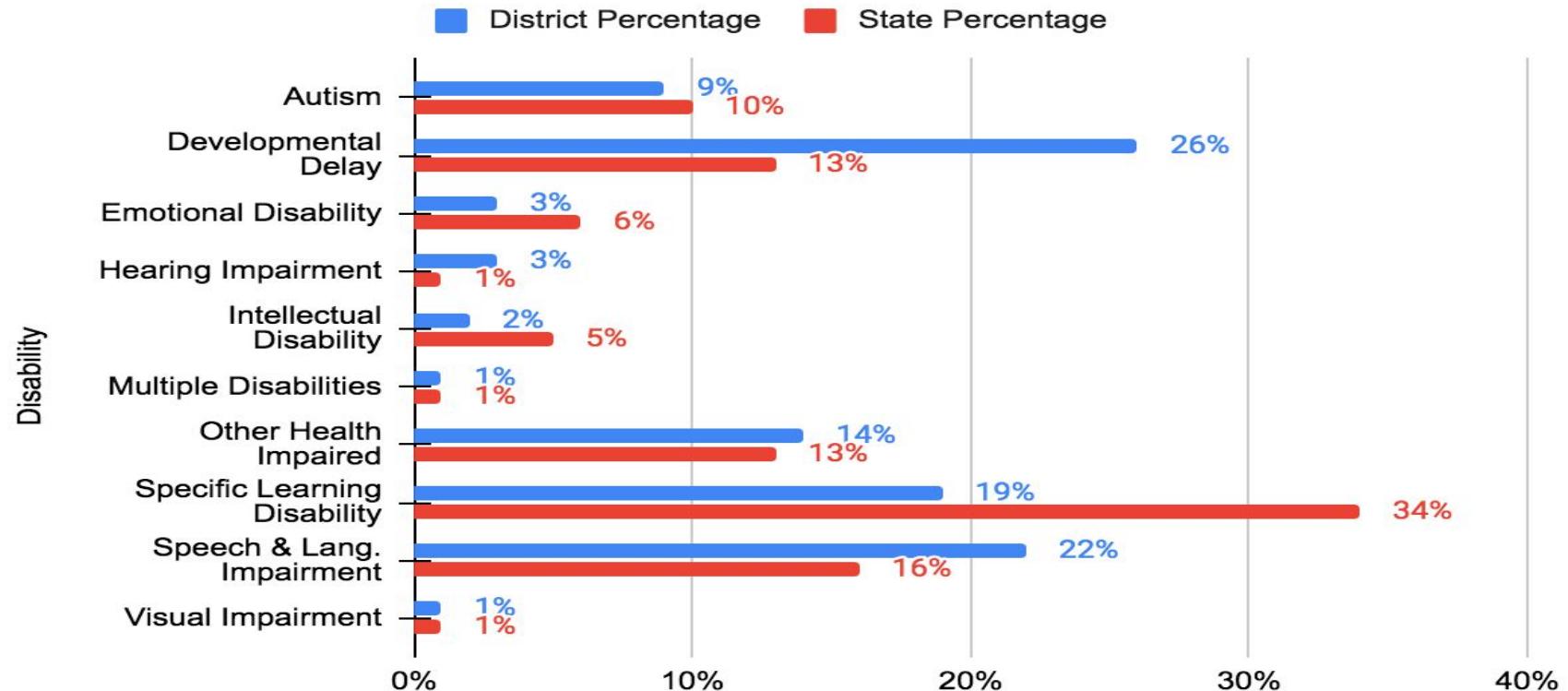


# Four Year Trend Data for Students with Disabilities by Race/Ethnicity

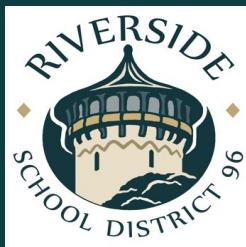




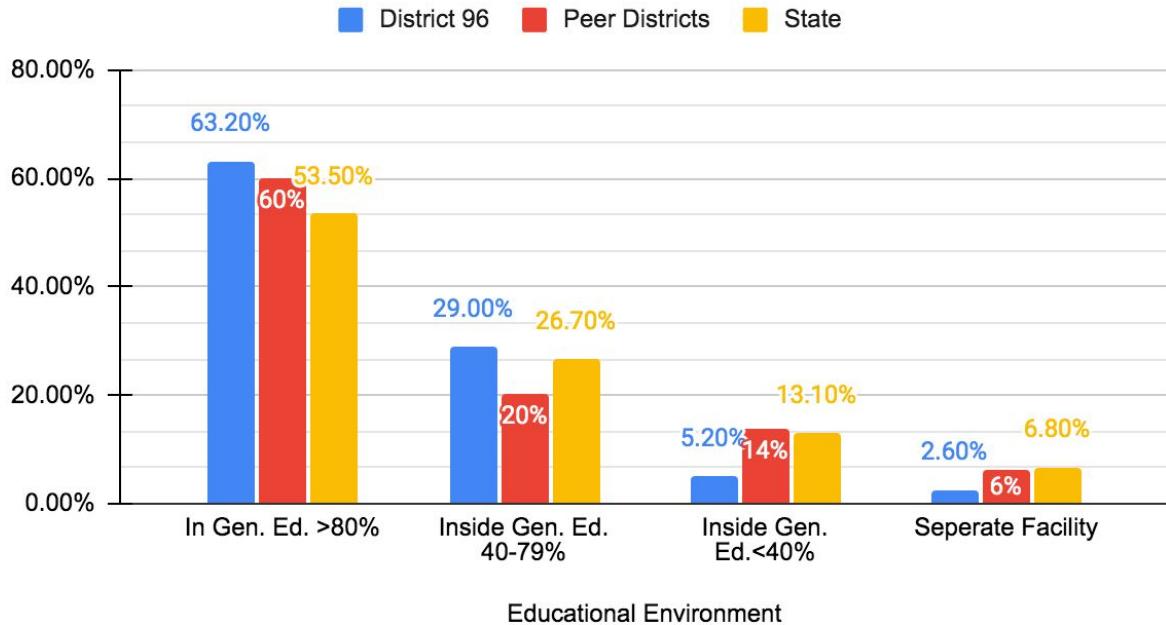
# Percent of Students with IEPs by Disability Category FY 2020 Data/D96 and State Comparison

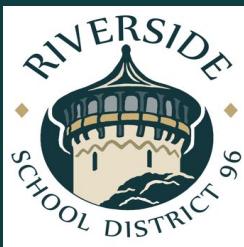


# Educational Environments for Students with IEPs 2019-2020



Percent of Students with IEPs in Educational Environments





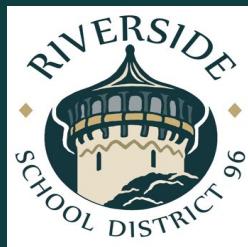
# Educational Environments Four Year Data Trends

	Inside > 80%	Inside 40-79%	Inside <40%	Separate Facility
2016-2017				
D96	64.40%	24.60%	5.80%	5.20%
Peer Districts	60.30%	19.90%	14.30%	5.50%
State	53.20%	26.80%	13.60%	6.40%
2017-2018				
D96	64.10%	22.80%	7.30%	5.80%
Peer Districts	60.30%	20.00%	14.10%	5.60%
State	53.30%	26.80%	13.40%	6.40%
2018-2019				
D96	65.50%	22.70%	7.40%	4.40%
Peer Districts	60.10%	20.00%	13.90%	6.00%
State	53.60%	26.60%	13.20%	6.60%
2019-2020				
D96	63.20%	29.00%	5.20%	2.60%
Peer Districts	60.00%	20.30%	13.70%	6.10%
State	52.50%	26.70%	13.10%	6.80%

