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# East St. Louis School District 189



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## STATE OF THE DISTRICT

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**Arthur R. Culver**  
**Superintendent of Schools**

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**October 2021**

# EAST ST. LOUIS SCHOOL DISTRICT 189

## COMMUNITY CONDITIONS

School District 189 serves students residing in the communities of East St. Louis and Washington Park as well as portions of Cahokia Heights, Caseyville, Fairmont City, Fairview Heights and Belleville.

Gang violence, single-parent homes, grandparents as guardians, high unemployment, prevalence of predatory lenders and casinos, as well as poor health, further characterize the environment in which the children live and strive to learn. According to City-Data, 44.7% of children in East St. Louis live below the poverty level. The US Census Bureau reports that the 2019 median household income in East St. Louis is \$24,343 (compared to Illinois' \$65,886).

Most students qualify as “school dependent” – those who depend on their schools to make a difference in their lives. School District 189 serves approximately 5,200 students in preschool through 12th grade. Nearly all East St. Louis students enter school at-risk for academic failure due to extreme poverty; 100% of students qualify for free/reduced price lunch. According to the 2020 Illinois School Report Card, 3.6% of our students were categorized as homeless (underreported), 97.2% of students are African-American and 1.3% are Hispanic. The percentage of students who are English Language Learners is 1.1% and the overall percentage of students with a diagnosed disability (qualifying for special education services) is 13%.

The East St. Louis community is consistently ranked as one of the most violent cities in the country. According to an April 2019 story by the Belleville News-Democrat and St. Louis Public Radio, a person is 19 times more likely to be murdered in East St. Louis than any other U.S. city. In 2019, East St. Louis had 37 homicides within a population of approximately 26,000 (Illinois State Police Public Safety Enforcement Group Director Report, 2020). This translates to 142 homicides per 100,000 population - an alarming homicide rate approximately 28 times the national average of around five homicides per 100,000 population. By comparison, Tijuana, Mexico, considered the “most dangerous city in the world,” was safer with 138 homicides per 100,000 in 2019 (Illinois State Police Public Safety Enforcement Group Director Report, 2020). Since January 2019, our school district has experienced nine student deaths - six from gun violence and one from child abuse. Four additional students were gunshot victims but thankfully survived. The mental health of the children, youth, and families served by our district is heavily impacted by the stressors caused by the high crime rate, living in poverty, family and community violence, single-parent households, grandparents as guardians, and the prevalence of substance abuse in families.

A high percentage of East St. Louis children/youth, as well as their parents, have a history of Adverse Childhood Experiences (ACEs), which result in mental health issues. ACEs include not only domestic violence but also such serious family stressors as homelessness and insecure housing, incarceration or death of a parent, lack of food, and mentally ill or substance abusing family members. Research shows that children who live in violent communities, where they experience continuous physical fighting as well as more disturbing violent incidents, manifest symptoms of Post-Traumatic Stress Disorder (PTSD).

East St. Louis School District 189 is focused on providing rigorous, high quality education and exceptional educational experiences to approximately 5,200 students within the community. Across ten school campuses, over 800 full-time district staff provide educational services to students in preschool through

12th grade. We operate an early childhood learning center, a K-6 academy, four elementary schools, two middle schools, one high school and a secondary alternative center. Our students reflect the local community: they are vibrant, resilient and strong.

Our community's resilience was exhibited by our students, families, and school staff as they navigated the COVID-19 crisis that shuttered our campuses. Although our school buildings remained closed from March 2020 through March 2021, educators and parents worked diligently to ensure that remote learning continued throughout. The district provided students with chromebooks to be used at home and hotspots for those who needed internet support. The school year was extended by 21 days for all students in grades preschool through 11th grade. Additionally, the extended school year was available to seniors who were not on track to meet graduation requirements by May, resulting in an additional 43 students graduating by the end of June.

However, we know this past year had a negative impact on student learning. In addition to the trauma caused by the coronavirus, the removal from an environment of caring teachers, peers, support staff, and administrators compounded the adverse childhood experiences students already encounter due to their community context.

Remote efforts to support academic learning as well as the social and emotional needs of our students were not as effective as in-person services. Responding to the impact of the coronavirus interrupted the educational path for students. Activities planned to push learning forward and measure growth of grade-level knowledge were replaced with review of grade-level priority standards, coordinating grab-and-go food distribution, and providing support services for students and their families.

Without highly effective interventions, this pandemic period of emotional and academic turmoil will follow our children into adulthood. Research related to other crises reveals that periods of intense learning loss results in lifelong negative outcomes in education, employment, and earnings. To offset current and future negative impacts on students, we will prioritize: social-emotional and mental health supports for students; stabilize staffing levels; educator planning time, coaching, and training; targeted supports for students most impacted by COVID-19; and additional in-person school time for students to address learning and social-emotional needs.

Federal ESSER funding is essential in conducting this work in the upcoming year. East St. Louis is a cash-poor district. It has one of the highest tax rates in the state of Illinois. Despite this, local funds cannot support basic school district expenses. The 2019 EBF Final Adequacy Percentage is 68.7%. Based on ILEARN data, the 2017 real EAV per pupil spending for East St. Louis is \$20,450 - literally the worst in the state. By comparison, the state average is \$270,441.

We will proceed boldly, creatively and with urgency, keeping in mind that the future of students in School District 189 depends on us meeting and responding to this once-in-a-century challenge.

## VISION

Students in East St. Louis School District 189 are supported physically, socially, and emotionally in a safe and nurturing environment to achieve academic success that prepares them for college, the workforce, and citizenship in the 21<sup>st</sup> century.

## MISSION

The mission of East St. Louis School District 189 is to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness of our community.

## GOALS

The work in East St. Louis School District 189 is guided by five goals:

- I. **Academic Excellence.** Establish and maintain continuous academic growth toward exceeding grade-level expectations for all students using diverse, culturally responsive, rigorous, and ISBE standards-aligned curricula, instruction, and assessments.
- II. **Financial Stewardship and Accountability.** Preserve our strong financial standing while maintaining stable funding and sound fiscal stewardship to provide appropriate instructional resources and support services, and to operate facilities at maximum efficiency.
- III. **Safe and Healthy Environment.** Foster a positive culture and climate that supports the health and social-emotional well-being of every student.
- IV. **Strategic Partnerships.** Engage families, community members and all stakeholders in a collaborative process to create a thriving culture for students.
- V. **Committed, Highly Effective Staff.** Recruit, hire, retain, and develop highly effective personnel to achieve academic excellence and support student social-emotional health.

### Highlights of District Progress by District Goal

- I. **ACADEMIC EXCELLENCE** - *Establish and maintain continuous academic growth toward exceeding grade-level expectations for all students using diverse, culturally responsive, rigorous, and ISBE standards-aligned curricula, instruction, and assessments.*
  - **Five Year Strategic Plan**
    - District 189 completed a comprehensive, ISBE approved a Five Year Strategic Plan (2022-2026) to meet the five district goals.

