

School Improvement Plan, 2021-22

School: Spring Hills School

Cohesive, Depth, Clarity

fTeam Members

Lew Girmscheid - Principal	Amanda Lundberg - Kindergarten/ELA	Ashley Elslager - 5th grade/technology
Karen Petelle - Assistant Principal	Terri Schoen - Interventionist	Nicole Sward - 3rd grade/math
Dana Bethel - 2nd grade / SPED	Sara Eagleton - 1st grade -	Deb Burns - Social Worker -SEL
Silvia Pasquini - 4th grade / math	Jenny Gabel - Speech Pathologist -SEL	Natalie Poli - Instructional Coach- math/ ELA/ SEL

Presentation To Staff Date: 10.27.21	Presentation to BOE Date: 10.19.21

<u>SIP Team Meeting Dates</u>	3.2.22
9.15.21	4.13.22
10.13.21	5.4.22
12.8.21	TBD - can add more if needed
1.26.22	

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The vision of Roselle District 12 is to prepare students to ethically engage in our global society.

Priority area: Math (Algebra for all by 8th grade)

Data Analysis to indicate that there is an opportunity for growth to address for Goal 1 (Tier 1 instruction).

(detailed data analysis with multiple data points are to be used. What does the data tell you?) What do we know? (see chart below to find 73% of students met their growth goals last school year as measured by iReady. (See slide) Majority of students are below grade level to start the school year in math as measured by iReady. Just over 50% finished at or above grade level last year.

Students at or above grade level will make one years growth as measured by iReady Fall 21 to Spring 22.

SUBGOAL: Students below grade level in the area of math will make more than 1 year of growth as measured by iReady.

Grade	Fall 18	W 18-19	Spring 19	F19	W 19-20	Fall 20	W 20-21	S 21	F 21
KDG	NA	NA	87%	NA	73%	20%	64%	89%	24%
1st	18%	57%	90%	23%	62%	16%	54%	80%	16%
2nd	25%	51%	74%	24%	55%	23%	58%	75%	22%
3rd	36%	61%	80%	23%	55%	14%	49%	67%	34%
4th	37%	61%	81%	34%	51%	19%	37%	69%	22%
5th	51%	66%	82%	42%	57%	26%	51%	59%	32%
All	34%	59%	82%	30%	73%	20%	52%	73%	25%

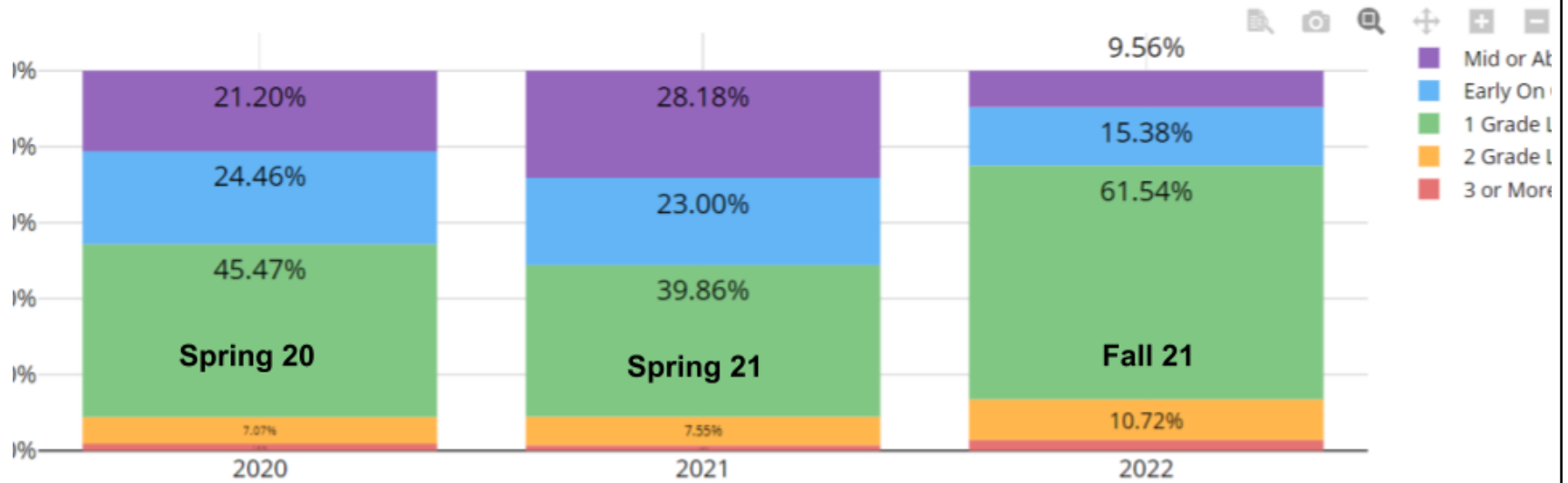
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Math Growth