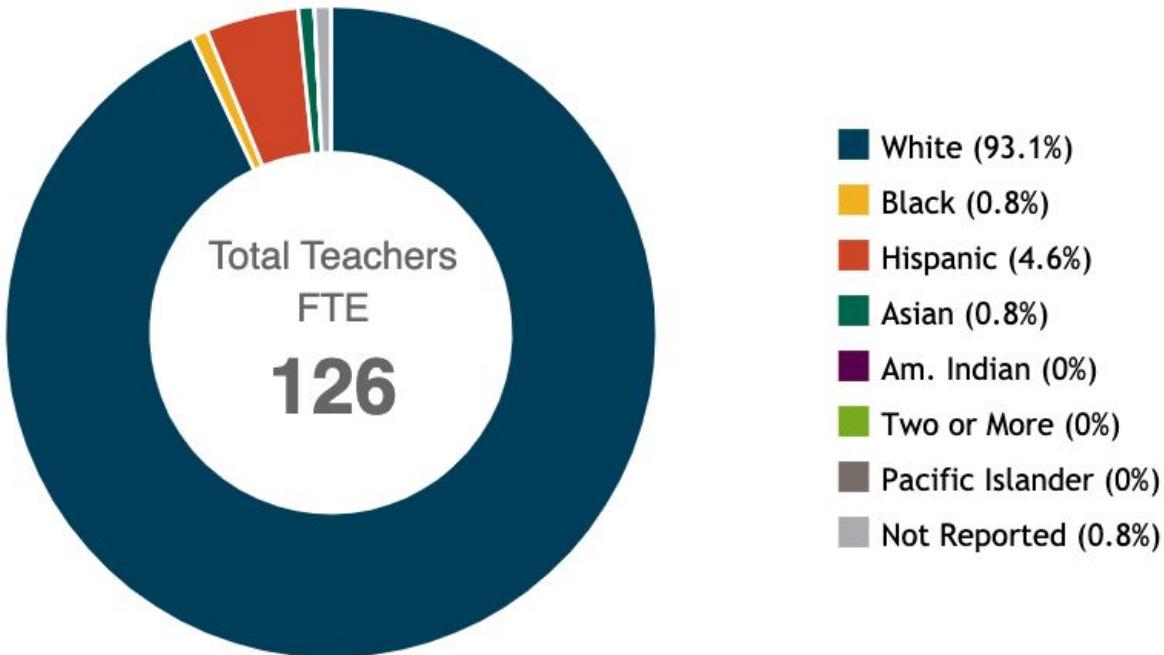
# Our Staff



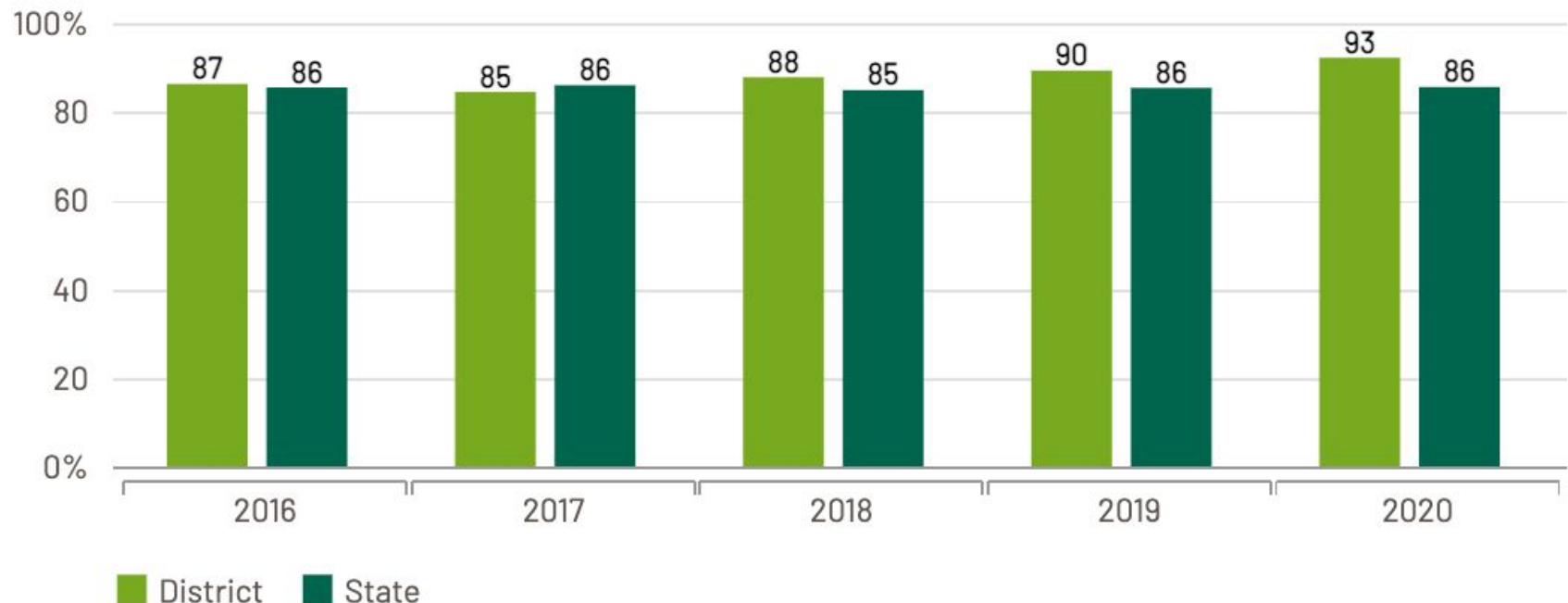
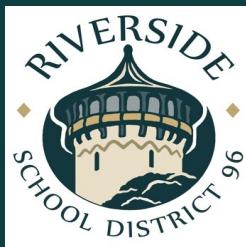
# Staff Demographics