- **State Designations**
  - Four of nine schools received a Commendable State Designation for SY 2019-2020.
- **Instructional Response to COVID-19 School Closure and Remote/In-Person Learning**
  - Remote Learning
    - All students entered into remote learning beginning in March 2019 - Feb/March 2020.
      - Received chromebooks and, when needed, hotspots.
      - Received five hours of synchronous and asynchronous instruction each day.
      - Attended school-wide drive-by events at school to collect needed materials for instruction and receive accolades for successful completion of work and daily on-line attendance.
  - In-Person and Blended Learning
    - 40% of students in grades K - 12 opted for in-person learning beginning with Grades K-5 returning in February 2020 and Grades 6 - 12 returning in March 2020.
    - Most classrooms transitioned from all remote to a blended learning environment in which some students in each class were in the classroom and others were on-line via Google Meet or Zoom.
    - Most classrooms met maximum in-person student attendance expectations of 12 students per room.
  - Results
    - 90% of students in grades 2 - 12 completed the school year on-track to move on to the following grade level.
    - 54% of all Winter NWEA assessments were determined to be reliable
    - 25% of all Winter NWEA assessments showed students meeting growth expectations from Fall (SY21) to Winter (SY21)
    - 76% of students participated in one or more IAR assessment
- **Extended School Year (ESY)**
  - Preparation for instruction and program design for the Extended School Year included an individualized extended learning plan for each student.
  - Student attendance varied by only 3% from May 2021 (70%) to June 2021 (67%)
  - Goals for ESY included
    - Recoup time lost from the school year,
    - Address unfinished learning, and
    - Provide intervention for gaps in learning caused by absences.
  - Recovery of Instructional Time
    - K-5 students received:
      - 30 additional hours of reading instruction,

- 30 additional hours of math instruction, and
  - 11.5 hours of targeted interventions to fill learning gaps
- Students in grades 6 - 12:
  - received 21 additional hours of instruction in all core academic areas,
  - resolved all 2nd-semester incompletes, and
  - completed the year with 85% of students in good standing and identified as "on track" for SY20-21.
- 43 seniors used the extended school year to complete unfinished work so that they could meet the requirements of graduation.
- Academic Outcomes - Fall NWEA Results
  - 69% of students scoring in the Hi and HiAvg percentile ranges in math had an 80% or higher ESY participation rate.
  - 58% of students scoring in the Hi and HiAvg percentile ranges in reading had an 80% or higher ESY participation rate.
- **Student Performance Data for SY2019, SY2020, SY2021**
  - Increased the Freshmen on Track to graduate from 69% in 2016 to 78% in 2020.
  - Increased the four-year graduation rate at East St. Louis High School by 16.2% (62.8% in 2012 to 78.0% in 2020).
  - Decreased district-wide student mobility from 36% in 2014 to 20% in 2019.
  - Graduated 278 students out of 293 seniors from East St. Louis Senior High School from traditional and non-traditional programming by June 2021.
  - Among the Class of 2021, 84% of those who applied were accepted to a four-year or two-year college, military or trade school.
  - Class of 2020 Seniors earned \$16.6 million in scholarships as compared to \$389,000 in 2014. As part of the graduation requirement implemented in 2015, all seniors are supported in applying for a minimum of three scholarships.
  - During SY 2020-2021, 143 seniors (48.8%) applied for financial aid (FAFSA).
  - Thirty-four students from the Classes of 2021, 2022 and 2023 have qualified and enrolled to participate in the Southwestern Illinois College (SWIC) dual enrollment program "Running Start." These students will take college courses at the SWIC campus. For those successfully completing the two-year program, they will earn a high school diploma as well as an associate's degree.
  - Thirty-six students from the Classes of 2017, 2018, 2019, 2020 and 2021 have successfully graduated from Southwestern Illinois College with an Associate's degree. Eleven students from those classes completed Running Start 2.0 finishing high school with 1 year of college credit.
  - Graduated ten students from the Class of 2021 with both their high school diploma and an Associate Degree from Southwest Illinois College Running Start Program.

An additional three students within this class took college classes towards their degree.

- Three hundred sixty-five students completed early college coursework compared to 193 in 2016. In addition 218 students were enrolled in Advanced Placement courses in 2021 compared to 124 in 2016.
- Forty-two Class of 2021 students earned 4,526 early college credit hours.
- Launched the new Innovative Learning Opportunities Program (ILOP) in SY 2018-2019 as a method to enhance options towards graduation. Eleven students, who were not previously on track to graduate from high school, earned their diploma after demonstrating competency through a series of HiSET exams.
- Graduated 35 students through ILOP during SY 2019-2020.
- Maintained and enhanced a district-wide DOMO dashboard that hosts critical data including but not limited to student achievement, attendance, and behavior, teacher evaluations, immunizations, survey data, et al.
- More than 250 students and chaperones from Lincoln and Mason-Clark Middle Schools completed a social science trip to the state capitol in Springfield, IL in Spring 2019. Due to the district's response to COVID-19, the social science trip will be postponed to Spring 2022.
- **Illinois Assessment of Readiness (IAR) from SY2019**
  - Results from SY 2018-2019 showed that the District had a 7% increase in its percentage of students meeting and exceeding in IAR reading and a 6% increase in its percentage in IAR math compared to SY 2015-2016.
  - In-depth analysis shows that all five of our elementary schools testing on the IAR increased their overall state ranking by 11 to 516 slots in comparison to state schools according to schooldigger.com.
  - Each school performed better on both reading and math in SY19 than in the SY 2017-2018 testing cycle.
  - All elementary schools had 10% or more of their students meeting IAR expectations in both reading and math.
    - Standout performances include:
      - Gordon Bush ES: 28% students met or exceeded in math and 24% met or exceeded in ELA.
      - James Avant ES: 16% met or exceeded in math and 21% met or exceeded in ELA.
  - Three of seven schools had 16% or more of its students meeting expectations on the IAR Math test.
  - Three of seven schools had 15% or more of its students meeting expectations on the IAR Reading test.

- **Northwest Evaluation Association (NWEA)**
  - Fall 2021-2022 Summary
    - Following student cohorts over two school years, most student groups demonstrated evidence of not meeting growth expectations in both reading and math. The most significant loss was found in our youngest students. Students at the high school fell short of expectations in math and exceeded growth expectations in reading.
    - When comparing attainment percentages from common peer groups in Fall 2019 to Fall 2021, the district was pleasantly surprised to see that more than half of grade levels have increased reading attainment percentages. When examining math attainment, two of the eleven grade level comparisons showed an increase in percentage of students meeting national averages.
- **College Readiness SAT**
  - Increased the percentage of Class of 2021 students meeting and/or exceeding state benchmarks on the ELA portion of the SAT by 3% over the previous year's class.
- **Special Education**
  - The District received the designation of *Meets Requirements* in implementing the following State Performance Plan Indicators:
    - Significant discrepancy, by race/ethnicity in the rates of suspensions and expulsions greater than ten days in a school year for children with Individualized Education Plans (IEPs); and policies, procedures and practices that contribute to the significant discrepancy.
    - Disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification.
    - Disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification.
    - The percent of children with parental consent to evaluate, who were evaluated within the 60-school day timeline as defined by the Illinois School Code (105 ILCS 5/14-8.02).
    - Percent of children referred by Part C prior to age three, who were found eligible for Part B, and who have an IEP developed and implemented by their third birthday.
    - Number of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will enable the student to meet the postsecondary goals.
  - Completed correction of Identified Noncompliance of IDEA Part B Audit Findings.



