



School Improvement Plans update 2021-22

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

Our Core Beliefs

In Roselle District 12, we believe:

- all students are OUR students
- everyone in D12 must learn and grow
- school must be a safe space for everyone where we prioritize relationships and connections
- all students deserve to be prepared for limitless opportunities
- decisions are made based on the needs of students

D12 Mission Statement

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
- communication
- creativity
- digital competency

School Improvement Teams

Spring Hills Elementary

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

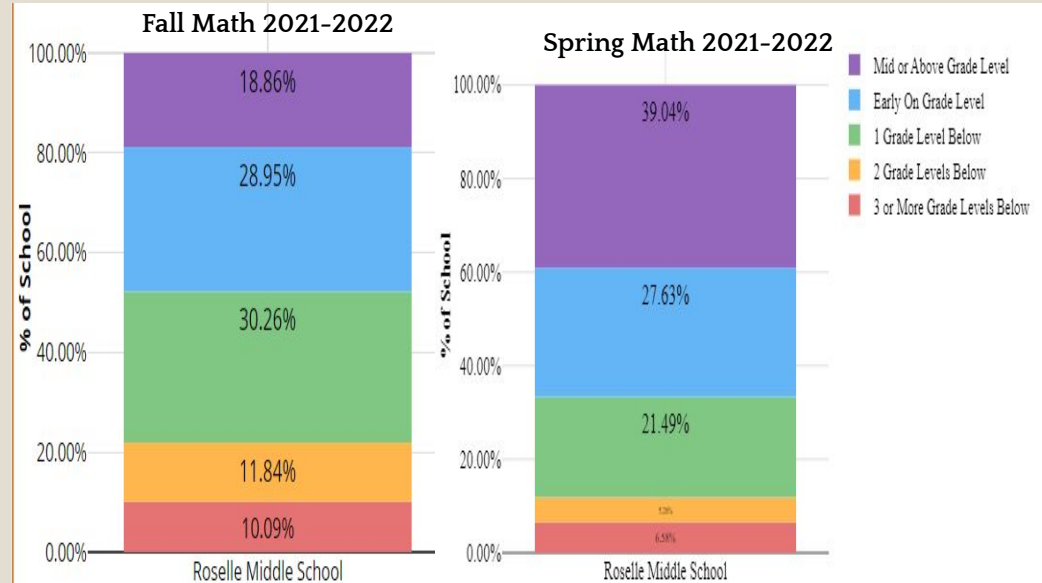
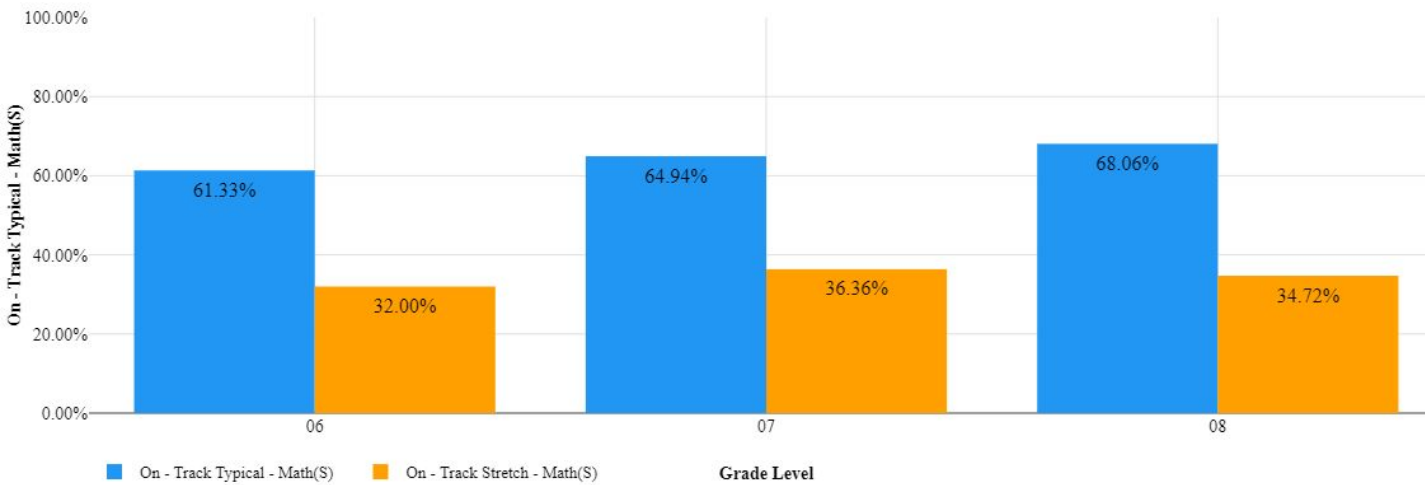
Roselle Middle

