"What students learn is influenced by what teachers know and what they do."
— John Hattie

AT A GLANCE

Berwyn South School District 100 fosters a culturally inclusive, student-centered environment.

For the past 10 years, the district has implemented a 1:1 technology model, providing every student with access to digital tools. It also offers a strong preschool program for over 350 children aged 3-5. The district has used a co-teaching model for nine years to support diverse learning needs and introduced a dual language program nine years ago, which now spans six schools and graduated its first middle school cohort in 2023-24.

STUDENTS
Total: 2,998
75% Low Income
30% English Learners
83% Hispanic/ Latino
8% White
5% Black

SCHOOLS
Total: 8
6 Elementary
2 Middle

ATTENDANCE
95.73%

THE SCENARIO

The Berwyn South School District staff were looking to address the following challenges:

1. Overemphasis on small group instruction at Tier 2 and 3, creating an imbalance in MTSS instructional process.
2. Universal screening in place, but lacked full integration of evidence-based progress monitoring tools.
3. Inconsistent academic growth for all students.

THE OPPORTUNITY

In partnership with CEC, the following solutions were implemented:

- Established a professional learning community model district-wide.
- Built capacity of school leaders through coaching and support.
- Enhanced data analysis and data tracking at the district, school, and grade level.
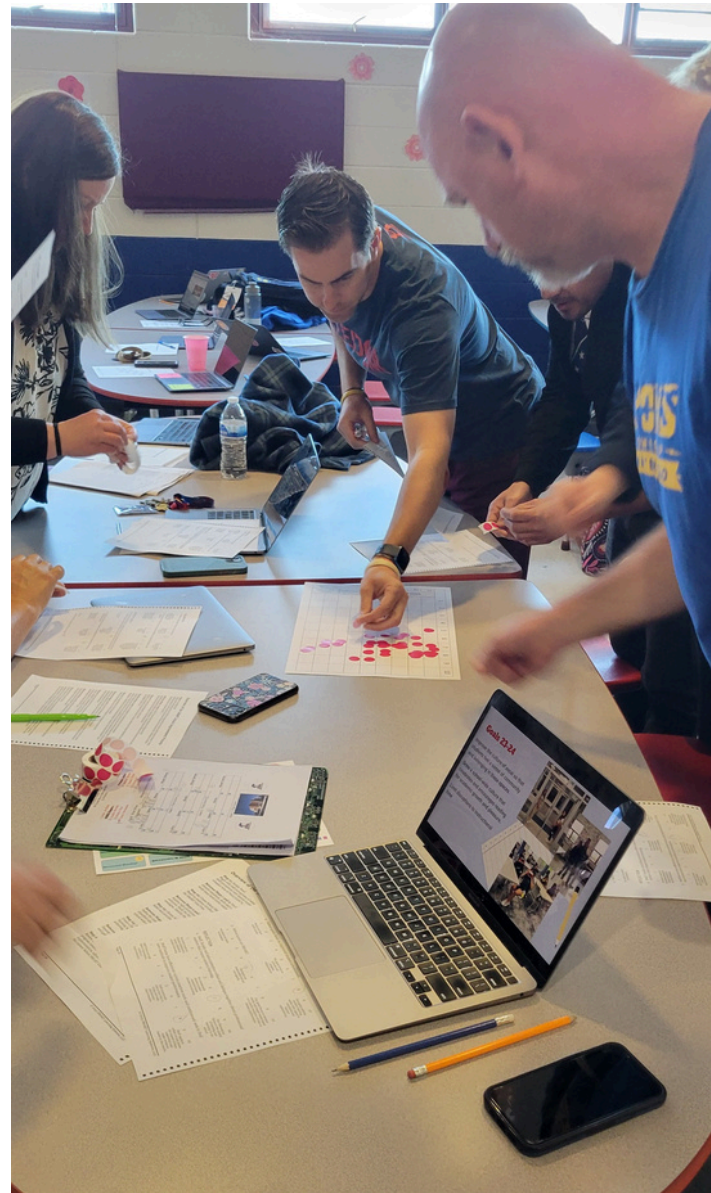
PROFESSIONAL DEVELOPMENT

MTSS FRAMEWORK

COLLABORATION

CATALYST FOR EDUCATIONAL CHANGE

OBJECTIVES

1 **Facilitate Empowered Teams Training and Coaching**

2 **Build Data-Driven Systems**

3 **Sustain Continuous Improvement**

SCOPE OF WORK WITH CEC

This initiative focused on driving sustainable improvement through CEC's **Empowered Teams** program, which facilitated cycles of learning and coaching for district and school leaders, as well as teacher teams. The process helped establish a shared vision, set actionable goals, and align with district priorities. It also integrated data collection and communication across key plans (Professional Learning Communities, School Improvement Plans, and District Improvement Plans) to ensure all stakeholders were engaged in the improvement process.

Key Elements:

CEC's **Empowered Teams** program guided learning cycles to set goals and foster collaboration. Teacher teams:

- Developed actionable plans aligned with district priorities.
- Integrated data collection across key plans to track progress.
- Created tailored tools to measure various data types (baseline, formative, summative, etc.).
- Promoted a feedback-rich culture for continuous improvement.

