



Diamond Lake District 76 School Improvement Planning Template 2024-2025

District Focus:

- One goal related to closing the achievement gap for ELL students and
- One goal should incorporate something about peer observations in the goals or action steps.
- Language/Learning targets posted in all classrooms (action step)

What data did you use to help determine your objectives and School Improvement Plan?

The data sources our BLT used to determine our School Improvement Goals were from the following:

- 5Essentials 23/24sy
- EOY STAR Results
 - Reading
 - Math

What does the data tell you: celebrations?

STAR:

- Reading Scores
 - 8th grade made huge GE growth
 - 7th grade made big growth even though they had a lot of SEL concerns
 - Tier 3 numbers all went down in the Spring and Tier 1 numbers went up
- Math Scores
 - 6th grade had some trauma and still made significant gains
 - Solid in math overall
- A lot of the 8th graders this year really wanted to retest

5Essentials:

- Teachers individually were doing what we could to help kids, but collaboratively we needed help! Kids did feel supported.
- Student teacher trust was there, but only individually.
- Peer support - the kids love to help each other. We have grown with that. ELA going down to the Intermediate side and reading and working with the younger kids.
 - Idea: PLTW or Art would be fun to collaborate with WOIS, Boardgames, coloring, etc.
 - Idea: Start WOMS/WOIS buddy system at the start of the year! Give students a voice. If they don't feel comfortable, they can buddy up with another 8th grader to share a younger student.
- Student choice has made a difference

What does the data tell you: areas of improvement?

STAR:

- How do we motivate the kids when it comes to the Spring? Especially when it comes to their growth. What can we do as a staff to help them succeed?
 - Idea: Give the kids a physical card/paper to show them where they are, what their goal is, what they scored on the current test. Teacher conferences with them to review before the assessment.
 - Idea: Have grade level growth percentages on the TVs to show kids where they are - add a little incentive for the Spring!
 - Idea: Breakdown the numbers for the kids so they understand Scale score vs. Percentile, etc. Make a slideshow page explaining it on theTV so the kids know it before the assessment.
 - Idea: Individual "prizes" for showing growth
- Tier 2 and 3 students appear to stay the same in numbers and are not exiting at the rate we would like to see. How do we get them to move up and out?

5Essentials:

- What do we need as adults so we can get the most out of our kids?
 - Idea: Peer Observations will help build trust among staff. Share what works and bounce ideas off one another!
- Parent Involvement - get them more involved and get them here in the building. Do parents know what it looks like or what it means?
 - How do we educate parents on what it looks like to support their child in the middle school? How do we break the cultural wall?

- Idea: Give more opportunities for parents to have a voice or be more a part of the building
- Idea: Staff phone call - 2 students a month per teacher - help to improve parent trust
- Idea: [Parent Homework](#) - What is something you want me to know about your student? What is something we can focus on with your child? How can we reach you/best way to reach you? How would you like to get involved in the building/classroom?
- Professional Development - have more teacher voice on what we need to have.

What do we have to consider for our special populations?

- More exposure to the regular education content for students with IEPs with the Push-In Model.
- More teachers pushing into regular education classes to support students with IEPs and ELL students.
- Increased curricular support with Tier 2 and 3 Math/Sped and regular progress monitoring.
- Tiered EL Resource classes based upon student language acquisition.

Goal #1:

Objective: To enhance student growth in the areas of Reading and Math in our STAR benchmark assessments.

SMART Goal: All students will improve their Scale Scores on their STAR Reading and Math exams from the Fall to Spring Benchmarks by an average of 25 points for the 2024-2025 school year.

To which district focus does this objective align? Academic Excellence- EL students will grow at a faster rate to decrease the achievement gap

Data Sources Used for This Plan:

- EOY STAR Results
 - Reading
 - Math

| Action Steps | People Responsible | Timeframe | Measurement/Results | Funding |
|--------------|--------------------|-----------|---------------------|---------|
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| <i>What are the steps needed to achieve the objective?</i> | <i>Who is responsible to assure the action steps are being taken?</i> | <i>When will the action steps take place? Include Institute and SIP Days</i> | <i>How will we track progress towards the objective? What are the results?</i> | Source <i>How will we fund this action?</i> |
|--|--|---|--|---|
| - Personal conferencing with students | - Regular Education, Special Education, and Intervention teachers | - After each benchmark exam or progress monitoring period | - Students will show enhanced growth from the Fall to Winter, and Fall to Spring Benchmark exams. | - PD on what this will look like |
| - School-wide/Individual incentives | - Main Office staff - All teachers | - After each benchmark exam | - To increase motivation when taking these exams | - Funded Within the building |
| - Sped Push-in model/New Curricula | - All Sped teachers and the Regular education - teachers they push into | - Throughout the year - PD during Building Institute Day | - Set days to pull students out to work on individual skills - Regular progress monitoring - Monthly Sped meetings focused on data | - Sped budget |
| - Regular progress monitoring | - Interventionists/Sped teachers | - Every two weeks | - Growth monitored every progress monitoring period | - Sped budget |
| - Improved communication with students and parents | - All teachers regularly calling home to check in - ELA teachers assigning Parent/Guardian Homework Handout | - Every teacher contacts 3 students' parents every month - Review Homework Handout at the beginning of the year with content level | - Improve parent involvement as it pertains to our 5Essentials data | - None |

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| | | teams | | |
| - Peer Observations | - All teachers | - Once per month in lieu of one regular team meeting time. | - Increased trust and collaboration as seen through our staff 5Essentials survey | - None |
| - SBG/Posting Language/Learning Targets | - All teachers in all classrooms | - Throughout the year | - Observed through evaluations and Walkthrough data | - None |

Goal #2:

Objective: To improve the culture and climate for all people in and around the school.

SMART Goal: *Enhancing our knowledge of all members of the school community by name, strength, and need as to reflect an “Organized” or “Highly Organized” designation on our 5Essentials Survey for the 24/25 school year.*

To which district focus does this objective align? Communication Excellence

Data Sources Used for This Plan:

- 5Essentials 23/24sy

| Action Steps <i>What are the steps needed to achieve the objective?</i> | People Responsible <i>Who is responsible to assure the action steps are being taken?</i> | Timeframe <i>When will the action steps take place? Include Institute and SIP Days</i> | Measurement/Results <i>How will we track progress towards the objective? What are the results?</i> | Funding Source <i>How will we fund this action?</i> |
|--|---|--|--|---|
| <ul style="list-style-type: none"> - Encouraging parents to come into the building. - Positive phone calls | <ul style="list-style-type: none"> - All teachers regularly calling home to check in - ELA teachers assigning | <ul style="list-style-type: none"> - Every teacher contacts 3 students' parents every month | <ul style="list-style-type: none"> - Improve parent involvement as it pertains to our | <ul style="list-style-type: none"> - None |

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| each month | Parent/Guardian Homework Handout | - Review Homework Handout at the beginning of the year with content level teams | 5Essentials data | |
| - Picture day activity to identify which students we are connecting with. | - Various staff members | - Beginning of the year | - Review with grade level teams afterwards - Staff reach out to connect with students that my not feel as though they have an allie in the building | - None |
| - Pack Partners | - All staff paired with each other. - Connect and check-up with each other. | - Each staff member will receive a new partner after each trimester | - Increase trust and collaboration portion of our staff 5Essentials survey | - None |
| - BLT Mediators | - BLT members | - Rolled out to staff during Building Institute Day - Used if any issues arise between staff members | Health problem solving, face to face | - None |