- Kathy Henne - 6th ELA
- Joel Simburger - 7th Science/SS
- Becky Owens - 7th/8th SPED
- Marc Cash - Music
- Georgina Meyer - Social Worker
- Lisa Steiner - Instructional Coach
- Karen Petelle - Assistant Principal
- Nate Molby - Principal

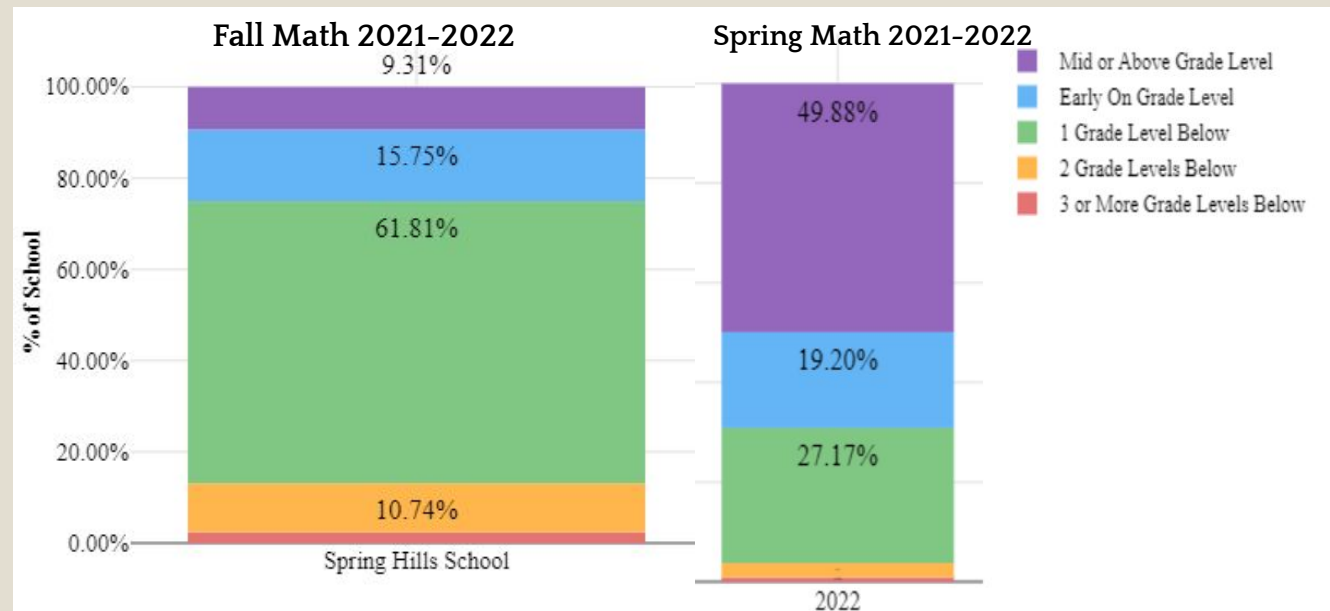
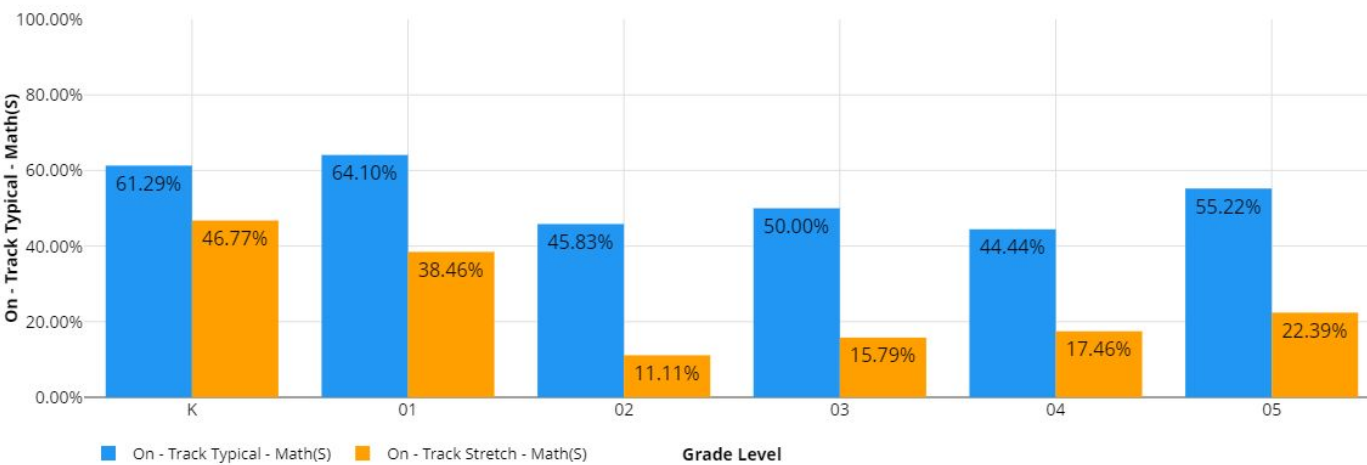
Academic Goals – Reading / Math