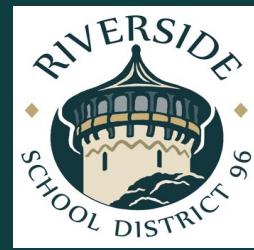


District Teacher Demographics By Ethnicity (2020)

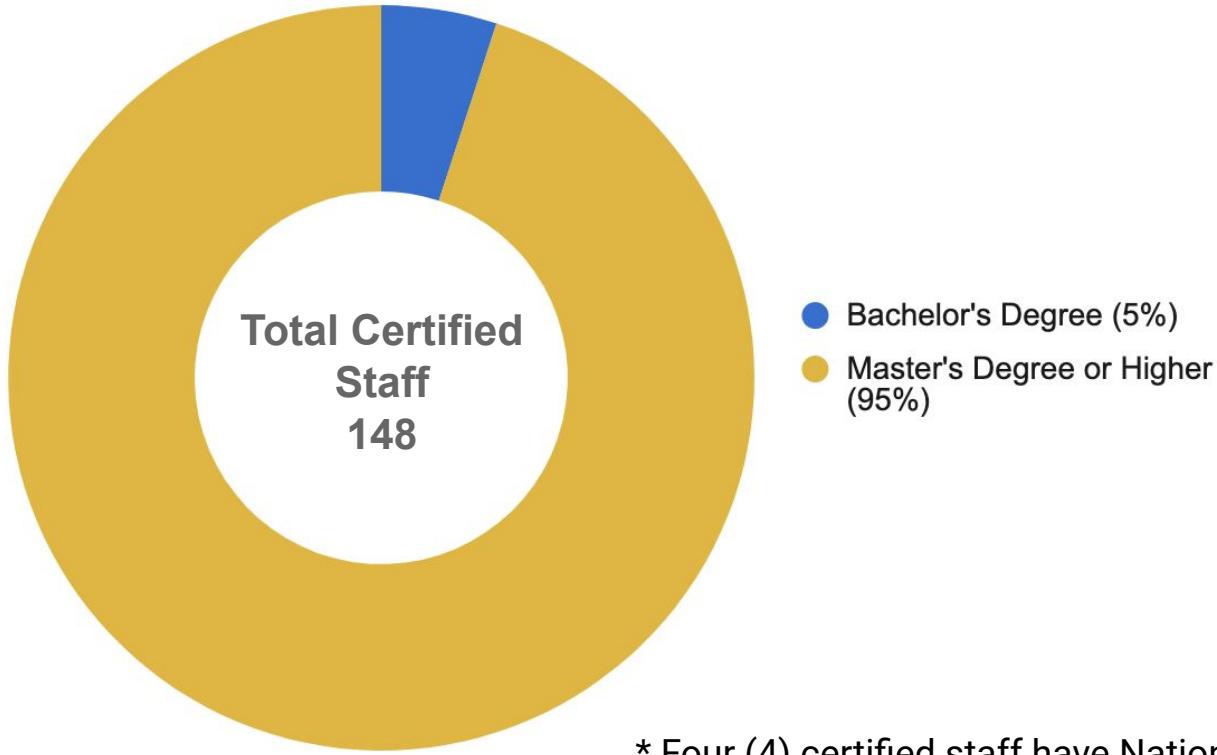


# Staff Retention

