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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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**June 2018**

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**Arthur R. Culver**

*Superintendent of Schools*

June 6, 2018

It is with great pride in our students, staff, Board of Education, and community that we share the School Year 2017 (SY17) State of the District Report. When I remember the conditions in East St. Louis School District 189 in SY12, it is gratifying to see that we have come so far. Our schools are the heart of the community, and I keep this in mind as we make decisions.

Our most important goal is to improve academic outcomes for our students, and we have focused resources on this area. We have also been fortunate to receive additional state funds to support the social and emotional needs of our students, which are directly related to their academic achievement. A foundation has been built, and we are now ready to see our student achievement improve even more. Academic highlights of the past year include, but are not limited to the following:

- Increased the Freshmen on Track to graduate from 69% in 2016 to 80% for SY 2017.
- Increased Advanced Placement (AP) enrollment from 30 seats in 2012 to 325 seats in 2018.
- Increased the ACT average score one full point from 15.1 in 2016 to 16.1 in 2017.
- Increased the four-year graduation rate by 14.2% (62.8% in 2012 to 77.0% in 2017).
- Increased scholarships earned by seniors from \$389,000 in 2014 to over \$12.4 million in 2018.
- Increased percentage of students enrolling into college within 12 months of graduation from 47% in 2014 to 59% in 2017.
- Increased college persistence rate (percentage of those who entered college in one year and returned the second year) from 49% in 2016 to 61% in 2017.
- Decreased the dropout rate from 8% in SY 2014 to 4% in SY 2017.
- Achieved 88% to 156% of expected growth in NWEA across all cohorts in reading and math from Fall 2014 to Spring 2018.

These successes, and many more, are included in the State of the District Report provided in this packet. Accomplishments are listed under each of the five goals that guide our work.

As you review this Report, please note the improvements in our graduation rate, college acceptance rate, and the amount of scholarships our students have earned. These outcomes are directly related to the increase in the number of students in Advanced Placement courses, the improvement in Northwest Evaluation Association (NWEA) scores, and the greater focus on administrator, teacher, and staff accountability. When I reflect on the conditions in SY12, I am amazed at our improvements. Details of these accomplishments are provided within this Report.

Thank you for taking the time to review the State of the District Report. Please join us in celebrating the hard work and accomplishments of the East St. Louis School District 189 students and staff.

Sincerely,  
Arthur R. Culver, Superintendent

# EAST ST. LOUIS SCHOOL DISTRICT 189

## 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 for all students using diverse, rigorous, and relevant curricula and assessments.
- II. **Financial Stewardship and Accountability.** Maintain 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 support academic excellence.
- 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 for all students using diverse, rigorous, and relevant curricula and assessments.*
  - **Student Performance Data**
    - Increased the Freshmen on Track to graduate from 69% in 2016 to 80% in 2017.
    - Increased the four-year graduation rate at East St. Louis High School by 14.2% (62.8% in 2012 to 77.0% in 2017).
    - Decreased the dropout rate from 8% in 2014 to 4% in 2017.
    - Decreased district-wide student mobility from 36% in 2014 to 16% in 2017.

- Graduated 298 out of 301 seniors from East St. Louis Senior High School and 29 out of 38 seniors from Wyvetter Younge Alternative Center of Education in May 2018.
  - 100% of 12<sup>th</sup> grade regular education students applied to at least five colleges, military or trade schools. This is an increase of approximately 50% compared to 2014. Among the Class of 2018, 100% of those who applied were accepted to a four-year or two-year college, military or trade school.
  - Class of 2018 Seniors earned \$12.4 million in scholarships in 2018 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. Scholarship breakdown includes: \$8.9 million based for academics, \$1.8 million for athletics, and \$1.6 million for military.
  - Through College Access, 165 seniors applied for financial aid (FAFSA).
  - Twenty-six students from the Classes of 2018 and 2019 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.
  - Ten students from the Classes of 2017 and 2018 have successfully graduated from Southwestern Illinois College with an Associate’s degree. Three students completed Running Start 2.0 finishing high school with 1 year of college credit.
  - High School students earned 10,749 early college credit hours in school year 2017.
  - Increased Advanced Placement (AP) enrollment from 30 seats in 2012 to 325 seats in 2018.
  - Maintained and enhanced a district-wide DOMO dashboard that hosts critical data including but not limited to student achievement, attendance, district finances, and teacher evaluations.
  - Ten students traveled to Chicago to present at the Illinois Science Technology Institute (ISTI) STEM Challenge. The students worked with Dynegy as a partner in the challenge.
  - Fifty-five students participated in the district’s spelling bee. The district has already registered to participate in the Scripps Bee for 2018-2019.
  - 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.
- ❖ **Partnership for Assessment of Readiness for College & Careers (PARCC)**
- With the results from SY17, the District had a 1% increase in its percentage of students meeting and exceeding in PARCC reading and maintained its percentage in PARCC math.
  - In-depth analysis shows that 4% of our schools tested population are within 10 scale score points from meeting on PARCC assessments.