- For the 2019-2020 school year, 36% of Special Education students are receiving instruction in the General Education environment 80% or more of the day.
- For the 2020-2021 school year, 35% of Special Education students are receiving instruction in the General Education environment 80% or more of the day. This represents a 1% drop from the 2019-2020 school year.
- A multi-year roadmap and systems to improve the foundations of the MultiTiered Systems of Support (MTSS) process across all campuses within the District was initiated during the 19-20 school year. This includes:
  - A refined District level MTSS Handbook to include updates in processes and procedures for Response to Intervention
  - School level training on universal practices with the MTSS Handbook
  - Implementation of high quality professional development to support Child Study Teams with the use of data-based progress monitoring and interventions for struggling students
- **LEA Risk Assessment and Determinations:** ISBE utilizes data from indicator measures of success to determine the degree to which a school district is correctly implementing the requirements of Part B of IDEA. States are required to consider COMPLIANCE indicators (which measure compliance with IDEA regulations) when making local determinations. States may consider LEA performance on RESULTS indicators (which measure outcomes for students with disabilities) when making local determinations.

**COMPLIANCE LEA DETERMINATION MATRIX**

<b>State Performance Plan Indicator</b>	<b>Determination</b>	<b>Score</b>
Indicator 4b: Suspension/Expulsion	Met	3
Indicator 9: Disproportionality (IEPs)	Met	3
Indicator 10: Disproportionality (specific disability categories)	Met	3
Indicator 11: Child Find	100%	3
Indicator 12: IDEA Part C to Part B Transition Secondary Outcomes	100%	3
Indicator 13: Secondary Transition Compliance Additional Outcomes	100%	3
Timely Correction of Noncompliance	Met	3
Fiscal Risk (Single Audit)	Met	3

- **Programs and Grants**

- **Career and Technical Education (CTE)**

- 41% students enrolled in Dual Credit Classes received Dual Credit. Due to COVID19 percentages are slightly lower than FY20 because of required face to face time for some programs.
- 29 students earned early college credits and Postsecondary Career hours.
- 4046 early college credits and Postsecondary Career hours were earned by students.
- **Culinary Arts:** 19 students earned the ServSafe Food Handler Certification. The ServSafe Food Handler Program is a complete solution that delivers consistent food safety training to students.
- **Welding Program:** One student earned AWS Certification and is now considered a certified welder. This student completed a successful 3G (vertical groove) weld using a 7018 SMAW (stick) electrode and is now endeavoring to earn their 4G (overhead groove) weld certificate.
- **Health Care:** One student earned CNA certification to become a licensed or certified nurse assistant (CNA).
- Eight students in the Health Care Program (5 from Nursing Assistant Class) have been accepted and are attending the new Lewis and Clark/University of Missouri St. Louis Nursing Program (UMSL). This program will begin at the East St. Louis Higher Education Center for one year then to UMSL for the remaining three years. Upon completion, students will attain their Bachelor of Science in Nursing (BSN) and be eligible to sit for their NCLEX to become a Registered Nurse (RN).
- East St Louis Senior High School is now a Testing Center for the Illinois State CNA Test.
- **Cosmetology Program:** Representative(s) from IDFPR (Illinois Department of Financial & Professional Regulation) conducted a site visit to the High School Cosmetology Facility to ensure that the space met all the physical site requirements and to collect other document(s) to approve the program:
  - Section 1175.520 Recordkeeping – Blank Copy of Student Transcripts
  - Section 1175.530 Cosmetology Curriculum
  - Section 1175.540 Cosmetology Final Examination
- **After completion of the site visit, the East St Louis High School District 189 Career and Technical Education program was issued its Cosmetologist School Public License.**

■ **Student Opportunities:**

- Southern Illinois University's (SIU) School of Aviation's Summer Program
  - SIU School of Aviation will offer a five-day program during the summer of 2022 that aims to certify our students as UAS operators.
  - SIU School of Aviation will recruit participants for the UAS Camp through a series of outreach activities including visits and open-house events at the Southern Illinois Airport during the Fall 2021 and Spring 2022 semesters.
  - SIU School of Aviation will offer Professional Development Hours (PDH) for faculty to become certificated UAS operators.
- **SIU School of Aviation's goal is to provide early aviation experiences to students in the southern Illinois region.**
- Diverse Librarianship Career Training and Education Program. A cohort of 5 students will participate in this program over the next 2 years and will be paid \$15 an hour for up to 24 hours a week for an 8-month period from October to May. Students will participate in a Summer Institute where students will meet closely with a mentor in the library to work on a small project as a group and to also spend more one on one time with a mentor. During this institute, transportation and meals will be provided as well as an additional \$400 stipend for each student for participating in the Institute. This program also provides mentorship throughout the year and training, as well as, part-time employment at area libraries participating in the program. Students will also participate in ALA conferences to be held in Chicago and Washington, D.C.
- Three of our current welding students will interview with **Terrasource Global** for two internships/co-op positions starting in August 2021.
- East St Louis High School District 189 Career and Technical Education is in collaboration with Ben Hur Steel Worx for advisory and job opportunities for future welders.
- FY21 Industry Certifications available to students: Health Care: CNA Nursing, Construction: NCCER Core Certification, Cosmetology: Cosmetology License, Culinary Arts: ServSafe Food Handler and ServSafe Manager, Welding: AWS.

- **New/Additional Industry Certifications available to students in**

- **FY22:**

- Customer Service Representative (National) - Business
- Medical Coding and Billing (National) - Health Occupations
- American Culinary Federation (National) - Culinary
- Audio Visual -
  - Society of Broadcast Engineering (International)
  - Adobe Certification
- **GEAR UP**

District 189 received a federal GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant for an annual award of \$747,135 for seven years beginning in October 2014. GEAR UP programs are designed to encourage the

  - Classes of 2019 and 2020 to have high expectations, stay in school, study, and take a college preparatory curriculum.
  - Evidence that GEAR UP is achieving the grant goals continues to be seen in NWEA scores with 85% or more of students in the classes of 2019 and 2020 demonstrating growth. Successful initiatives include:
  - Purchased 25 computers and technology supports for the Classes of 2019 and 2020.
  - Provided remote learning incentives and assistance to members of the Classes of 2019-2020 to assist them with their post-secondary careers.
  - Supported 30 students in completing a virtual co-op/internship program.
  - Advised 35 parents on FAFSA and other financial aid resources to assist them as their students transition from high school to college.
  - Secured funding for 25 \$250 scholarships to help members of the Classes of 2019 and 2020 defray some of the cost of their college education.
  - Partnered with Washington University to provide online tutoring to members of the Classes 2019 and 2020.
  - Facilitated 8 virtual Saturday Learning Academy Mixers (SLAMs)
  - Mahogany Bonner, Class of 2019 and Running Start alumna was the first GEAR UP student to complete her bachelor's degree. She graduated from the University of Missouri - Columbia

○ **Illinois State Board of Education Early Childhood - Preschool for All Expansion Grant**

