



**FSD145**

Freeport School District

**FSD145 Board of Education  
Dr. Anna Alvarado, Superintendent**

**Board of Education Meeting  
State of the District  
Freeport School District 145  
November 19, 2024**

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# Agenda

1. Introduction of the Illinois School Report Card
  - A. General Findings
  - B. Defining the Annual Summative Designation
  - C. Indicators and Weights + Calculations
  - D. Overview of the School Summative Report
  
2. Data Presentation
  - A. Summative Designations Calculations per school
  - B. Chronic Absenteeism
  - C. Teacher data
  - D. Student data
  - E. Early Childhood
  - F. Per Pupil Funding
  
3. Now What? The Work in Action

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# General Findings for SY23-24 School Report Card

- Following setbacks in reading and math proficiency during the pandemic, student proficiency in English Language Arts (ELA) has made gains.
- However, not all grade levels experienced this progress. The Report Card reveals that ELA proficiency on the IAR has not yet surpassed pre-pandemic levels for grades 3 and 7.
- Math proficiency rates remain down – in some cases significantly – from pre-pandemic levels across groups and grade levels. 3rd-grade students faced learning disruptions during the pandemic, impacting language, literacy, and math, and there is still work ahead to support ongoing recovery.
- Kindergarten Individual Development Survey (KIDS) shows gaps in readiness persist across lines of race, income, language, and learning style.

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While all groups saw a slight improvement, chronic absenteeism remains a concern, where rates of missing 10 percent or more of school remain stubbornly and disproportionately high for some student groups

- Overall rates decreased slightly to 26.3% in 2024 (still well above pre-pandemic/SY19 levels (17.5%))
- Black students continue to have the highest chronic absenteeism rates (40.4%),
- Latinx students (32.9%).
- Students from low-income households (36.3%),
- English Learners (32.1%), and
- Students with IEPs (33.6%)
- While rates are slowly improving, students are missing critical instruction time, impacting their academic success in both the short and long term.

# Illinois School Report Card Indicators and Metrics

# What is an Annual Summative Designation?

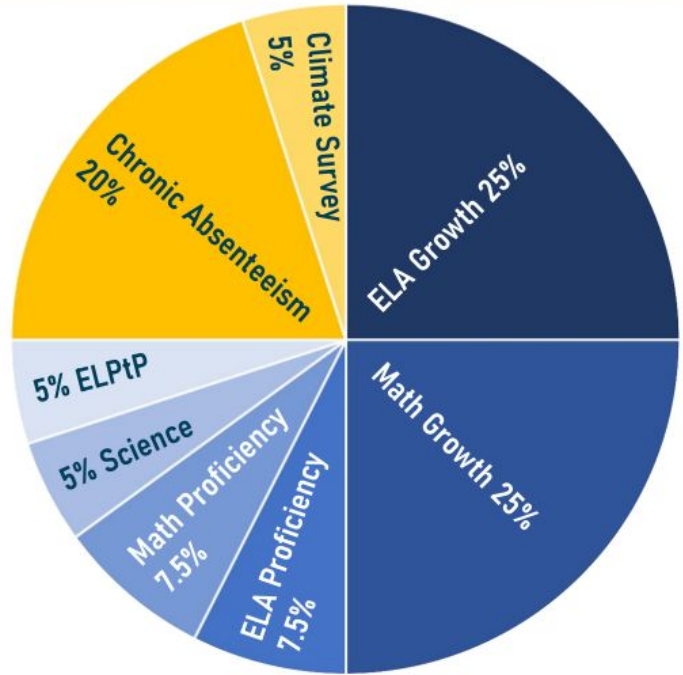
- **Multiple measures** index of academic achievement and student success
- Given **annually** \* and based on the prior year's performance
- Designed to **identify schools** for support by placing them in **school improvement status**
  - Including schools with student groups needing support in otherwise reasonably performing schools
  - A school in school improvement status remains in status for 4 years, regardless of changes to its annual summative designation during those years in order to encourage sustainability of progress

# Definitions for Summative Designations

<b>Exemplary</b>	Overall performance in the <b>top 10% of all schools</b> ; Must not have targeted student groups at or below the “all students” group of the lowest-performing 5%. HS must have a grad rate higher than 67%
<b>Commendable</b>	Overall performance <b>not in the top 10%</b> of all schools Has <b>no targeted student groups</b> at or below the “all students” HS must have a graduation rate higher than 67%
<b>Targeted</b>	A school in which <b>one or more student groups</b> is <b>performing at or below the level of the “all students” group</b> of the lowest performing 5% of all schools. Group must have at least 20 students in at least 5 of 8 indicators, one of which must be non-academic.
<b>Comprehensive</b>	A school that is in the <b>lowest performing 5%</b> of Title 1 eligible schools in Illinois and <b>any high school with a graduation rate of 67% or less.</b>
<b>Intensive</b>	A school that has remained in <b>comprehensive</b> status for four years without improving their status.

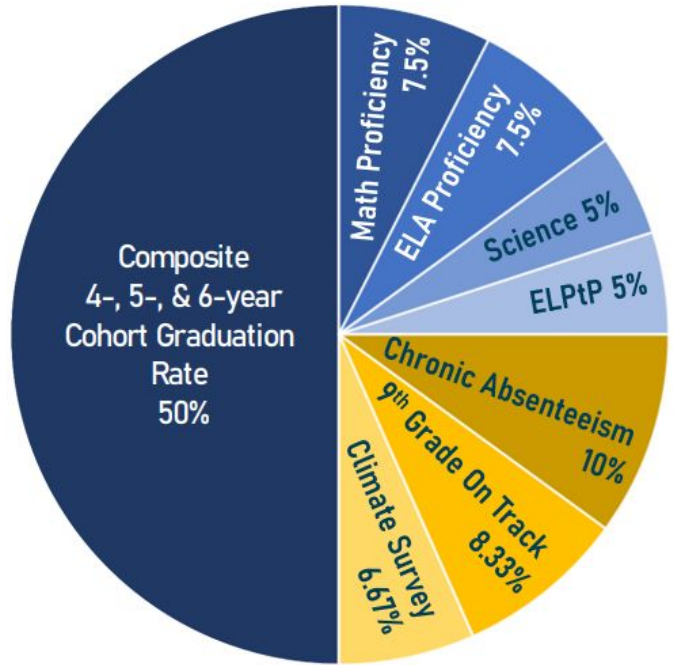
# 2024 Indicators and Weights

## Elementary/Middle Band (ES)



## High School Band (HS)

### 2024 Data



(ELPTP)  
English  
Learner  
Progress to  
Proficiency

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# Demographic Groups and Programs

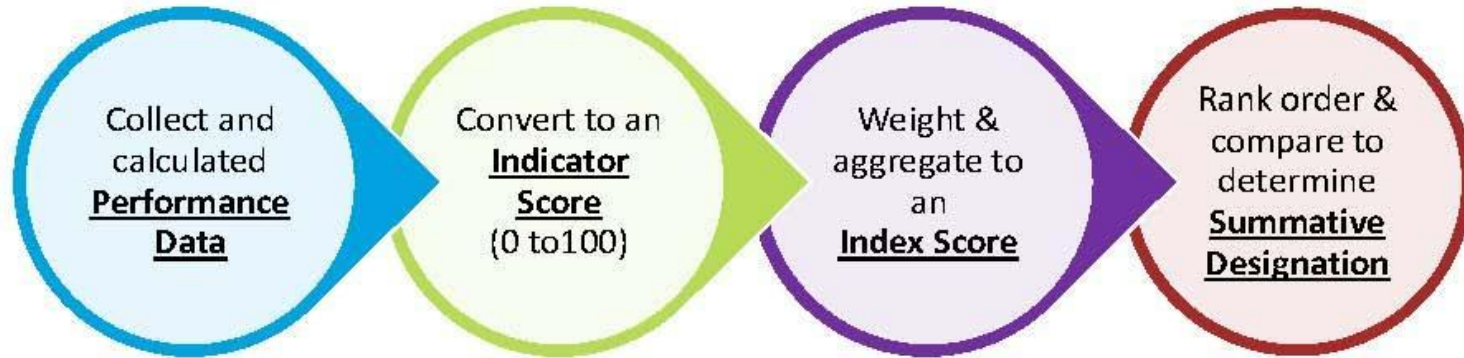
## Demographics

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- MENA (**M**iddle **E**astern **N**orth **A**frican)
- Native Hawaiian or Other Pacific Islanders
- Two or More Races
- White

## Programs

- Children with disabilities (CWD)
- Economically disadvantaged students (Low Income)
- English Learners
- Former English Learners

# How are Summative Designations Calculated?



- Percent Proficient
- Grad Rate
- Etc.

- Business rules unique to each indicator

- Weighted according to the plan

- Rank ordered by All Student Group
- K-8's in one list
- 9-12's in another



**FSD145**

Freeport School District

# Example of Rank and Find Cuts

K-8 Schools	Rank	Score
Abe Lincoln School	209	97.894
Foothill Middle School	310	97.892
Ravenswood Grade School	311	97.845
Green Meadows Elementary	312	97.833
Oak Hill Charter School	313	97.827

**Top  
10%**

9-12 Schools	Rank	Score
Grapevine High	63	90.289
Da Vinci School	64	90.278
Providence Institute	65	89.979
Waterfall High School	66	89.811
Big Pine High	67	89.754

**Lowest  
5%**

Foxwood Primary School	2973	26.740
Hamlin Town Elementary	2974	26.735
Justa Middle School	2975	26.734
Gray Grate Junior High	2976	26.730
Equator Elementary	2977	26.729

Mane Coone High School	636	23.756
Boulevard Court High School	637	23.749
Mascot High School	638	23.022
Landmark High School	639	22.984
General High School	640	21.771

# 2024 Summative Designation Descriptive Statistics

2024	Exemplary	Commendable	Targeted	Comprehensive	Intensive	Total	Targeted/ Comprehensive- Intensive Index Threshold	Exemplary/ Commendable Index Threshold
ES	306	2211	363	136	40	3056	40.00	84.04
HS	71	577	15	9	30	702	9.34	91.26
Total	377	2788	378	145	70	3758		

2023 cut off:  
Elem + MS =  
81.45

HS = 91.24

2023 Elem + MS Comprehensive Status Cut Off = 35.39  
High School = 11.99

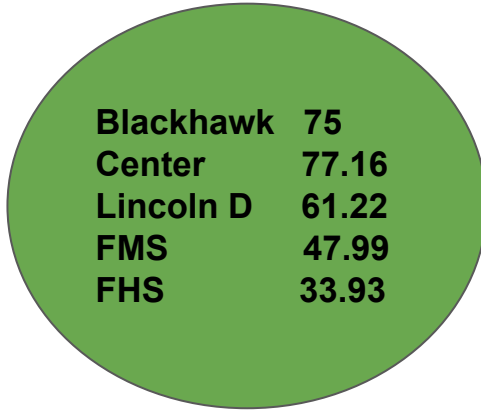


# Summative Designations & Calculations per School

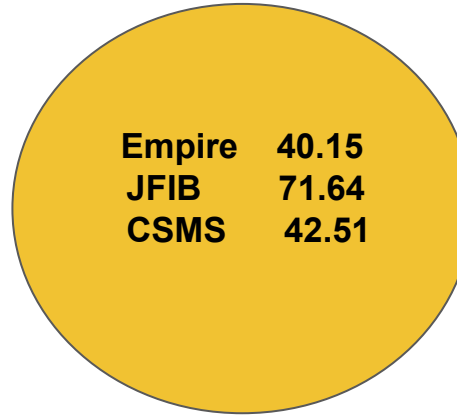
# Summative Designation

## Annual Targets

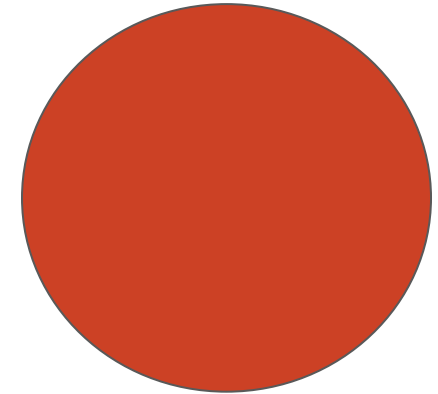
### COMMENDABLE



### TARGETED



### COMPREHENSIVE & INTENSIVE



**Commendable/Exemplary Elementary Schools: 84.04**

**Targeted/Comprehensive Elementary Schools: 40.00**

**Commendable/Exemplary High School: 91.26**

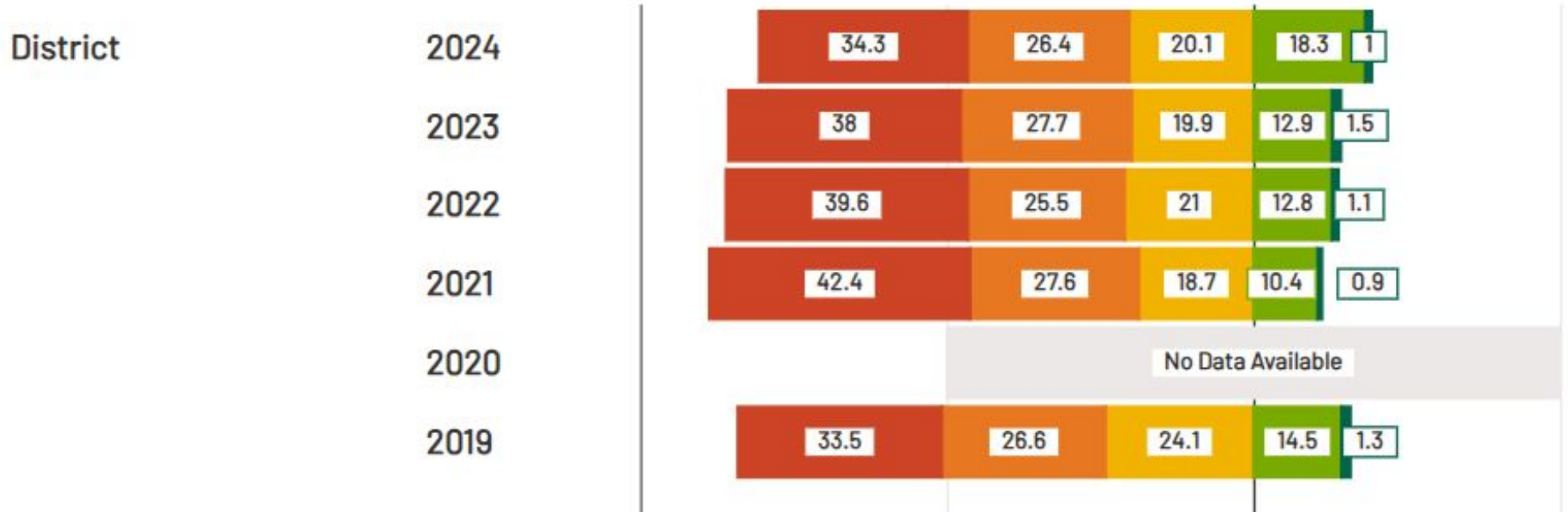
**Targeted/Comprehensive High School: 9.34**





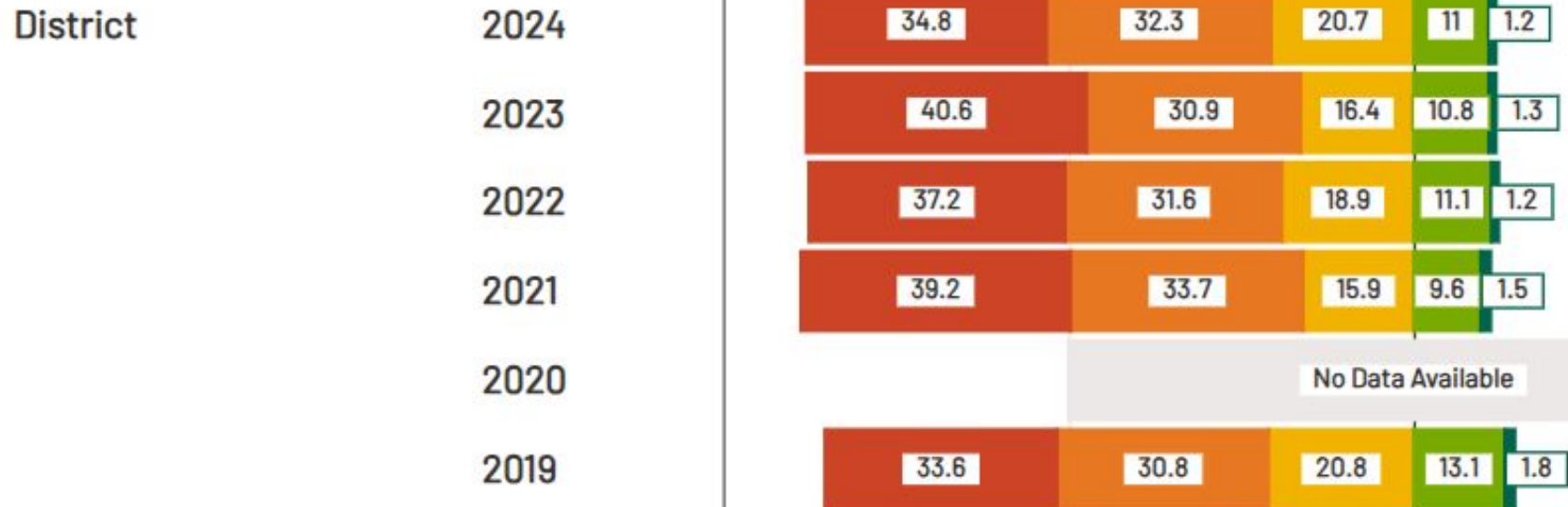
# IAR Proficiency - ELA

The display shows the percentage of students scoring at each of the performance levels for the Illinois Assessment of Readiness (IAR)



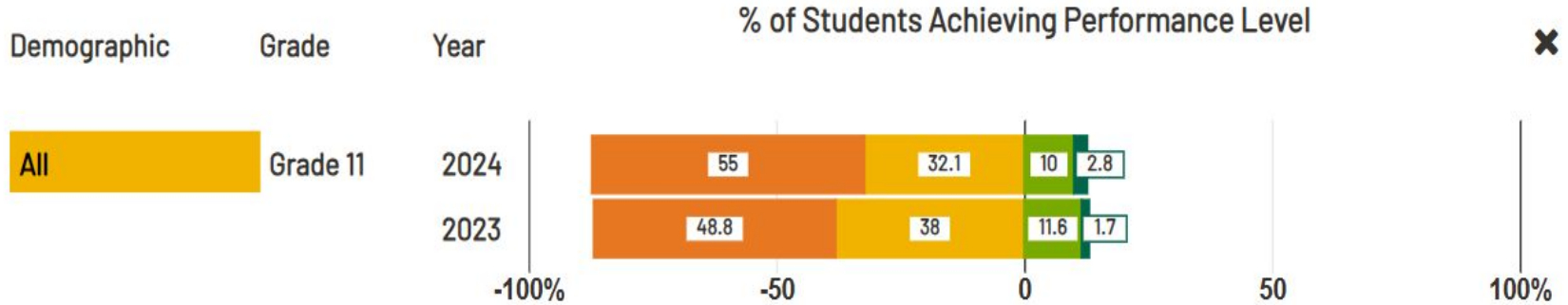
# IAR Proficiency - Math

The display shows the percentage of students scoring at each of the performance levels for the Illinois Assessment of Readiness (IAR)