- Each student at or above grade level will make at least 1 year of growth as measured by iReady
- Each student below grade level will make more than 1 year of growth as measured by iReady

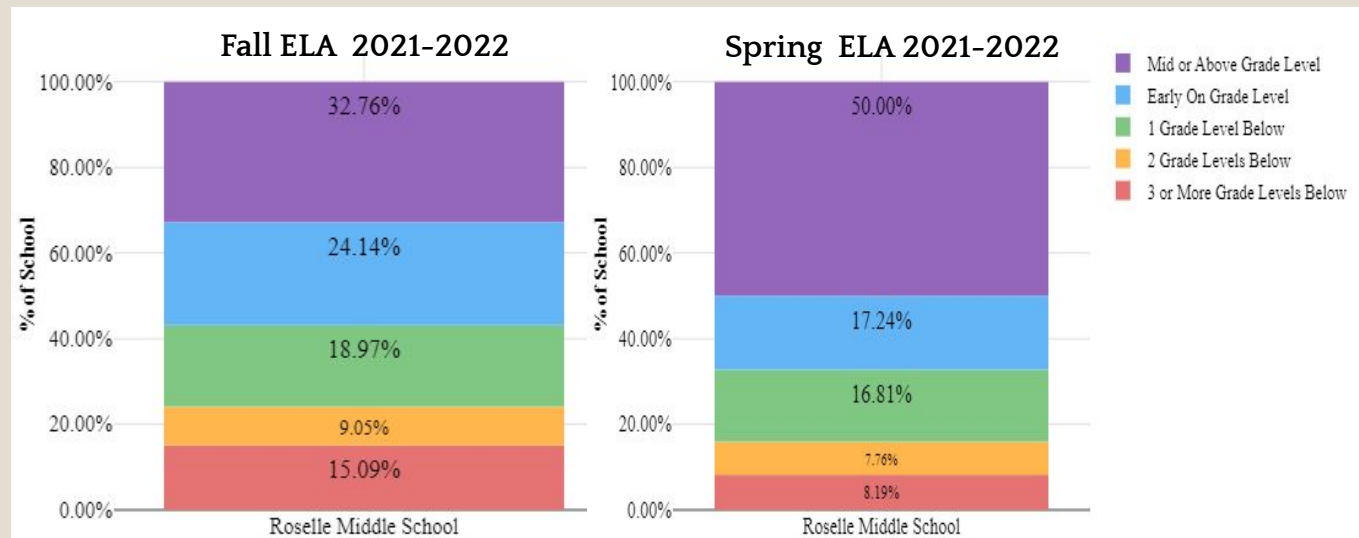
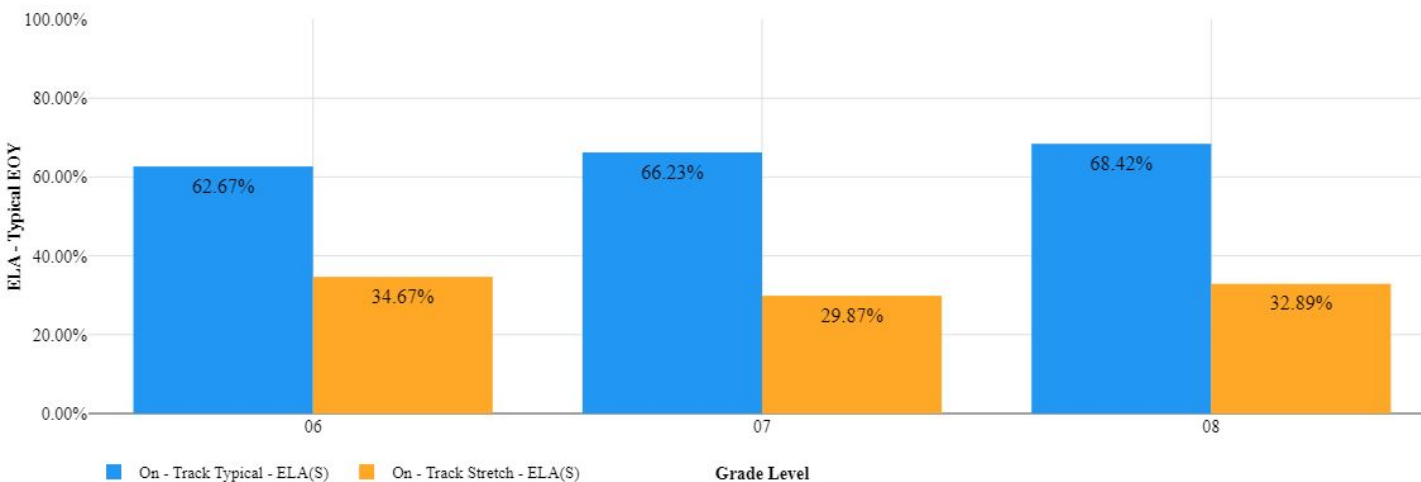
RMS Math Results