- Males and females are scoring similarly in PARCC math assessments.
- This year's 8th grade cohort had a 9% increase over two years in the percentage of students meeting in reading.
- This year's 3rd grade cohort outscored last year's 3rd grade cohort by 4% when looking at composite PARCC data.
- Avant Elementary and Bush Elementary schools had 10% or more of their students meeting PARCC expectations.
- Bush Elementary experienced a 7% increase in the percentage of students meeting expectations in comparison to last year.

❖ **Northwest Evaluation Association (NWEA)**

Following cohorts of students from Fall 2014 to Spring 2018, the District monitored the growth of student performance on Math and Reading NWEA MAP assessments and noted the following:

- Achieved 88% to 142% of nationally normed growth expectations in math from Fall 2014 to Spring 2018.
- Achieved 92% to 156% of nationally normed growth expectations in reading from Fall 2014 to Spring 2018.
- The cohort of students who were in 7<sup>th</sup> grade in Fall 2014 and then 10<sup>th</sup> grade by Spring 2018 achieved 156% of the expected growth in reading and 142% of expected growth in math.
- Five out of eight cohort groups achieved 90% to 142% of expected growth in math.
- Six of eight cohort groups exceeded NWEA projections in reading by growing 105% to 156% of the expected Rasch Unit (RIT).
- East St. Louis School District 189 students in grades K-10 have demonstrated an 3% increase in the number of students meeting national norms on Measure of Academic Progress (MAP) math and reading assessments in the past year.
- By comparing each grade level from 2016-2017 percentages to 2017-2018, students are academically stronger than their predecessors in seven out of the 11 grade levels in math and five out of the 11 grade levels in reading by evidence of the percentage of students meeting national norms.
- At the Kindergarten level in Spring 2018, 46% of students met national norms in math and 49% met national norms in reading. This is a 4% increase in math and a 12% increase in reading over the previous year's performance.
- For the first time in District 189 history with NWEA MAP assessments, Kindergarteners' percentile ranking of math scores increased six-fold and the percentile ranking of reading scores more than tripled from Fall to Spring in SY18.

❖ **College Readiness SAT**

- The Class of 2018 scored an average of 824 on the SAT which is equivalent to a 15 on the ACT. This is an increase of 25 SAT points over the Class of 2017.

❖ **College Readiness ACT**

- Increased the ACT average score one full point from 15.1 in 2016 to 16.1 in 2017.

● **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 birthdays.
- 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.
- For the 2017-2018 school year, 34.06 percent of Special Education students are receiving instruction in the General Education environment 80% or more of the day.

The district's response and action plan to address discrepancies was submitted to the State.

● **Parent and Student Support Services**

- Created a Family and Community Engagement Center that will centralize enrollment, better serve our homeless students and families, provide a monthly Food Pantry, and provide parent programming through our Parent University.
- Created a trauma-informed school district beginning with certified staff being trauma-trained and then training teachers and administrators in conjunction with Illinois Federation of Teachers.
- 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.

- Partnered with several outside agencies to provide school-based services including: Hoyleton Youth and Family Services who provides individual and family counseling and group services; Comprehensive Behavioral Health who provides substance abuse counseling and SASS/emergency crisis services; Call for Help who provides crisis services, and more.
- Edited the Student Code of Conduct to incorporate more positive behavioral language as well as a chart of instructive, corrective, and restorative interventions to be used to support Senate Bill 100.
- Created systems to better track social-emotional data including bullying and dating violence 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.