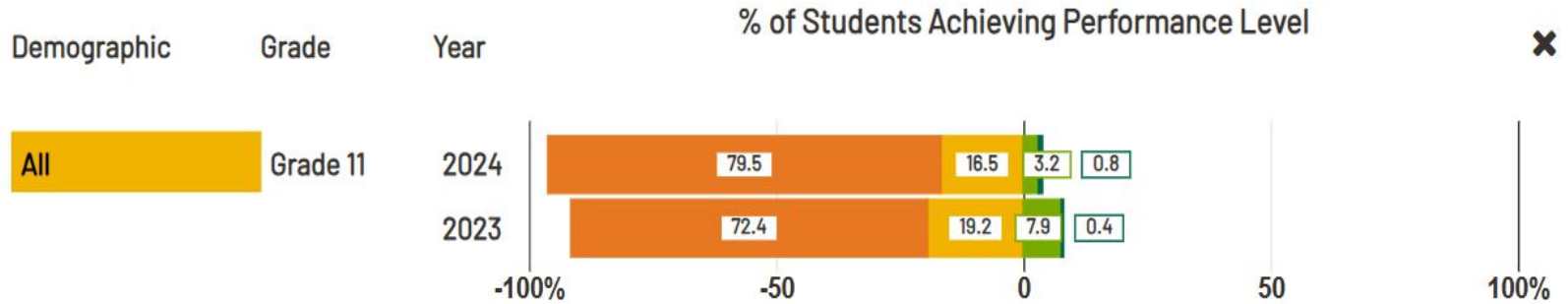
# SAT 11th Grade ELA

Partially Meets   Approaching   Meets   Exceeds

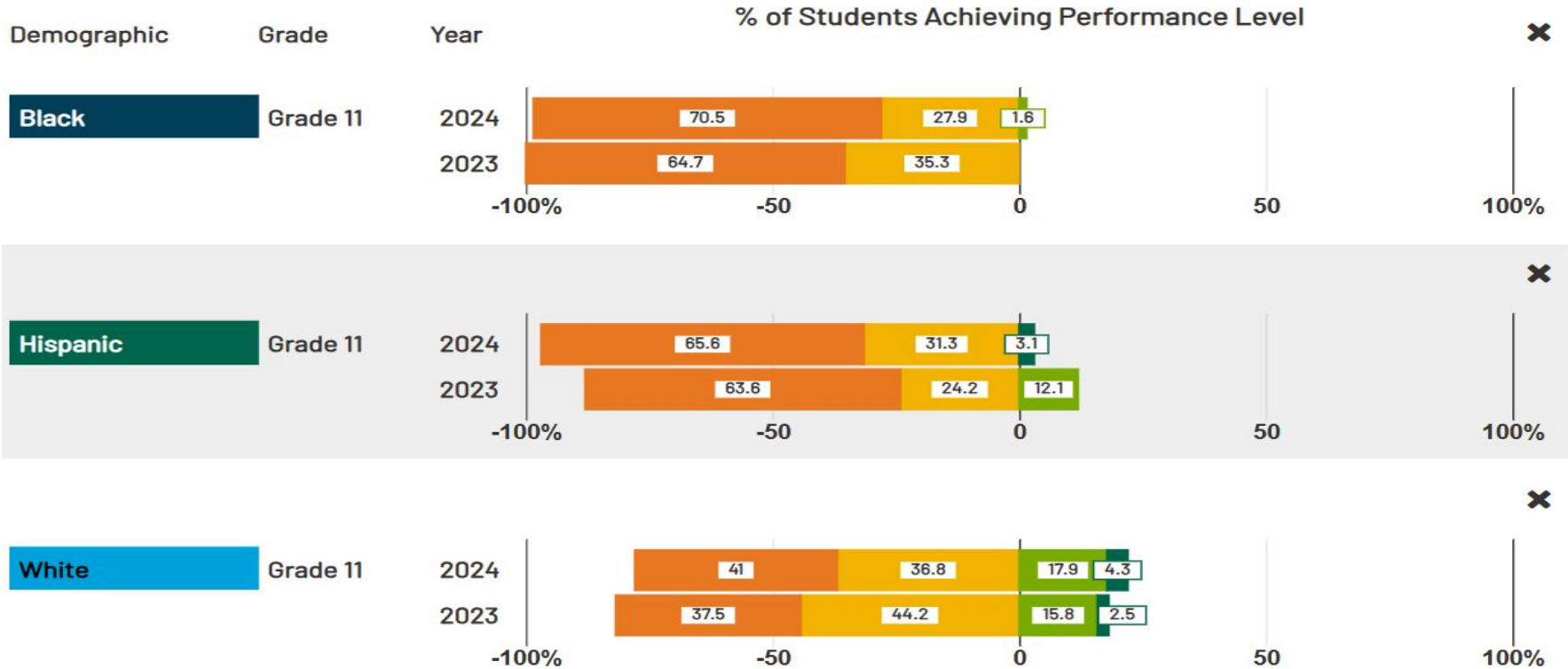


# SAT 11th Grade Math

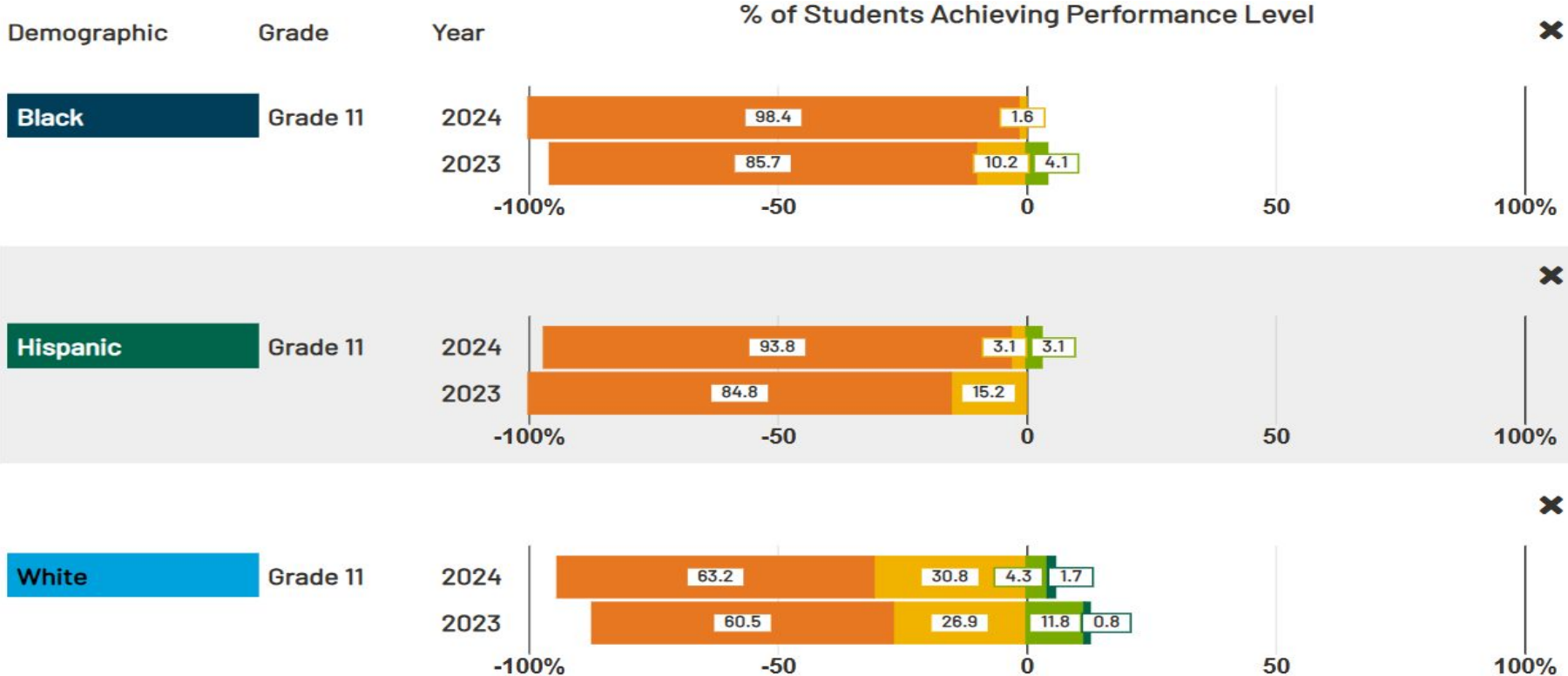
Partially Meets   Approaching   Meets   Exceeds



# SAT ELA Demographic Break Down



# SAT Math Demographic Group Breakdown



School RCDTS: 080891450222003

School Name: Blackhawk Elem School

\* If raw calculation is blank and an Indicator score is present, please refer to Proficiency Indicator Scores Summary Report

Group	Data Type	ELA Proficiency* (Nominal Weight: 7.5%)	ELA Growth (Nominal Weight: 25%)	Math Proficiency* (Nominal Weight: 7.5%)	Math Growth (Nominal Weight: 25%)	Science Proficiency* (Nominal Weight: 5%)	EL Progress to Proficiency (Nominal Weight: 5%)	Chronic Absenteeism (Nominal Weight: 20%)	Climate Survey (Nominal Weight: 5%)	Summative Score
ALL	Raw Calculation	<b>14.29</b>	67.41	<b>17.86</b>	80.57		67.21	28.67	100.00	75.00
ALL	Indicator Score	41.68	87.58	53.24	100.00		67.21	42.65	100.00	75.00
ALL	Weighted Index	3.35	23.46	4.28	26.79		3.60	8.53	5.00	75.00
ALL	Effective Weight	8.04	26.79	8.04	26.79		5.36	20.00	5.00	75.00
HISPANIC OR LATINO	Raw Calculation	<b>8</b>		<b>20</b>			65.65	23.28	100.00	62.30
HISPANIC OR LATINO	Indicator Score	33.04		88.93			65.65	53.45	100.00	62.30
HISPANIC OR LATINO	Weighted Index	9.29		25.01			12.31	10.69	5.00	62.30
HISPANIC OR LATINO	Effective Weight	28.13		28.13			18.75	20.00	5.00	62.30
LOW INCOME	Raw Calculation	<b>10.61</b>	66.21	<b>15.15</b>	79.52			31.28	100.00	75.63
LOW INCOME	Indicator Score	44.78	84.92	68.48	100.00			37.44	100.00	75.63
LOW INCOME	Weighted Index	3.88	24.49	5.93	28.85			7.49	5.00	75.63
LOW INCOME	Effective Weight	8.65	28.85	8.65	28.85			20.00	5.00	75.63

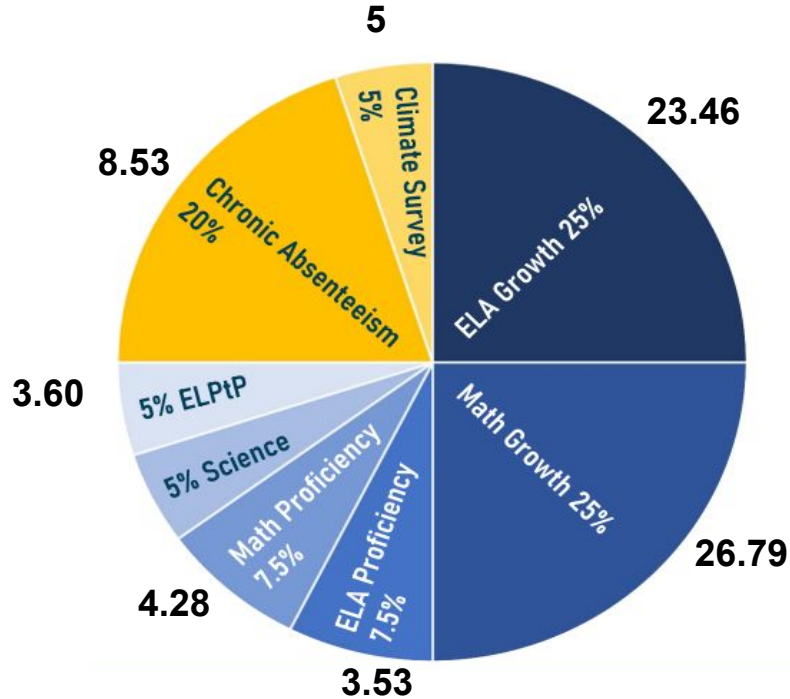
# Blackhawk Elementary School

75%

Academic Indicators

25%

School Quality &  
Student Success Indicators



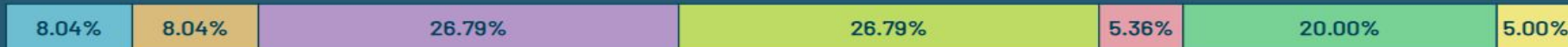
Summative  
Score  
ALL: 75

**Overall Index Score**  
**75.00**  
**Commendable**

**Weighted Index = Indicator Score x Effective Weight.**

<b>ELA Proficiency</b> <b>3.35/8.04%</b>	<b>ELA Growth</b> <b>23.46/26.79%</b>	<b>ELPtP</b> <b>3.60/5.36%</b>	<b>Climate Survey</b> <b>5.00/5.00%</b>
<b>Math Proficiency</b> <b>4.28/8.04%</b>	<b>Math Growth</b> <b>26.79/26.79%</b>	<b>Chronic Absenteeism</b> <b>8.53/20.00%</b>	

**Indicator Weight Distribution**



\* If raw calculation is blank and an Indicator score is present, please refer to Proficiency Indicator Scores Summary Report

Group	Data Type	ELA Proficiency* (Nominal Weight: 7.5%)	ELA Growth (Nominal Weight: 25%)	Math Proficiency* (Nominal Weight: 7.5%)	Math Growth (Nominal Weight: 25%)	Science Proficiency* (Nominal Weight: 5%)	EL Progress to Proficiency (Nominal Weight: 5%)	Chronic Absenteeism (Nominal Weight: 20%)	Climate Survey (Nominal Weight: 5%)	Summative Score
ALL	Raw Calculation	32.00	64.65	36.00	60.08			21.58	100.00	77.16
ALL	Indicator Score	93.35	81.44	100.00	71.28			56.85	100.00	77.16
ALL	Weighted Index	8.08	23.49	8.65	20.56			11.37	5.00	77.16
ALL	Effective Weight	8.65	28.85	8.65	28.85			20.00	5.00	77.16
LOW INCOME	Raw Calculation	14.04	57.40	19.30	60.40			25.00	100.00	67.29
LOW INCOME	Indicator Score	59.26	65.33	87.22	72.00			50.00	100.00	67.29
LOW INCOME	Weighted Index	5.13	18.85	7.55	20.77			10.00	5.00	67.29
LOW INCOME	Effective Weight	8.65	28.85	8.65	28.85			20.00	5.00	67.29

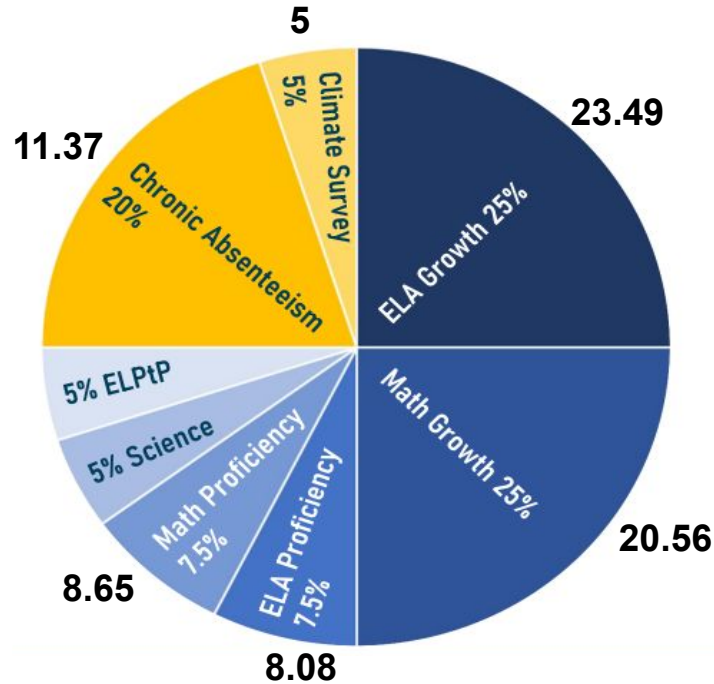
# Center Elementary School

75%

Academic Indicators

25%

School Quality &  
Student Success Indicators



Summative  
Score  
ALL: 77.16

**Overall Index Score**  
**77.16**  
**Commendable**

**Weighted Index = Indicator Score x Effective Weight.**

**ELA Proficiency**  
**8.08/8.65%**

**ELA Growth**  
**23.49/28.85%**

**Chronic Absenteeism**  
**11.37/20.00%**

**Math Proficiency**  
**8.65/8.65%**

**Math Growth**  
**20.56/28.85%**

**Climate Survey**  
**5.00/5.00%**

**Indicator Weight Distribution**

8.65%

8.65%

28.85%

28.85%

20.00%

5.00%

## Elementary School Summative Designation

School RCDTS: 080891450222005

School Name: Lincoln-Douglas Elementary School

*\* If raw calculation is blank and an Indicator score is present, please refer to Proficiency Indicator Scores Summary Report*

Group	Data Type	ELA Proficiency* (Nominal Weight: 7.5%)	ELA Growth (Nominal Weight: 25%)	Math Proficiency* (Nominal Weight: 7.5%)	Math Growth (Nominal Weight: 25%)	Science Proficiency* (Nominal Weight: 5%)	EL Progress to Proficiency (Nominal Weight: 5%)	Chronic Absenteeism (Nominal Weight: 20%)	Climate Survey (Nominal Weight: 5%)	Summative Score
ALL	Raw Calculation	16.83	56.38	9.90	62.90			27.40	100.00	61.22
ALL	Indicator Score	47.74	63.08	28.70	77.55			45.20	100.00	61.22
ALL	Weighted Index	4.13	18.20	2.48	22.37			9.04	5.00	61.22
ALL	Effective Weight	8.65	28.85	8.65	28.85			20.00	5.00	61.22
LOW INCOME	Raw Calculation	11.54	56.30	8.97	60.00			30.43	100.00	58.93
LOW INCOME	Indicator Score	46.95	62.89	39.09	71.11			39.13	100.00	58.93
LOW INCOME	Weighted Index	4.06	18.14	3.38	20.51			7.83	5.00	58.93
LOW INCOME	Effective Weight	8.65	28.85	8.65	28.85			20.00	5.00	58.93