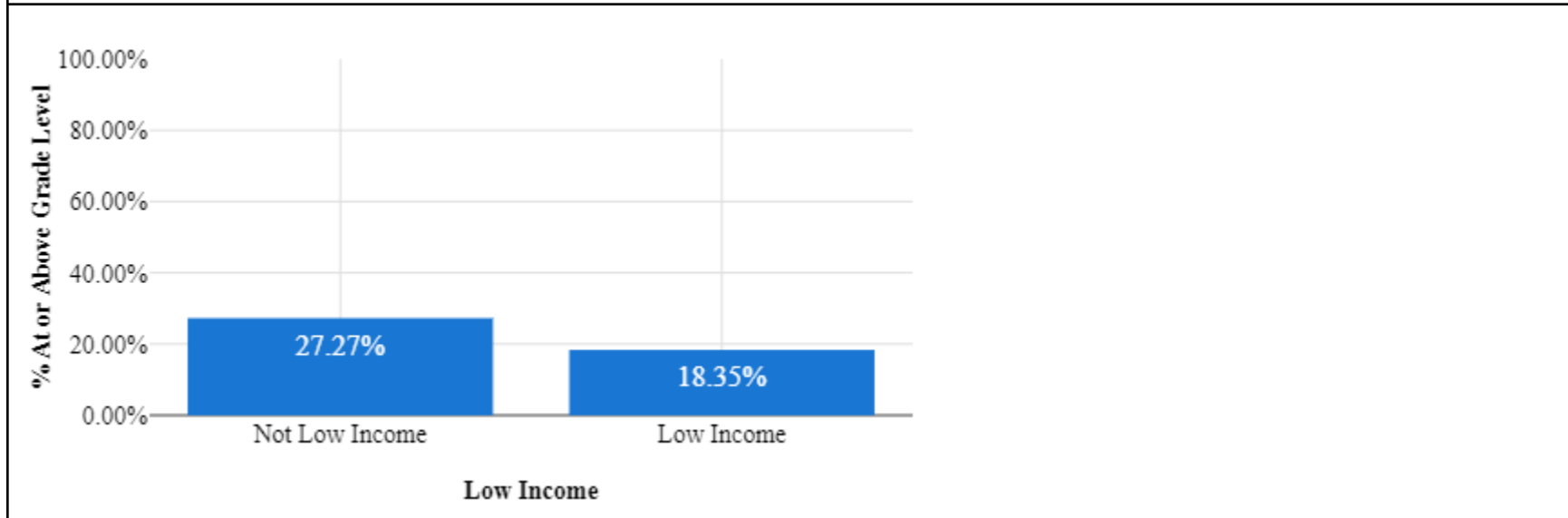
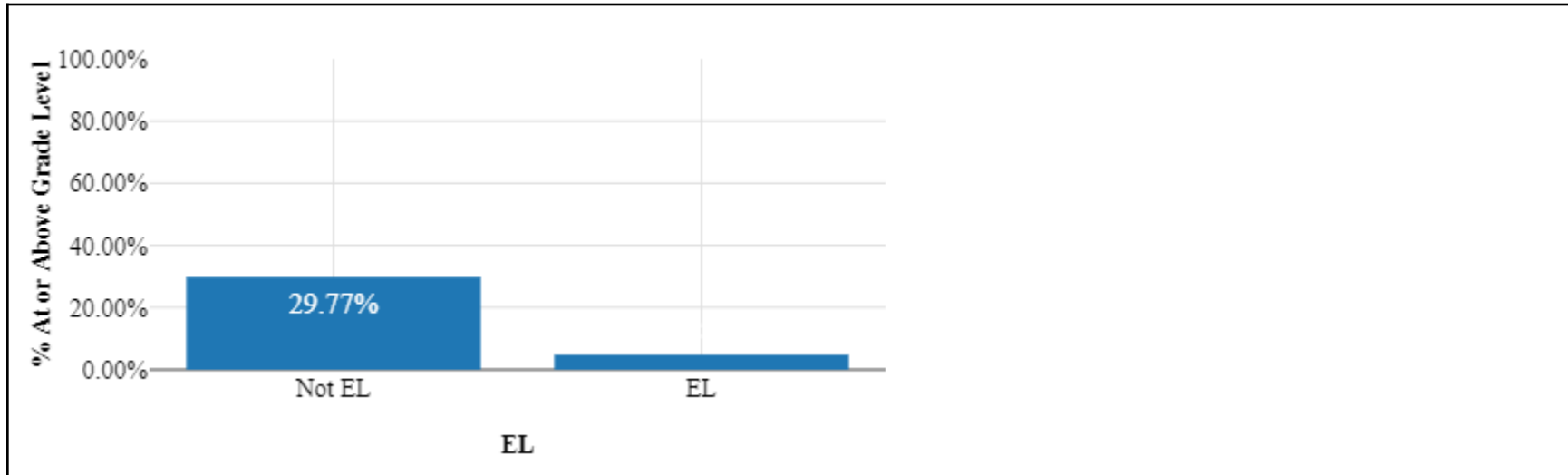
Level Placement - Math



