



ILLINOIS EDUCATION AND CAREER  
**SUCCESS NETWORK**

# **Lessons Learned in Learning Renewal**

**October 19, 2023**

# Learning Renewal Efforts Statewide [isbe.net/learningrenewal](https://isbe.net/learningrenewal)

**Learning Renewal Programs**

**Program**

- Affinity Groups
- Community Partnerships
- Digital Equity
- Digital Professional Learning
- District-Led Tutoring
- Elevating Educators - Biling...
- Elevating Educators - Speci...
- Illinois Tutoring Initiative
- Interim Assessment
- Jump Start
- Nonpublic Schools Tutoring
- OneGoal
- Principal Mentoring
- REACH
- SEL Hubs
- Teacher Mentoring

**Program**

- Affinity Groups
- Community Partnerships
- Digital Equity
- Digital Professional Learning
- District-Led Tutoring
- Elevating Educators - Bilingual
- Elevating Educators - Special Education
- Illinois Tutoring Initiative
- Interim Assessment
- Jump Start
- Nonpublic Schools Tutoring

**Area**

- 1-Northeast
- 2-Northwest
- 3-West Central
- 4-East Central
- 5-Southwest
- 6-Southeast

**Entity**

🔍 Search

- A E R O Spec Educ Coop
- Abingdon-Avon CUSD 276
- Abraxas Youth & Family Services
- A-C Central CUSD 262
- Academic Development Initiute
- Academy of St Benedict
- ACE Amandla Charter School
- Adam/Brwn/Cass/Morgn/Pik/Scctt ROE
- Addison SD 4

**Region**

- Adam/Brwn/Cass/Morgn/Pik/Scctt ROE
- Alxndr/Jcksn/Pulsk/Prry/Union ROE
- Bond/Christian/Effingham/Fayette/Montgo...
- Boone/Winnebago ROE
- Bureau/Henry/Stark ROE
- Calhoun/Greene/Jersy/Macoupin ROE

Program	Website
Teacher Mentoring	<a href="https://www.isbe.net/Pages/Illinois-Virtual-Instructional-Coach-Building-Mentor-Program.aspx">https://www.isbe.net/Pages/Illinois-Virtual-Instructional-Coach-Building-Mentor-Program.aspx</a>
SEL Hubs	<a href="https://www.isbe.net/SELHUBS">https://www.isbe.net/SELHUBS</a>
REACH	<a href="https://www.isbe.net/REACH">https://www.isbe.net/REACH</a>
Principal Mentoring	<a href="https://www.isbe.net/Pages/District-School-Leadership.aspx">https://www.isbe.net/Pages/District-School-Leadership.aspx</a>
OneGoal	<a href="https://www.isbe.net/onegoal">https://www.isbe.net/onegoal</a>
Nonpublic Schools Tutoring	<a href="https://www.isbe.net/Pages/High-Impact-Tutor-Nonpublic-Schools.aspx">https://www.isbe.net/Pages/High-Impact-Tutor-Nonpublic-Schools.aspx</a>
Jump Start	<a href="https://www.isbe.net/learningrenewal">https://www.isbe.net/learningrenewal</a>
Interim Assessment	<a href="https://www.isbe.net/Pages/Learning-Renewal-Interim-">https://www.isbe.net/Pages/Learning-Renewal-Interim-</a>