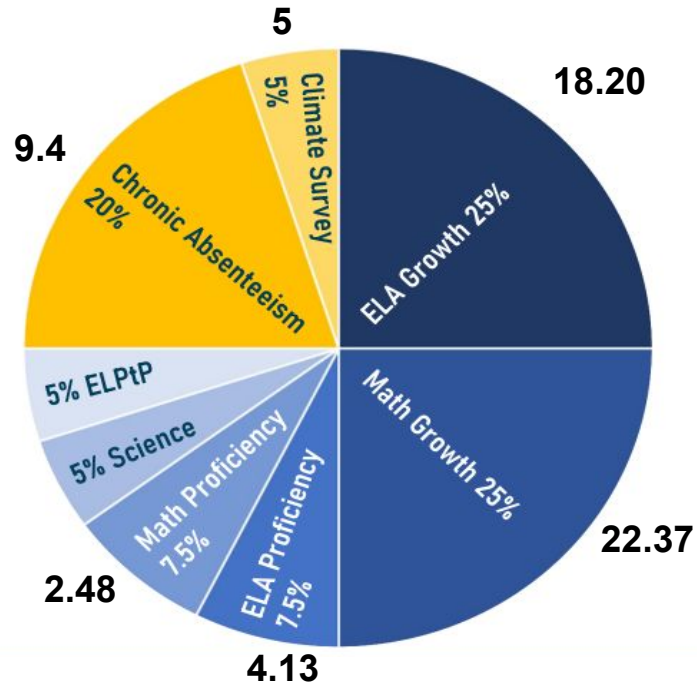
# Lincoln Douglas Elementary School

75%

Academic Indicators

25%

School Quality &  
Student Success Indicators



Summative  
Score  
ALL: 61.22

**Overall Index Score**  
**61.22**  
**Commendable**

**Weighted Index = Indicator Score x Effective Weight.**

<b>ELA Proficiency</b> <b>4.13/8.65%</b>	<b>ELA Growth</b> <b>18.20/28.85%</b>	<b>Chronic Absenteeism</b> <b>9.04/20.00%</b>	
<b>Math Proficiency</b> <b>2.48/8.65%</b>	<b>Math Growth</b> <b>22.37/28.85%</b>	<b>Climate Survey</b> <b>5.00/5.00%</b>	

**Indicator Weight Distribution**



## Elementary School Summative Designation

School RCDTS: 080891450222006

School Name: Empire Elem School

*\* If raw calculation is blank and an Indicator score is present, please refer to Proficiency Indicator Scores Summary Report*

Group	Data Type	ELA Proficiency* (Nominal Weight: 7.5%)	ELA Growth (Nominal Weight: 25%)	Math Proficiency* (Nominal Weight: 7.5%)	Math Growth (Nominal Weight: 25%)	Science Proficiency* (Nominal Weight: 5%)	EL Progress to Proficiency (Nominal Weight: 5%)	Chronic Absenteeism (Nominal Weight: 20%)	Climate Survey (Nominal Weight: 5%)	Summative Score
ALL	Raw Calculation	9.26	47.70	3.74	48.67			35.07	98.36	40.15
ALL	Indicator Score	27.01	43.78	11.15	45.93			29.85	100.00	40.15
ALL	Weighted Index	2.34	12.63	0.96	13.25			5.97	5.00	40.15
ALL	Effective Weight	8.65	28.85	8.65	28.85			20.00	5.00	40.15
LOW INCOME	Raw Calculation	7.23	48.86	3.66	47.75			39.36	100.00	39.36
LOW INCOME	Indicator Score	30.52	46.36	16.53	43.89			21.28	100.00	39.36
LOW INCOME	Weighted Index	2.64	13.37	1.43	12.66			4.26	5.00	39.36
LOW INCOME	Effective Weight	8.65	28.85	8.65	28.85			20.00	5.00	39.36
WHITE	Raw Calculation	9.80	51.83	6.00	51.17			29.66	100.00	46.44
WHITE	Indicator Score	22.68	52.95	13.99	51.50			40.68	100.00	46.44
WHITE	Weighted Index	1.96	15.27	1.21	14.86			8.14	5.00	46.44
WHITE	Effective Weight	8.65	28.85	8.65	28.85			20.00	5.00	46.44

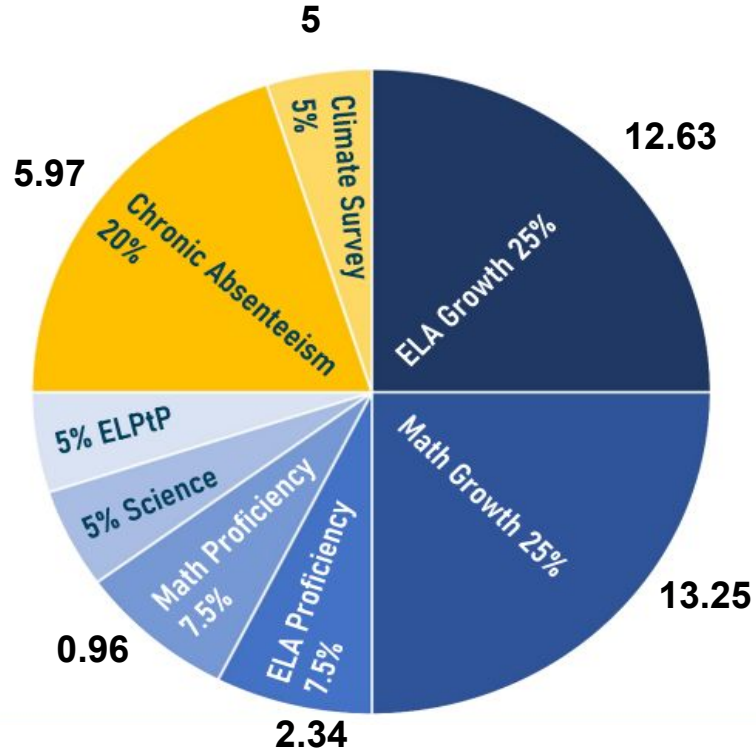
# Empire Elementary School

75%

Academic Indicators

25%

School Quality &  
Student Success Indicators



Summative  
Score  
ALL: 40.15

Targeted Sub.  
LOW INC.: 39.36

**Overall Index Score**

**40.15**

**Targeted**

**Weighted Index = Indicator Score x Effective Weight.**

<b>ELA Proficiency</b> <b>2.34/8.65%</b>	<b>ELA Growth</b> <b>12.63/28.85%</b>	<b>Chronic Absenteeism</b> <b>5.97/20.00%</b>	
<b>Math Proficiency</b> <b>0.96/8.65%</b>	<b>Math Growth</b> <b>13.25/28.85%</b>	<b>Climate Survey</b> <b>5.00/5.00%</b>	

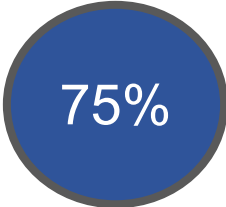
**Indicator Weight Distribution**



\* If raw calculation is blank and an Indicator score is present, please refer to Proficiency Indicator Scores Summary Report

Group	Data Type	ELA	ELA	Math	Math	Science	EL Progress	Chronic	Climate	Summative
		Proficiency* (Nominal Weight: 7.5%)	Growth (Nominal Weight: 25%)	Proficiency* (Nominal Weight: 7.5%)	Growth (Nominal Weight: 25%)	Proficiency* (Nominal Weight: 5%)	to Proficiency (Nominal Weight: 5%)	Absenteeism (Nominal Weight: 20%)	Survey (Nominal Weight: 5%)	Score
ALL	Raw Calculation	<b>24.5</b>	59.92	<b>16.5</b>	63.53	50.00		19.88	100.00	71.64
ALL	Indicator Score	70.45	70.93	51.37	78.95	87.00		60.23	100.00	71.64
ALL	Weighted Index	5.66	19.00	4.13	21.15	4.66		12.05	5.00	71.64
ALL	Effective Weight	8.04	26.79	8.04	26.79	5.36		20.00	5.00	71.64
BLACK OR AFRICAN AMERIC	Raw Calculation	<b>8.1</b>	63.46	<b>2.7</b>	60.67			33.33	100.00	59.86
BLACK OR AFRICAN AMERIC	Indicator Score	38.73	78.80	13.56	72.59			33.33	100.00	59.86
BLACK OR AFRICAN AMERIC	Weighted Index	3.35	22.73	1.17	20.94			6.67	5.00	59.86
BLACK OR AFRICAN AMERIC	Effective Weight	8.65	28.85	8.65	28.85			20.00	5.00	59.86
CWD	Raw Calculation	<b>4.5</b>	37.90		50.43			23.40	100.00	37.77
CWD	Indicator Score	16.27	22.01	0.00	49.84			53.19	100.00	37.77
CWD	Weighted Index	1.41	6.35	0.00	14.38			10.64	5.00	37.77
CWD	Effective Weight	8.65	28.85	8.65	28.85			20.00	5.00	37.77
LOW INCOME	Raw Calculation	<b>14.5</b>	55.21	<b>5.8</b>	63.26			29.57	100.00	61.25
LOW INCOME	Indicator Score	61.41	60.47	31.48	78.35			40.86	100.00	61.25
LOW INCOME	Weighted Index	5.31	17.44	2.72	22.60			8.17	5.00	61.25
LOW INCOME	Effective Weight	8.65	28.85	8.65	28.85			20.00	5.00	61.25
WHITE	Raw Calculation	<b>33.7</b>	63.91	<b>22.4</b>	61.90	61.54		11.24	100.00	77.48
WHITE	Indicator Score	77.21	79.81	55.30	75.33	89.03		77.51	100.00	77.48
WHITE	Weighted Index	6.20	21.38	4.44	20.18	4.77		15.50	5.00	77.48
WHITE	Effective Weight	8.04	26.79	8.04	26.79	5.36		20.00	5.00	77.48

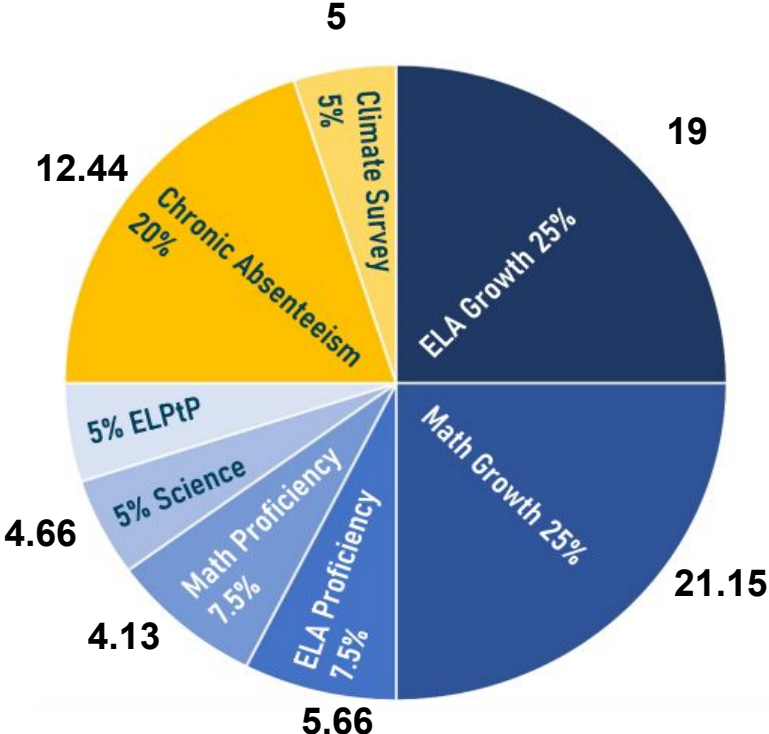
# Jones-Farrar School



Academic Indicators



School Quality & Student Success Indicators



Summative Score  
ALL: 71.64  
Targeted Sub.  
IEP: 37.77

Overall Index Score

71.64

Targeted

Weighted Index = Indicator Score x Effective Weight.

ELA Proficiency

5.66/8.04%

ELA Growth

19.00/26.79%

Chronic Absenteeism

12.05/20.00%

Climate Survey

5.00/5.00%

Math Proficiency

4.13/8.04%

Math Growth

21.15/26.79%

Science Proficiency

4.66/5.36%

Indicator Weight Distribution

8.04%

8.04%

26.79%

26.79%

20.00%

5.36%

5.00%

\* If raw calculation is blank and an Indicator score is present, please refer to Proficiency Indicator Scores Summary Report

Group	Data Type	ELA Proficiency* (Nominal Weight: 7.5%)	ELA Growth (Nominal Weight: 25%)	Math Proficiency* (Nominal Weight: 7.5%)	Math Growth (Nominal Weight: 25%)	Science Proficiency* (Nominal Weight: 5%)	EL Progress to Proficiency (Nominal Weight: 5%)	Chronic Absenteeism (Nominal Weight: 20%)	Climate Survey (Nominal Weight: 5%)	Summative Score
ALL	Raw Calculation	<b>17.3</b>	48.58	<b>9.0</b>	40.85	<b>24.6</b>	36.69	27.52	97.14	42.51
ALL	Indicator Score	49.53	45.73	29.89	28.55	43.09	36.69	44.95	100.00	42.51
ALL	Weighted Index	3.72	11.43	2.24	7.14	2.15	1.83	8.99	5.00	42.51
ALL	Effective Weight	7.50	25.00	7.50	25.00	5.00	5.00	20.00	5.00	42.51
BLACK OR AFRICAN AMERIC	Raw Calculation	<b>8.2</b>	45.89	<b>1.8</b>	40.03	<b>9.6</b>		32.48	96.40	34.74
BLACK OR AFRICAN AMERIC	Indicator Score	33.69	39.75	9.83	26.74	26.55		35.04	100.00	34.74
BLACK OR AFRICAN AMERIC	Weighted Index	2.71	10.65	0.79	7.16	1.42		7.01	5.00	34.74
BLACK OR AFRICAN AMERIC	Effective Weight	8.04	26.79	8.04	26.79	5.36		20.00	5.00	34.74
CWD	Raw Calculation	<b>1.7</b>	43.54	<b>1.5</b>	37.88	<b>2.6</b>		32.50	91.04	28.75
CWD	Indicator Score	11.35	34.53	5.94	21.94	12.45		35.00	91.21	28.75
CWD	Weighted Index	0.91	9.25	0.48	5.88	0.67		7.00	4.56	28.75
CWD	Effective Weight	8.04	26.79	8.04	26.79	5.36		20.00	5.00	28.75
EL	Raw Calculation	<b>5.1</b>	42.04	<b>3.2</b>	39.29	<b>6.2</b>	36.69	30.16	100.00	33.27
EL	Indicator Score	26.96	31.20	18.28	25.10	20.59	36.69	39.68	100.00	33.27
EL	Weighted Index	2.02	7.80	1.37	6.27	1.03	1.83	7.94	5.00	33.27
EL	Effective Weight	7.50	25.00	7.50	25.00	5.00	5.00	20.00	5.00	33.27

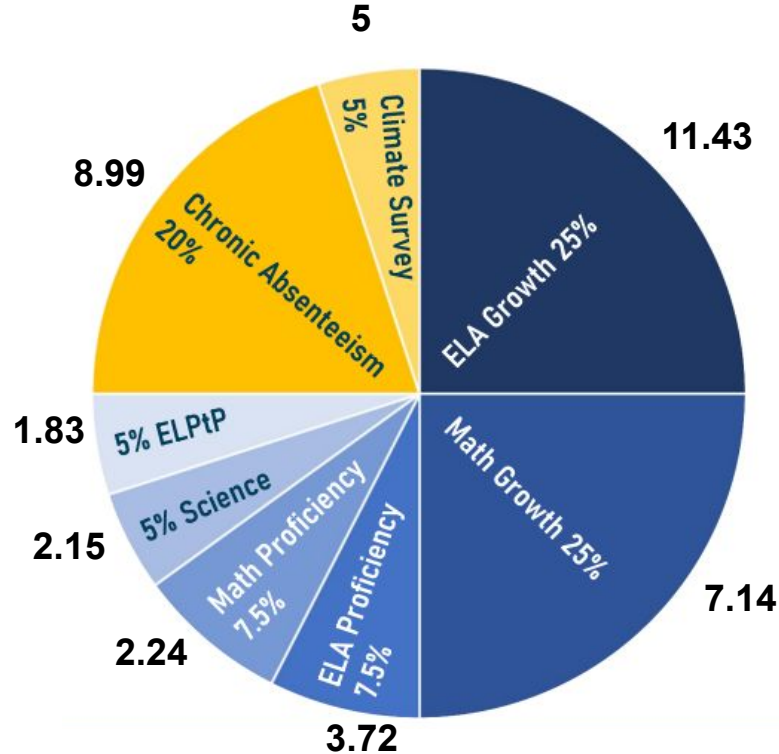
# Carl Sandburg Middle School

75%

Academic Indicators

25%

School Quality &  
Student Success Indicators



Summative  
Score  
ALL: 42.51

Targeted Sub.  
BLK: 34.74  
EL: 33.27  
IEP: 28.75

Overall Index Score

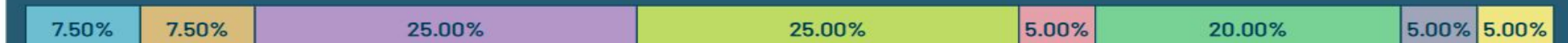
42.51

Targeted

Weighted Index = Indicator Score x Effective Weight.

ELA Proficiency 3.72/7.50%	ELA Growth 11.43/25.00%	ELPtP 1.83/5.00%	Science Proficiency 2.15/5.00%
Math Proficiency 2.24/7.50%	Math Growth 7.14/25.00%	Chronic Absenteeism 8.99/20.00%	Climate Survey 5.00/5.00%

Indicator Weight Distribution



School RCDTS: 080891450221002  
 School Name: Freeport Middle School

\* If raw calculation is blank and an Indicator score is present, please refer to Proficiency Indicator Scores Summary Report

Group	Data Type	ELA Proficiency* (Nominal Weight: 7.5%)	ELA Growth (Nominal Weight: 25%)	Math Proficiency* (Nominal Weight: 7.5%)	Math Growth (Nominal Weight: 25%)	Science Proficiency* (Nominal Weight: 5%)	EL Progress to Proficiency (Nominal Weight: 5%)	Chronic Absenteeism (Nominal Weight: 20%)	Climate Survey (Nominal Weight: 5%)	Summative Score
ALL	Raw Calculation	<b>20.3</b>	51.36	<b>9.9</b>	47.11	<b>38.8</b>	33.26	30.98	96.72	47.99
ALL	Indicator Score	57.86	51.91	31.87	42.48	67.80	33.26	38.05	100.00	47.99
ALL	Weighted Index	4.34	12.98	2.39	10.62	3.39	1.66	7.61	5.00	47.99
ALL	Effective Weight	7.50	25.00	7.50	25.00	5.00	5.00	20.00	5.00	47.99
BLACK OR AFRICAN AMERIC	Raw Calculation	<b>8.8</b>	58.08		50.02	<b>22.9</b>		35.90	94.59	47.92
BLACK OR AFRICAN AMERIC	Indicator Score	39.05	66.84	0.00	48.93	59.33		28.21	99.10	47.92
BLACK OR AFRICAN AMERIC	Weighted Index	3.14	17.90	0.00	13.11	3.18		5.64	4.96	47.92
BLACK OR AFRICAN AMERIC	Effective Weight	8.04	26.79	8.04	26.79	5.36		20.00	5.00	47.92
CWD	Raw Calculation	<b>9.6</b>	57.03	<b>4.9</b>	48.44	<b>15.5</b>		36.67	93.90	47.87
CWD	Indicator Score	50.31	64.50	21.50	45.42	45.60		26.67	97.56	47.87
CWD	Weighted Index	4.04	17.28	1.73	12.17	2.44		5.33	4.88	47.87
CWD	Effective Weight	8.04	26.79	8.04	26.79	5.36		20.00	5.00	47.87
EL	Raw Calculation	<b>5.3</b>	48.13		44.70	<b>23.3</b>	33.26	31.15	100.00	40.93
EL	Indicator Score	28.58	44.73	0.00	37.10	82.41	33.26	37.70	100.00	40.93
EL	Weighted Index	2.14	11.18	0.00	9.28	4.12	1.66	7.54	5.00	40.93
EL	Effective Weight	7.50	25.00	7.50	25.00	5.00	5.00	20.00	5.00	40.93
HISPANIC OR LATINO	Raw Calculation	<b>13.1</b>	48.22	<b>3.6</b>	45.17	<b>19.0</b>	29.52	32.18	98.75	41.48
HISPANIC OR LATINO	Indicator Score	51.13	44.93	16.23	38.16	41.06	29.52	35.63	100.00	41.48
HISPANIC OR LATINO	Weighted Index	3.84	11.23	1.22	9.54	2.05	1.48	7.13	5.00	41.48
HISPANIC OR LATINO	Effective Weight	7.50	25.00	7.50	25.00	5.00	5.00	20.00	5.00	41.48