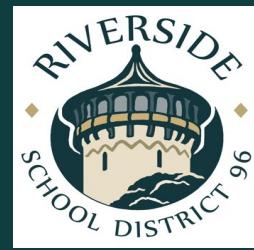




# Teacher Education



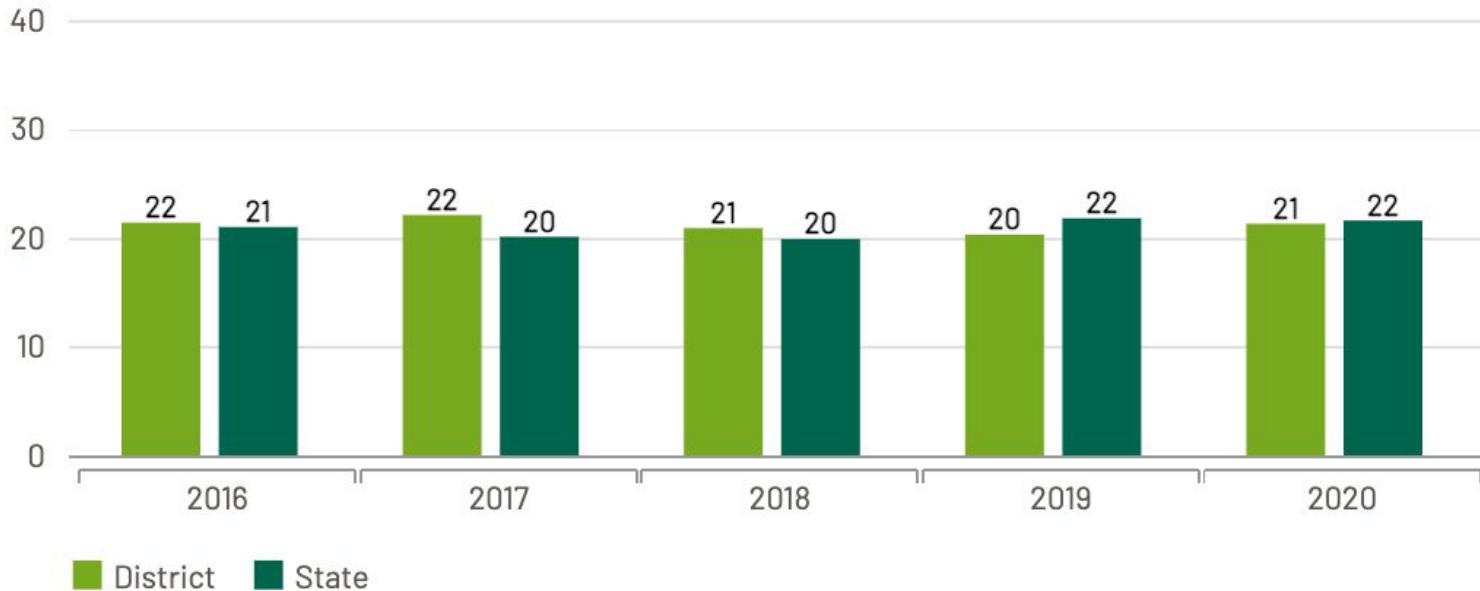
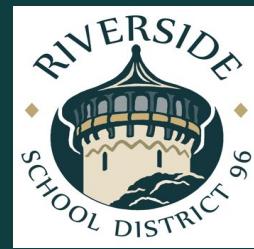
# Staff Performance Evaluation