- Since SY 2017-2018, District 189 has been annually awarded a \$5.9 million Preschool for All Expansion state grant to provide high quality preschool services to 520 at-risk children. This grant has allowed the district to add necessary positions, resources and equipment to the Early Childhood Program at Vivian Adams Center and Dr. Katie Harper Wright Elementary School.
  - The PFAE grant has allowed the district to better serve the East St. Louis area for early childhood education. There are 28 classrooms total, with 25 at Vivian Adams (main campus) and 3 at Wright Elementary school. Ten additional teachers and 10 aides were added as staff to support this expansion.
  - Three instructional coaches have been used throughout the grant periods to support classroom teachers and improve classroom instruction, monitor best practices and provide professional development.
  - In addition to the Family Community Engagement Coordinator and Mental Health Consultant, 6 parent engagement specialists were hired in SY 2019-2020 and onboarded to better support and work with the students and parents. These family supports provide resources and activities that connect and engage families in support of student learning.
  - Enlisted a full-time nurse to provide an additional link between school, home and the community and to improve the health and well-being of the students.
  - Provided bus transportation for all preschool students to and from school.
  - Ensured supervision and safety of students during transportation to and from school by engaging 30 bus monitors.
  - Installed and maintained five playground systems to reinforce healthy physical activity to promote holistic child development; 4 at Vivian Adams ECC and 1 at Katie Wright ES.
  - Added curriculum materials that help support individualized instruction and assist teachers with focusing on a specific area of development for students.
  - Added 22 iPads for student use during small group activities.
  - Installed 22 Promethean Boards that combine multi-touch functionality, dry-erase and software to foster a truly interactive learning experience.
  - Provided professional development for teachers and staff once a month with a child development consultant. Ensured novice teachers could attend statewide conferences for Early Childhood Educators.

- Scheduled various monthly field trips to increase student exposure and parent engagement.
- Purchased supplies, materials, books and age-appropriate toys to replace outdated and inadequate items that were currently being used.
- Added an additional crossing guard for the safety of students.
- Supported the addition of two Foster Grandparents serving our students.
- Onboarded a Reading Teacher to support the acceleration of Tier 1 students.
- Developed a STEAM Program and Robotics Club SY 2019-2020.
- Piloted the ePyramid Model in SY 2019-2020 as part of the SEL initiative. Continued with the second year of implementation of the ePyramid Model during SY 2020-2021.
- Initiated student clubs (Ladybugs and Little Gents), a social club to support students who are exhibiting struggles interacting with peers and exhibiting struggles with classroom behavior. Students learn skills to self-monitor and redirect in a positive way. The sponsors also model social etiquette outside of the classroom for students.
- Vivian Adams Pre-K Center maintained their Silver ExceleRate Illinois through the statewide quality recognition and improvement system as part of our continuous quality improvement efforts.
- Vivian Adams Pre-K Center earned full accreditation from AdvancEd (now known as Cognia) in Spring of 2019.
- Ensured that all students had technology to participate in virtual learning
- Distributed learning materials for all students to use during virtual learning.
- Created learning packets for students during school closure.
- Created snack bags for families during school closure.
- Virtual parent meetings with community stakeholders.
- Continue to provide resources for our families.
- ISBE extended the 2019-2020 PFAE Grant due to the Governor closing all schools in the state of Illinois due to the outbreak of the Coronavirus.
- ISBE awarded us a \$95,000 Governor Emergency Education Relief Grant to support our early childhood students and their parents during the time the school district was on virtual learning and to provide PPE to them as well, along with ensuring that the school had enough PPE when the students returned to in-person learning.
- Partnered with our Early Learning Partnership to promote all children in our community receiving equal resources and exposure to ensure they are ready for kindergarten.

- In addition to working with our students and staff, the mental health consultant started implementing monthly parent meetings to work with parents about supporting social emotional learning at home.
  - Continued our Early Learning partnership meetings virtually with local organizations, childcare centers, and daycares in the community.
  - Our education consultant worked with staff to ensure they were knowledgeable with ECERs and with our parent engagement specialists on how to support parents using the ePyramid Model.
- **Technology**
    - Maintaining a total of five technology integration specialists within the department who provide support to teachers to integrate technology into daily in-person instruction, facilitate remote learning, and collaborate with the district's curriculum committee.
    - Continuous upgrades for the district-wide wired and wireless network to support student and staff computing.
    - Continued 1:1 Chromebook deployment district-wide for SY21
    - Continuous upgrades to campus security camera systems.
    - Continuous teacher training for Chromebook/Classroom management systems.
    - Provided Technology Integration training on multiple topics including Google Docs, GoGuardian, document cameras, various Promethean devices and many others for use in Pre-K through grade 12 classrooms.
    - Provided valuable training on NearPod, Google Classroom, Flocabulary, and other key programs to K-12 teachers for the duration of hybrid learning throughout the 2020-2021 school year.
    - Secured hotspots for families without internet access during remote learning.
    - Improved data backup replication storage.
    - CARES / ESSER II / ESSER III / ECF (Emergency Connectivity Fund) planning
    - Conducted student device needs assessment (procurement of necessary devices)
    - Conducted student home Internet needs assessment (procurement of necessary devices)
    - Classroom needs to support remote/hybrid learning
      - Document Cameras
      - Web Cameras
      - Interactive Panels
      - Audio Enhancement projects
      - Teacher laptops
    - ESSER II - adding 6 additional Computer Technicians to support 1 Computer Technician per campus enabling much better tech support and additional support with check in/out and inventory of student devices.

- Addition of 7,700 Chromebooks to re-populate classroom carts to support face to face learning - funded by CARES and ESSER II.
  - Preparing to provide students with a Chromebook for use at home and one at school
  - Adding five computer technicians (ten total in FY22) within the department who will provide technical support to teachers and maintain the district's Chromebook fleet.
- **Curriculum**
  - Four hundred and sixty one teachers attended PD University that focused on the following areas: Remote Learning Strategies and Programs, Charlotte Danielson's Framework, Technology, and Social Emotional Learning.
  - Added the position of Learning Loss Instructional Support Specialist to assist teachers in meeting the needs of their students through coaching to improve classroom management and instructional strategies.
  - Math curriculum leader facilitated the first year of training and implementation of the new Math Textbook for grades K-8 (enVision Mathematics 2020 from Pearson).
  - The ELA Department completed their Textbook Adoption for grades 6-12 (StudySync) and purchased digital and print upgrades for the core textbook in grades K-5 (McGraw Hill-Wonders)
  - Lincoln Middle School, Clark Middle School, and East St. Louis High School participated in the Mobile Museum of Tolerance that focuses on specific injustices like the Civil Rights Movement and Holocaust. This mobile museum inspires children of all ages and races to raise their voices against hate, bullying, anti-Semitism and intolerance and to promote human dignity.
  - Seventeen "Little Libraries" were placed at District 189's schools and community centers which will give students more access to books and increase a joy for reading.
  - Teachers received professional development from the ELA, Science, Social Science, and Math Facilitators throughout the year to help continue building capacity with the content, remote learning, and student engagement.
  - The IT Specialists supported teachers and parents as we incorporated more technology into our classrooms, from the usage of the Chromebooks to training on Google Classroom, Clever, and Kami.
  - PBS donated tablets to all of our Kindergarten students, so they could work on enrichment activities throughout the year and prevent any summer learning loss.
  - The ELA, Math, Science, and Social Science Facilitators revised their curriculum, so it provides accelerated learning, differentiation, technology support, and cultural relevance
  - Brianna Morales has been named Teaching Policy Fellow with Teach Plus Illinois. She worked with ISBE to create a professional development evaluation tool that will be used to select and evaluate meaningful professional development related to antiracism and implicit bias.