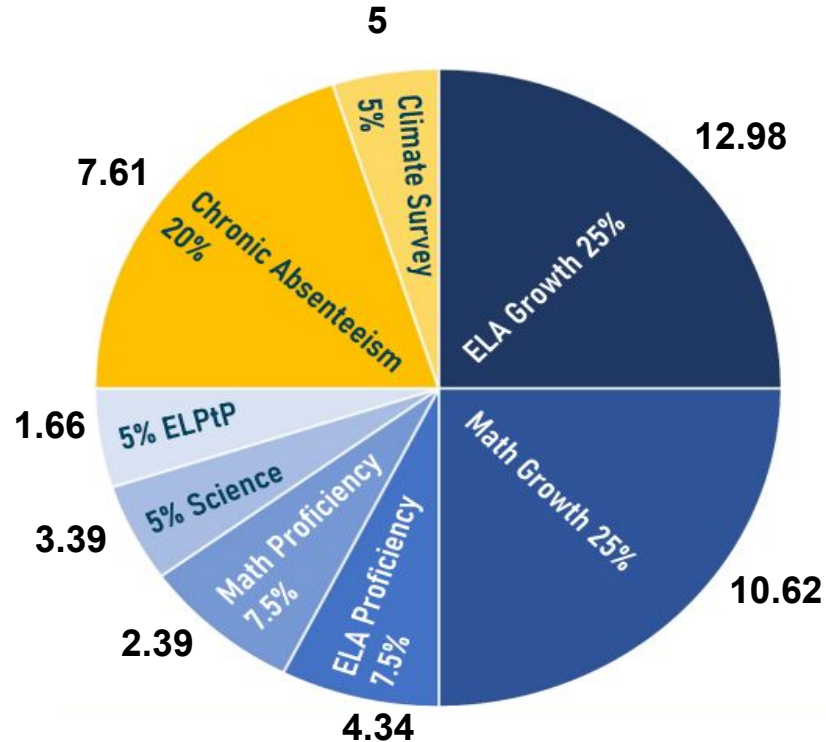
# Freeport Middle School

75%

Academic Indicators

25%

School Quality &  
Student Success Indicators



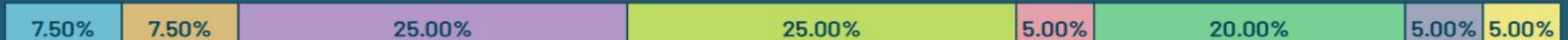
Summative  
Score  
ALL: 41.22

**Overall Index Score**  
**47.99**  
**Commendable**

**Weighted Index = Indicator Score x Effective Weight.**

<b>ELA Proficiency</b> <b>4.34/7.50%</b>	<b>ELA Growth</b> <b>12.98/25.00%</b>	<b>ELPtP</b> <b>1.66/5.00%</b>	<b>Science Proficiency</b> <b>3.39/5.00%</b>
<b>Math Proficiency</b> <b>2.39/7.50%</b>	<b>Math Growth</b> <b>10.62/25.00%</b>	<b>Chronic Absenteeism</b> <b>7.61/20.00%</b>	<b>Climate Survey</b> <b>5.00/5.00%</b>

**Indicator Weight Distribution**



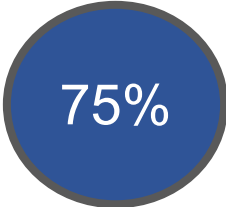
School RCDTS: 080891450220001

School Name: Freeport High School

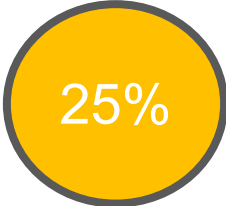
\* If raw calculation is blank and an Indicator score is present, please refer to Proficiency Indicator Scores Summary Report

Group	Data Type	ELA Proficiency* (Nominal Weight: 7.5%)	Math Proficiency* (Nominal Weight: 7.5%)	Science Proficiency* (Nominal Weight: 5%)	Composite GraduationRate (Nominal Weight: 50%)	9th Grade on Track (Nominal Weight: 8.33%)	EL Progress to Proficiency (Nominal Weight: 5%)	Chronic Absenteeism (Nominal Weight: 10%)	Climate Survey (Nominal Weight: 6.67%)	Summative Score
ALL	Raw Calculation	11.46	3.58	35.71	75.63	66.91	31.19	32.41	90.35	33.93
ALL	Indicator Score	27.07	9.10	61.57	34.05	0.75	31.19	35.17	89.67	33.93
ALL	Weighted Index	2.03	0.68	3.08	17.02	0.06	1.56	3.52	5.98	33.93
ALL	Effective Weight	7.50	7.50	5.00	50.00	8.33	5.00	10.00	6.67	33.93
BLACK OR AFRICAN AMERIC	Raw Calculation	1.25	0.00	14.84	65.14	52.31		37.99	85.53	10.49
BLACK OR AFRICAN AMERIC	Indicator Score	5.12	0.00	45.08	0.00	0.00		24.01	78.95	10.49
BLACK OR AFRICAN AMERIC	Weighted Index	0.41	0.00	2.41	0.00	0.00		2.40	5.27	10.49
BLACK OR AFRICAN AMERIC	Effective Weight	8.04	8.04	5.36	53.57	8.33		10.00	6.67	10.49
CWD	Raw Calculation	4.93	1.64	12.49	66.29	63.04		41.00	90.54	11.28
CWD	Indicator Score	16.50	5.98	31.16	0.00	0.00		18.00	90.09	11.28
CWD	Weighted Index	1.33	0.48	1.67	0.00	0.00		1.80	6.01	11.28
CWD	Effective Weight	8.04	8.04	5.36	53.57	8.33		10.00	6.67	11.28
EL	Raw Calculation	0.00	0.00	9.15		74.07	31.19	43.48	97.44	20.02
EL	Indicator Score	0.00	0.00	36.75		22.24	31.19	13.04	100.00	20.02
EL	Weighted Index	0.00	0.00	5.51		1.85	4.68	1.30	6.67	20.02
EL	Effective Weight	22.50	22.50	15.00		8.33	15.00	10.00	6.67	20.02
HISPANIC OR LATINO	Raw Calculation	3.10	3.10	21.05	67.70	63.89	32.84	38.78	94.02	16.17
HISPANIC OR LATINO	Indicator Score	10.07	11.03	44.36	3.92	0.00	32.84	22.45	97.82	16.17
HISPANIC OR LATINO	Weighted Index	0.76	0.83	2.22	1.96	0.00	1.64	2.24	6.52	16.17

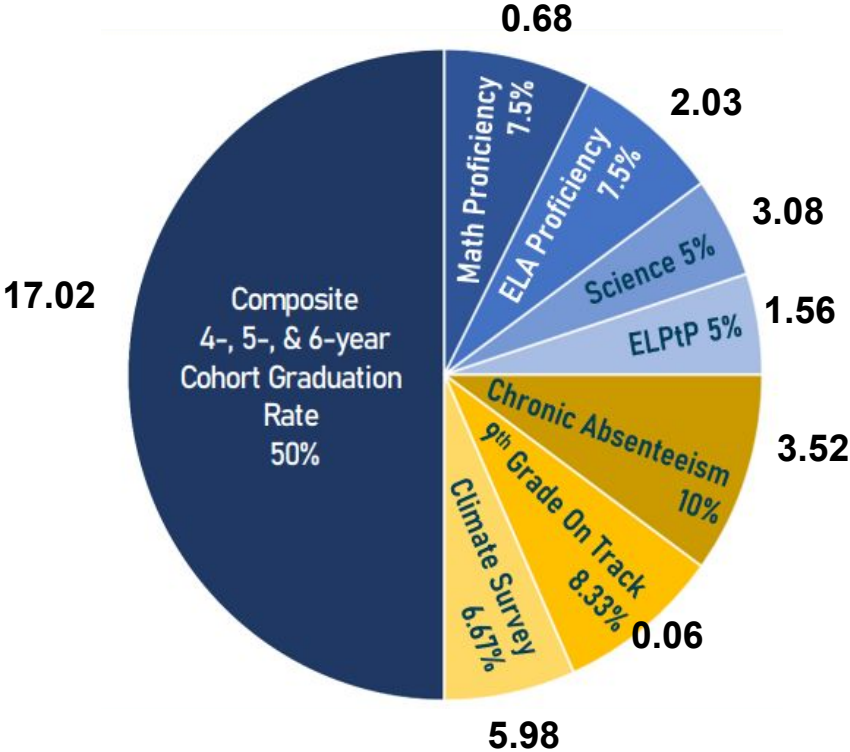
# Freeport High School



Academic Indicators



School Quality & Student Success Indicators



Summative Score  
ALL: 33.93

**Overall Index Score**  
**33.93**  
**Commendable**

**Weighted Index = Indicator Score x Effective Weight.**

**ELA Proficiency**  
**2.03/7.50%**

**Graduation Rate**  
**17.02/50.00%**

**9th Grade On Track**  
**0.06/8.33%**

**Science Proficiency**  
**3.08/5.00%**

**Math Proficiency**  
**0.68/7.50%**

**ELPtP**  
**1.56/5.00%**

**Chronic Absenteeism**  
**3.52/10.00%**

**Climate Survey**  
**5.98/6.67%**

**Indicator Weight Distribution**

7.50%

7.50%

50.00%

5.00%

8.33%

10.00%

5.00%

6.67%

# Chronic Absenteeism

---

**Chronic absenteeism** is a symptom of deeper issues. Treating it requires us to understand and address its root causes. Reasons can include:

- homelessness/unstable housing,
- medical issues,
- experiencing or witnessing trauma,
- suspensions,
- mental health, bullying, fear of violence at or getting to school,
- needing to work

---

**Chronic Absenteeism:** The percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

Demographic	District	State
	2024	2024
All	29.8	26.3

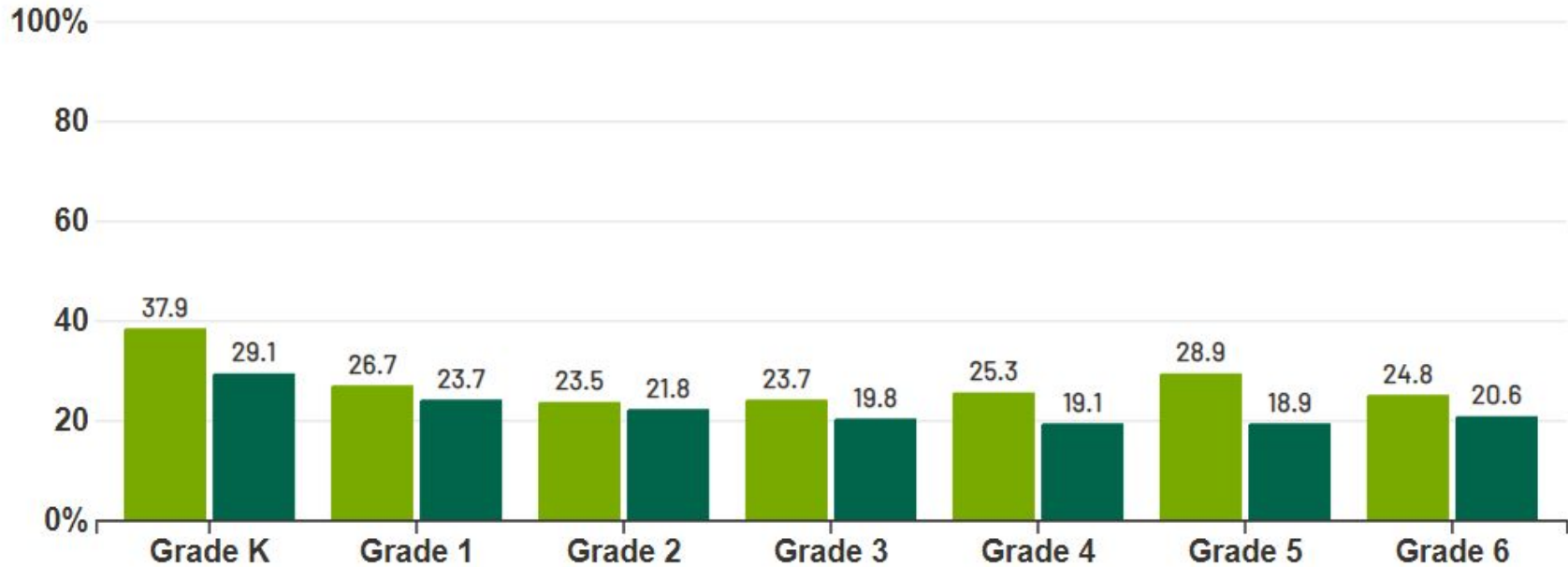
# Chronic Absenteeism

The percentage of students who miss 10% or more of school days per year either with or without a valid excuse

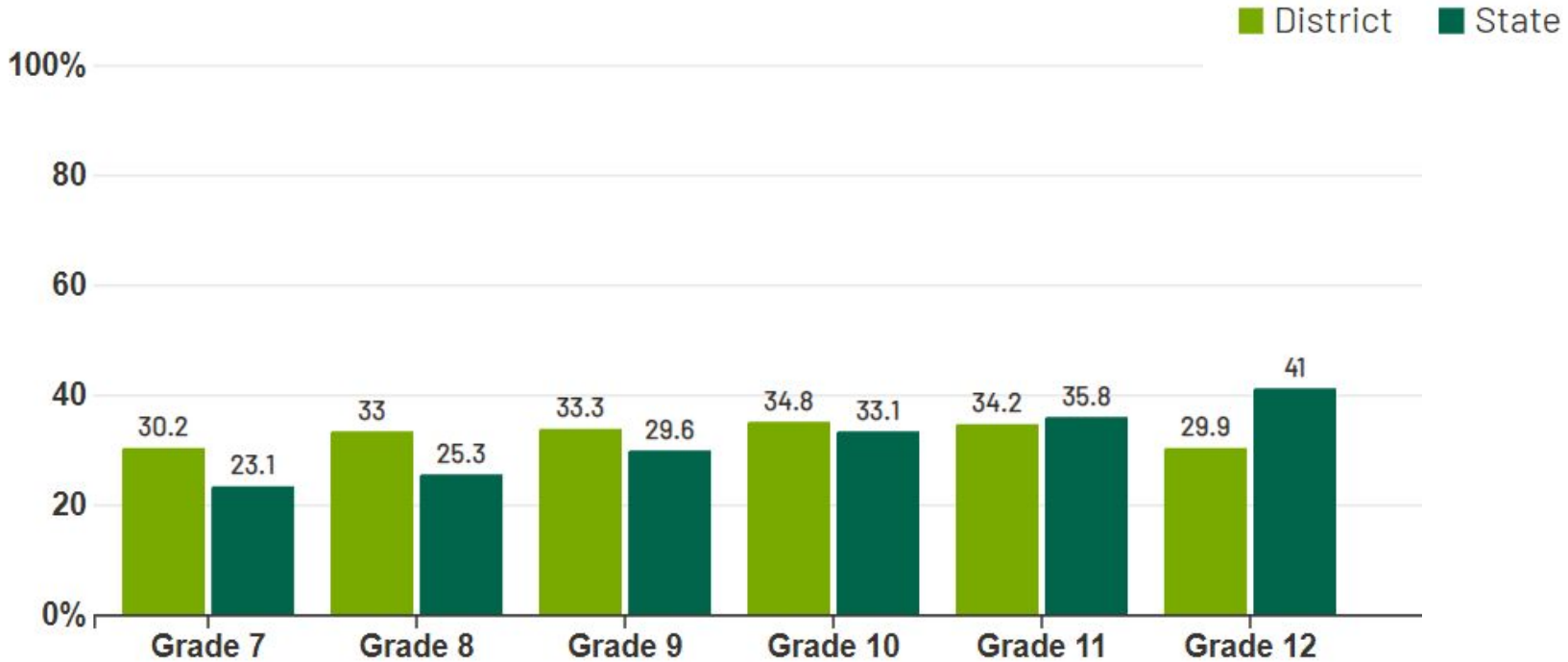
Demographic	District	State
	2024	2024
Black	35.1	40.4
Hispanic	32.8	32.9
Two or More	32.2	26.6
White	24.3	18.1
English Learners	35.1	32.1
w/ IEPs	33.3	33.6

# Chronic Absenteeism 2024

















■ District ■ State



# Chronic Absenteeism 2024



# Chronic Abs./School SY22 vs SY23 vs SY24

Schools	SY22	SY23	SY24
Center	33.1%	29.4% 	22.4% 
Empire	39%	41.1% 	33.7% 
Jones-Farrar	19.5%	20.7% 	20% 
Lincoln Douglas	34.8%	34.8% 	28.1% 
FHS	39.3%	38.4% 	33.1% 
FMS	43.3%	34.7% 	31.5% 
Carl Sandburg	37.3%	35.1% 	28.7% 
Blackhawk	32.2%	43% 	30.2% 

# TEACHER DATA

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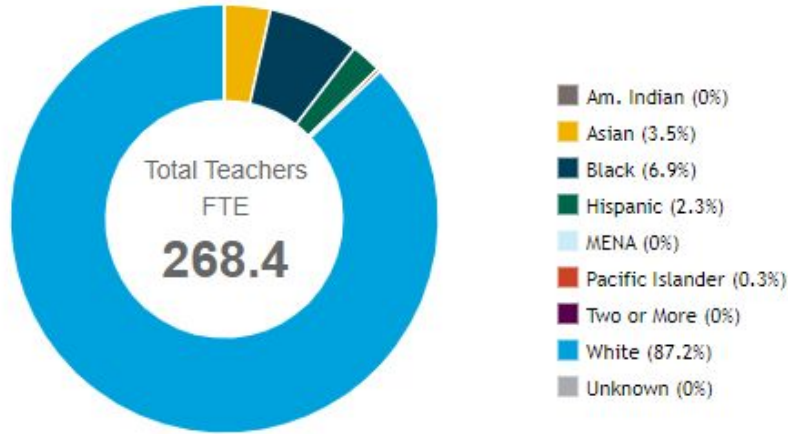
# HR Goal

**Design a strategic recruitment, hiring, and retention process that results in a workforce that reflects district diversity.**



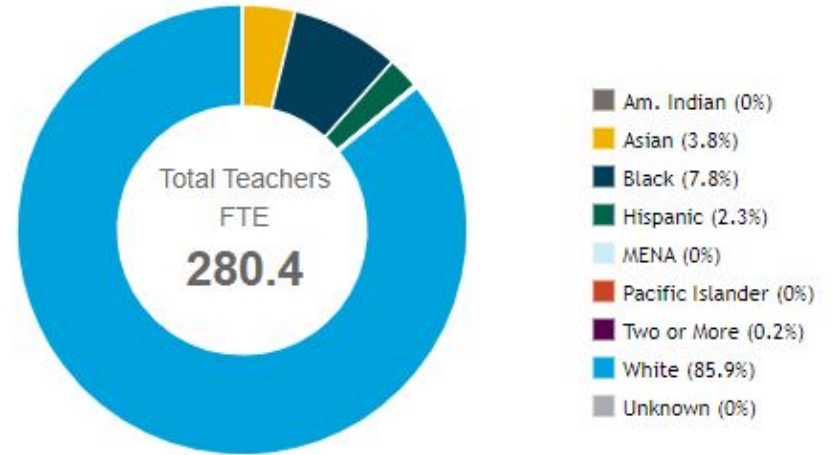
# Teacher Demographic Data

District Teacher Demographics By Ethnicity (2023)