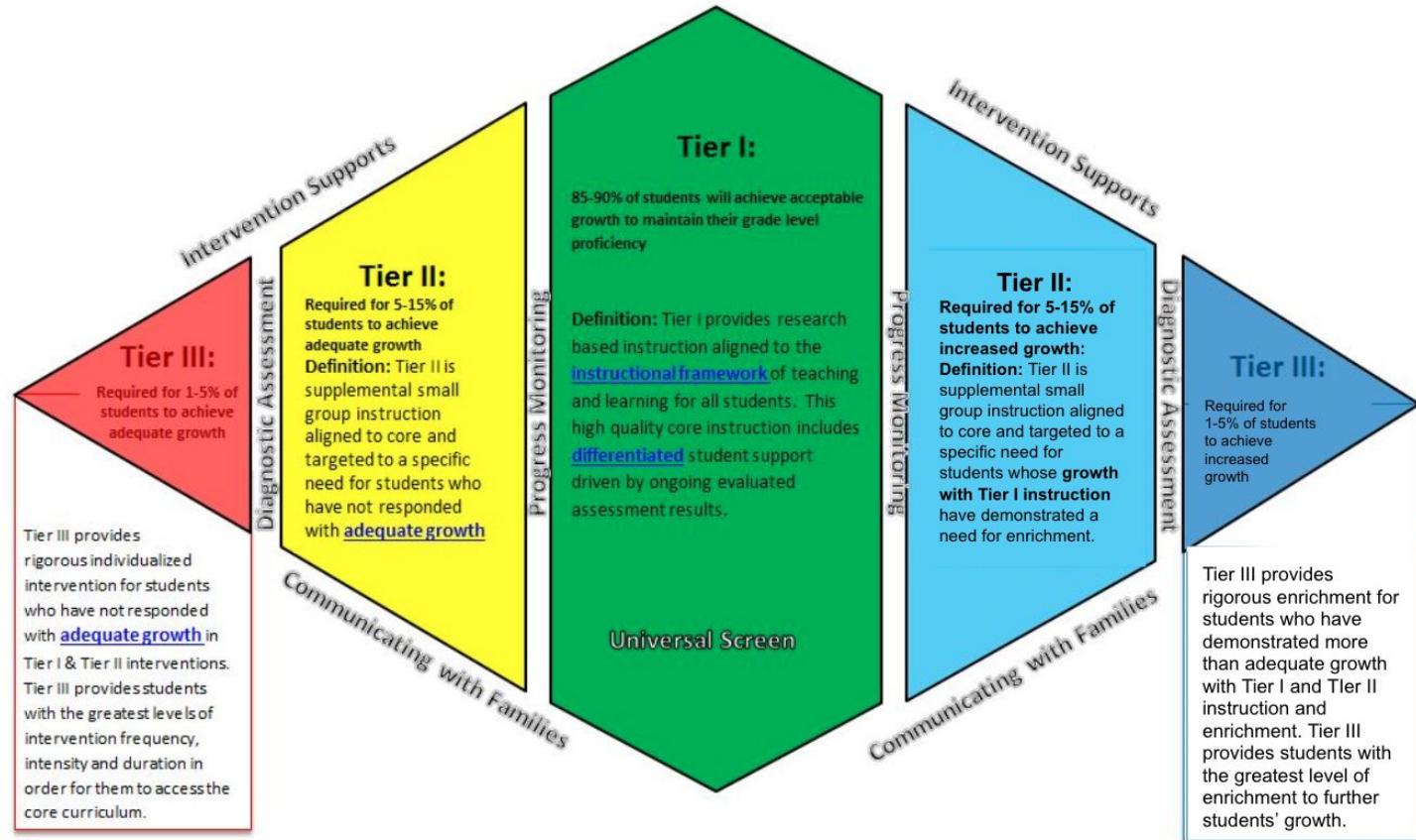
# Learning Environment



# Average District Class Size (2016-2020)

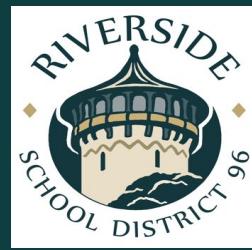


# Multi-Tiered Systems of Supports (MTSS)



# Multi-Tiered System of Supports

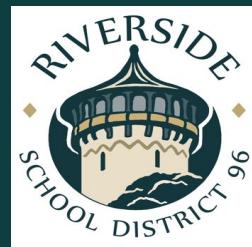
## Criteria for Support



Grade	Entrance Reading	Entrance Math
K-1	FastBridge at or below 29th Percentile Fountas and Pinnell Below Grade Level	FastBridge at or below 29th Percentile
2	MAP Reading at or below 29th Percentile FastBridge at or below 29th Percentile Fountas and Pinnell Below Grade Level	MAP Math at or below 29th Percentile FastBridge at or below 29th Percentile
3-5	MAP Reading at or below 29th Percentile FastBridge at or below 29th Percentile	MAP Math at or below 29th Percentile FastBridge at or below 29th Percentile
6-8	MAP Reading at or below 29th Percentile	MAP Math at or below 29th Percentile

# Multi-Tiered System of Supports

## Criteria for Enrichment

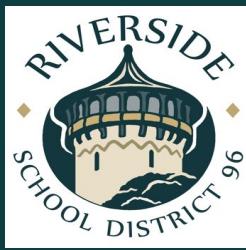


Criteria	Column A	Column B	Column C
<b>Ability Measure: CogAT</b>	130+	125-129 (2 points)	120-124 (1 point)
<b>Achievement Measure: MAP</b>	97%+	94-96% (2 points)	90-93% (1 point)
<b>Curriculum-Based Measure (x2 for Columns B &amp; C)</b>	Mastered at least 90% of requisite concepts	Mastered at least 85% of requisite concepts (4 points)	Mastered at least 80% of requisite concepts (2 points)
<b>Parent/Teacher Rating Scale</b>			1 additional point

### Placement Qualifications Scenarios

- Two or more indicators in Column A; or
- One indicator in Column A **and** Minimum of 4 points total for Columns B & C; or
- One indicator in Column A **and** 3 combined points from Columns B & C **and** 1 point from the Parent/Teacher Rating Scale