- **Programs and Grants**

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

- 83% students enrolled in Dual Credit Classes received Dual Credit.
    - Total students earning early college credits and Postsecondary Career hours 108.
    - Total student earnings of early college credits and Postsecondary Career hours 12,028.
    - As a result of receiving AWS welding certification from Welding program certified welding, a student received full time employment as a welder at Mack Medical.
    - Three culinary students have been extended conditional offers to become trainees at one of five resorts owned by Westroc Hospitality in Phoenix, AZ. During a 6-month period, the graduates will train in various areas of the food and beverage programs. They will train under world renowned chefs including Beau McMillan. The company will provide flights to Scottsdale, AZ, housing, and the students will get paid during training. They will also receive opportunities to experience everything that is offered in the Scottsdale/Phoenix/Mesa area. Upon successful completion of training, the students will be offered permanent positions at the resorts.
    - Increased industry certifications available to students from one CTE course (CNA Nursing) to seven CTE courses, adding one AWS Welding, three Culinary, one Cosmetology, and one NCCER Construction courses.
    - Partnered with local community college to provide seven dual-credit courses. The system has worked with Southwestern Illinois College (SWIC) to ensure that CTE courses align with community college coursework, increasing the opportunity for students to earn dual credit relevant to their career area in high school and easing the transition between secondary and post-secondary training. 80% of students enrolled in dual credit courses received dual credit from SWIC.

- Students benefited from the expertise of CTE advisory partners and field experience. Advisory partners offered career opportunities to a number of students in variety of trade areas. Nearly thirty CTE students received jobs from local businesses upon completion of course.
- Career and Technical Education Department sponsored the Hour of Code initiative and robotics teams and competitions. Students in grades K-12 were exposed to technology and coding. Over 40,000 lines of code were completed. Over 1,300 students learned computer science fundamentals using the Code.org curriculum. Hundreds of code certificates were earned by students; prizes were awarded to our top coders at each school. The top coder in the district was Cortez Chairs, a 4th grader at Dunbar Elementary School, who completed 4,170 lines of code. The Hour of Code initiative sparked a keen interest in technology and computer science with our teachers and students. Participation in our after-school technology clubs (robotics teams) have increased due to the exposure that students gained.
- Increased scholarship offerings and receipt of scholarships for CTE students (130 seniors awarded \$5,890,194).
- Supported CTE students from Welding and Certified Nursing Assistant (CNA) Programs in earning Professional Industry Certifications.
- Advanced curriculum in subjects of Welding, Culinary, Construction and CNA programs.
- Systems Director, advisory members, and teachers looked at and developed activities that connected coursework and technical training to career pathways such as digital media arts, engineering, construction and health sciences. Paperwork for Skills USA and the National Center for Construction Education & Research (NCCER) were submitted for student participation in FY18. Advisory members from Ameren, Barnes Hospital, and the local TV station visited classrooms to conduct/facilitate soft skill training and industry activities. Culinary students participated in Iron Chef Competitions. The activities engaged students by making education relevant and rigorous through bringing together strong academics, career-based classroom learning, real-world workplace experience and personalized student support.
- Supported all Career and Technical Education students in developing career plans. In this process, CTE students identified post-secondary goals, explored college and career options through field trips/off site workshops. Career plans improved student motivation and engagement, understanding of post-secondary options and course selection, thereby increasing College/Technical School enrollment.

## ❖ 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:

- Implemented Advancement Via Individual Determination (AVID) classes for 176 high school students.
- Conduct monthly Saturday Learning Academy Mixer (SLAMS) and Parent Pow Wows to address issues that impact college attendance such as anger management, behavior problems, unsatisfactory academic progress, understanding the college acceptance and financial aid processes, and knowledge regarding career opportunities.
- Scheduled college tours for students and parents to learn about available options.
- Facilitating college entry and retention for parents and family members of District 189 students.
- 3 years of GEAR UP Summer Academy, which is a full-day seven-week enrichment program to help students develop the skills needed for academic success and to create the opportunity for them to visualize themselves as college students. Curriculum includes both theoretical academic principles, as well as practical academic strategies. Participants receive two high school credits upon completion of the program.
- Admitted 13 GEAR UP students to the SWIC Running Start program.
- Provided before- and after-school tutoring to assist students with homework and help them be more productive in their classes.
- Provided Saturday boot camps to help students prepare for the ACCUPLACER (college career readiness), PSAT, and SAT exams.
- Provided career coaching and mentoring to facilitate career exploration.
- Visited 20 colleges including Grambling State University, Jackson State University, Marquette University and University of Alabama.
- Supported 36 students in completing the summer academy and earning two high school credits for their participation.
- Ensured 65 students and parents participated in the 3rd annual GEAR UP Summer College Tour and Family Retreat to visit colleges in Florida and Georgia.