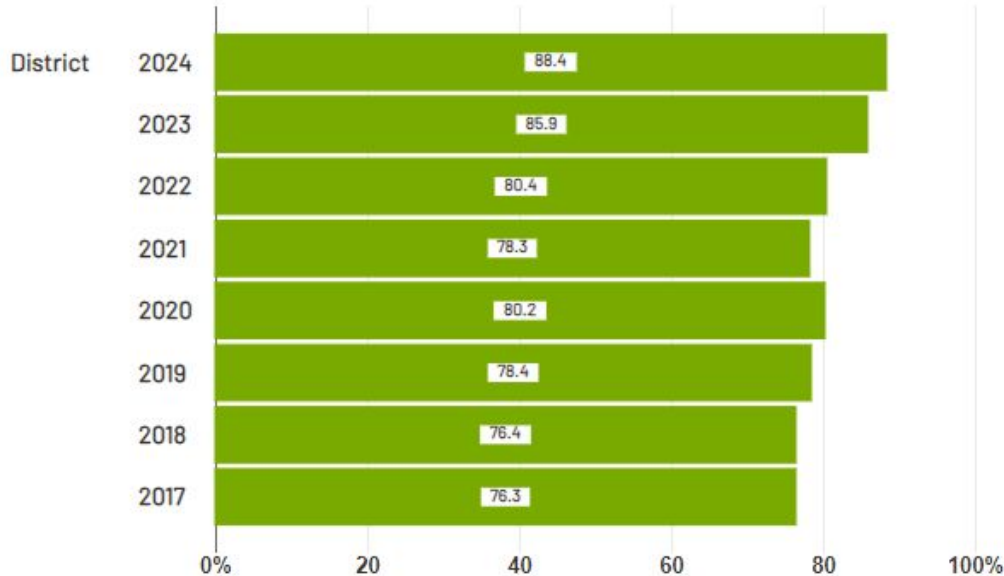
2023

District Teacher Demographics By Ethnicity (2024)



2024

# Teacher Retention



## How can we continue to improve?

- **New FEA Contract reflects the board's commitment to a livable wage and investing in our teachers**
- **Fully Utilize the Teacher Vacancy Grant Strategically with:**

**Grow Our Own Teacher Program**

**Support the work of the Affinity Group**

**New teacher mentoring program**

**Reinforce retention by recognizing longevity**

**Stay Interviews**



# Retention Trends SY21-SY24

<b>Ethnicity</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>All</b>	<b>78.3%</b>	<b>80.4%</b>	<b>85.9%</b>	<b>88.4%</b>
<b>Asian</b>	<b>100%</b>	<b>80%</b>	<b>92%</b>	<b>92.9%</b>
<b>Black</b>	<b>61.4%</b>	<b>75.7%</b>	<b>89.5%</b>	<b>95%</b>
<b>Hispanic</b>	<b>80%</b>	<b>87.5%</b>	<b>100%</b>	<b>90%</b>
<b>White</b>	<b>79.3%</b>	<b>80.8%</b>	<b>85.4%</b>	<b>87.8%</b>

# STUDENT DATA

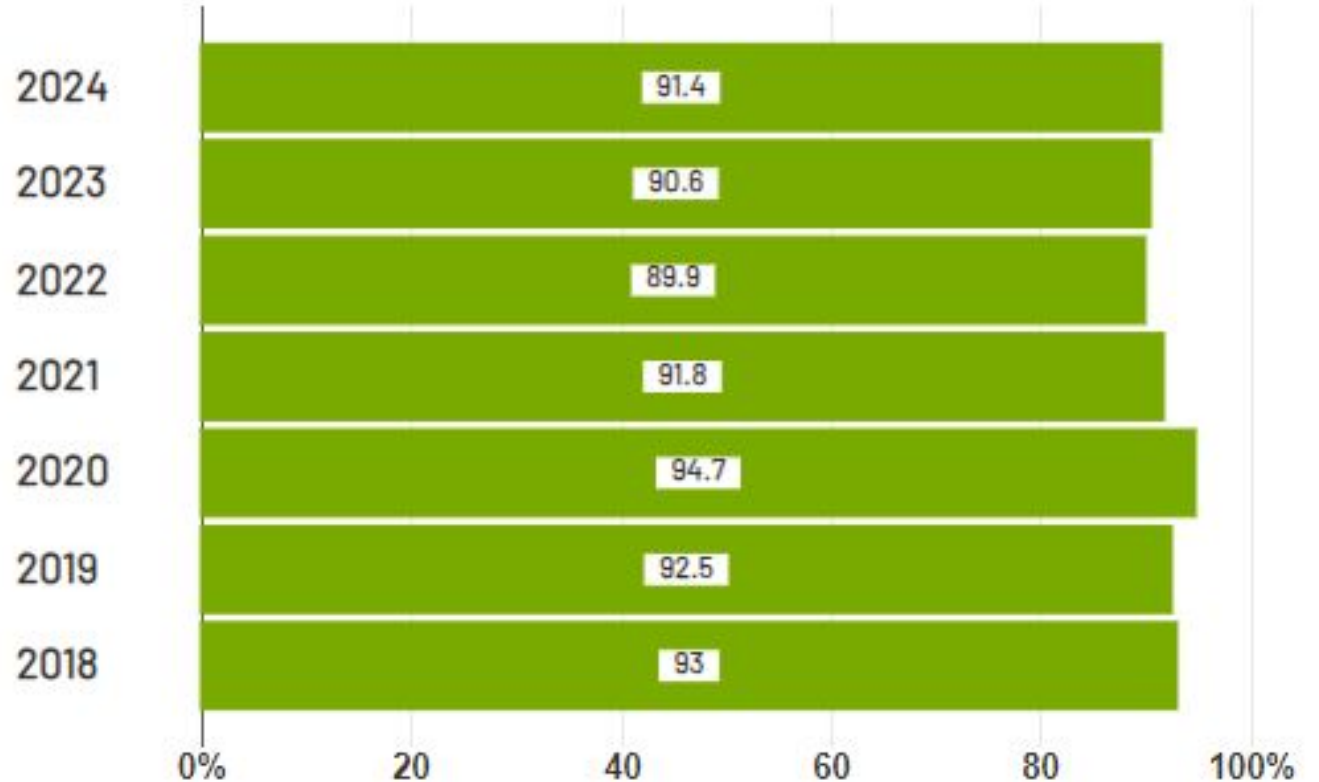
# Enrollment and Demographics 2024

Demographic	District	State
	2024	2024
Am. Indian	Redacted	0,2
Asian	1,1	5,6
Black	25,2	16,5
Hispanic	15,9	28,1
MENA	0	0
Pacific Islander	Redacted	0,1
Two or More	15,6	4,2
White	41,9	45,3

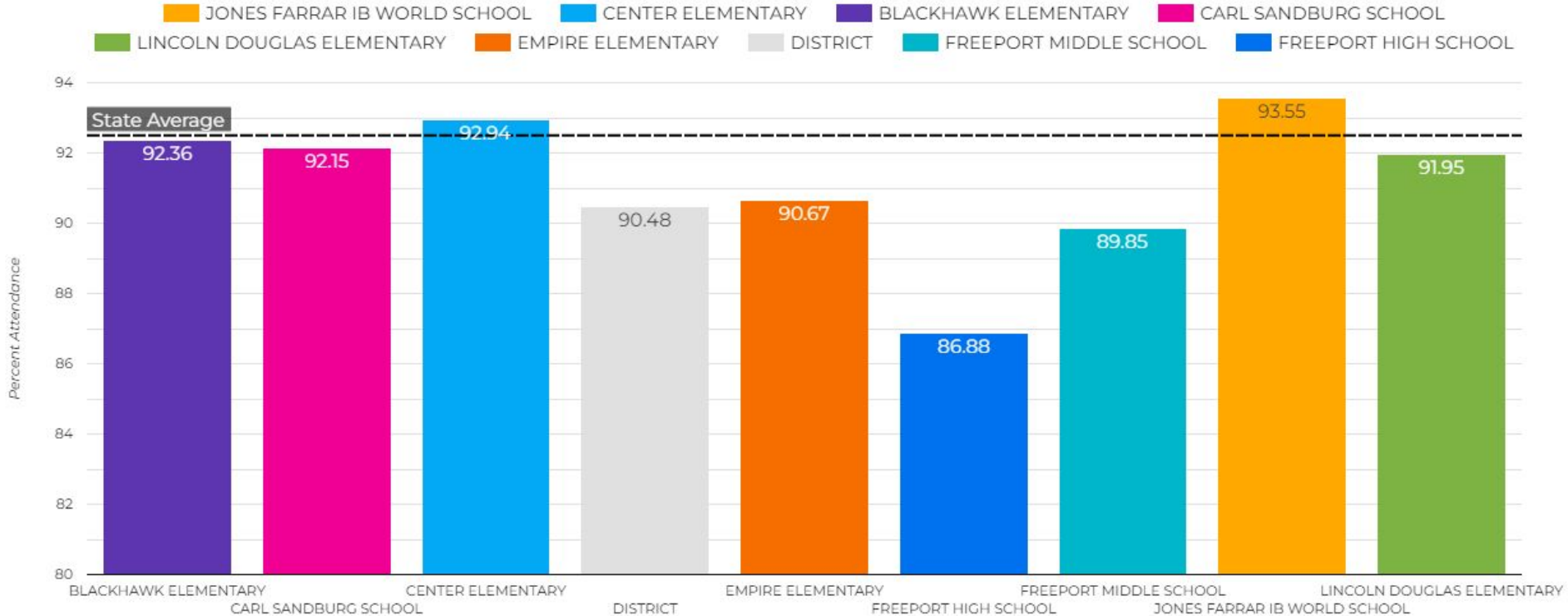


# Student Attendance 2023-2024 School Year

All



# YTD Average Daily Attendance by School : State Ave. 91.6%



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# Homeless

The percentage of students who do not have permanent or adequate homes

■ District ■ State

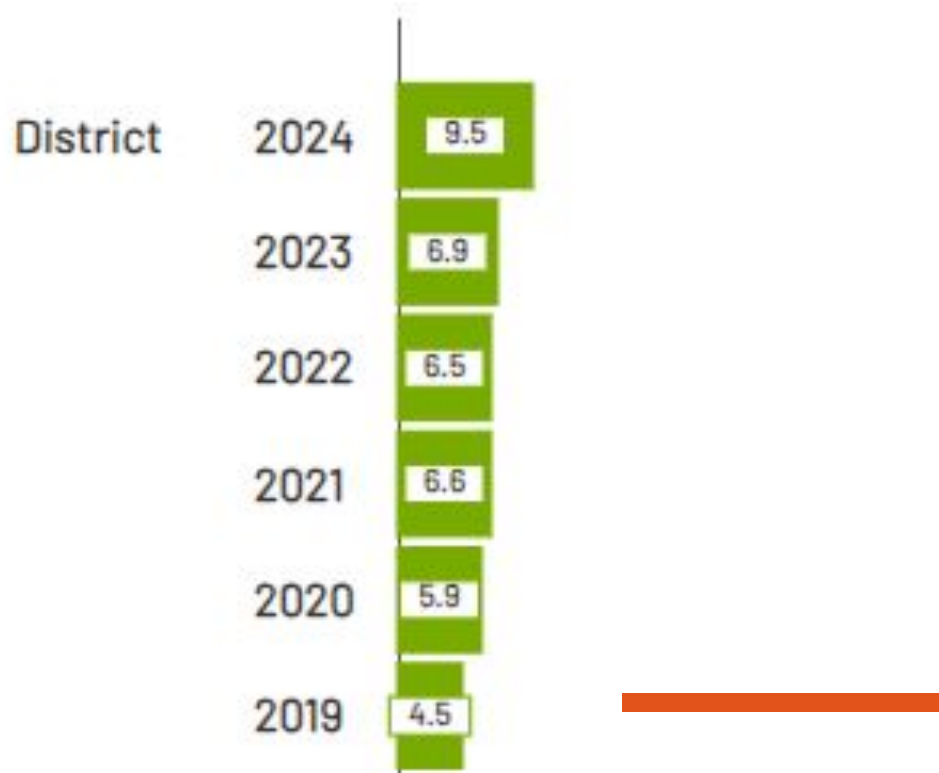
Level	2024
District	7.5%
State	2.6%



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# English Learners

The percentage of students whose primary language is not English



# Student Mobility Rate

A school's student mobility rate is **the percentage of students who experienced at least one transfer in or out of the school between the first school day of October and the last school day of the year, not including graduates.**

Demographic	District	State
	2024	2024
All	15	7,9
Am. Indian	Redacted	11,7
Asian	Redacted	7,6
Black	18,6	13,2
Hispanic	21,2	9,9
MENA	No Data	7,5
Pacific Islander	Redacted	8,6
Two or More	17,4	8,3
White	9,3	4,6

Middle East & North Africa →

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# District Growth Percentile - IAR ELA

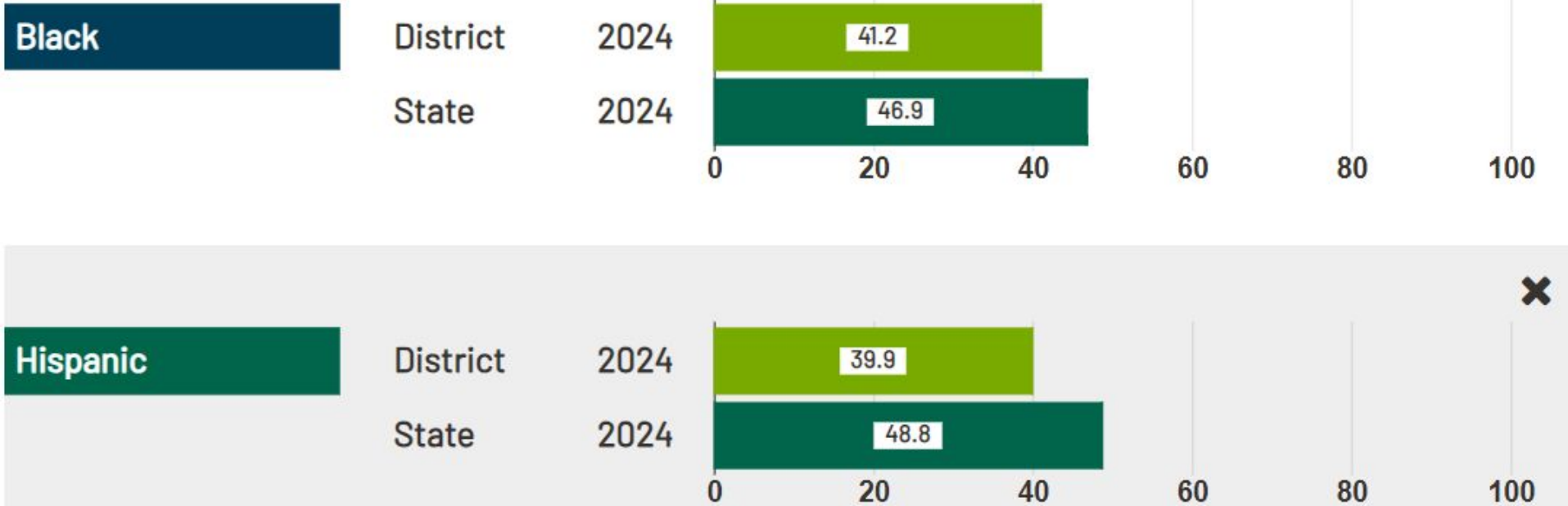
The growth of students relative to other students in the state with a similar scale score in the preceding school year(s). The Student Growth Percentile (SGP) describes how much a student grew compared to their academic peers who started at the same level.



Good/Average SGP- **±50 %tile**

---

# Growth Percentile - IAR ELA



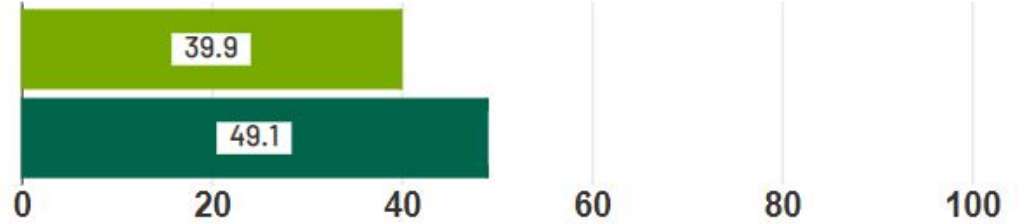
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# Growth Percentile - IAR ELA

Two or More

District

2024



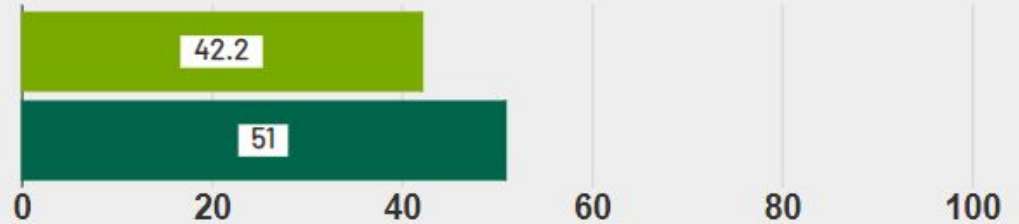
State

2024

White

District

2024



State

2024



# Growth Percentile - IAR ELA

## w/ Disabilities

District

2024

37.7

State

2024

44.7

0 20 40 60 80 100

## English Learners

District

2024

38.5

State

2024

47.3

0 20 40 60 80 100

## Low Income Students

District

2024

40.1

State

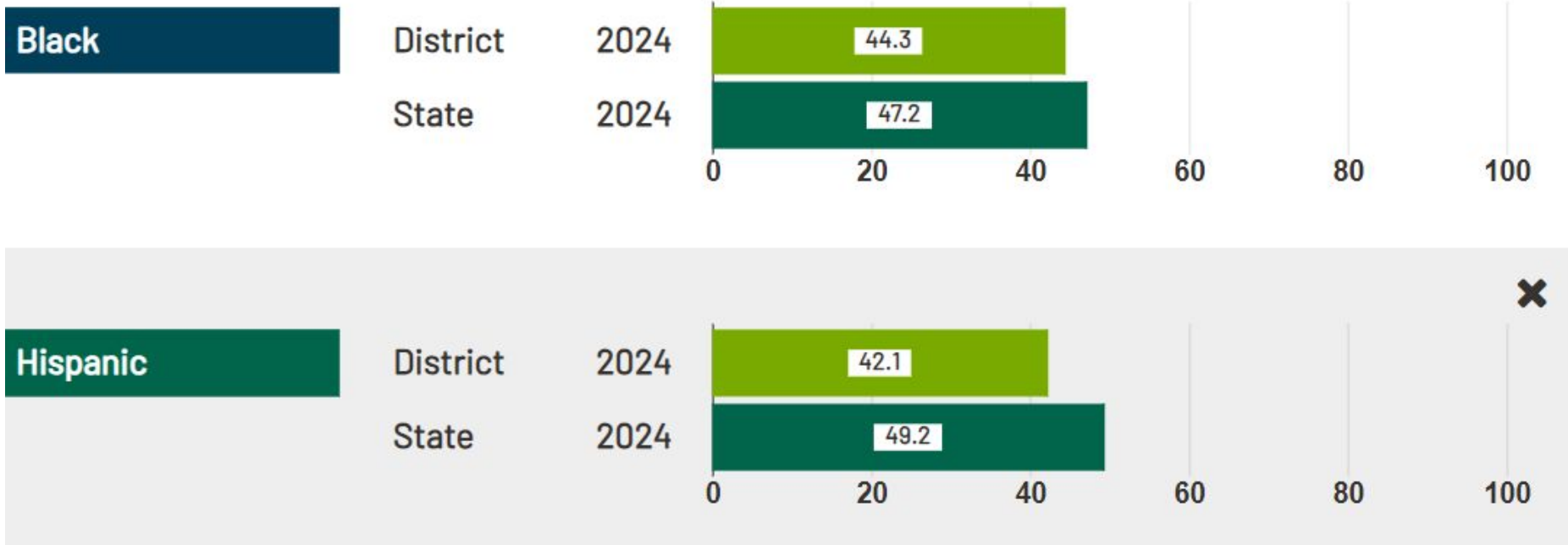
2024

47.9

0 20 40 60 80 100

# Growth Percentile - IAR Mathematics

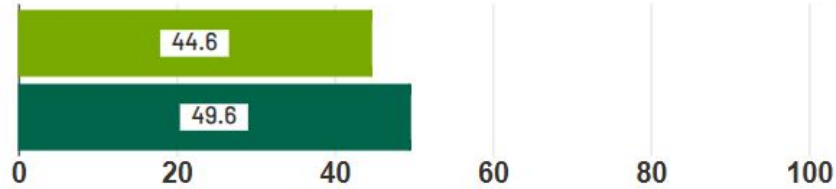
The growth of students relative to other students in the state with a similar scale score in the preceding school year(s).