- Lincoln Middle School received 4 new Double Basses and 6 new Cellos to the orchestra.
- The SPED department facilitated training with District and Building leaders on Branching Minds which is a platform that houses and supports the RTI and MTSS process.
- Seven students received their high school diploma and Associate Degree through the Running Start program.
- Supported the District's Remote Learning through "Grab and Go" math activity and reading book packs were purchased for each student in summer 2020.
- Continued implementing the Competency-Based Education structure at Wyvetter Younge Alternative Center for Education. This year, the team created proficiency scales for grades 6-12 in all content areas, and they are creating tools, processes, and curriculum to expedite the District's CBE implementation plan. Collaboration with Robert Marzano and Proviso East High School is still on-going.
- Revised curriculum guides to include the addition of student engagement strategies that proved to be successful during remote and blended learning.
- Continued training all teachers on Exact Path (Edmentum Exact Path includes K-12 assessment-driven math, reading, and language arts instruction that is focused on understanding where students are academically, identifying strengths and weaknesses for each student, and providing instructional supports to close achievement gaps) and Study Island (an Edmentum product, helps students in kindergarten through 12th grade master state-specific, grade-level academic standards in a fun and engaging manner.
- Designed an online professional learning management system to streamline an educator's learning and track progress.
- Continued to expand procedures to approve curricular programs and resources to include input from multiple departments. Opportunities to present possible curriculum resources occur monthly and are vetted by the District's Curriculum Advisory Committee.
- Revised the District's Multi-Tiered System of Support (MTSS) Manual in collaboration with Branching Minds with a planned full implementation for the 2021-2022 school year.
- Continued the relationship between District 189 and Blueprint Math Fellows. Blueprint provides small group tutoring and math intervention support for students. Data comparisons continue to show stronger NWEA math growth and attainment and IAR performance in most schools.

**II. FINANCIAL STEWARDSHIP AND ACCOUNTABILITY** - *Preserve our strong financial standing while maintaining stable funding and sound fiscal stewardship to provide appropriate instructional resources and support services, and to operate facilities at maximum efficiency.*

- Completed a Five-Year Financial Plan FY22-FY26 that includes:
  - Integrations with the Five-Year Strategic Plan & Major Initiatives
  - Enrollments
  - Personnel Projections
  - Revenues and Expenses for All Funds Projections
  - Five-Year Facilities Plan Projections
  - District Intervention Grants Projections
- In SY 2019-2020, the district received a total of \$6.05 million in intervention funds to cover Alternate Revenue Bonds (\$3.2m) and capital projects (\$2.85m) that include maintenance and health life safety, such as:
  - Roof repairs and replacements
  - HVAC updates
  - Update and resurfacing district parking lots
  - Update and replace track and fields (to meet safety and compliance requirements)
  - Gym floor repairs
  - Boiler replacements
  - Equipment upgrades
- In SY 2020-2021, \$3.2 million in intervention funds were used for debt service on the Districts' Alternate Revenue Bonds. Funding allowed the District to employ music and PE teachers, Social Workers, Counselors, Nurses, Librarians, and Truancy/Attendance Staff
- Evidence Based Funding (EBF) comprehensively changes the way that school districts receive the bulk of state funds. EBF sends more resources to Illinois' most under-resourced students by using a Tier funding model. The new funding flows to the Tiers where Tier 1 and 2 districts received 99%. EBF takes the necessary first steps toward ensuring all schools have the resources they need to provide a safe, rigorous, and well-rounded learning environment for all students.
  - The district is at a Tier 2, 72.5% financial capacity to meet expectations (SY2020).
  - The district's FY20 EBF final resources is \$55.8 million; the adequacy target to provide a high quality education is \$77 million, for a gap of \$21.5 million.
  - School District 189's source of revenue as noted on the most recent Illinois Report Card (FY20 data): 14.7% local (note: of the local funds, only 9% is from property taxes), 65.7% state and 19.7% federal funds. The Illinois school districts' average is 66.4% local, 26.9% state and 7% federal funds.
- The Five-Year Plan now includes the \$6.05m District Intervention (DI) funds in the Evidences Based Funding (EBF) calculations.

- District 189 has one of the highest tax rates (10.83) in the state and one of the lowest EAV (Equalized Assessed Value). Even though our tax rate is high, it does not generate much revenue due to low property values. We are projecting a significantly lower collection rate this year due to the pandemic. For FY19, the State Average EAV per student for Consolidated Unit School Districts (CUSD) based on iLearn data was approximately \$253,319 compared to District 189 Average EAV of close to \$20,456.
- Reduced workers' compensation claims by \$1.0m through systemic monitoring and implementation of safety procedures.
- Re-bid District Property & Casualty Insurance and Student Accident Insurance coverage saving the district \$880,000 over four years.
- Replaced copiers with network multi-functional devices, resulting in a reduction of 29 machines from \$84,000/year or \$252,000 tri-annually to 51,333/year or \$154,000 tri-annually.
- Decreased Expense to Revenue ratio from fiscal year ending 2013 to 2019 to receive the highest score per ISBE School District Financial Profile Score Recognition.
- Decreased Long-Term debt six (6) consecutive fiscal years from \$51.2m in 2013 to \$22.7m in 2020.
- Continued implementation and expansion of eFinance Plus systems to include payroll using TimeClock Plus as a means to capture employee data and attendance as well as identified a position control method to account for every position in the district.
- Successfully collected outstanding debt from Brooklyn UD 188 in the amount of \$720,342 to satisfy amounts owed for Special Education services rendered from July 2014 to June 2019.
- SD 189 has completed its new Accounts Receivable process and will continue to work with the Special Education Department on shared services, timely billing, and collections from all districts utilizing the offered shared services.
- Received contract to sell 4 surplus properties in FY21, generating \$45,800 revenue and reducing the district's utility, insurance, maintenance and security expenses. Board approved a \$205,000 contract on Alta Sita and \$11,000 contract on the former Lincoln High School in October 2021.
- Completed restoration of Alta Sita, including mold mediation and removal of damaged items in FY20. Developed a plan to clean up district owned surplus properties.
- Submitted resolution to the board for approval of the sale of all unnecessary real estate for the purpose of reducing maintenance and insurance costs to the district.
- Cares Act (ESSER 1, 2, & 3) Spending:
  - ESSER 1 - Received \$6,191,843 - \$4m used for Technology, \$1.4m Personal Protective Equipment (PPE) & Facilities, and \$0.80m for Remote Learning and other Covid-19 related costs.

- ESSER 2 - \$24,245,434 anticipated spending - \$9.8m for Remote Learning and Extended School Year, \$5.6m used for Technology, \$1.7m Personal Protective Equipment (PPE) & Facilities, and \$8.8 for other Covid-19 related costs.
- ESSER 3 - \$54,425,475 proposed spending will be finalized in December 2021. Expenses will include HVAC improvements district-wide, funding to address learning loss, mental health needs of students, crisis intervention resources, curricular resources, transportation, facility improvements and additional staffing.
- Successfully applied and received 3 new Grants:
  - Illinois Criminal Justice Information Authority Grant (ICJIJA) in FY21 for \$752,000 and in FY22 for \$1,260,000.
  - COPS School Violence Prevention Program (SVPP) Grant in FY21 for \$239,862 over three years.
  - SD189 High School Improvement Project Grant from IL Department of Commerce & Economic Opportunities in FY21 for \$2,500,000.