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

For School Year 2018-2019, District 189 was awarded a \$5.9 million Preschool for All Expansion state grant to provide high quality preschool services to 520 at-risk youth. In School Year 2017-2018, District 189 was awarded the Early Childhood Preschool for All Expansion State Grant to add positions, resources and equipment to the Early Childhood Program at Vivian Adams Center.

- Added 10 teachers and 10 teacher aides to meet the number of new students that were enrolled.
  - Hired three instructional coaches to support classroom teachers and improve classroom instruction, monitor best practices and provide professional development.
  - Added a Family Community Engagement Coordinator and Mental Health Consultant to support and work with the students and parents. Added resources and activities that connect and engage families in support of student learning.
  - Supported a part-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 pre-school students to and from school.
  - Ensured supervision and safety of students during transportation to and from school by engaging 30 bus monitors.
  - Installed four playground systems to reinforce healthy physical activity to promote holistic child development.
  - 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 consultant.
  - Ensured novice teachers could attend statewide conferences for Early Childhood Educators.
  - Scheduled various monthly field trips for students and parents.
  - Purchased supplies, materials, books and age-appropriate toys to replace outdated and inadequate items that were currently being used.
- **Technology**
    - Upgraded the district-wide wireless infrastructure in preparation of 1:1 project.
    - Upgraded the district-wide network infrastructure and increased internet bandwidth by 50% in preparation of 1:1 project.

- Conducted 1:1 Chromebook deployment trial at Mason/Clark Middle School, Lincoln Middle School and Gordon Bush Elementary School for SY17 (3 of 10 campuses).
  - Launched 1:1 Chromebook deployment district-wide for SY18 (includes all remaining K-12 campuses).
  - Implemented GoGuardian software and provided teacher trainings for Chromebook/Classroom management Summer 2017 through SY18.
  - Provided Technology Integration trainings on multiple topics, including Google Docs, GoGuardian, Document cameras, various Promethean devices and many others for use in Pre-K through grade 12 classrooms.
  - Implemented new procedures for Staff/Student ID Badges.
  - Upgraded all cafeteria Point of Sale registers.
  - Added new servers and storage for finance software project.
- **Curriculum**
    - As part of the Postsecondary and Workforce Readiness (PWR) Act, twenty seniors from the Class of 2018 completed a math transitions course (Intermediate Algebra) designed to ensure they will not have to take a remedial math course in college.
    - Core Content Area Specialists and their teams revised curriculum guides to include required elements as identified by the results of Curriculum Management Audit and subsequent training.
    - A K-12 vertical alignment of health curriculum is being facilitated by the District and written by a team of teachers.
    - Implemented procedures to evaluate programs, curricula, and consultants in Spring 2017.
    - Procedures to approve curricular programs and resources were put into place in Spring 2017. Opportunities to present possible curriculum resources occur monthly and are vetted by the District's Curriculum Advisory Committee.
    - Distributed the new District Multi-Tiered System of Support (MTSS) Manual to all teachers via Google Drive. Training over the manual was delivered to teachers during the first two days of Teacher Institute in August 2017.
    - Science Coaches are in place at each of the middle schools.
    - Piloted the Ripple Effects social-emotional curriculum at Dunbar Elementary School and Mason-Clark Middle School.
    - Added a Technology Integration Specialist to the technology department to infuse 1:1 technology resources into classroom curriculum.
    - Advanced student Tech Clubs K-12 for coding and robotics.
    - Advanced STEM competitions and activities for students, including participation in the Illinois Science and Technology Institute STEM Challenge (high school), Hacktoberfest at Scott Air Force Base (secondary Level), Air Force Association's

Cyber Camp (high school), Curiosity Cube (middle school) and Doodle for Google (elementary level).