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Developing the problem of practice (guiding questions):

What's going on with our students' learning?

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What needs to change in our students' learning so that students will be able to....

What needs to change in teacher practice to better support student learning? How will this change lead to improved student learning outcomes?

Theory of Action:

Administration will provide professional development on facilitating math small groups and time for data analysis and cross grade level articulation regarding learning and growth opportunities. Teachers will follow the [Math Instructional Framework](#). Teachers will assess the needs of individual students through data analysis, identify student competencies, determine and facilitate appropriate learning via curriculum and iReady. Students will grow their depth of understanding and application of grade level math standards.

How will we know if it's working? (monitoring of implementation, student learning outcomes) What data will we use to support our claim? (assessment data, observational data, self-assessment data, etc)

All grade levels will do a midpoint check-in in January to assure students are at 50% of their growth goal on iReady.

SMART Goal for Goal 1: Students at or above grade level will make one years growth as measured by iReady Fall 21 to Spring 22.

SUBGOAL: Students below grade level in the area of math will make more than 1 year of growth as measured by iReady.

Action Plan with Specific Measures of Progress

<u>Action Step</u>	<u>Person Responsible</u>	<u>Target Date</u>	<u>Evidence</u>
All classroom teachers and specialists will utilize the Math instructional framework	Teachers / Specialists / Administration	Start of School year 2021	Small group math daily as evidenced by formal and informal observations and classroom walk-throughs.
Based on fall 21 data Leveraging	Coaches and Grade	11/13/21	Attendance and notes from data

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coaching to support specific skill building strategies to be used in instruction	level teams		meetings and coaches meetings 100% of teams will access coaches regarding strategies to target identified areas of need in math
Students will work in daily small groups with learning targets based on their individual needs determined by data from iReady and classroom assessments following the Math Instructional Framework.	Teachers and specialists	daily	Small group math as evidenced by formal and informal observations and classroom walk-throughs.
Teachers will meet weekly to analyze classroom assessment data (pre-assessment, formative assessments, summative assessments and samples of student work) and collaborate on planning math instruction for Tier 1 and for differentiation and small group, teacher-led instruction. Team meetings will follow data protocols and are shared with the entire team and administration.	Teachers and specialists	weekly	Team agendas and notes. Instruction including components of math framework. Increased student growth in math.
Teams will meet each trimester to review the alignment of standards based report cards with the Illinois	Teachers and specialists	trimester	Reporting system review and report card changes.