Learning Renewal pillars \$180 million; total state set-aside \$750 million

# Buffalo Grove High School

## Township HS District 214

Dr. Jill Maraldo  
Associate Principal for Instruction

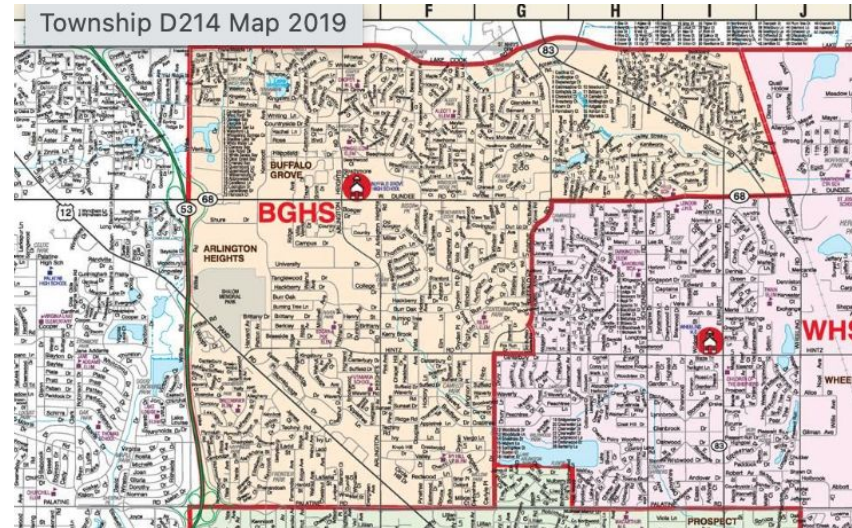
[jill.maraldo@d214.org](mailto:jill.maraldo@d214.org)

847-718-4014



# School/Region Background

- Located in **Buffalo Grove**, IL, serving students from Buffalo Grove, Arlington Heights and Wheeling (**northwest suburbs of Chicago**)
- We have **2,000 students**
- We are 53% White, 31% Hispanic, 1.8% Black, 9.8% Asian
- We are 28.6% low income



# Strategy Overview: SOAR

## **SOAR:** Student Oriented Accelerated Recovery (Tier III Intervention)

- Aimed at supporting students no longer on track to graduate
- This accelerated credit recovery program will meet every day
- Students will recover credit through a combination of Edgenuity and teacher provided direct instruction
- Students will also be registered for a period of Stampede, where they will learn critical Executive Functioning skills and SEL support from Teacher and Student Services
- If students successfully complete the program, they will be back on track to graduate

# Strategy Overview: Stampede

## **Stampede:** Tier II Intervention

- Aimed at supporting student who are academically at risk
- This program will meet every other day
- Students in SOAR will all be enrolled in one period of Stampede
- Curriculum consisting of critical [Executive Functioning skills](#) and SEL support from Teacher and Student Services
- Students will have time built in to work on missing assignments

# Strategy Overview: In Classrooms

## ***All classroom teachers were asked to:***

- Provide Tier I interventions in classroom
- Include best practices for teaching on the block
- Be responsive when a program lead reaches out
- Connect with counselors with any concerns about a student

# Key Successes & Lessons Learned

## **The right people “on the bus”**

- We staffed with veteran teachers and backfilled classes with the ESSR funds
- We hired tutors who were able to support students in multiple subject areas

## **Data was our friend**

- We met frequently as a PLC to review student data, progress monitor and were then able to iterate quickly and nimbly
- For example, data showed the need for a Freshmen focused intervention second semester and we were able to use funds to create one from January to May for 25 more at-risk freshmen



# Key Successes & Lessons Learned (con't)

- The SOAR program was meant to phase itself out
- We began with 50 students in two, double blocked sections year one
- Year two we had 25 students in one double blocked section
- Year three we no longer needed a stand alone SOAR program and credit recovery shifted to become embedded in our Guided Study program
- Some stats:
  - 65 students recovered credit for all of their classes and are back on track with their peers
  - 37 seniors can now graduate
  - ~280 Edgenuity courses completed
  - Students overwhelmingly reported that being enrolled in these interventions helped them be more successful in HS and that they felt cared for by an adult in the school

# Plans for Sustainability

- With the funding from ESSR ending, we are maintaining some of the gems from these programs while sunseting others
- Stampede continues to this day with a certified staff member but no grant funded tutors
- SOAR has sunsetted, as we no longer have the acute need that we experienced in the two years post Covid Pandemic
- Guided Study now supports [Edgenuity](#) based credit recovery

