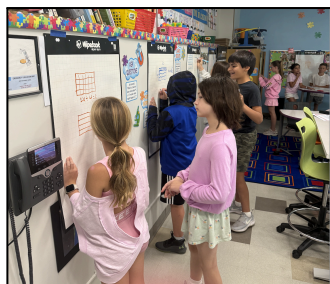




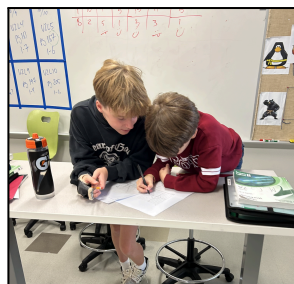
Deer Path Middle School Improvement Plan (SIP) 2025 - 2026



Academic Achievement (Engagement)



Inclusive Practices (Belonging)



Shared Commitments (Portrait of a Learner)



Goal

PROFICIENCY:

By June 2026, each grade level will **meet or exceed projected proficiency on the IAR** as measured by the ECRA growth model, or will sustain an overall proficiency rate of at least 85%

GROWTH:

By June 2026, the combined group of students with IEP services and those identified as low-propensity will **achieve or maintain higher-than-expected growth (above 0.30)** on the IAR, as measured by the ECRA growth model.

PORTRAIT:

By June 2026, **100% of students** will produce an artifact that reflects growth in at least one Portrait competency.

Current State → Goal

24-25 Achievement → **25-26 Spring IAR Proficiency Projections** based on ECRA Growth Model

Grade 5 - Class of 2029

- ELA: 75% → **85%**
- Math: 75% → **79%**

Grade 6 - Class of 2028

- ELA: 73% → **85%***
- Math: 57% → **74%**

Grade 7 - Class of 2027

- ELA: 84% → **85%***
- Math: 62% → **80%**

Grade 8 - Class of 2026

- ELA: 75% → **85%***
- Math: 66% → **80%**

*Maintenance of cohort proficiency at 85%, which is the target percentage for a healthy tier 1 MTSS system

25-26 Spring IAR Proficiency Projections for Targeted Sub Groups based on ECRA Growth Model → **Exceed those projections by achieving a 0.30 rate of growth or higher**

Grade 5 - Class of 2029

- IEP - ELA: 45%
- IEP - Math: 32%
- Low Prop - ELA: 24%
- Low Prop - Math: 6%

Grade 6 - Class of 2028

- IEP - ELA: 58%
- IEP - Math: 39%
- Low Prop - ELA: 39%
- Low Prop - Math: 9%

Grade 7 - Class of 2027

- IEP - ELA: 48%
- IEP - Math: 41%
- Low Prop - ELA: 24%
- Low Prop - Math: 19%

Grade 8 - Class of 2026

- IEP - ELA: 56%
- IEP - Math: 38%
- Low Prop - ELA: 36%
- Low Prop - Math: 13%

While students have been exposed to the competencies through Advisory lessons and in select classes, official artifacts have not been developed across all courses.

→

Our goal is to begin identifying opportunities within the curriculum that can incorporate authentic connections to the Portrait competencies. Then determine how students will reflect upon and document those artifacts during this school year. Simultaneously, we will begin the development of the 8th grade capstone by a cross content working group of DPM staff members.

Reflection time will live within our Advisory program during the 25-26 SY. As we move closer to full implementation during 27-28, that will gradually shift into academic classes, with a greater emphasis during the 8th-grade experience.

	Academic Achievement (Engagement)	Inclusive Practices (Belonging)	Shared Commitments (Portrait of a Learner)
Alignment to D67 Metrics	<p>Students will progress to the 95th percentile in the state on IAR proficiency in ELA and Math by 2028.</p> <p>The percentage of students in Grades 2-8 who meet their proficiency benchmark on MAP will increase from 45% in Spring of 2023 to 85% in Spring of 2028.</p> <p>*Spring MAP was phased out for the 25-26 school year.</p>	<p>The percentage of students who are identified as falling within the some-risk or high-risk category of literacy will decrease to 15% by Spring of 2028.</p>	<p>The percentage of students demonstrating proficiency on the 8th grade capstone through the creation of artifacts documented in the D67 Portrait Portfolio, embodying the competencies, will increase from 0% in June 2024 to 100% by June 2028.</p>
Metrics	<p>Fall and Winter MAP Data Spring IAR Data</p>	<p>Fall and Winter MAP Data Spring IAR Data</p> <p>Students meeting expected progress on their IEP goals</p>	<p>Students' portrait artifacts and reflections on how they have embodied the portrait competencies.</p>
Action Steps			
Action Steps	<p>Targeted Professional Learning: Our strategic approach to school improvement involves organizing our building and district initiatives under three overarching building school improvement plan goal areas:</p> <ul style="list-style-type: none"> • Academic Achievement • Inclusive Practices • Shared Commitments <p>Each goal area is supported by specific subcategories, creating a structured framework for targeted improvement efforts that lead to positive outcomes for all students. Staff will select a group and collectively focus their efforts over the course of the school year.</p>		
	<p>Kagan Training: Increase knowledge of & use of engagement strategies through Kagan professional development work.</p>	<p>Co-Teaching Training: Increase knowledge of the co-teaching model to support students with special needs and close the achievement gap.</p>	<p>Advisory Lessons: Students engaged in social-emotional learning lessons connected to the Portrait of a Learner competencies during Advisory every Monday morning.</p>
	<p>Jobalike Meetings: Weekly Jobalike meetings attended by all teachers to address the 4 Key Questions:</p> <ul style="list-style-type: none"> • What do we want our students to know and do? • How will we know our students learned it? • What will we do if our students aren't learning it? • What will we do if our students already know it? 	<p>Collaborative Planning Meetings: Weekly meetings attended by all Core, Encore, LBS teachers, and Related Service Providers to discuss Specially Designed Instruction for students with support services.</p> <ul style="list-style-type: none"> • Adapt or modify curricular standards, spiraling skills, and extension skills to be taught, practiced, and assessed based on data (including IEP goals/objectives, standardized test scores, and formative and summative assessments) • Identify potential curricular and instructional barriers and solutions to support students 	<p>BRAVE Awards: End-of-trimester assemblies that celebrate students who have demonstrated the Portrait of a Learner competencies.</p>