- Instructional Coaches received focused professional development in SY17 regarding effective feedback strategies. Support will continue in SY18 with relevant professional development and on-the-job training.
- Having shown positive results last school year at Bush Elementary, Literacy Island has been added to all elementary buildings in SY18.
- The relationship between District 189 and Blueprint Math Fellows will continue at Bush Elementary, Lincoln Middle, Mason-Clark Middle, and East St. Louis Senior High School.
- In Spring 2017, high school 11th grader Demacious Toney qualified as a finalist for the 2017 National MathCON Competition beating out nearly 50,000 students in 43 states.

**II. FINANCIAL STEWARDSHIP AND ACCOUNTABILITY - *Maintain stable funding and sound fiscal stewardship to provide appropriate instructional resources and support services, and to operate facilities at maximum efficiency.***

- District 189 has one of the highest tax rates in the state and one of the lowest EAV (Equalized Assessed Value). For FY15, the State Average EAV per student for Consolidated Unit School Districts (CUSD) based on iLearn data was \$225,593 compared to District 189 Average EAV of \$19,183.
- Increased Fund Balance to Revenue ratio for five (5) consecutive fiscal years 2013 through 2017 to receive the highest score per ISBE School District Financial Profile Score.
- Reduced total number of staff by more than 386 positions, a 33.1% decline from June 30, 2011 through June 30, 2016.
- Consolidated nine schools from fiscal year end 2010 saving the District over \$570,000 annually in utility costs.
- Creditable retirement earnings reported to the Teacher Retirement System (TRS) declined \$6.0 million from 2012 to 2016 (reduction in personnel expenses).
- Reduced workers' compensation claims by \$1.0 million through systemic monitoring and implementation of safety procedures.
- Re-bid District Property & Casualty and Student Accident Insurance coverage saving the district \$880,000 over four years.
- Implemented one-time Recycling Program which resulted in cost savings of \$53,000/year and \$159,000/3-year contract.
- 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.
- Reduced transportation expenses \$380,587 from FY 2015-16 by restructuring the bell schedules to reduce routes.

- Created a system for textbook tracking through Skyward that reduced the number of textbook reorders by 80%.
- Resolved universal service administrative issues with previous administration's management of District E-Rate program allowing District to receive discounts through the E-Rate program again.
- Decreased Expense to Revenue ratio from fiscal year ending 2013 to 2017 to receive the highest score per ISBE School District Financial Profile Score.
- Decreased Long-Term debt five (5) consecutive fiscal years from \$51.2 million in 2013 to \$33.4 million in 2017.

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

- Reduced the number of buses arriving and departing late thus allowing students enough time to eat breakfast before attending class.
- 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 schools.
- Implemented Restorative Practices district-wide, resulting in a 12% decline in the overall suspension rate. Secondary schools experienced a 43% decrease in suspension rates.
- Implemented an alarm system with photo beams that will send an alarm to police and sound a siren if HVAC units are tampered with. The District experienced a loss of \$568,876 in 2014 and 2015 due to theft and vandalism of HVAC equipment. District 189 experienced zero theft/vandalism of HVAC equipment in 2017.
- Installed battery backups on all security alarms in order for buildings to remain safe if power was lost.
- Digitized student records to reduce the handling of the hard copies of the documents.
- Moved the Educational Services Department to a newer facility that was renovated in its entirety.
- Serviced Automatic Electronic Defibrillators to extend shelf life and reduce replacement costs.
- Ensured schools conduct three fire drills each year for the safety of all students.
- Participated in the Great Shakeout Earthquake Drill, October 2017.
- Ensured schools conduct three lockdown drills per year. In case of intruders, all hallways will be labeled by color or numbers and reported to the police department.
- Ensured schools conduct safety bus evacuations.
- Hired a part-time nurse at Vivian Adams Early Childhood Center to be able to support the needs of the students.
- Established a Crisis Team for each campus as well as the District's central office.
- Provided CPI training for security guards to renew their certification.

