

District 23 Programs

April 11, 2024

Dr. Chrystyna Sroka, Dr. Craig Curtis, Mrs. Erin Curry

Programs

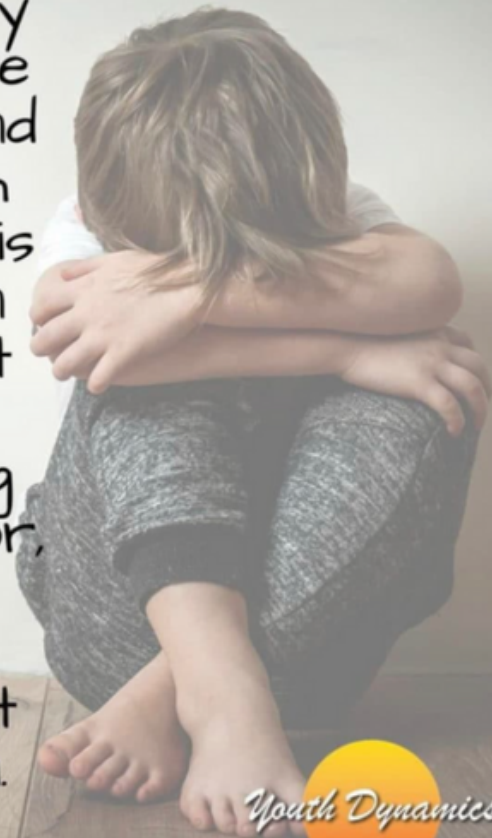
- Student Services Programming
 - STRIVE Program
 - SAIL Program
 - Early Childhood Education
- Multilingual Learners Programming
- Instructional Coaching





District 23
STRIVE
Program

Beneath every behavior there is a feeling, and beneath each feeling there is a need. When we meet that need rather than focusing on the behavior, we begin to deal with the cause not the symptom.



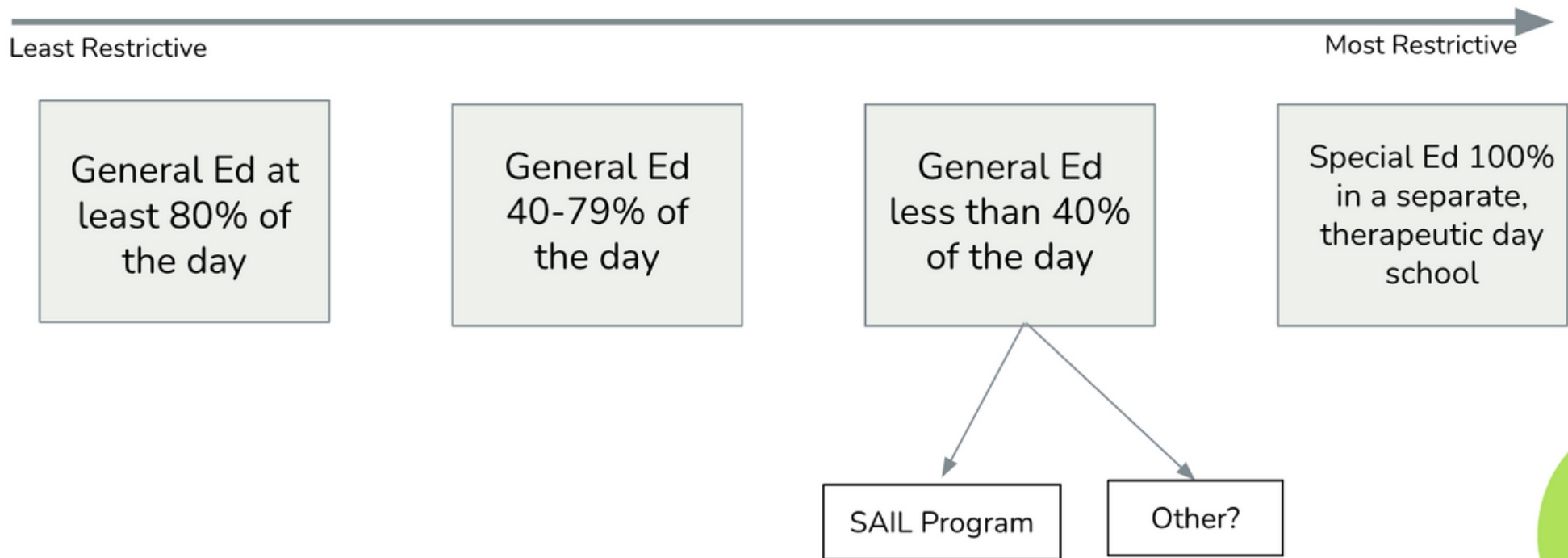
Youth Dynamics

Today's Update



- Program Name and Logo
- Program Mission/Vision
- Cornerstones of Our Program
- STRIVE Students
- Staff Supports
- Student and Parent Testimonials
- Future Needs

Where we began...