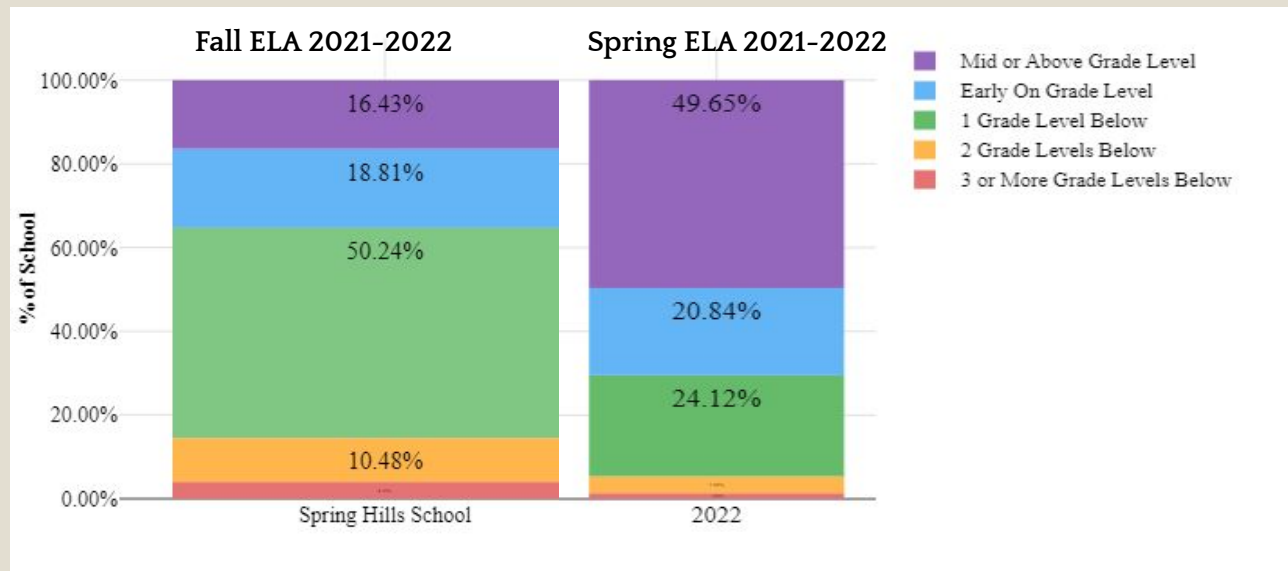
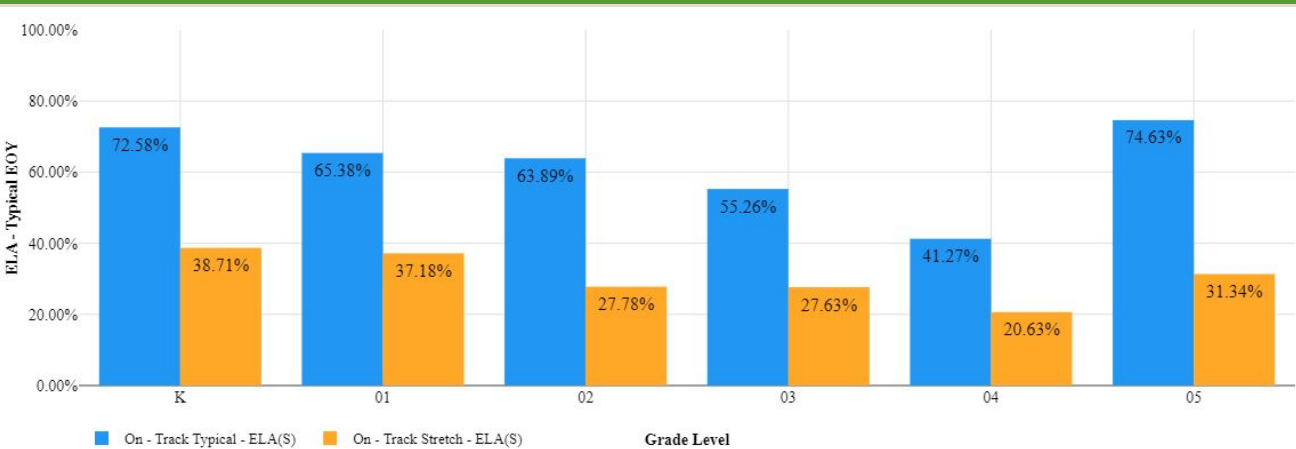
SHS Math results