# Growth Percentile - IAR Mathematics

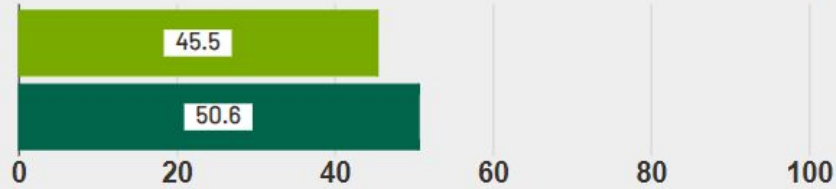
Two or More

District 2024  
State 2024



White

District 2024  
State 2024



w/ Disabilities

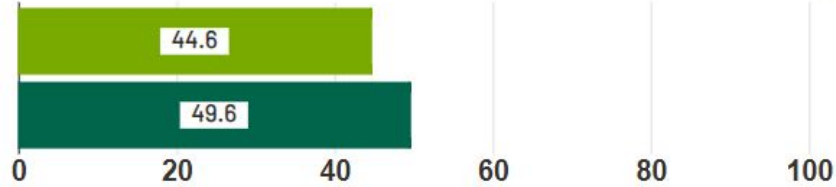
District 2024  
State 2024



# Growth Percentile - IAR Mathematics

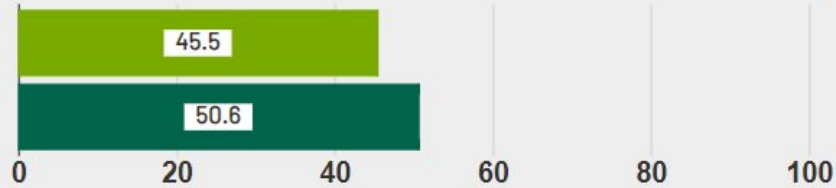
Two or More

District 2024  
State 2024



White

District 2024  
State 2024



w/ Disabilities

District 2024  
State 2024

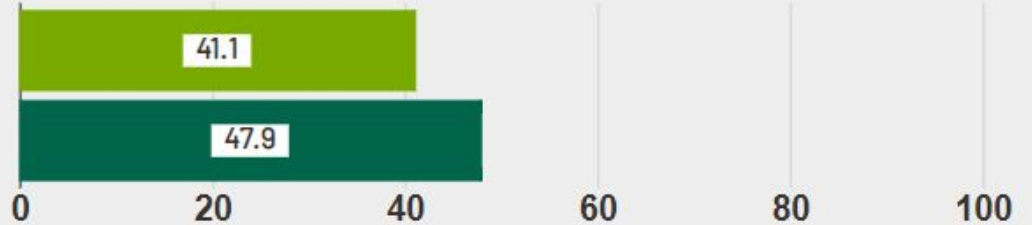


# Growth Percentile - IAR Mathematics

## English Learners

District

2024



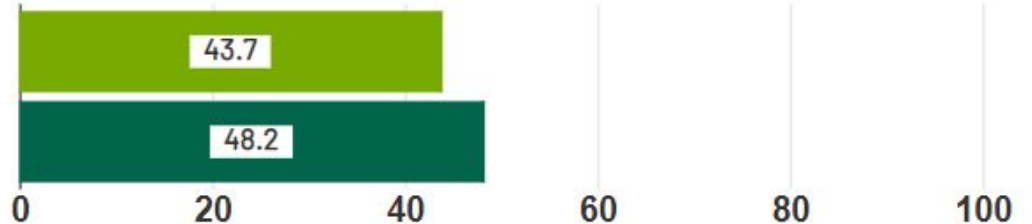
State

2024

## Low Income Students

District

2024



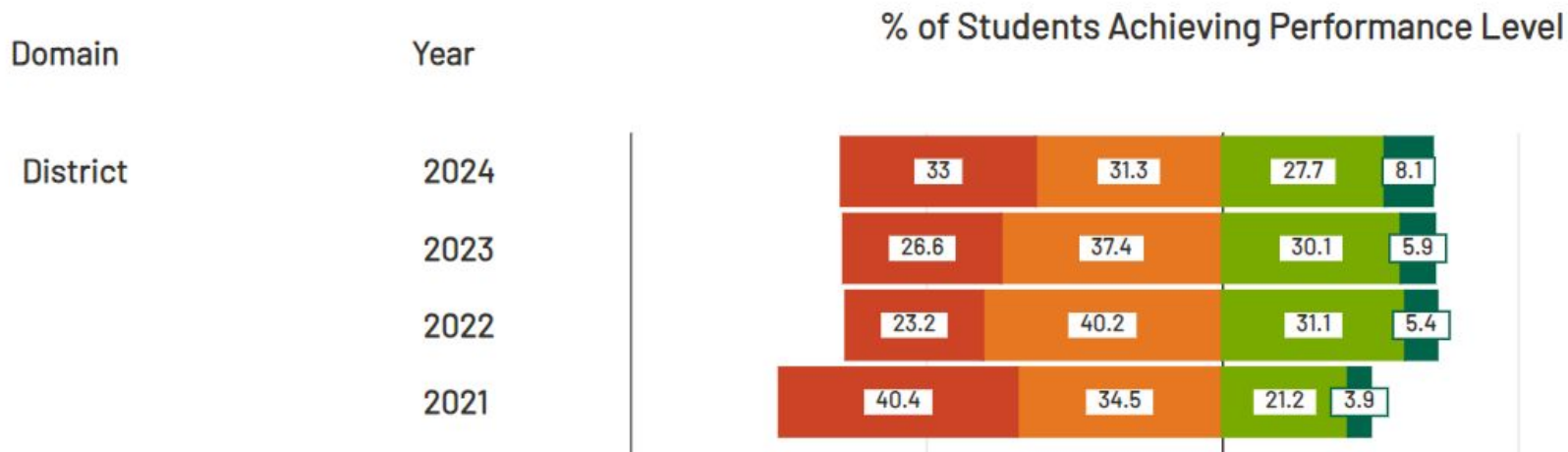
State

2024

# Science Assessment

The graph displays the percentage of students who fall into four levels: emerging, developing, proficient, and exemplary on the Illinois Science Assessment.

Emerging    Developing    Proficient    Exemplary



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# 9th Grade on Track

Students identified as “on track” have earned at least five full-year course credits (10 semester credits) and have earned no more than one semester “F” in a core course (English, math, science, or social science). Course credits from summer sessions are not included in this calculation.

Demographic

Year

All

2024

66.9

2023

63.5

2022

62

2021

65.9



# 9th Grade on Track

Demographic

Year

Black

2024

52.3

2023

46.8

2022

38.5

2021

47.2

2020

56.9

Hispanic

2024

63.9

2023

66.7

2022

74.2

2021

63.6

2020

80.6



# 9th Grade on Track

Demographic

Year

Two or More

2024

50

2023

57.1

2022

48.7

2021

59.2

2020

84

White

2024

78.3

2023

72.1

2022

78

2021

76.9

2020

72.7

---

# On Track Efforts through SIP

## GOAL

By the end of SY 24-25, 75% of our freshmen will be on track.

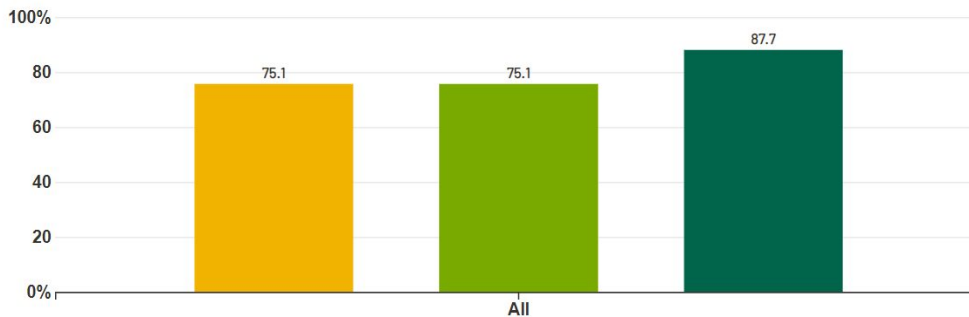
## Theory of Action

**If** we identify students in need of interventions (in relations to grades, attendance, and discipline) and create a system of appropriate interventions at both the Tier 1 and Tier 2 levels, **then**, we can properly intervene when students are experiencing difficulties staying on track with grades, attendance, or behavior, **which will lead to** more students on track at the end of their freshman year.

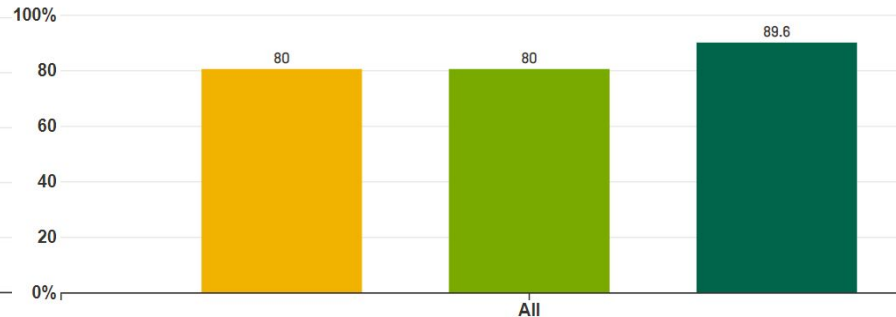
# Graduation Rate

School District State

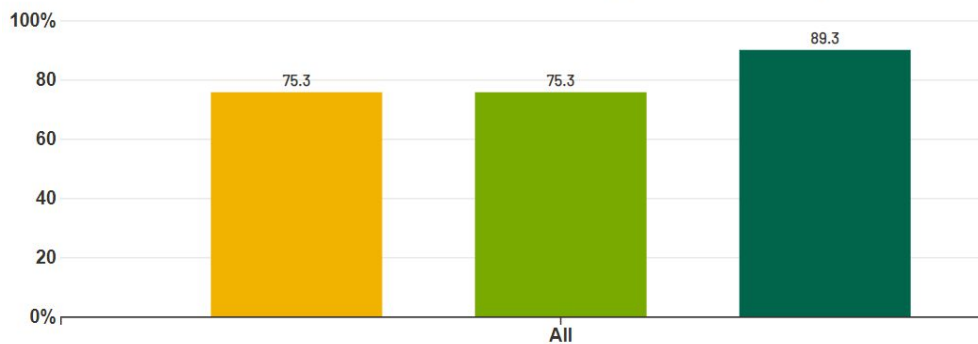
Graduation Rate 4 Years (Students who entered 9th grade in SY2020-21)



Graduation Rate 6 Years (Students who entered 9th grade in SY2018-19)

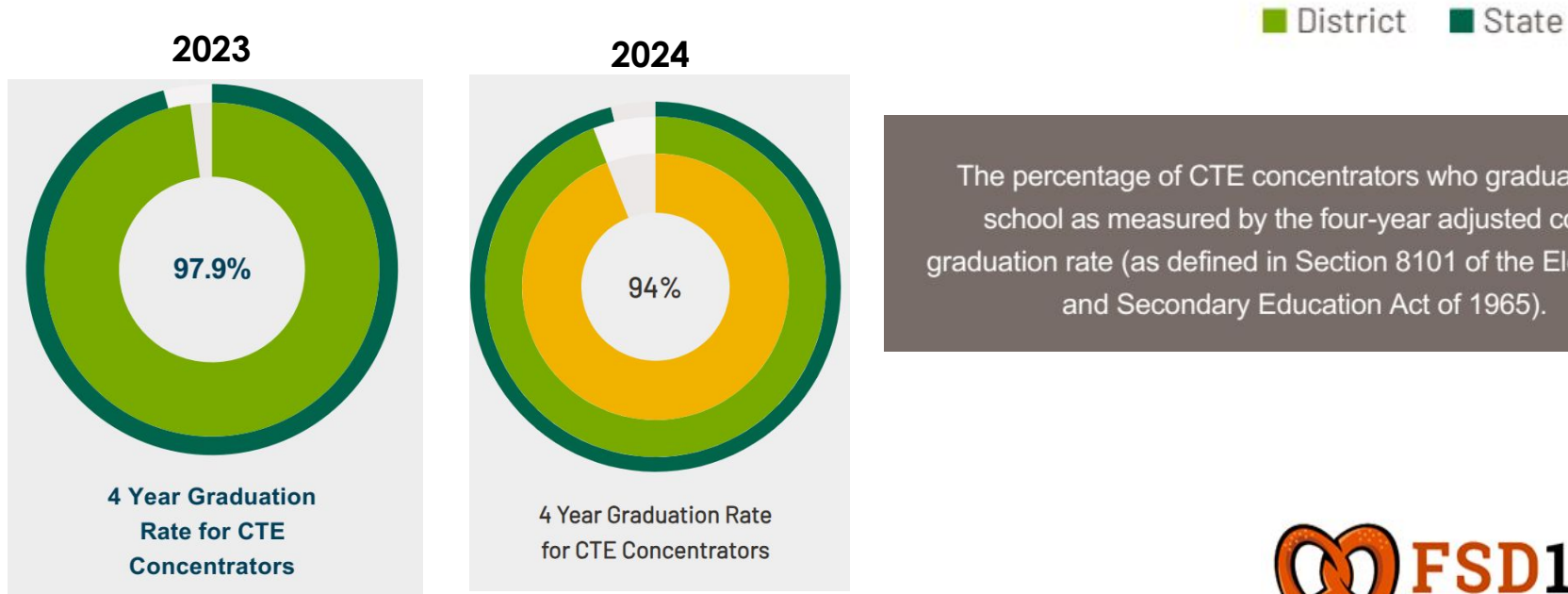


Graduation Rate 5 Years (Students who entered 9th grade in SY2019-20)



# Career and Technical Education

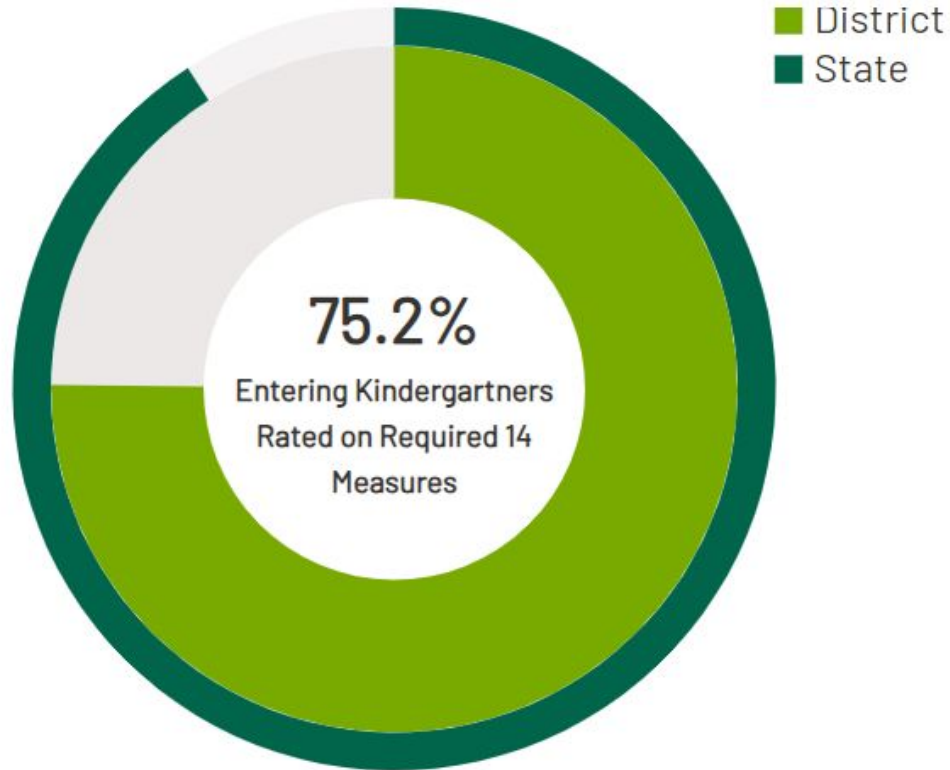
The number of students enrolled in one or more Career and Technical Education (CTE) courses is displayed.