Program Name and Logo



After long discussions and work on our mission and vision, the team unanimously agreed on the program name being STRIVE!

MISSION

The Prospect Heights School District 23 STRIVE Program creates a community of belonging where students are empowered to be independent, responsible, and self-regulated learners.

VISION

Students will be empowered to grow as independent and successful learners in the D23 community by:

- Cultivating healthy relationships
- Gaining self-regulation strategies
- Strengthening responsible decision-making skills

Cornerstones of Our Program

RESPONSIVE LEVELS OF SUPPORT

- Access to Gen. Ed. classroom is based on individual need
- Level of behavior support is flexible and adjusts to student growth and regression
- Inclusive community of peers and school resources

REGULATION STRATEGY & TOOLS

- Designated space
- Social Emotional Learning embedded throughout the day
- Self-Regulation strategies taught & practiced daily

CONSISTENT TEAM APPROACH

- Consistent Sp.Ed. teacher and support staff throughout the day
- Designated “buddy” teacher, Sp.Ed. teacher, social worker, school psychologist, and program assistants
- Consistent collaboration & communication with parents

ACADEMIC RIGOR

- Students maintain grade level academics at their own pace
- More individualized academic instruction based on student’s strengths and challenges

- Three students
- Instruction within STRIVE classroom
- Several regulation breaks embedded throughout the day
- High level of support from Social/Emotional staff

Most Intensive
Classroom Supports
(Level 1)

- Two students
- Some instruction within STRIVE classroom & some within the Gen.Ed setting
- Regulation breaks scheduled throughout day
- On-Demand support from Social/Emotional staff

Moderate
Classroom Supports
(Level 2)

- One student
- Majority of academic instruction within the Gen.Ed. setting
- Access to regulation strategies and support, as needed
- Continued consultative support from Social/Emotional Staff

Mild
Classroom Supports
(Level 3)

Currently, we have six students accessing the program. With one of these six students, gradually transitioning back from a therapeutic school outside of D23.

STRIVE
Students

HISTORICAL NUMBERS

Year	Students in SEL Therapeutic Setting (Public & Private)	Could Have Accessed Other Option If Available
FY 18	5	3
FY 19	6	4
FY 20	6	4
FY 21 (hybrid)	4	2
FY 22	7	3
FY 23	7	3

CURRENT & FUTURE

FY24	Students in SEL Therapeutic Setting (Public & Private)	Currently Transitioning Back to D23 Programs	STRIVE Program
Elementary	4	1	5
Middle	4	1	0
FY25 Projected	Students in SEL Therapeutic Setting (Public & Private)	Potential to Transition Back to D23 Programs	STRIVE Program
Elementary	2	1	6
Middle	2	1	0

Staff Supports



- Full Time Special Education Teacher (Katrina Peterson)
- Two Full Time Special Education Program Assistants (Deborah Nelson & Danny Mnichowicz)
- Support from one of our district school psychologist (Erin Lim)
- Support from one of our district social workers (Rachel Curran)
- Admin support from one of our school principals (Traci Meziere)
- Consultation from District and NSSEO Coaches (Abbey Cisneros, Sheena Gunia, and Nicole Burke)

Testimonials

“We cannot say enough about Miss Peterson and her classroom – it has been so critical for supporting our daughter through her challenges this year. Because of her access to this program, she has been able to work through her difficult days without falling behind in the curriculum and also without disrupting her gen ed classroom. Our daughter also loves school this year and is much less anxious about going; we know that having Miss Peterson's classroom available is a huge reason why. We have felt so supported by the entire team and are immensely grateful for this resource.”

Thank you,
Parents of STRIVE Student

Testimonials

“Miss P’s class helps me focus on my school work. I think I do my work better with less people and less distractions. I like having access to her classroom and the calm corner when I need to use it. It also helps me because there are more adults in the room, and I am able to work with Mrs. Curran and Mrs. Lim whenever I need some help. Having Miss P and the other adults in class makes me feel happy and confident.”

~STRIVE Student

Testimonials

“Since my daughter started attending your classes I have noticed her interest in math has grown and she gained back her self confidence. I would like to share with you that she is very happy being in your class and having fun doing math and drawing as she said. She also said that she is now reading with Ms. Nelson and she is enjoying that too. I think that progress happened due to your individual approach to her and the fact that it is a small group of students. In short period of time you were able to build a strong connection with her and that affects her in a positive way at the same time it motivates her. Overall, I think she definitely benefits from your program!