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Priority standards to plan for math learning targets each trimester.			
Teachers who seek extra support in analyzing data to make instructional decisions on classroom practices will participate in Instructional Coaching Cycles based on student-centered learning goals. This may be requested through the teacher's individual professional learning goals or recommended from an administrator through the evaluation process.	Coaches, teachers, specialists	ongoing	Coaching cycle completion

Priority Area: Reading (All students reading on grade level by 3rd grade)

Data Analysis to indicate that there is an opportunity for growth to address for Goal 2 (narrowing the achievement gap for a specific subgroup). *(detailed data analysis with multiple data points are to be used. What does the data tell you?) 72% of students met their expected growth goals for last school year as measured by iReady (see chart) Less than half of students start the year reading at grade level. (see slide)*
What do we know?

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Students at or above grade level will make one years growth as measured by iReady Fall 21 to Spring 22.

SUBGOAL: Students below grade level in the area of math will make more than 1 year of growth as measured by iReady.

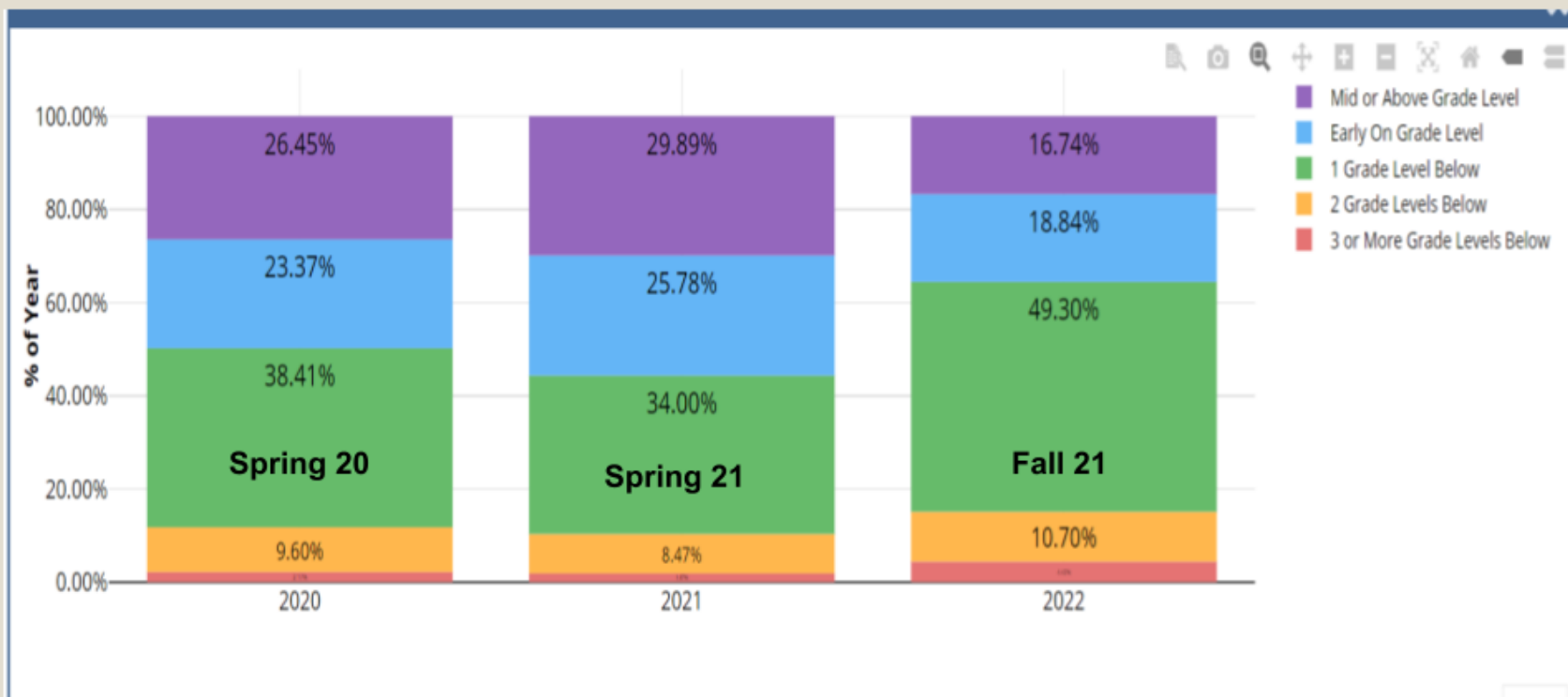
Grade	Fall 18	W 18-19	S 19	F 19	W 19-20	F 20	W 20-21	S 21	F 21
KDG	NA	NA	85%	NA	78%	23%	78%	98%	30%
1st	18%	69%	79%	21%	55%	23%	48%	65%	32%
2nd	42%	56%	83%	31%	62%	36%	62%	71%	32%
3rd	55%	64%	81%	45%	67%	48%	73%	81%	44%
4th	47%	59%	78%	44%	53%	37%	51%	62%	36%
5th	44%	59%	65%	46%	61%	40%	56%	59%	38%
All	41%	61%	78%	37%	60%	34%	61%	72%	36%

