



OVERVIEW

Creve Coeur School District 76 in Illinois has achieved a remarkable milestone in its journey toward school and district improvement. Through a strategic partnership with the Catalyst for Educational Change (CEC), the district recently earned the "Commendable" designation from the Illinois State Board of Education (ISBE). This accomplishment reflects the district's commitment to enhancing educational outcomes and creating an equitable learning environment for all students.

BACKGROUND

Creve Coeur School District 76 identified the need for systemic change to address challenges in student achievement, teacher collaboration, and resource allocation. CEC was engaged as the Lead Partner to support the district in its improvement efforts, focusing on key areas such as:

- Literacy Development: Enhancing instructional practices to improve reading and writing skills across grade levels.
- Peer Collaboration: Building professional learning communities to foster teacher collaboration and shared accountability.
- Multi-Tiered System of Supports (MTSS) and Intervention: Establishing frameworks to provide targeted academic and behavioral supports for students.
- Special Education Practices: Aligning services and strategies to ensure inclusive, high-quality education for students with diverse needs.

“This achievement reflects the unwavering dedication of our educators and the strength of our partnership with CEC. Together, we've transformed challenges into opportunities, and our students are the ultimate beneficiaries.”

— Kayla Woods
La Salle School Principal

Transforming Student Outcomes

Creve Coeur School District 76



THE STRATEGIES

- 1 Literacy Framework:** creates shared agreement system-wide about what good instruction looks like and where, when, and how it is assessed. It clarifies what curriculum materials are used and when and how flexibility exists for teacher choice around instructional practices, materials, and time. Intentionally realigns existing curriculum with the Science of Reading research and new guidelines put out by the state.
- 2 “Look Fors”** were created in each literacy target focus area to ensure common instructional practices aligned with research-based characteristics and address student needs. It creates shared agreement between leaders and teachers about the key components of effective practice and supports teacher reflection and self-assessment.
- 3 Master Schedule:** creates common allocation of time to each component of literacy framework to create coherence and strong implementation within and across grades. All teachers within a grade have the same schedule.
- 4 Walkthroughs** by principal and external consultant in the focus area that identifies follow-up actions needed to strengthen implementation.
- 5 Teacher peer observation** to share best practices and strengthen understanding of core practices.
- 6 Targeted coaching and professional learning:** shift attention to tier 1 instruction, especially during small group differentiated reading instruction to reduce the number of students who need intervention.
- 7 Progress Monitoring/Develop Shared Agreement** and transparency around the data used for monitoring student learning (between benchmark assessments) and to guide daily/weekly instructional planning.
- 8 Problem Solving and robust RTI/MTSS process:** Create a streamlined and transparent process for problem solving student learning needs and coordinating intervention services with high quality classroom instruction