# Early Childhood Data

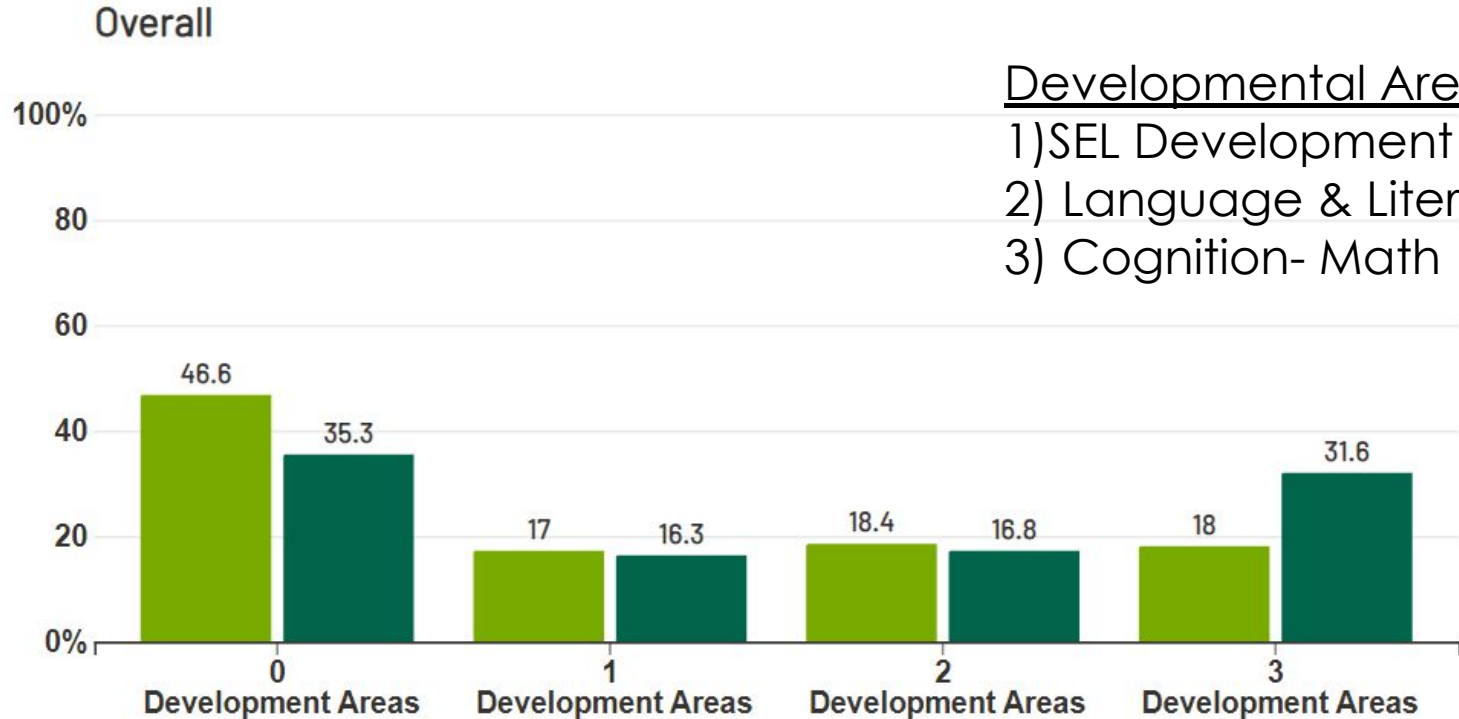
---

This display shows the percentage of entering kindergartners rated on their readiness.



These displays show the percentage of students ready in 0, 1, 2 or 3 developmental areas and a breakdown of the percentage of students ready in each of those developmental areas.

■ District ■ State



Developmental Areas

- 1) SEL Development
- 2) Language & Literacy
- 3) Cognition- Math

This display shows a demographic breakdown of the students ready in all 3 of the observed developmental areas.

Demographic	District	State
	2024	2024
All	18	31.6
Am. Indian	0	25.4
Asian	25	36.7
Black	7.6	25.8
Hispanic	14.3	20.3
MENA	No Data	No Data
Pacific Islander	No Data	32.9
Two or More	28.6	33.3
White	24.1	39.3

# Kindergarten Chronic Absenteeism

Grades	2024	2023
Grade K	37.9%	41.6%



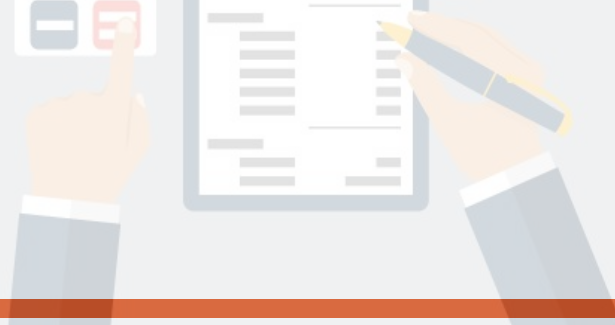
Highest Chronic Absenteeism percentage in  
FSD145

# BUDGET



WALNUT

## Funding



**FSD145**  
Freeport School District

---

Of the 102 districts in Illinois with enrollment greater than 1500 students (excluding CPS), data for Freeport is as follows:

**Enrollment: FSD is 54th at 3,512 students**

Highest: U46- Elgin @ 33,948

Lowest: Eureka @ 1,502

**Low Income: FSD is 23rd out of 102 at 63.6% (In 2023, FSD was at 21st at 58%)**

Highest: Crete Monee @ 99.4%

Lowest: Columbia @ 14.2%

**Homeless: FSD is 4th out of 102 @ 7.5% (In 2023, we were 6th with 4.8% homeless)**

Highest: Harrisburg @ 11%    Lowest: Not reported



---

**English Learner: FSD is 35th out of 102 @ 9.5% (In 2023, FSD was 40th)**

Highest : Peoria @ 18.6%

Lowest: Huntley & Elmhurst@2.6%

**Student Mobility Rate: FSD at 11th out of 102 @ 18.6% (In 2023, FSD was 14th @ 14.6%)**

Highest : Peoria @ 18.6%

Lowest: Huntley & Elmhurst @ 2.6%

**Chronic Truancy: FSD is 24th out of 102 @21.4% (In 2023, FSD was 17th at 32.8%)**

Highest: East St. Louis @ 69.8%

Lowest: Columbia @ 0 (or not reported)

# Per Pupil Allocation

The investment on our student population has significantly increased from 2019's allocation of \$13,250!

FY24 School Finances

**\$20k** District Avg Spending  
Per Student

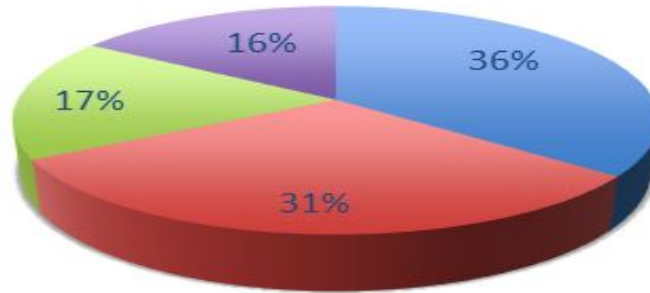
Total District Expenditures:  
\$84,311,305

---

# Yearly Per Student Allocation:

Year	Per Student Allocation
2024	\$19,940
2023	\$19,667
2022	\$17,734
2021	\$15,465
2020	\$14,168
2019	\$13,250

**REVENUE BY FUND  
(Unaudited)  
2023 -2024  
\$88,538,579**



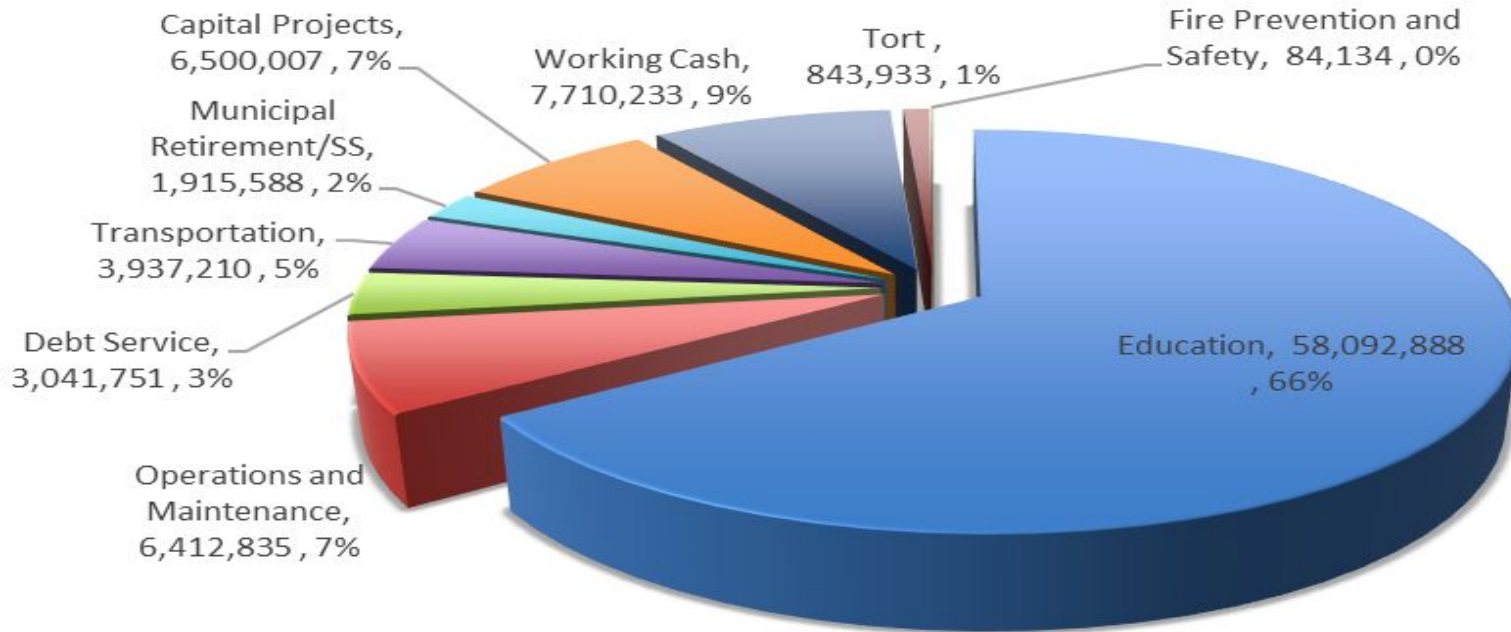
- REVENUE FROM LOCAL SOURCES
- REVENUE FROM STATE SOURCES
- REVENUE FROM FEDERAL SOURCES
- TRANSFERS/SALES

**Well-balanced funding during SY24...**

# REVENUE BY FUND (Unaudited)

## FY2023-2024

\$88,538,579



What now? How does school support look like using the continuous improvement process?

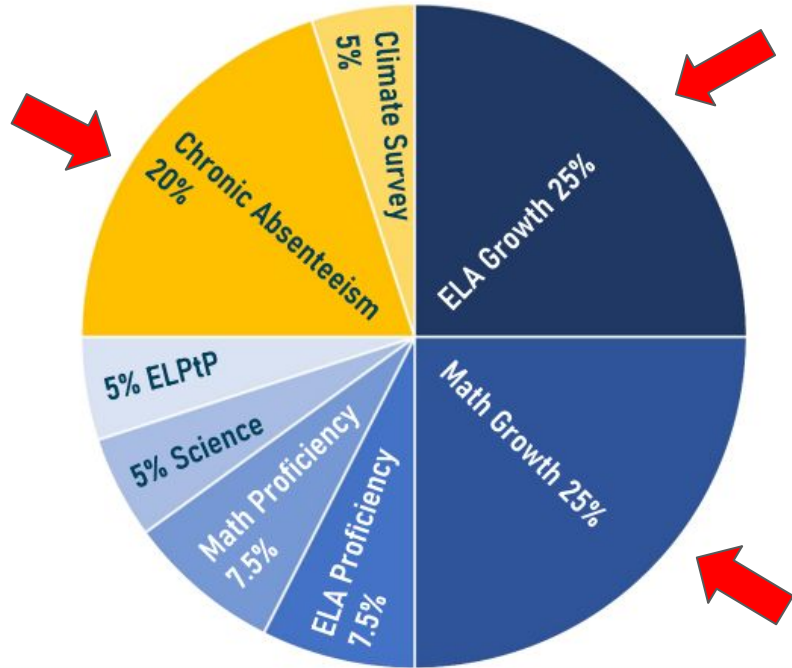
# Strategic School Improvement Planning



1. Is it strategic?
2. Are we intentional?
3. How do we know it's working?

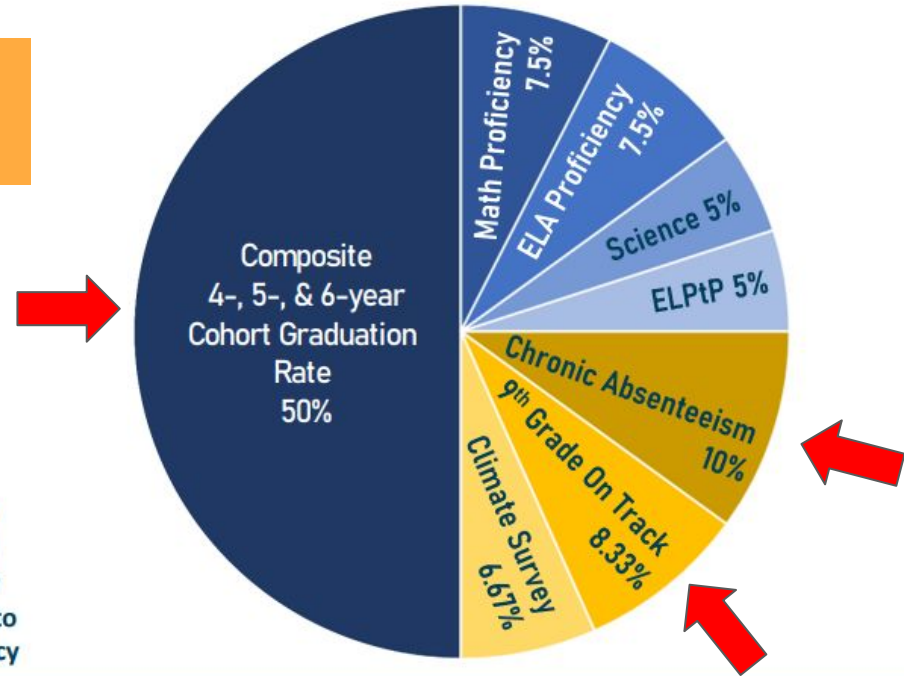
# Strategic School Improvement Planning

## Elementary/Middle Band (ES)



2024  
Data

## High School Band (HS)



(ELPTP)  
English  
Learner  
Progress to  
Proficiency

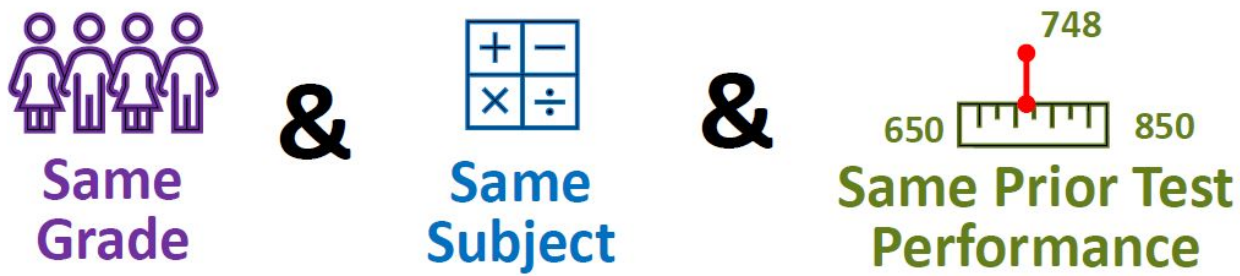
# Student Growth Percentile (SGP)

A measure of a student’s progress from one year to the next

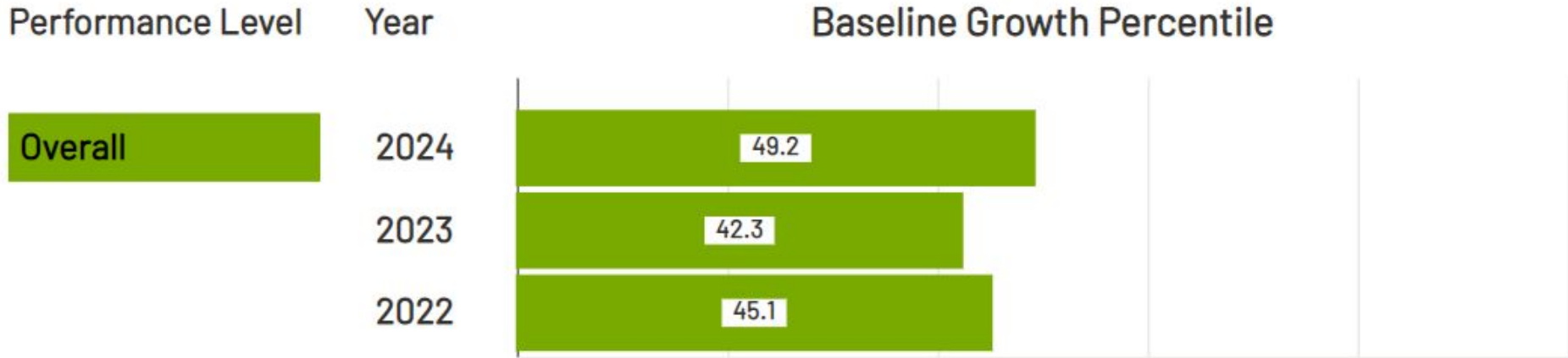


S  
G  
P

Compared to “academic peers” statewide



# District Growth Percentile - IAR Math



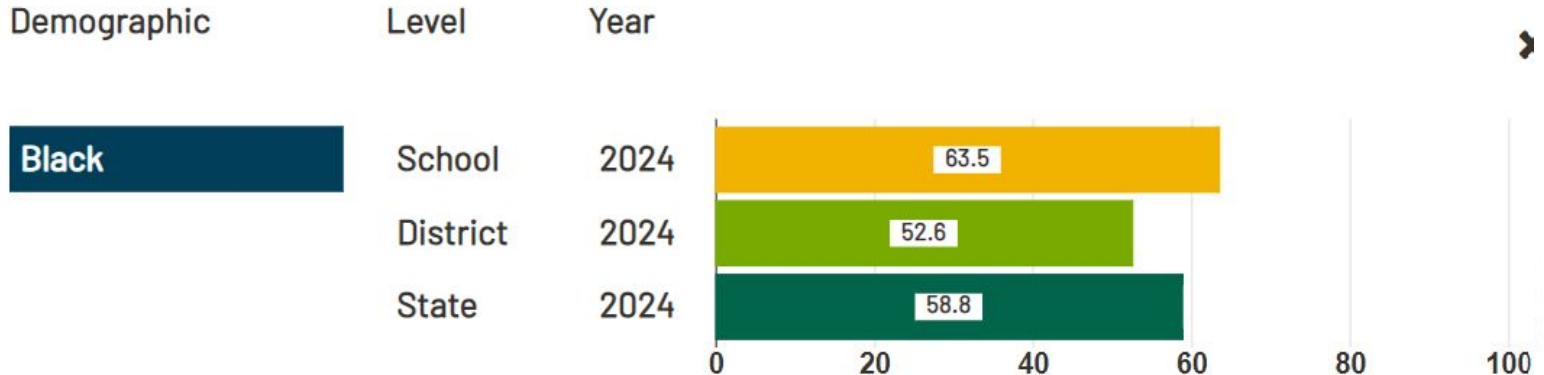
Good/Average SGP- **±50 %tile**

# Ex. Jones-Farrar SIP Growth Goal

By June 2025, 80% of AA subgroup will show growth in math as measured by IAR.

■ School ■ District ■ State

Excellent SGP- **Above 60-%tile**

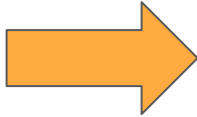


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# Strategies to Address Through an Equity Lens

Active listening sessions to drive SIP planning and improvement.

Aligns to  
the  
strategies  
presented  
by Safir.



**Freeport School District 145**  
**District Listening Session**  
**Guide**

A group of students wearing orange shirts and face paint, posing for a photo outdoors.