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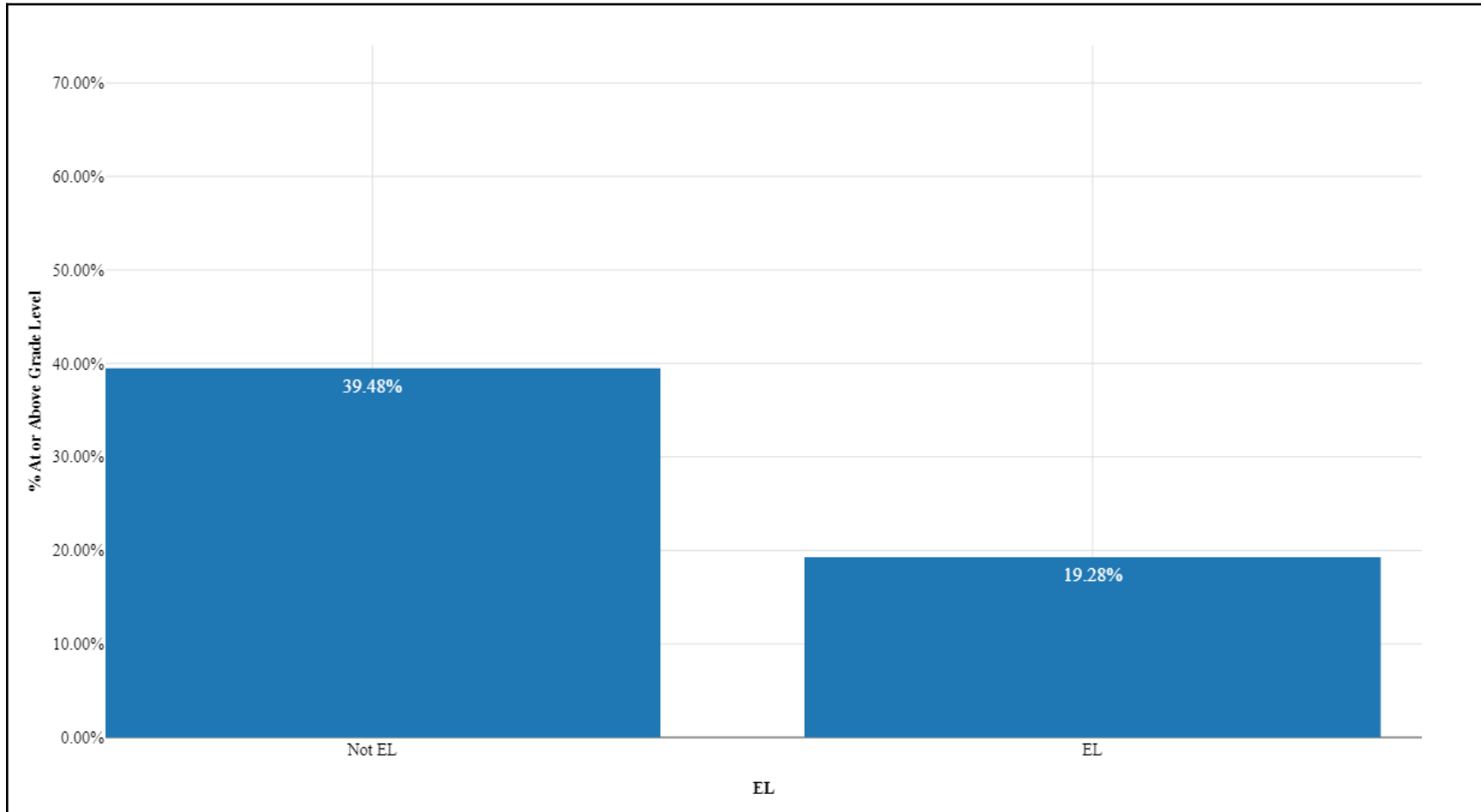
Reading growth