# East St. Louis School District 189

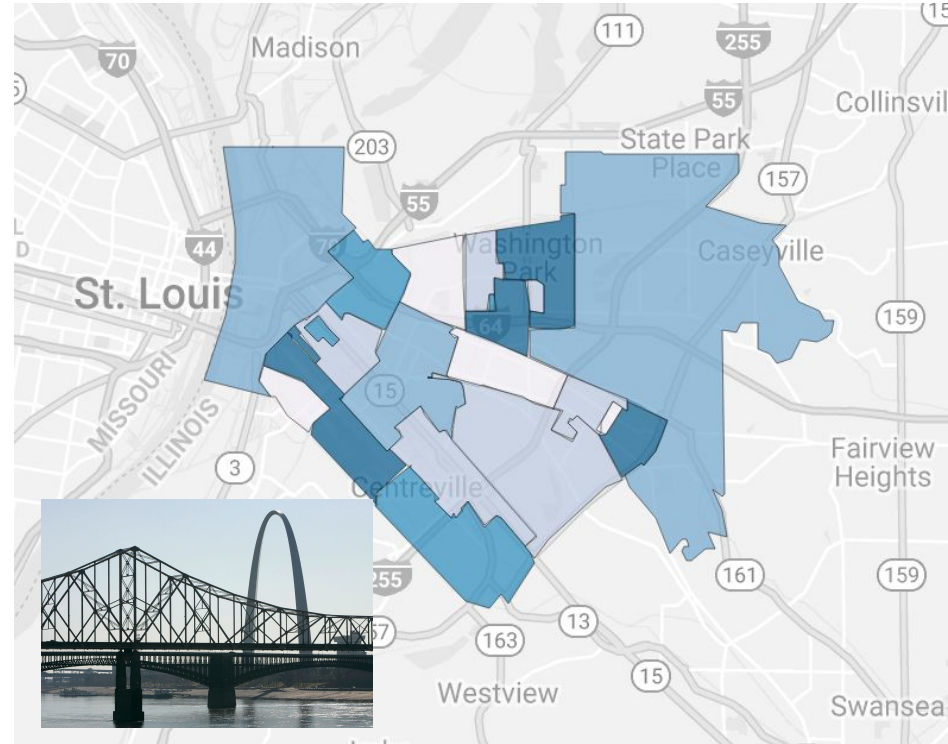
Jennifer Brumback  
Chief Academic Officer

[jennifer.brumbach@estl189.com](mailto:jennifer.brumbach@estl189.com)



# School/Region Background

- ❖ East side of the Mississippi River and overlooking the Gateway to the West
- ❖ Student demographics
  - 97% Black, 1.5% Latinx
  - 100% Low Income
  - 19% Mobility Rate
  - 69% Chronic Abs Rate



# Strategy Overview

## Opportunities

- ❖ Summer School
  - Evolution from COVID eLearning to now
  - ESSER Funding
- ❖ Evening School for High School Students Only
  - Students with Incompletes/Fs (Regular Classrooms & COVID eLearning)
  - ESSER and Alternative Funding Sources
- ❖ Interventionists

## Challenges

# Key Successes & Lessons Learned

## Successes

- ❖ Fall 2022 - 48 students not on track to graduate
- ❖ Spring 2023 - All but 5 students graduated
- ❖ Graduation rate increased by 1.7% from 2019-2022

## Lessons Learned

- ❖ Waiting too late to intervene
  - Checking ALL graduation requirements
  - Revamping counselor/student assignments

# Plans for Sustainability

- ❖ Alternate funding sources
- ❖ Use of CBE high school programming
- ❖ Focus on earlier intervention
- ❖ Improved student supports from counseling department

# Peoria Public Schools/ Illinois Tutoring Initiative, Illinois Central College

Anna Rose

Coordinator of ICC Tutoring Program

Director of Bilingual & Multicultural Programs

Foreign Language Coordinator

[anna.rose@psd150.org](mailto:anna.rose@psd150.org)