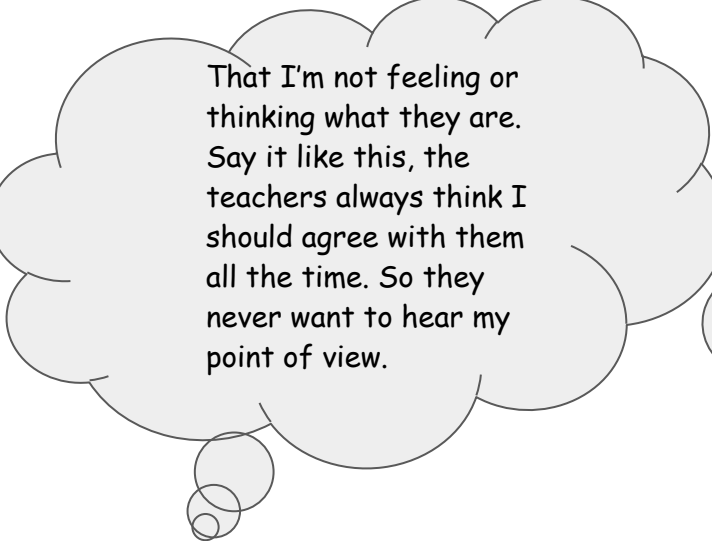
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# Strategies to Address Through an Equity Lens

Active listening sessions to drive SIP planning and improvement.

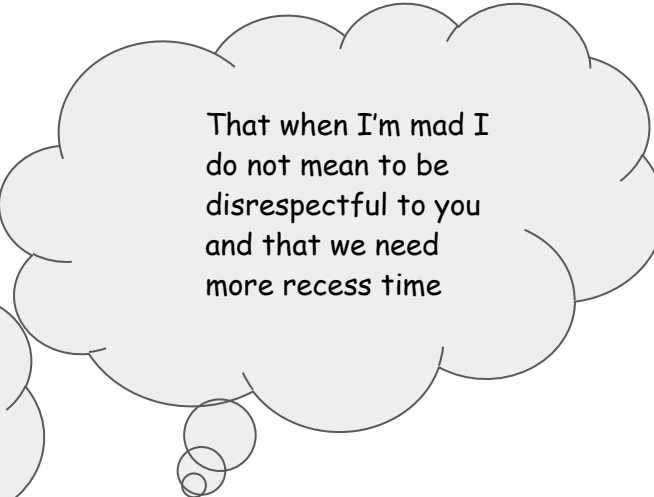
## If my teacher only knew...



That I'm not feeling or thinking what they are. Say it like this, the teachers always think I should agree with them all the time. So they never want to hear my point of view.



Don't always get mad because we forgot something for your class because if you want us to learn we need that one thing



That when I'm mad I do not mean to be disrespectful to you and that we need more recess time

---

# Strategies to Address Through an Equity Lens

**JF created Insight Statements based on qualitative data collected from students. These statements will assist in producing strategy goals within the SIP plan.**

## **Insight Statements**

### **Math strategies**

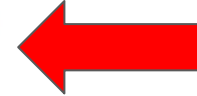
Students need a variety of strategies to be competitive nationally with their peers and have the ability to make choices and decisions in their lives. Because current instruction does not provide a variety of strategies, students give up on solving the problems which leads to failure. Therefore when students are given a variety of strategies they can be independent learners and have the confidence to tackle hard things.

# Chronic Absenteeism

1

- **Students Chronically Absent ÷ Total Students**

- **Chronic Absenteeism:** Students who have missed 10% or more of school days (excused or unexcused).



- **Defined in statute - (105 ILCS 5/26-18)**

- Excludes students who are hospitalized, but no other exceptions

- Medically homebound are considered present

- **Scoring: [(Chronic Absenteeism Rate\* -2) + 100]**

- Inverted indicator (lower values are better)

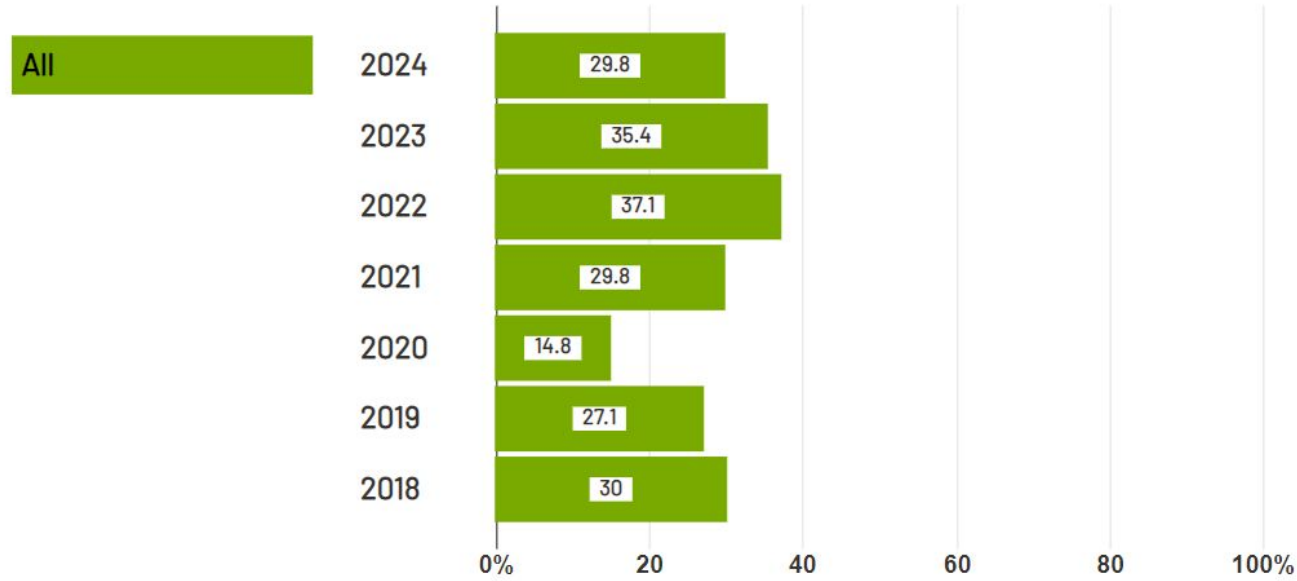
- Ceiling of 0%, floor of 50%



# Chronic Absenteeism Trends

Demographic

Year

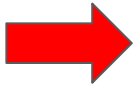


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# Ex. Lincoln Douglas SIP Chronic Abs. Goal

Lincoln Douglas will decrease chronic absenteeism by 30%, or 30 students, by the end of SY25 as measured by Skyward data.

**SY23**- 103  
Chr. Abs.  
Students



**SY24**- 71  
Chr. Abs.  
Students

---

Demographic

Year

All

2024

28.1

2023

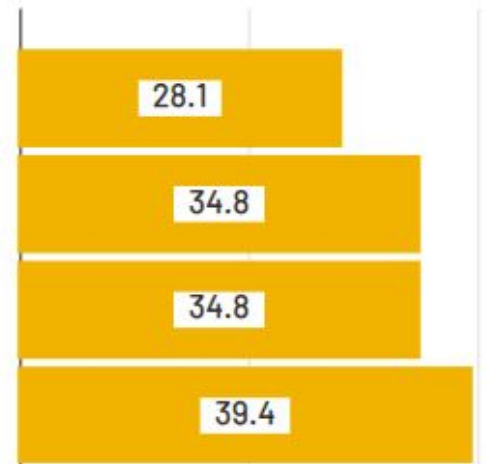
34.8

2022

34.8

2021

39.4



---

## Lincoln-Douglas SIP Strategy Goal: Chronic Abs.

100% of LD students identified at the Tier 2 level for attendance will receive a mentor to build positive relationships, ensure continued support, and reinforce positive attendance with both student and families regularly.

---

# Lincoln-Douglas Elementary Attendance Buddies

**Who:** Students with a history of C.A. or in danger of C.A.

**When:** Daily (usually first thing in the morning)

**Where:** Outside of the student's classroom

**Why:** To motivate students to attend school regularly

**How:** The attendance team uses data from Skyward & Panorama to determine which students should participate in the buddy program.



---

# Attendance Buddies Staff Support

K/1 - Amanda Collins, Lindsey Thomas

2/3 - Monica Reed, Fran Terry

4 - Lindsey Thomas

# Strategic School Improvement Planning



1. Is it strategic?
2. Are we intentional?
3. How do we know it's working?

# Strategic Adjustments to Our SIP Plans

## Priority #1 Adjustments for ALL Schools

SY24	SY25
By August 2023, 100% of K-6 teachers who teach ELA and/or SLA will have been introduced to the collective commitments of the ELA Implementation Plan and will have participated in introductory training of HMH Resources.	<b>By August 2024, 100% of Instructional leaders at the building level (e.g. Principals, Framework Specialists, MTSS Facilitators) will be introduced to the Learning Walk tool.</b>
By May 2024, 100% of K-6 ELA/SLA teachers will have followed the HMH pacing guide as measured by the HMH Curriculum Implementation Checklist/Walkthrough.	<b>By May 2025, 100% of K-6 ELA/SLA teachers will have implemented teaching/learning cycles that follow the HMH pacing guide and utilize the end of module assessments within the date ranges set on the pacing guide as measured by the data collected from the online module assessment data. (<a href="#">2024-2025 ELA Implementation: YEAR 2 One-Pager</a>)</b>
	<b>By Oct. 2024, 100% of school will self-select a FFT cluster that aligns with the SIP goals to support ongoing improvement in instruction as measured by the FSD145 Learning Walk Through Tool.</b>
	<b>By May 2025, 100% of instructional leaders will engage in collaborative professional learning on the <a href="#">2024 Illinois Comprehensive Literacy Plan</a> that includes completion of the implementation considerations (p.81) and the reflection questions (p. 82).</b>

# Strategic Adjustments to Our SIP Plans

Empire Priority 2 SIP Adjustments	
SY24	SY25
By Jan. 2024, create and maintain a chronic absenteeism tracking document.	<b>By June 2025, have a fully functional multi-tier intervention system to support students who have been identified as being at risk for chronically absent.</b>
By October 2024, develop an MTSS system that identifies students at risk for being chronically absent.	<b>By June 2025, 100% of teachers will implement the Comprehensive the building Social Emotional (SEL) Framework.</b>
By June 2025, 100% of teachers will implement the Comprehensive Social Emotional (SEL) Framework that focuses on enhancing Tier 1 SEL instruction, building PBIS Initiatives, and strengthening adult SEL.	

Empire Priority 3 SIP Adjustments	
SY24	SY25
By May 2025, grade-level teams will achieve a Proficient PLC implementation level (in Prerequisites One and Two) as measured by the <a href="#">PLC Strategy Implementation Guide</a> .	<b>By May 2025, 80% of k-4 grade-level teachers will be delivering small-group instruction an average of 3 times/week as measured in their PLC agendas</b>
By May 2025, Empire Elementary will provide evidence of a <b>consistent implementation of MTSS T2 and T3 math interventions</b> that uses data to create intervention plans, evidence-based practices in the intervention setting, and progress monitoring data to adjust the interventions accordingly.	<b>By May 2025, 80% of K-4 students will show at least 10% growth from the pre-assessment to the post assessment for each unit assessment in Bridges.</b>

# Strategic Adjustments to Our SIP Plans

Sandburg Priority 2 SIP Adjustments		Sandburg Priority 3 SIP Adjustments	
SY24	SY25	SY24	SY25
Implementation of curriculum and tools.	<b>100% of math teachers will complete training and actively participate in ongoing PLC internalization of units, as well as engage in weekly PLC planning sessions with specialists to enhance instructional practices and student outcomes.</b>	Implementation of mediation/restorative conferences	<b>By Spring 2025, 60% of 5th grade students who reported limited or no SEL strengths in Fall 2024 (baseline: 97 students) will show improvement on the Panorama survey. The interim target is a 30% improvement by Winter 2025.</b>
Incentivizing math practice	<b>By May 2025, 100% of math teachers will have implemented common assessments and analyzed results in their PLC.</b>	Implementation of SEL groups	<b>In the 2024-2025 school year, we will reduce the chronic absenteeism rate by 5% (from 29% to 24%) through targeted interventions and efforts to increase student inclusion at CSS. Chronic absenteeism was 37% in 2022, 35% in 2023, and 29% in 2024.</b>
Intentional math instruction and differentiation to the subgroups as listed on our school report card and tiered WIN interventions	<b>6th grade math teachers and interventionists will use targeted interventions to improve foundational computational skills (including calculator use) and aim for 50% of students to increase their IAR math growth percentile.</b>	Intentional instruction of self regulation skills	<b>By the end of the school year 2024-25, 80% of teachers will use WICOR strategies in their classrooms as measured by AVID Essential Skills Rigorous Instruction implementation tool.</b>

# Strategic Adjustments to Our SIP Plans

FMS Priority 2 SIP Adjustments		FMS Priority 3 SIP Adjustments	
SY24	SY25	SY24	SY25
By May 2024, 80% of students, that have been identified as having between 5-10 days absent as of Oct. 1, will participate in a minimum of four ongoing listening sessions.	<b>By May 2025, 80% of students, that have been identified as having between 5-10 days absent as of Oct. 1, will participate in <u>proactive listening sessions and have an ILP created.</u></b>	By May 2024, coaching rounds will occur with Tier 2/3 teachers around healthy relationships with students and other staff.	<b><u>Belonging:</u> By May of 2025, 100% of FMS staff will have the opportunity engage in multiple formats of collegial collaboration to increase a sense of belonging which ultimately leads to a more positive learning environment for students.</b>
By May 2024, 75% of the African American, Biracial, and Low Income students (133 total) and families will have the opportunity through letters, phone calls, and home visits to get support in regards to attendance and chronic absenteeism .	<b>Same goal as SY24 with the added subgroup of CWD.</b>	By May of 2025 100% of teachers will be able to communicate and demonstrate FMS's definition of caring and respectful relationships.	<b><u>School Climate:</u> By May of 2025, 95% of FMS students will have had a minimum of 3 opportunities to participate in Socratic Seminar, to learn to talk in a space of disagreement and engage in positive academic dialogue, in at least two different content areas.</b>
By May 2024, 80% of our students progressing toward chronic absenteeism will receive an attendance intervention. ■■■	<b>Same goal as SY24.</b>	By May 2024, opportunities will be provided for 100% staff to understand marginalized students and time will be built into the master schedule to building relationships.	<b><u>Learning Environment and Learning Experiences:</u> By May 2025, 100% of the elective/PE teachers will be observed a minimum of 10 times on FFT cluster 2/3 to impact ongoing improvement in positive learning and intellectual engagement as measured by the FSD145 Learning Walk Through Tool.</b>

# Strategic Adjustments to Our SIP Plans

JF Priority 2 SIP Adjustments	
SY24	SY25
By June 2025, 80% of AA subgroup will show growth in math as measured by IAR.	<b>By June 2025, 60% of our students who identify as African American will exceed their growth goal as measured by MAP.</b>
By June 2025, 100% of JFIB teachers will implement all components of the Bridges and Envision math block with integrity as evidenced by the K-5 Bridges/6th gr. Envision Walk Through Templates.	<b>By June 2025, 100% of JFIB teachers will implement K-6 math best practices as evidenced by the K-5 Bridges/Envision Walk Through Template.</b>
	<b>By June 2025, 60% of our students identified as Children With Disability will show growth in math as measured by IAR.</b>

JF Priority 3 SIP Adjustments	
SY24	SY25
By June 2025, 100% of PYP unit revision/refinement to align with HMH ELA curriculum as evidenced by the POI and unit planners.	<b>Same goal as SY24.</b>
By June 2025, 100% of unit planners will have the implementation and reflection sections completed.	<b>Same goal as SY24.</b>

# Next Steps

OUR VISION:

# ALL IN FOR ALL KIDS

THREE YEAR STRATEGIC PLAN: 23-26



**FSD145**

Freeport School District

## OUR CORE VALUES & BELIEFS



ACADEMIC ACHIEVEMENT



STUDENT FOCUSED OUTCOMES



CONTINUOUS LEARNING & IMPROVEMENT



EQUITY FOR ALL



PARENT & COMMUNITY PARTNERSHIP



CULTURAL AWARENESS & TOLERANCE

## OUR CORE COMMITMENTS

ACADEMIC EXCELLENCE

COLLECTIVE IMPACT

OPERATIONAL EFFICIENCY

Standards-Aligned, Rigorous Instruction

Safe & Healthy Schools

Communication Strategy & Transparency

Family & Community Engagement

Career Pathways & Opportunities

Organizational Excellence

Resource Efficiency

Invest in Our People

### OUR MISSION

In partnership with families, students, and the community, we commit to creating an innovative, inclusive, and student-centered learning environment so that all students are equipped and empowered to choose their college or career path while becoming productive members of their community.

### OUR GOALS

1. Every student graduates with meaningful employment or opportunities for higher education.
2. Every student has access to a diverse, rich, and rigorous curriculum.
3. Every student has access to social, emotional, and academic support that can help them be fully engaged in their education.

### THREE-YEAR TARGETS

In order to fulfill our mission, FSD 145 is striving to achieve the following targets.

20%

Increase ESS Assessment Meeting Benchmarks in Kindergarten Across District

93%

Attendance Elementary

90%

Attendance High School

20%

Decrease in Chronic Absenteeism

95%

Climate for every Student Participation

40%

Parent Participation

80%

Freedom on Track

80%

Graduation Rate

24%

SAT ELA

15%

SAT Math

28%

ELA Proficiency IAR 3rd-8th

32%

Math Proficiency IAR 3rd-8th

20%

Math Proficiency IAR 9th-10th

50%

ELA & Math Grade 11-12

40%

Senior Proficiency

20%

Increase ACCESS for ELL Exempter scores across districts

---

# 3 Year Strategic Plan

## **Commitment #1: Academic Excellence**

**1.2- Strengthen the rigor of the instructional core for Academics & Social Emotional Learning (SEL).**

**1.3- Design and implement balanced assessment systems.**

**1.4- Support marginalized groups through targeted district and school improvement goals.**

**1.5- Implement an equitable multi-tiered system of support (MTSS) that includes academic & behavior interventions and enrichment activities**

**1.6- Strengthen supports for Multilingual Learners by providing equitable programs and resources and building teacher and administrator capacity.**

**1.7- Strengthen Supports for Students Receiving Special Education Services**

---

# 3 Year Strategic Plan

## Commitment #2: Collective Impact

- 1.1- Deepen partnerships and engagement with families
- 1.2- Increase access to high quality, universal early childhood programs.
- 3.3- Increase high school graduation rate.

## Commitment #3: Operational Efficiency

- 1.1- Strengthen continuous improvement process within the school and departments
- 3.1- Design a strategic recruitment, hiring and retention process that results in a workforce that reflects district diversity

---

# Additional Focus Areas

1. **Special Education:** Look at the Service Delivery Model in the context of where students are getting time and support using research based interventions.
2. **English Learners:** Strengthening Program Structure for the appropriate delivery model for an effective Tier One Foundation using MTSS.
3. **Quality Early Childhood Experience:** Focus on Kindergarten Readiness by exploring the utilization of an Early Childhood Center in order to consolidate resources for our youngest learners, families and supporting the work of early childhood staff in a comprehensive manner. Being on-track to graduation and post secondary success begin at Pre-K.

---

# Additional Focus Areas

4. Continue to focus on reducing Chronic Absenteeism using the strategies that the schools have outlined in their School Improvement Plan. Family engagement is also critical to this work, particularly for Kindergarten and Multiracial students.

5. Continue to monitor the implementation of the reading and math curriculum with integrity. Utilize the unit internalization process so teacher teams are able to strengthen core instruction with the integration of AVID instructional strategies, MTSS process and PLC for collaboration. The overall goal is to increase grade level Proficiency in Math and ELA.

**Thank you**