CATALYST FOR EDUCATIONAL CHANGE

HERITAGE MIDDLE SCHOOL
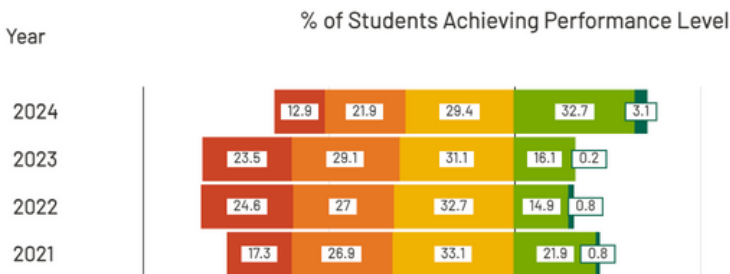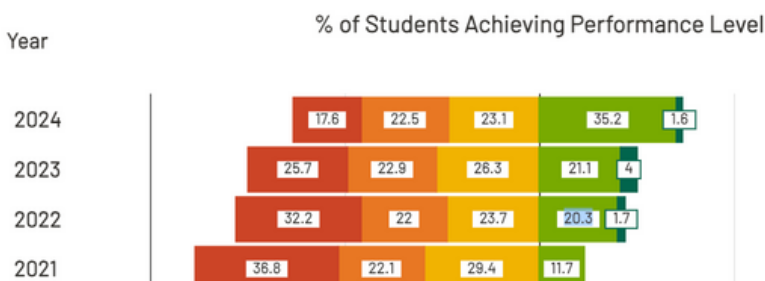
In just one year, Heritage Middle School increased its ELA IAR scores in the met/exceeded category from 27.3% to 44%.

% of Students Achieving Performance Level

Year	Did Not Meet	Partially Met	Approached	Met	Exceeded
2024	10.5	18.6	26.9	34.6	9.4
2023	18.5	26.3	27.6	25.3	2.3
2022	26.2	26.2	27.6	17.9	2
2021	17.8	21.7	36	22.2	2.3

FREEDOM MIDDLE SCHOOL
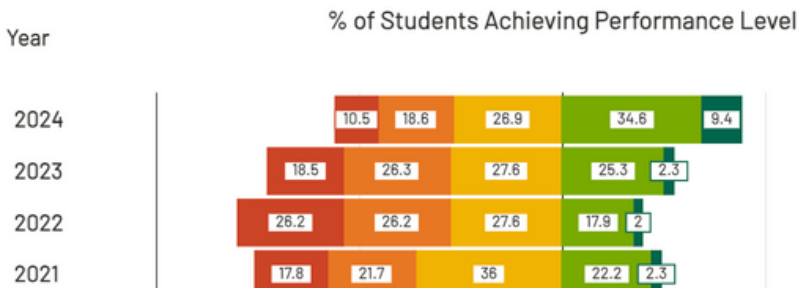
In just one year, Freedom Middle School boosted its ELA IAR scores in the met/exceeded category from 16.2% to 35.8%.

% of Students Achieving Performance Level

Year	Did Not Meet	Partially Met	Approached	Met	Exceeded
2024	12.9	21.9	29.4	32.7	3.1
2023	23.5	29.1	31.1	16.1	0.2
2022	24.6	27	32.7	14.9	0.8
2021	17.3	26.9	33.1	21.9	0.8

HIAWATHA ELEMENTARY SCHOOL

In just one year, Hiawatha Elementary School raised its ELA IAR scores in the met/exceeded category from 25.4% to 36.8%

% of Students Achieving Performance Level

Year	Did Not Meet	Partially Met	Approached	Met	Exceeded
2024	17.6	22.5	23.1	35.2	1.6
2023	25.7	22.9	26.3	21.1	4
2022	32.2	22	23.7	20.3	1.7
2021	36.8	22.1	29.4	11.7	

METRICS

The district's most recent IAR results, showing significant progress in English Language Arts (ELA) since partnering with CEC. This improvement is a direct result of the district's strategic efforts:

- **Effective Implementation of Literacy SIP:** The Literacy School Improvement Plan (SIP) was applied across all schools, driving consistent progress.

- **Collaborative Work of PLCs:** Professional Learning Communities (PLCs) focused on executing the plan and aligning literacy practices.

- **Measurable Gains:** The collective effort has led to measurable improvements in student outcomes.

- **CEC Partnership Impact**: The partnership with CEC supported and enhanced the district's literacy initiatives.

Key

Did Not Meet | Partially Met | Approached | Met | Exceeded

CATALYST FOR EDUCATIONAL **CHANGE**

SUMMARY OF RESULTS

This initiative drove sustainable improvement by embedding **Empowered Teams** in cycles of learning and coaching. District and school leaders, along with teachers, developed a shared vision and set goals aligned with district priorities, fostering ownership of the process.

A key component was integrating data collection across Professional Learning Communities, School Improvement Plans, and District Improvement Plans. Tailored data tools tracked key metrics, enabling data-driven decisions and ongoing progress monitoring.

In its second year, the district shifted to 6-8 week unit-based cycles, improving data use for decision-making. This empowered leaders to stay aligned with district goals, ensuring continued progress and accountability.

Impactful Outcomes

- **Empowered Teams** led cycles of learning and goal-setting aligned with district priorities.
- Integrated data systems across key improvement plans for informed decision-making.
- Developed tailored data tools for tracking baseline, formative, and summative data.
- Shifted to unit-based cycles, improving data-driven decision-making.
- Fostered a culture of collaboration, reflection, and continuous improvement.

"The conversations principals are having around school improvement have been transformative, significantly increasing their confidence in leading their schools through focused, strategic goals and actions. Together, we've gained a deeper appreciation for every educator's role in the process and embraced data analysis and monitoring as valuable tools for learning and growth. Our partnership with CEC has strengthened the collective investment and ownership of school improvement among staff, leading to measurable academic progress for our students."

Dr. Mary Havis
Superintendent
Berwyn South School District 100