# Multi-Tiered System of Supports (Fall 2020)



## Reading Fall 2020 Data

Tier III  
Elem: 5.5%  
HJH: 1.0%

Tier II  
Elem: 5.4%  
HJH: 1.6%

Tier III:  
Required for 1-5% of  
students to achieve  
adequate growth

**Tier II:**  
Required for 5-15% of  
students to achieve  
adequate growth  
Definition: Tier II is  
supplemental small  
group instruction  
aligned to core and  
targeted to a specific  
need for students who  
have not responded  
with adequate growth

### Tier I:

85-90% of students will achieve acceptable  
growth to maintain their grade level  
proficiency

Definition: Tier I provides research  
based instruction aligned to the  
instructional framework of teaching  
and learning for all students. This  
high quality core instruction includes  
differentiated student support  
driven by ongoing evaluated  
assessment results.

### Universal Screen

Tier II  
Elem: 8.1%  
HJH: 19.2%

Tier III  
Elem: 0%  
HJH: 0%

Intervention Supports  
Diagnostic Assessment  
Universal Screen  
Intervention Supports  
Diagnostic Assessment

**Tier II:**  
Required for 5-15% of  
students to achieve  
acceptable growth  
Definition: Tier II is  
supplemental small  
group instruction  
aligned to core and  
targeted to a specific  
need for students who  
have not responded  
with adequate growth  
in Tier I instruction.

Tier III:  
Required for 1-5% of  
students to achieve  
acceptable growth

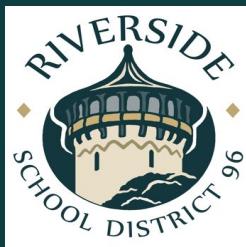
Tier III  
Elem: 5.4%  
HJH: 2.3%

Tier II  
Elem: 4.3%  
HJH: 2.6%

## Math Fall 2020 Data

Tier II  
Elem: 18.9%  
HJH: 23.0%

Tier III  
Elem: 2.0%  
HJH: 3.5%



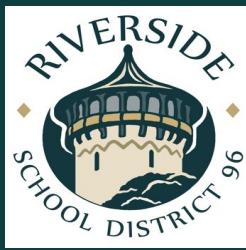
# Co-Curriculars

- District 96 offers many co-curriculars for students in elementary and junior high school
- Co-curriculars offered this year include:

→ Art Club	→ Fall Play	→ Running Club
→ Basketball	→ Garden Club	→ Science Club
→ Best Buddies	→ GSA	→ Soccer
→ Book and Library Club	→ HJH Makers	→ Special Olympics
→ Cardio Kidis	→ Intramural Sports	→ Speech & Drama
→ Cheerleading	→ Jazz Band	→ Spoken Word
→ Chess	→ Math Club	→ Student Council
→ Choir	→ Math Olympiad	→ Volleyball
→ Cougar Community Club	→ Musical	→ Volunteer Cub
→ Cougars on the Run	→ Newspaper Club	→ Yearbook
→ Cross Country	→ Old School Gaming Club	→ Yoga
→ Dance Company	→ Pokemon Club	→ Young Authors
→ Evergreen	→ Robotics TEAM	

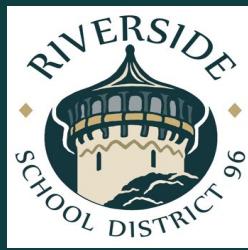
# Satisfaction Data





# Illinois 5 Essential Survey

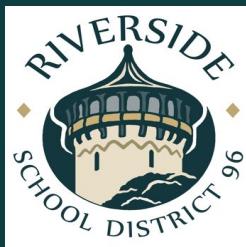
- An evidence-based system based on more than 20 years of research by University of Chicago Consortium on School Research
- Reliably measures changes in a school organization
- Designed to drive improvement in schools nationwide
- Taken by all prekindergarten through 12th-grade teachers
- Taken by all 4th through 12th grade students
- Parent survey needs at least 20% of parent population to complete the survey for results to be determined.



# Illinois 5 Essential Survey

- Focused on five components found to be critical for school success
  - Effective Leaders: The principal works with teachers to implement a clear and strategic vision for school success
  - Collaborative Teachers: Teachers collaborate to promote professional growth
  - Involved Families: The entire school staff builds strong relationships with families and communities to support learning
  - Supportive Environment: School is safe and orderly. Teachers have high expectations for students and support students to realize their goals. Classmates also support one another.
  - Ambitious Instruction: Classes are academically demanding and engage students by emphasizing the application of knowledge.

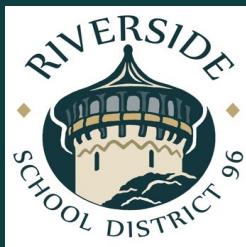
# 2019-2020 5Essentials Data



Essential	District Average
Effective Leaders	56.2
Collaborative Teachers	65.4
Involved Families	86.4
Supportive Environment	79.8
Ambitious Instruction	83.6

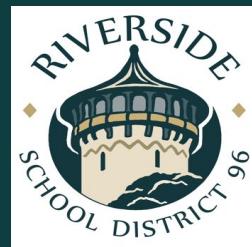
Most Implementation (80-100)  
More Implementation (60-79)  
Average Implementation (40-59)  
Less Implementation (20-39)  
Least Implementation (0-19)

# 2019-2020 5Essentials Data



<b>Highest Performing</b>	<b>Reported By:</b>	<b>Lowest Performing</b>	<b>Reported By:</b>
Peer Support for Academic Work (3)	Students	Teacher-Principal Trust (3)	Teachers
Teacher-Parent Trust	Teachers	Teacher Influence (3)	Teachers
Quality of Student Discussion (2)	Teachers	Instructional Leadership (2)	Teachers
Parent Influence on Decision Making in Schools	Teachers	School Commitment	Teachers
Academic Press (3)	Students	Collective Responsibility	Teachers

# 5Essentials Data (Parent Survey)



<b>Highest Performing</b>	<b>Lowest Performing</b>
Overall Cleanliness of school	School staff offer opportunities for parents to participate in making decisions that affect their school community.
Cleanliness of the classroom	Parents feel they are an important part of improving their school.
Cleanliness of the library	Their school addresses bullying.
Parents are likely to recommend their school to others.	Parents feel their voice is valued.



Thank you.  
Questions?