**III. *SAFE AND HEALTHY ENVIRONMENT - Foster a positive culture and climate that supports the health and social-emotional well-being of every individual.***

- Created a comprehensive district-wide crisis plan that correlates with school crisis teams for better efficiency and support when dealing with district or school crises.
- Trained all SEL support staff (Truancy, Nurses, and General Ed Social Workers) in Trauma and Grief and Loss and other training on working with youth in poverty and including culturally responsive interventions.
- Created systems to better track social-emotional data including bullying incidents, questionable content/computer use, Illinois Department of Children and Family Services hotline calls, and Screening, Assessment and Support Services (SASS) calls so that district-wide trends can be supported and addressed.
- Hosted 27 Wellness Wednesday sessions open to all staff. Session topics included: nutrition and healthy eating, meditation, yoga, breathing techniques, secondary traumatic stress, financial wellness, Brene Brown's Daring Greatly book study and more.
- Created Ripple Effects Classroom Framework (Grades 3-12) for regular SEL implementation.
- Implemented a fully-established PBIS framework throughout our district.
- Hired support staff to implement SEL implementation in summer school (SEL groups, staff presentation, & Ripple Effects) as well as social work, truancy intervention, nursing services, and parent programming.
- Implemented a School Performance SEL/Student Support Management Rubric.
- Expanded Ripple Effects, a Tier I online social-emotional curriculum to all schools.
- Participated and collaborated in various SEL school meetings to improve climate/culture.

- Supported comfort corners in several elementary buildings and the alternative school to promote positive environments that assist students with the tools needed to improve student mindset, motivation, achievement, self-awareness, and self-management.
- Supported the creation of James Avant Elementary’s SEL Room, which will be available to all students in SY 21/22. This room will create a safe, student-centered space that promotes a sense of peace, allowing students the opportunity to become self-aware, self-manage, and de-escalate as needed.
- **Parent and Student Support Services**
  - The Wraparound Wellness Center was created to address youth violence and trauma in our community with culturally-responsive, family-focused, strength-based, trauma-informed supports. Our goal is to heal our community starting with our youth where data shows they are more at risk after-school in the evenings and on the weekends. We are open in the evenings and weekends and provide support on the scene of any traumatic event involving youth.
  - Our Peace Warriors are our youth who themselves have experienced trauma but want to live peacefully in their East St. Louis community. They are intensely trained in Dr. King’s principles of non-violence and offer grief kits to peers who have experienced trauma and loss, lead community chats and events.
  - Maintained a Family and Community Engagement Center to centralize new student enrollment, better serve our homeless students and families, and provide parent programming through our Parent University.
  - Created a Community Garden for parents. This project offers classes and workshops for parents. This space is powered by parent volunteers.
  - **Parent University will continue to host the “Computer Literacy”.** These classes are listed under Parent University in efforts to engage parents in the community and collaborate with the community. These sessions are held weekly in partnership with the East St. Louis Housing Authority.
  - Weekly Google Meetings with Parents We continue to support parents and caregivers on our **Weekly check-ins!** As parents vent, support each other, and learn from one another--our staff works to support them. We have done it through parent email support, fulfilling basic needs, tech supports, and more! These virtual meetings take place every Wednesday morning and afternoons.
  - Developed a Tech Support Line for Parents We also have a dedicated tech support line for parents to help students with their virtual learning experience. Parents are able to speak directly with our tech support staff to ensure their children stay connected to learning. Also parents are able to send emails to [parentsupportcenter@estl189.com](mailto:parentsupportcenter@estl189.com) or additional questions not related to tech support.
  - Parent Grief Support Groups: This group has been developed to create a safe space for parents (families) to share experiences and participate in activities that would

honor their loved ones and to help move them through the grieving process.

- Parent Mentoring Program: Our partnership with Community Development Sustainable Solutions has allowed parents the opportunity to work with students hands-on in the classrooms. Parent Mentors also participate in a weekly training at the Family and Community Engagement Center to ensure professional practices are aligned with district policies.
- We have hosted Parent Drive-by Events: The FACE Center has had monthly drive-bys to distribute items needed and requested by parents.
- Continued partnership with several outside agencies to provide school-based services including: Hoyleton Youth and Family Services who provides individual and family counseling and group services; Chestnut Services who provides substance abuse counseling, Comprehensive Behavioral Health who provides SASS/emergency crisis services; Call for Help who provides crisis services, and more. We currently partner with 13 outside agencies to provide school-based services including dental, vision, individual and family counseling, crisis services, asthma, substance abuse, and yoga.
- **Safety and Security**
  - Improved the safety of students, staff and property by purchasing, upgrading and installing new camera systems, weapon detectors and an additional security guard for elementary, middle and high schools.
  - Added six School Safety Officer positions consisting of certified and or retired police officers to the existing security staff.
  - Upgraded camera systems at the Vivian Adams Early Childhood Center and Wyvetter Younger School of Excellence as well as added cameras to East St. Louis Senior High School and Lincoln Middle School. K-8 and high schools will have additional cameras added to the exterior of the building. The high school stadium will have a camera added to cover the entire interior of the stadium.
  - Obtained two retired driver education vehicles to be used by the security department which will assist in the patrol of schools that have had issues with traffic congestion as students start and end the school day.
  - Received a \$164,512 equipment grant that will add Radios for the district-wide radio repeater system, emergency call boxes to each school, advanced electronic medical kits for school nursing staff, LED lights for the exterior of each school, upgraded metal detectors for each school and board building, emergency door locks for early childhood facility, identification lock access for staff of high school, license and identification recognition systems for each school, and upgrades to camera systems for designated schools.
  - Completed Departmental Security Procedure Manual for all security and safety staff.
  - Obtained CPI training for security staff members as well as Supervisor of Safety and Security being a certified CPI instructor. Safety and security staff have received

trauma-informed training as well as Basic and Advanced Student Behavioral Threat Assessment Training and Response to Student and Terrorist Bombing Incidents.

- Developed training module in reference to body searches.
- Completing needs assessments of schools in reference to security staffing and safety.
- Completed upgrade of district-wide fire and burglary alarm system with advancements in alarm response and notification.
- Completed the purchase of Drone Technology that allows for the inspection of district-wide property and facilities as relates to repair and maintenance. The technology also provides assistance to local law enforcement as relates to possible missing and or walk away students. The drone technology has been used at previous sporting events to monitor crowd flow and facility capacity.
- Partnered with Local Law Enforcement in the development of live active shooter drills within the district which will result in a district-wide threat assessment as relates to Active Shooter Response
- Completed an onboarding manual with the technology department that assists current and new security employees with all aspects of technology from digitally signing in and out for their assigned shifts to signing into and activating safety and security devices such as Raptor Visitor Management System and our District-Wide Thermal Imaging System.

*IV. **STRATEGIC PARTNERSHIPS** - Engage families, community members and all stakeholders in a collaborative process to create a thriving culture for students.*

- Expanded partnership with East Side Health District and the Illinois National Guard to provide COVID-19 vaccination clinics for staff and students. Over 500 School District 189 staff and students received both doses of the COVID-19 vaccine through a series of events held in spring and summer 2021.
- Expanded partnerships to provide over 2.2 million Grab and Go student meals in one year during the pandemic. Through coordinated efforts with Chartells K12 Food Service, daily meals were made available at school campuses, through mobile services and at neighborhood sites across the community, including at public housing complexes and community centers. Illinois Central Bus and Touchette Regional Hospital supported meal distribution by providing staff and fleets to deliver Grab and Go meals. During school closure and remote learning, a number of churches and non-profit organizations opened their doors to provide students a safe and supportive learning environment during the day. Chartwells K12 delivered hot breakfasts and lunches to these locations so students could continue to focus on remote learning without worrying about hunger.
- Launched a new partnership with the Illinois State Police and Cardinal-Glennon Hospital to provide on-site crisis support to children and youth during major traumatic events as well as

follow-up services. The police mobilize our Support on Scene (SOS) staff to respond to violent incidents or a death in the community as needed between the hours of 4pm and 4am while Cardinal-Glennon contacts our SOS team when an East St. Louis child is admitted for gunshot wounds. The program is part of our Wraparound Wellness Center and was funded through a grant from the Illinois Criminal Justice Information Authority.