**Peoria Public Schools**

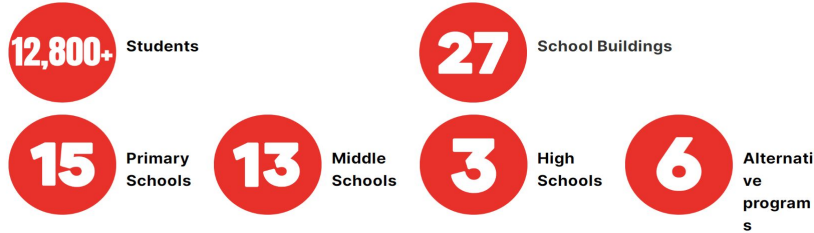




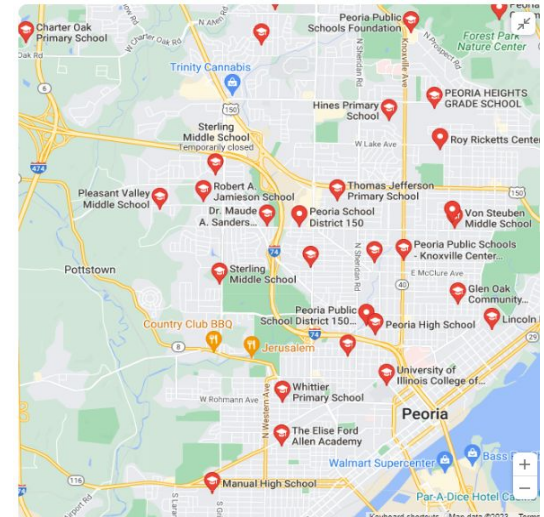
# Peoria Public Schools District 150

## Region 3 Central Illinois

At Peoria Public Schools, there are:



American Ind/Alaskan	0.27%
Asian/Pacific Island	1.11%
Black N/H	59.56%
Hispanic	11.56%
Multi-Racial	7.66%
White N/H	19.82%



# Peoria Public School Students

- Focus on reading
- 275 students services 2022–23
- Grades 3<sup>rd</sup>-8<sup>th</sup>
- Grouped sessions on student need
- Students matched to tutors

# Peoria Public School Report Card 2021-22

As shown, **56%** of PPS schools are designated commendable or higher, compared to only **39.1%** in 2018-2019. **9** schools improved in designation compared to **4** in 2019.

Designation	2018-2019	2021-2022
Exemplary	<b>1</b> school	<b>2</b> schools
Commendable	<b>8</b> schools	<b>12</b> schools
Targeted	<b>6</b> schools	<b>4</b> schools
Comprehensive	<b>8</b> schools	<b>7</b> schools

# Peoria Public School District 150's Mission

**Ensure each student's academic achievement, and personal success through personalized learning, social-emotional learning, and educational equity.**

***Our goal is for all students to read at grade level by third grade.***

# Strategies for Implementation

- Reviewed fall reading NWEA data to identify students below the 20<sup>th</sup> percentile
- Reviewed F&P (BAS assessments) for guided reading levels
- Focus intensive tutoring at Targeted and Comprehensive Schools (11 schools)
- Decide tutoring plan, individual or small group
- Collect data for BOY, MOY, and EOY to analyze tutoring effectiveness
- Total students in the Fall (119)- Spring (176)
- Training provided for tutors in reading/math (total of 45 tutors)
- ✓ Challenges: Scheduling tutors and students, tutor attendance 80% and student 60%
- Used PEARL to track surveys, attendance, and data

# Key Successes & Lessons Learned

- Opportunities for students to extend personalized learning reading plans
- Most students enjoyed individualized tutoring sessions
- 91% of the tutors enjoyed tutoring sessions (based on the surveys)
- 87% of the students enjoyed and were engaged in tutoring sessions (based on student and tutor surveys)

## Challenges

- Scheduling
- Coordinating with administrators
- Attendance

# Plans for Sustainability

- Continue to work with the same group of students
- Hire more tutors to increase student numbers
- Increase more one-on-one tutoring sessions
- Increase during and after school tutoring sessions
- Funding challenges

# Thank You