	Academic Achievement (Engagement)	Inclusive Practices (Belonging)	Shared Commitments (Portrait of a Learner)
Action Steps		<p>“getting through” or “around” the barrier</p> <ul style="list-style-type: none"> Plan co-teaching models and/or instructional rituals to deliver instruction and facilitate learning activities Purposefully select opportunities to monitor and respond to student learning through targeted small group instruction. 	
	<p>Continuous Instructional Improvement (CII): Early Release Mondays attended by all staff. Allows for valuable cross-curricular and cross-grade collaboration.</p> <ul style="list-style-type: none"> What I Need (WIN) - Targeted professional learning identified by BLT (through data) as an opportunity for staff growth Department Meetings - Vertical articulation of curriculum and standards Instructional Improvement Cycle (IIC) - Zooming out to a macro view of curricular work. Extended time to reflect on and refine practice to implement team goals. 	<p>Continuous Instructional Improvement (CII): Early Release Mondays attended by all staff. Allows for valuable cross-curricular and cross-grade collaboration.</p> <ul style="list-style-type: none"> What I Need (WIN) - Targeted professional learning identified by BLT (through data) as an opportunity for staff growth Student Focused Meetings - Using behavioral and academic data to make informed decisions about individual student’s social, emotional, behavioral, and academic needs 	<p>Foundations Committee: Foundations from Safe and Civil Schools is a comprehensive framework designed to help build proactive and positive behavior support systems across our school. It provides practical tools and strategies at the schoolwide, classroom, and individual student levels. The focus is on preventing behavior issues before they arise, using data to guide our decisions, applying simple and respectful corrections first, and creating a climate where every student feels safe, respected, and supported.</p> <ul style="list-style-type: none"> Development of Guidelines for Success connected to the Portrait of a Learner competencies. Positive Incentive Ticket system to acknowledge and reinforce students demonstrating the competencies at school.
	<p>Data Meetings: Review universal and grade-level data each trimester (all staff).</p> <p>1. Problem Identification:</p> <ul style="list-style-type: none"> Universal data is compiled and reviewed by school psychologists. Opportunities are identified by staff with Psychologists’ support. <p>2. Analysis:</p> <ul style="list-style-type: none"> Staff analyzes low propensity student scores with the support of school psychologists and case managers to identify opportunities for support. <p>3. Plan Development</p> <ul style="list-style-type: none"> Grade-level teams work within Departments and Teams to develop targeted differentiation to address gaps. <p>4. Implementation</p> <ul style="list-style-type: none"> Jobalike teams implement within their curricular planning. 	<p>DSS Progress Monitoring: Case managers will be meeting as a DSS department once per month to collaboratively review student progress on IEP goals.</p> <ul style="list-style-type: none"> If a student is exceeding their expected progress, the team will discuss developing a more rigorous target goal or benchmark for that child to continue to close the achievement gap. If a student is not making expected progress, the team will discuss changes to the student’s programming, accommodations, and modifications to develop a more effective intervention. 	<p>Student Portfolio Pilot: The Creative Arts department developed and implemented a student portfolio for students to archive artifacts they created during each quarter rotation. Students then complete a reflection on how they demonstrated the Portrait of a Learner competencies through each project they submit.</p>

	Academic Achievement (Engagement)	Inclusive Practices (Belonging)	Shared Commitments (Portrait of a Learner)
	<p>Instructional Coaching: Coaches work with teachers to analyze student performance data, identify learning gaps, and collaboratively design targeted interventions and adjustments to curriculum and instruction. They model effective, research-based instructional strategies, co-plan lessons, and observe instruction, offering constructive, individualized feedback in real-time. Coaches encourage teachers to reflect on their efficacy and practice, helping them refine their skills and adopt evidence-based practices that directly lead to more engaging, equitable, and effective learning experiences for all students.</p>	<p>5th Grade Extended Learning: All 5th-grade students engage in small group instruction based on Fastbridge, MAP, and classroom assessment data to target gaps in their skills.</p> <p>Student groupings will be responsively adjusted based on the data that is collected throughout the school year to ensure that the interventions are targeted based on student need.</p>	<p>High School Readiness Committee: Tri-District partnership between D67, D65, and D115 to identify “success criteria” informed by common student skills that contribute to high performance during 9th grade. The committee members will connect the agreed-upon skills to the Portrait of a Learner competencies, which all 3 districts mutually developed and share across the Lake Forest, Lake Bluff, and Knollwood communities.</p>