- Launched a Pathways to Racial Equity Learning Collaborative under the leadership of Northern Illinois University EdSystems and in partnership with Southern Illinois University - Edwardsville, Southwestern Illinois College, Greenville University and East Side Aligned to improve racial equity. Our team is focused on advancing racially equitable outcomes for East St. Louis students, particularly within the education and health sciences pathways.
- Partnered with Community Development Sustainable Solutions for ParaProfessional development, an expanded parent mentor program that serves as a state-wide model for building a local pipeline of paraprofessionals.
- Continued state-wide participation efforts with Illinois 60 by 25 Network to support the state's goal for increasing the proportion of adults in Illinois with high-quality degrees and credentials to 60% by the year 2025. District 189 serves as a 60 by 25 Leadership Community and served as the host community for the 2019 state conference. The 2021 Illinois 60 by 25 Network Conference featured two School District 189 representatives: Senior high school student Isaiah Haynes and Keisa Garrett, Chief of Schools.
- Continued partnership efforts with a P-20 collective impact movement, East Side Aligned, with a group of committed cross-section stakeholders to align policy, practice and investment to move the needle on student outcomes and life preparation. This effort maximizes the existing community resources and supports the use of shared data to ensure continuous improvement and preparation for large scale grants. East Side Aligned helped successfully generate over \$1.5 million to support COVID-19 response efforts as well as provided a virtual platform for over 80 organizations to communicate, coordinate, and collaborate to meet the physical, financial, and emotional needs of students and their families amid the pandemic.
- Continued to engage with the East St Louis Youth Development Alliance, a group of out-of-school providers focused on supporting in-school and out-of-school alignment and sharing student data to improve student outcomes. This alliance was awarded an R3 grant from the state of Illinois in the amount of \$829,114 to expand out-of-school-time programming, increase STEAM activities and advance college and career efforts.
- Continued efforts with the Greater East St. Louis Early Learning Partnership, a collaborative focused on strengthening the early childhood system of programs, services, and supports for families with children ages 0-5. This partnership generated \$50,000 from private foundations and was awarded a 3-year \$300,000 contract from the Governor's Office on Early Childhood Development to develop and implement a comprehensive plan to support kindergarten readiness and successful transitions into kindergarten.



- Continued partnership with the Erikson Institute as one of two initial Illinois communities to pilot the use of the Early Development Instrument (EDI) in 2017 and again in 2020. The EDI is an evidence-based population measure of vulnerabilities of young children. EDI data is being used locally to focus and leverage additional resources to support early childhood initiatives. District 189 uses the EDI data to streamline community resources, and critical community partners to meet the immediate needs of the children. The instrument gauges the development of young children in the context of their neighborhood community so that the district can better identify trends and plan strategically for children moving through their elementary school years.
- Continued as one of the first ten Illinois communities to explore and pilot competency-based high school graduation requirements at our alternative center.
- Continued key partnerships for deepening curriculum supports and directly serving students, including Blueprint Schools Network for math interventions and Jobs for America's Graduates for youth employability and leadership skills.
- Expanded partnerships with 13 health and mental health organizations who provide school-based, individualized services to students and families. These partnerships provide prevention and intervention services and crisis services as appropriate.
- Expanded partnerships with Hoyleton Youth and Family Services to provide a bilingual case manager to support our school district's Spanish-speaking families during the pandemic.
- Expanded mental health partnerships with Hoyleton Youth and Family Services, Chestnut Health Systems and Comprehensive Mental Health to provide customized, on-site emotional support services to students. This work is part of our enhanced efforts to provide support to students who have experienced traumatic events. Expanding grief supports through Heartlinks.
- Continued partnerships to advance student health, including East Side Health District and Southern Illinois Healthcare Foundation, Asthma and Allergy Foundation, Eye Thrive, Bright Smiles, and Carla Lewis-Longley, DDS.
- Expanded partnership with the St. Louis Area Foodbank to provide free monthly mobile market food pantries at two school campuses to the wider community. School District 189 also partnered with the Access Foundation, City of East St. Louis, Senator Belt and Representative Greenwood to provide diaper, food and PPE distribution events in service to the local community.
- Launched a partnership with the non-profit PCs for People to provide qualifying local families with a new or refurbished computer, mouse, keypad, plus Windows operating system. In total, well over 150 computers were distributed to qualifying families for \$40 each. Many of our teachers personally purchased computers for their students to take home.
- Partnered with the East St. Louis Housing Authority to provide computer classes to parents of our students.

- Received donations to support educational and community services, including curriculum and professional development resources from the Nine Network, hand sanitizer from Touchette Regional Hospital and masks from various donors.
- Partnered with the East St. Louis Housing Authority and the East St. Louis Rotary Club to install Little Free Libraries in front of each school campus and multiple public housing complexes throughout the community. Each Little Free Library is filled with free books for adults and children to take home and enjoy.
- Continued and advanced collaborative partnerships with universities, including: National Louis University for collaborative masters education programming for teacher residents; Southern Illinois University Edwardsville for parent education and career services as well as Head Start program; Southwestern Illinois College for dual enrollment through Career and Technical Education and Running Start program.
- Served as a site for Masters in Social Work practicum students from the Brown School of Social Work at Washington University. Three practicum students served in FY21 providing approximately 1200 hours of service, including providing direct social-emotional support to students and systems improvement to district and schools.
- Engaged community voice by hosting periodic town-hall-style meetings with the Superintendent and Cabinet and the community. These Key Communicator Network sessions allow parents and community stakeholders to openly discuss concerning matters. Held special meetings with local parent advocacy groups such as Parents United for Change.
- Engaged student voice by hosting periodic Superintendent's Student Advisory Council meetings with high school and middle school students. These sessions allow students the opportunity to voice concerns and share ideas directly with the Superintendent while increasing student leadership skills.
- Supported the engagement of two high school student representatives on state council: Isaiah Haynes on the Illinois 60 by 25 Student Advisory Council and Ranyia Cox on the Illinois State Board of Education's Student Advisory Council.
- Engaged staff voice by hosting periodic Superintendent's Communication Council meetings with staff about issues and concerns of District 189 academics and operations.
- Continued timely communications to community and families through robo phone and email communications, district website, and social media to expand positive news coverage in the region.

***V. COMMITTED, HIGHLY EFFECTIVE STAFF - Recruit, hire, retain, and develop highly effective personnel to achieve academic excellence and support student social-emotional health.***

- Actively exploring university partnerships and seeking grant opportunities in an effort to increase teacher recruitment and retention. Currently partnering with Southern Illinois University Edwardsville (SIU-E) to assist in the development of a pipeline of

paraprofessionals to become teachers in our district's schools. This partnership will provide an avenue for SIU-E students to complete their student-teaching within our schools.