Thank you for all your support and hard work with my daughter!”

~Parent of STRIVE Student

Testimonials

"I'm happy to provide a heartfelt testimonial for Miss Peterson and her wonderful team. They truly stand out for their attention to feedback, flexibility, and respect for each child's uniqueness.

Their creativity shines through as they use interactive activities, visuals, and hands-on projects to make learning exciting. The math games they create together in class have sparked a real love for numbers in my child. We even enjoy playing these games at home and with relatives online. It's hard to overstate the value of individual and small group lessons. It makes the learning process more comfortable, especially for bilingual students.

Miss Peterson always listens carefully to feedback from both me and my child, adjusting her teaching to fit their needs. Though my child has struggled with reading, they have made significant progress this year, thanks to Miss Peterson's belief in their abilities.

Unfortunately, there aren't many breaks in the regular class schedule, but my child is thrilled to have the chance for a three-minute rest several times during the day. It's a big boost for their motivation.

Thanks to Miss Peterson and her team's caring approach, my child's not just doing well academically, but they've also grown more confident. Their dedication to making learning fun and personalized has truly made a difference in my child's education journey.

We're so grateful for all they do!"

~Parent of a STRIVE Student

Testimonials

“Miss P’s class helps me focus on my school work. I think I do my work better with less people and less distractions. I like having access to her classroom and the calm corner when I need to use it. It also helps me because there are more adults in the room, and I am able to work with Mrs. Curran and Mrs. Lim whenever I need some help. Having Miss P and the other adults in class makes me feel happy and confident.”

~STRIVE Student

Future Needs

- Middle School Classroom (FY26)
 - Classroom Teacher
 - ESP (1-2; student dependent)
- Social/Emotional Therapy Support
 - Adjust current therapist schedules to balance support needed in STRIVE classroom
 - Adjust special education coach schedule to streamline support in STRIVE classroom
- Social/Emotional Therapy Support (FY26)
 - Increase FTE to support an additional classroom



SAIL Program Update

- Increased to 5 sections this year
- Anticipate return to 4 sections next year
- Held two family nights this year
- Coach's focus: behavior, engagement, and assessment



EC Program Update

- Filled all at-risk spots plus 5 additional
- Special Ed numbers have stayed consistent
- EC Curriculum Review including MTSS, assessment, and parent involvement
- Coach's focus: behavior, structured play, assessment



**District 23
Multilingual
Program**

FUN FACT

Many people who speak more than one language switch personalities when they switch languages

BilingualKidspot.com

One of the benefits of being *bicultural* is simply the *awareness* that how you live *is not the only way.*

ANN CAMPANELLA

WWW.SPANISHMAMA.COM



"A different language is a different vision of life."

Federico Fellini

+Babbel

Cornerstones of the D23 ML Program

LANGUAGE ACQUISITION INSTRUCTION

- If a student is ML, they are entitled to specific language services within our district
- These range from teacher consult with an ML teacher for a few minutes weekly to pull-out services multiple times per day w/ the ML teacher.

STUDENT SUPPORT TO NEWCOMERS

- Build relationships & become “Go-to Adult” for assistance
- “Day 1 Bridge-to-School Support”
- Direct student support to focus on language acquisition
- Check-in & consult support for students & staff

MULTILINGUAL SUPPORT FOR ALL STAFF

- Support staff in differentiating for MLs
- Provide professional development pertaining to MLs
- Assist in advocating for the needs of MLs
- Check-in & consult support for students & staff

SUPPORT FOR NEWCOMER PARENTS

- Support parents as they acclimate to their new surroundings
- Targeted outreach to parents for pertinent events to integrate them into the D23 community
- Timely check-in communications to show support

- Students receive a minimum of 10 classroom periods per week with an EL-certified teacher
- Students receive core literacy instruction with an EL-certified teacher
- Newcomers receive targeted support.

High
Class Periods per Wk.
(03)

- Students receive a minimum of 5 classroom periods per week with an EL-certified teacher
- Students receive support during core instruction from an EL-certified teacher

Moderate
Class Periods per Wk.
(02)

- Students receive less than 5 classroom periods per week of instruction from an EL-certified teacher
- Students receive access to additional support from an EL-certified teacher based on need

Low
Class Periods per Wk.
(03)

ML Levels of Programming

MULTILINGUAL NUMBERS

Year	New-comers (Year 1)	New-comers (Year 2)	TBE Part Time	TBE Full Time	TPI	Total MLs	Total % of MLs
FY24	65	21	120	46	320	490	32.2%
FY23	55	14	129	81	232	451	31.3%
FY22	17	-	88	133	222	448	30.6%
FY 21	20	-	94	108	222	429	29.1%
FY 20	15	-	149	85	181	416	28.2%
FY 19	16	-	126	90	184	402	26.1%

Testimonials

“I like that my teacher can always help me. She doesn’t tell me the answers but she helps me figure it out. I like that we read in here so much. There are so many books to read! School helps me to understand the right habits. Sometimes school helps me understand the words in the right way. I like how the teacher gives us a role and we each have a part.”