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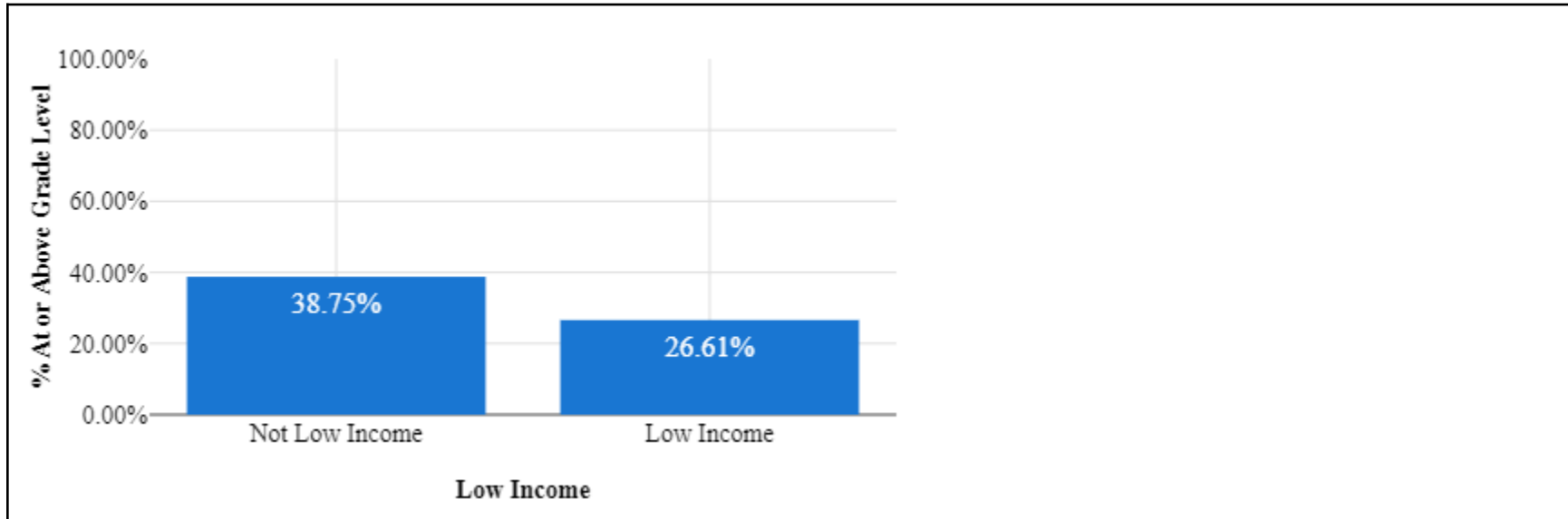
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Theory of Action:

What's going on with our students' learning?

What needs to change in our students' learning?

So that students will be able to...

What needs to change in teacher practice to better support student learning? How will this change lead to improved student learning outcomes

Administration will provide professional development in administering assessment (F&P) and analyzing data to guide instructional grouping, as well as cross grade level articulation regarding learning and growth opportunities. Teachers will follow the [ELA Instructional Framework](#). Teachers will assess the needs of individual students through data analysis, identify student competencies, determine and facilitate appropriate learning via curriculum and iReady. Students will grow their depth of understanding and application of grade level ELA standards.