- Provided Restorative Train the Trainer Model in SY 2019-2020 to 10 educators who are now certified trainers. They continue to train staff members district wide on restorative practices.
- Provided PBIS training to each PBIS Building Team district-wide, approximately 40 staff members.
- Delivered Behavior Management Cycle training to 47 staff members.
- Increased social media presence with LinkedIn, Twitter, Facebook and the District website for educator recruitment efforts.
- Transitioned to virtual interviews, professional development via webinars, and virtual recruitment fairs to enhance recruitment and retention initiatives.
- Trained more than 500 educators and youth development professionals on trauma-informed practices within the District 189 footprint and in partnership with East Side Aligned and Teachers' Union in SY 2018-2019.
- Recognized district nurses for their work during the pandemic through ISBE's Those Who Excel Award of Excellence. The team award was bestowed to the team for supporting school administrators, staff and students during an unprecedented period of time.
- Engaged in successful implementation of the Performance Evaluation Reform Act (PERA) compliant certified evaluation process using the TalentED Performance Evaluation Management System. All certified staff members were measured and provided a summative rating with high performance standards.
- Provided virtual new hire orientation and professional development training sessions for all certified and non-certified staff members at the beginning of the school year.
- Develop and disseminate the evaluation resource manual and evaluation guidebook to certified staff members annually to ensure fidelity and compliance.
- Recognized certified and non-certified staff members during the East St. Louis School District 189 Convocation. The "Empowering Excellence" awards highlighted the accomplishments of district staff members that went above and beyond the call of duty to serve the students of East St. Louis School District 189.
- Scheduled and provided school-site professional development workshops to ensure the administrators and certified staff members could effectively navigate and complete evaluation tasks included in the TalentED Performance Evaluation Management System.
- Provided job-embedded professional development to support the delivery of classroom instructional learning through technology usage during remote learning.
- Assigned mentors to all 1st and 2nd year certified staff members to provide instructional support, model lessons, and increase our teacher retention rate.
- Supported newly hired staff members by setting up accounts and systems of support (i.e. Skyward, Eschool Solutions, district email), provided assistance to complete background

screenings and essential documents, and provided information about health/compensation benefits offered for all new staff members.

- Provided monthly professional development for 1st and 2nd year teachers to increase support and receive feedback to improve our teacher retention.
- Conduct ongoing campus visits to support 1st and 2nd year teachers in areas of need, based on new teacher discussions and survey data.
- Review and update interview process manual to provide administrators information to streamline the approval and on-boarding process for the newly hired certified and non-certified staff members.
- Update District Staffing Plan to identify and prioritize staffing needs.
- Continue and expand partnerships with colleges and universities for recruitment purposes.
- Spearheaded a collaborative effort with East St. Louis Federation of Teachers Local 1220, Local 382, and the Superintendent's Administrative Cabinet to create and distribute a staff member handbook to address the policies, procedures, and guidelines that will be followed by all staff members employed in the district.
- Initiated the New Leaders Program in SY 2018-2019 that identified, screened, and selected 18 current and aspiring future leaders currently employed in the District. Due to the program offerings and professional support provided to the program participants, four leaders were interviewed and recommended to serve in administrative positions for the 2019-2020 school year.
- Hosted a successful spring virtual fair to employ certified and non-certified staff members to fill vacancies in the district.
- Partnered with the Illinois State Board of Education Exchange Visitor Program to recruit Foreign Language Teachers in SY 2019-2020.
- Assisted administrators in their efforts to hire and retain new staff members, and participated in virtual career fairs at various universities.
- Established a Handshake Account (recruiting platform & search tool) for East St. Louis School District to post positions at college campuses.
- Ensured the posting of current teaching positions on 20 university career center sites.
- Completed the registration process for USREAP (United States Regional Education Application Program) and sent an inquiry to MOREAP (Missouri Regional Education Application Program) about the process to post career positions in the State of Missouri. HR will be informed about career/education department events on the campuses as well as forward applicant information.
- Implemented TimeClock Plus in SY 2019-2020 in order to enhance attendance and employee tracking and accurate state reporting for EIS, ACA and IMRF.
- Continued and expanded partnerships with universities and colleges to provide internships, student teacher and field experiences for students currently seeking education degrees and certification.

- Partnered with Blue Cross Blue Shield Healthcare to plan wellness initiatives and Biometric Health Screenings for staff members in East St. Louis School District 189.
- Provided training to new and existing staff members to access and utilize the Eschool Solutions Substitute Management System and the Accutrain Educational Resource Course Training Sessions.
- Continue to participate in ongoing professional development webinars to remain current with the changing practices in Human Resources.
- Successfully fulfilled all requirements of the St.Clair County Regional Office of Education 2019-2020 Compliance Visit. The district received an overall ‘Fully Recognized’ status.
- **Teacher and School Leader Incentive Grant**  
 East St. Louis was one of 14 districts across the nation to receive the FY2017 Teacher and School Leader Incentive (TSL) grant award from the U.S. Department of Education. This grant completed its third and final year of implementation with a cohort of teacher residents and leaders in SY20-21. This three-year grant focused on the following key components:
  1. Develop and implement an Urban Education Teacher Residency Program.
  2. Improve and support Leadership Development.
  3. Expand the Performance-Based Compensation System for teachers and leaders.

Urban Education Teacher Residency Program:

- District 189 partnered with the Academy of Urban School Leadership (AUSL) and National Louis University (NLU) to launch the Urban Educator Teacher Residency Program. Residents selected to enter the one-year program earn a Master’s in Teaching from NLU while receiving an in-depth residency experience, including four full days each week in a District 189 classroom alongside a master teacher. The resident coursework from NLU was tightly integrated with their clinical, classroom experience. SY 2020-2021 marked the end of the grant period and successfully placed 10 resident teachers from Cohort #3 into classrooms for SY2021- 2022.
- Cohort #2 included 30% male teachers and expanded to Bush Elementary School.
- Cohort #3 included 33% male teachers and was housed at James Avant and Gordon Bush Elementary Schools.
- Teacher residents gained strong content and clinical preparation that increases instructional practice and cultural responsiveness within urban educational settings. Upon successful completion of the residency program and the acquisition of their teacher certification, residents were hired as first year teachers within District 189 and will serve for a minimum of three years. The Urban Educator Teacher Residency Program will be a sustainable teacher recruitment pipeline enabling us to recruit effective teachers to meet local needs.
  - Twenty-nine residents from Cohorts #1 - #3 met the requirements for graduation as well as the Illinois requirements for certification. The certification process

included the rigorous Stanford University developed and Illinois Adopted edTPA performance based certification process. All will have been placed in grades 1 - 5 throughout the district for SY 2021-2022.

Leadership Development:

In order to cultivate a competent school leader workforce (ie. district administrators, principals, assistant principals, instructional coaches and teachers aspiring to become school administrators) more capable of working effectively with the economically distressed minority students and families District 189 serves, District 189 partnered with New Leaders to provide professional development in instructional leadership and operations/systems management. New Leaders prepared educators to take a leadership role in an economically distressed urban district through its Emerging Leaders Program. This program expanded into SY 2020 school year and included district directors and other key district leadership to ensure leadership competency is evident at all levels of leadership. In its final year with the grant, New Leaders worked with all building leaders to enhance their instructional leadership with respect to rigor within the ELA curriculum. The focus on standards, objectives, and formative assessments allowed leaders to build off of prior learning and enhance their expertise in the area of ELA.