~5th Grade Multilingual Student
(2nd Year in U.S. from Ukraine)

Testimonials

“I like that every teacher goes out of their way to be helpful with whatever you struggle in, peers take time out to help others, and a lot of the subjects that we study help us to learn what we want to do when we grow up. Teachers believe in me and help me believe in myself like never before. One teacher in particular really just helped me see that I can be myself and I should be proud of who I am.”

~5th Grade Former Spanish Bilingual Student
Exited the Multilingual Program this Year

Testimonials

“The District ML Teachers are an integral part of student and teacher success. They collaborate with classroom teachers by helping them plan lessons and implement strategies to target ML students, including push-in and pull-out support. They help adapt and modify materials to allow students to access grade-level curriculum. Another important piece has been communicating with our families to make all feel welcome! Having these teachers as mentors has given me confidence and made me more comfortable working with ML students!”

-District 23 Staff Member

Testimonials

“I was very scared and nervous when I first came here because I didn’t know what to expect. The best thing teachers did for me was just make me feel comfortable. They translated for me and talked to the kids to help and have the kids help me whenever they could. It made me feel better because everyone was understanding and trying to help me. I think the other thing that helped me the most was that the teachers gave me extra time to complete my work. They were flexible and didn’t expect me to complete as much as other kids because I had to translate the page and figure out what it meant too. The best things for me are that the kids and teachers in District 23 are nice and understanding. When I came here, I was scared. Because of their patience though, I never gave up.”

~6th Grade Student & Former Multilingual Student
(Exited ML Program after Only 2 Years in U.S. from Greece)

Future Needs

- Re-align Programs Across the District (FY25)
 - What does it mean to receive TBE/TPI support?
 - What does it look like to receive high, moderate, or low levels of support?
- Interventions for Multilingual Learners (FY25)
 - What specific interventions do we use to support multilingual learners?
 - How and with what frequency do we progress monitor MLs?
- Newcomer Family Liaisons (FY25)
 - Increase the support provided to newcomer families to better acclimate them to the District 23 community



Coaching Program Update



- **General Education Focus:** Building relationships, differentiation for all, and multilingual strategies
- **Special Education Focus:** Behavior, engagement, curriculum, and assessment

Current Coaching Roles in D23

LANGUAGE ACQUISITION INSTRUCTION

- **District EL Teacher (Elementary)**
 - Nina Espinos
- **District EL Teacher (Middle School)**
 - Denisse Valladares

DISTRICT-LEVEL COACHES

- **Adapted P.E. Coach**
 - Kelley Kraus
- **SAIL/Behavior Coach**
 - Abbey Cisneros
- **SpEd Specialist-Behavior/Autism**
 - Sheena Gunia
- **Tech Integration Specialist**
 - Hannah Sutter
- **SpEd Specialist-Asst Tech/Speech & Lang.**
 - Carly Sullivan

BUILDING-LEVEL COACHES

- **Instructional Coach (Ike)**
 - Lisa Schmidt
- **Instructional Coach (Ross)**
 - Leslie Jasper
- **Instructional Coach (Sullivan)**
 - Kristene Ganek
- **Instructional Coach (Mac)**
 - Kelly Brockway

Professional Development Supports

- **All coaches have invested time in building relationships with the D23 professional community.**
- **Based on their position, all coaches have attended Adaptive Schools, Cognitive Coaching, Key2Ed, or Presenting Skills through NSSEO.**
- **All coaches have been involved in our coaching partnership with District 57 to provide professional learning and additional resources with like-positioned staff.**
- **All coaches have been involved in planning or helped lead a session during one of our Institute Days.**



COACHING IMPACT

Type of Professional Development	Number of Sessions	Number of Staff Impacted
Institute Day Presentations	10	160
ESP Department Meetings	6	40
Monday Staff Meetings	55	160
Biweekly/Monthly Newsletters	90	225
Before/After School PD	16	35
Recorded PD Opportunities	10	225
Team Consultation Meetings	800	160
Ind. Staff Coaching/Mentoring	By Request	150

**Thank you for
your continued
support!**