- Provided healthy snacks to all students who participate in afterschool programs, in accordance with new USDA smart snack regulations.
- Teachers, social workers, and counselors will be certified in Family Trauma Training.
- Assigned bus monitors to routes to ensure safe transportation for all students who ride buses to and from Vivian Adams Early Childhood Center.
- Provided 400 safety vests and booster seats for the children who ride the buses to and from Vivian Adams Early Childhood Center.
- Provided bus transportation for all pre-school students to and from school.
- Evaluated and upgraded security camera systems at all campuses. Recent additions include new cameras at Officer Elementary, Lincoln Middle and Mason/Clark Middle.
- Updated procedures for identifying and addressing questionable content on District computers.
- Updated Student Code of Conduct to include positive student behavior as well as instructive, corrective, and restorative interventions.

**IV. STRATEGIC PARTNERSHIPS - *Engage families, community members and all stakeholders in a collaborative process to support academic excellence.***

- Continued involvement with the Erikson Institute as one of two initial Illinois communities to pilot the use of the Early Development Instrument (EDI). The EDI is an evidence-based population measure of developmental strengths and weaknesses of young children.
- Continued as one of the first ten Illinois communities to explore and pilot competency-based high school graduation requirements.
- 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.
- Continued partnership efforts with a P-20 collective impact initiative, 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 successfully harnessed \$2.2 million in multi-year federal grants to advance community safety.
- Continued to engage with the Youth Coordinating Council, a group of out-of-school providers focused on supporting in-school and out-of-school alignment and expanding capacity to provide further music/arts programming.
- Continued efforts with the Innovation Zone and Early Learning Partnership, a group of early childhood providers, to expand the number of children that receive early learning services and early screenings, advance high-quality early childhood programs and staff training, as

well as establishing common data collection processes and data sharing to support continuous improvement.

- Continued partnership with the Corporation for National and Community Service that brings the resources of AmeriCorps, Volunteers In Service to America (VISTA), National Civilian Community Corps (NCCC) and Senior Corps to serve District 189 students in-school and with partners at out-of-school locations. Secured federal competitive grant funds to continue the AmeriCorps program for a fourth year.
- AmeriCorps volunteers have utilized Restorative Circles to build relationships and manage classroom behaviors. AmeriCorps volunteers have served 312 middle and high school students and have observed a 39% decrease in the amount of behavior referrals and incidents among assigned students. Restorative Practice Circles help students understand how their behaviors impact themselves and others and offers conversations to identify alternative ways to handle difficult situations.
- Advanced the career readiness program, East Side Works, which uses the Xello (formerly Career Cruising Inspire) platform for high school students to engage with local employers.
- Created collaborative partnerships with universities: Southern Illinois University Edwardsville for parent education and career services, Head Start program, Kindergarten Readiness Camp, Upward Bound and exploring teacher residency program; Southwestern Illinois College for dual enrollment through Career and Technical Education and Running Start program; Washington University in St. Louis for youth mentors, college preparation and masters level social work interns. Other key higher education partners include University of Illinois and McKendree University.
- Served as a site for Masters in Social Work practicum students from the Brown School of Social Work at Washington University. Eight practicum students served in FY18 providing approximately 2,800 hours of service, including providing direct social-emotional supports to students and systems improvement to district and schools.
- Engage community voice by hosting town-hall-style quarterly meetings with the Superintendent and Cabinet. These Key Communicator Network sessions allow parents and community stakeholders to openly discuss concerning matters.
- Engage student voice by hosting quarterly Superintendent's Student Advisory Council meetings with high school students. These sessions allow students the opportunity to voice concerns and share ideas directly with the Superintendent.
- Engage staff voice by hosting quarterly Superintendent's Communication Council meetings with staff about issues and concerns of District 189 academics and operations.
- Implemented a communications plan to expand positive news coverage in the region, launched a new district website, supported phone and email communications to parents, and advanced social media to engage the community.