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THE STRATEGIES

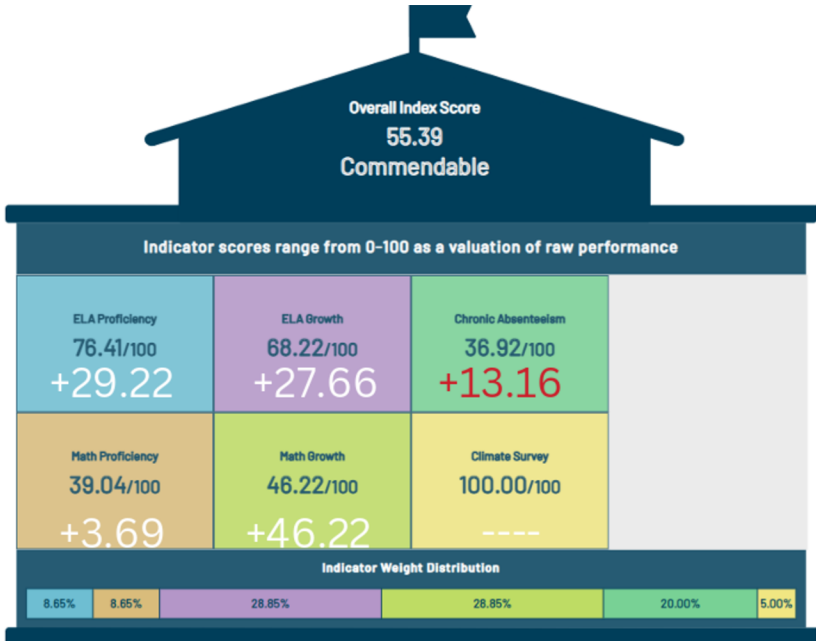
- 9 Improve quality and efficacy of intervention** and support services for at-risk students (below grade level, special education, identified) through better collaboration with classroom teachers, training, and increased accountability for coordinating instruction. Our goal is the alignment and reduction in the overall numbers of students identified through more targeted early intervention to reduce the incidence of identification as well as better tracking of and support to identified students.
- 10 SEL - Engagement Strategies:** Attention to structures and practices to increase student positive engagement. This included the redesign of school start time to create a more controlled school start and increase time for teachers to engage in play based or creative activities with students. In addition, professional learning continues to be provided to teachers in this area.
- 11 Push in support during Small Group Differentiated Reading block:** During the DRI block (formerly guided reading) every student gets targeted support in the area of identified need. The focus, materials and activities are designed to meet their specific learning goals and skill level. We have adjusted schedules to ensure that all classroom teachers have an additional adult in their classroom both to help with management as well as ensure below grade level meet with both the classroom teacher and then again with the interventionist.
- 12 Increased time for teacher collaboration** and more effective use of data to guide decision making: the schedule was adjusted prior to the start of the year to ensure that all teachers have daily planning time plus an additional 30 minute (M-Th) teacher collaboration in professional learning communities (PLC). SIP team members will be trained in winter/spring to help facilitate/lead these groups in ways that help teacher collaborate around data analysis, instructional planning; and student problem solving both within and across grade levels.

Transforming Student Outcomes

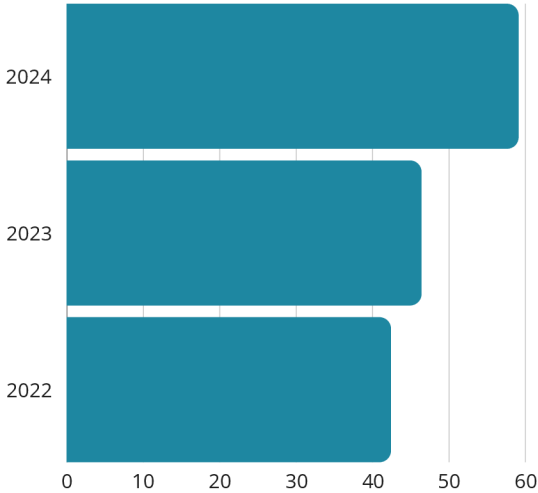
LaSalle Elementary School Reults



SUMMATIVE DESIGNATION 2024






ELA GROWTH %TILE



RESULTS

The LaSalle Elementary School has seen significant improvements in student literacy outcomes. Highlights of this success include:

Illinois School Report Card Data: 22-23 SY to 23-24 SY

-  ISBE Designation: Moving from "Comprehensive" to "Commendable" status.
-  ELA Proficiency: 28.5 point gain in one year
-  ELA Growth: 27.6 point gain in one year



Transforming Student Outcomes

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LESSONS LEARNED

This collaboration offers valuable insights for other districts aiming to implement sustainable improvements:

- **Data-Driven Decision Making:** Utilizing data to identify gaps and track progress ensures accountability and precision.
- **Collaborative Culture:** Empowering educators to share best practices builds capacity and fosters innovation.
- **Targeted Interventions:** Tailoring supports to meet diverse student needs accelerates progress.
- **Sustained Professional Development:** Ongoing learning opportunities ensure strategies remain relevant and effective.

About Catalyst for Educational Change

CEC partners with school districts to solve complex problems through continuous improvement practices and deep collaboration. We engage schools and districts in a process that identifies effective practices and areas for ongoing and continuous improvement. We provide thoughtful guidance to set the direction for the work in a district or school, that most effectively builds capacity for long-term improvement.

Contact us at info@cecweb.org to discuss your district's needs, or visit www.cecweb.org to learn more.