How will we know if it's working? (monitoring of implementation, student learning outcomes) What data will we use to support our claim? (assessment data, observational data, self-assessment data, etc)

Teachers will have the information needed to guide instruction and respond to student needs.

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SMART Goal for Goal 2: Students at or above grade level will make one years growth as measured by iReady Fall 21 to Spring 22.

SUBGOAL: Students below grade level in the area of math will make more than 1 year of growth as measured by iReady.

Action Plan with Specific Measures of Progress:

<u>Action Step</u>	<u>Person Responsible</u>	<u>Target Date</u>	<u>Evidence</u>
Continued professional development in F&P administration and data analysis.	Kelly, coaches, teachers, paras	8/20/21	Small group instruction in reading. Evidence gathered through formal and informal observations and classroom walk-throughs.
F&P all students according to the district assessment calendar.	Teachers, coaches	9/17/21	Spreadsheets or way to collect
All classroom teachers and specialists will utilize the ELA instructional framework	Teachers and specialists	Fall 2021	Daily small group reading. Evidence gathered through formal and informal observations and classroom walk-throughs.
Teachers will meet weekly to analyze classroom assessment data (pre-assessment, formative assessments, summative assessments and samples of student work) and collaborate on planning ELA instruction for Tier 1 and for differentiation and	Teachers and specialists	Weekly	Team agendas. Instruction including components of ELA framework. Increased student growth in reading

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small group, teacher-led instruction. Team meetings will follow data protocols and are shared with the entire team and administration.			
Teachers who seek extra support in analyzing data to make instructional decisions on classroom practices will participate in Instructional Coaching Cycles based on student-centered learning goals. This may be requested through the teacher's individual professional learning goals or recommended from an administrator through the evaluation process	Coaches, teachers, specialists	ongoing	Coaching cycle completion
Teams will meet each trimester to review the alignment of standards based report cards with the Illinois Priority standards to plan for ELA learning targets each trimester	Teachers and specialists.	trimester	Reporting system review and report card changes.

Mission Statement

The mission of Roselle District 12 is to ensure students excel in the skills critical for success:

- adaptability to change
- confident and compassionate collaboration
- critical thinking and problem-solving

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- communication
- creativity
- digital competency

Data Analysis to indicate that there is an opportunity for growth to address for Goal 3 (mission goal). *(detailed data analysis with multiple data points are to be used. What does the data tell you?)*

Theory of Action:

What's going on with our students' learning?

What needs to change in our students' learning?

So that students will be able to...

What needs to change in teacher practice to better support student learning? How will this change lead to improved student learning outcomes?

If administration provides time for stakeholders to analyze our Social Emotional Learning needs,
Then teachers can better understand their students and provide instruction for what they need to recognize others perspectives, have empathy and develop positive relationships
So that students will be able to confidently and compassionately collaborate with their peers.

How will we know if it's working? (monitoring of implementation, student learning outcomes) What data will we use to support our claim? (assessment data, observational data, self-assessment data, etc) Gaining knowledge and understanding of SEL, DESSA, Second Step through notes at meetings

SMART Goal for Goal 3 (future focused): By the end of the 2022 school year, 100% of teachers and staff will develop an understanding and plan for the implementation of our Social Emotional Learning Curriculum, Integrating future-ready skills in all content areas, and how to measure student mastery of the future-ready skills identified in the D12 mission statement.

Action Plan with Specific Measures of Progress:

<u>Action Step</u>	<u>Person Responsible</u>	<u>Target Date</u>	<u>Evidence</u>
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Discuss, analyze, and practice critical SEL skills with students through weekly lessons with the Social Worker	Social Worker	weekly	SEL lessons
Engage students in weekly discussions and/or journaling on Social Emotional Learning topics: Self Control, Bullying Prevention, Mindfulness, Kindness, Growth Mindset, Acceptance and Diversity, Self Esteem, Friendship, Conflict Resolution	Teacher	weekly	Journals, class meetings, discussion
Engage stakeholders in the district wide Social Emotional Learning committee	Teacher, Administrator, Parents, Students	Fall 2021	Meeting participation