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

- Since 2015, District 189 has trained over 300 educators in Restorative Practices and plans to train 145 new teachers, staff and AmeriCorps volunteers before the start of the 2018-2019 school year.
- In partnership with East Side Aligned and Teachers' Union, trained more than 500 educators and youth development professionals within the District 189 footprint in trauma-informed practices.
- ISBE recognized the five-member Office of School Turnaround with the *Those Who Excel Award of Excellence*. This award is being bestowed to the team for supporting school administrators to improve teacher effectiveness and influence substantive student academic achievement.
- Engaged in successful implementation of the Performance Evaluation Reform Act (PERA) compliant certified evaluation process using the Frontline Education OASYS Evaluation Management System. All certified staff members were measured and provided a summative rating with high performance standards.
- Hosted the new hire orientation and professional development training session for all certified and non-certified staff members at the beginning of the 2017-2018 school year.
- Disseminated informational emails, developed an evaluation resource manual and distributed the August 2017 East St. Louis School District 189 Certified Teacher and Staff Member Evaluation Guidebook to the administration and certified staff members to ensure fidelity and compliance throughout the process.
- Recognized certified and non-certified staff members during the East St. Louis School District 189 Convocation. The "Committed To 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 Frontline Education OASYS Evaluation Management System.
- Offered more job-embedded and professional development opportunities with the addition of two middle school science instructional coaches, English as a Second Language Coordinator, and district integration technology specialist to support the delivery of classroom instruction.
- Assigned mentors to all 1st and 2nd year certified staff members to provide instructional support, model lessons, and increase our teacher retention rate.
- Offered support to 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 information about health/compensation benefits offered for all new staff members.

- Developed and disseminated an interview process manual to administrators to streamline the approval and on-boarding process for the newly hired certified and non-certified staff members.
- Developed a District Staffing Plan to identify and prioritize staffing needs.
- 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 Future Leaders Program that identified, screened, and selected 23 aspiring future leaders currently employed in the District. Due to the program offerings and professional support provided to the program participants, four future leaders were interviewed and recommended to serve in administrative positions for the 2017-2018 school year. Seven participants were hired as administrators.
- Hosted a successful spring recruitment fair to employ certified and non-certified staff members to fill vacancies in the district. Out of 140 who registered, 25 have been recommended for hire.
- Assisted administrators in their efforts to hire and retain new staff members, and attended Illinois University and local career fairs.
- Established a Handshake Account (recruiting platform & search tool) in collaboration with AmeriCorps-East St. Louis 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.
- Corresponded with school recruitment personnel to brainstorm creative initiatives in an effort to fill remaining certified teacher and staff member vacancies in East St. Louis School District 189.
- Completed the professional development training session to ensure efficiency during the conversion from the CIMS Management System to the E-Finance PLUS Staff Member Management System to input certified and non-certified staff member inventory, demographic, location, employee and IEIN identification number and payroll/longevity information in the new system for the 2017-2018 school year.
- Developed 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.

- Offered trainings for new and existing staff members to access and utilize the Frontline Education Applicant Tracking Program, Eschool Solutions Substitute Management System, and the Accutrain Educational Resource Course Training Sessions.
- Successfully fulfilled all requirements of the St. Clair County Regional Office of Education 2017 Compliance Visit for certified and non-certified staff member personnel records, department personnel and supportive document requests, school emergency drill information, and Illinois State Board of Education professional educator licensure criteria for identified staff members included in the random selection process.
- The number of staff member discipline concerns have declined since May 2016. Some of the discipline concerns have been able to be rectified before an official hearing had to be scheduled for review. According to our data, 8 certified staff members were disciplined for inappropriate behavior in the school setting, 25 non-certified staff members were disciplined for their ineffective job performance or inappropriate behavior in the workplace. The remaining 4 were disciplined for other infractions and appropriate consequences were determined for each staff member. It is the commitment of the Human Resources Department to lead with integrity as we serve others.

- **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 three-year grant focuses 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 is partnering 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 will 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 will be tightly integrated with their clinical, classroom experience. Teacher residents will gain 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, it is anticipated that the residents will be 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.

- **Staffing Information:**

1. Hired: Director of TSL, Mentor, Resident Leader
2. Names of 16 residents and 35 New Leader participants to be submitted to the Board for approval in June.

**Leadership Development:** In order to cultivate a competent school leader workforce (e.g., 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 is partnering with New Leaders to provide professional development in instructional leadership and operations/systems management. New Leaders prepares educators to take a leadership role in an economically distressed urban district through its Emerging Leaders Program.

**Performance-Based Compensation System:** To recognize and support good teaching and school leadership, central office administration will work with the Teachers' Union to further develop our Performance-Based Compensation System. The system will be tied to student growth and attainment and will include recognition of teachers and administrators, financial benefits to educators for student attainment and enhanced leadership opportunities.