RMS Reading



SHS Reading



Most Impactful Action Steps

Spring Hills School:

- ❖ Over 25 coaching cycles during the 2021-2022 school year
- ❖ Data analysis and discussions
- ❖ Implementation of PLCs
- ❖ Progress monitoring for Tier 2 and Tier 3 intervention students

Roselle Middle School

- ❖ Implementation of PLCs
- ❖ Progress monitoring for math Tier 3 intervention students
- ❖ Data analysis for instructional decision making to support students
- ❖ Coaching cycles for small group instruction

Academic Action Plan

Spring Hills Elementary

- All classroom teacher and specialists will utilize the academic ELA/Math frameworks to guide instruction
- Integrated classroom libraries to support and increase independent reading
- Implementation and growth of Professional Learning Communities
- Small groups will be differentiated based on student needs analyzed through iReady, formative assessments, etc.

Roselle Middle

- Students will work daily in small groups guided by learning targets based on individual needs.
- *Instruction may consist of learning centers and guided groups. Depending on student need, guided groups will consistently occur 2-4x/week.*
- *Flexible groups are modified based on differentiated needs analyzed through iReady, formative assessments, etc.*
- *Monitor iReady Growth Targets to modify instruction*
- *Implementation and growth of Professional Learning Communities*

Academic Action Plan, Cont'd.

Spring Hills Elementary

- Teachers will meet weekly to analyze classroom assessment data (pre-assessment, formative + summative assessments) and collaborate on planning ELA/Math instruction for Tier 1 and small group, teacher-led instruction.
- ***Tier 2 interventions are provided within the classroom and progress monitored by the classroom teacher. This has improved the consistency of instruction.***

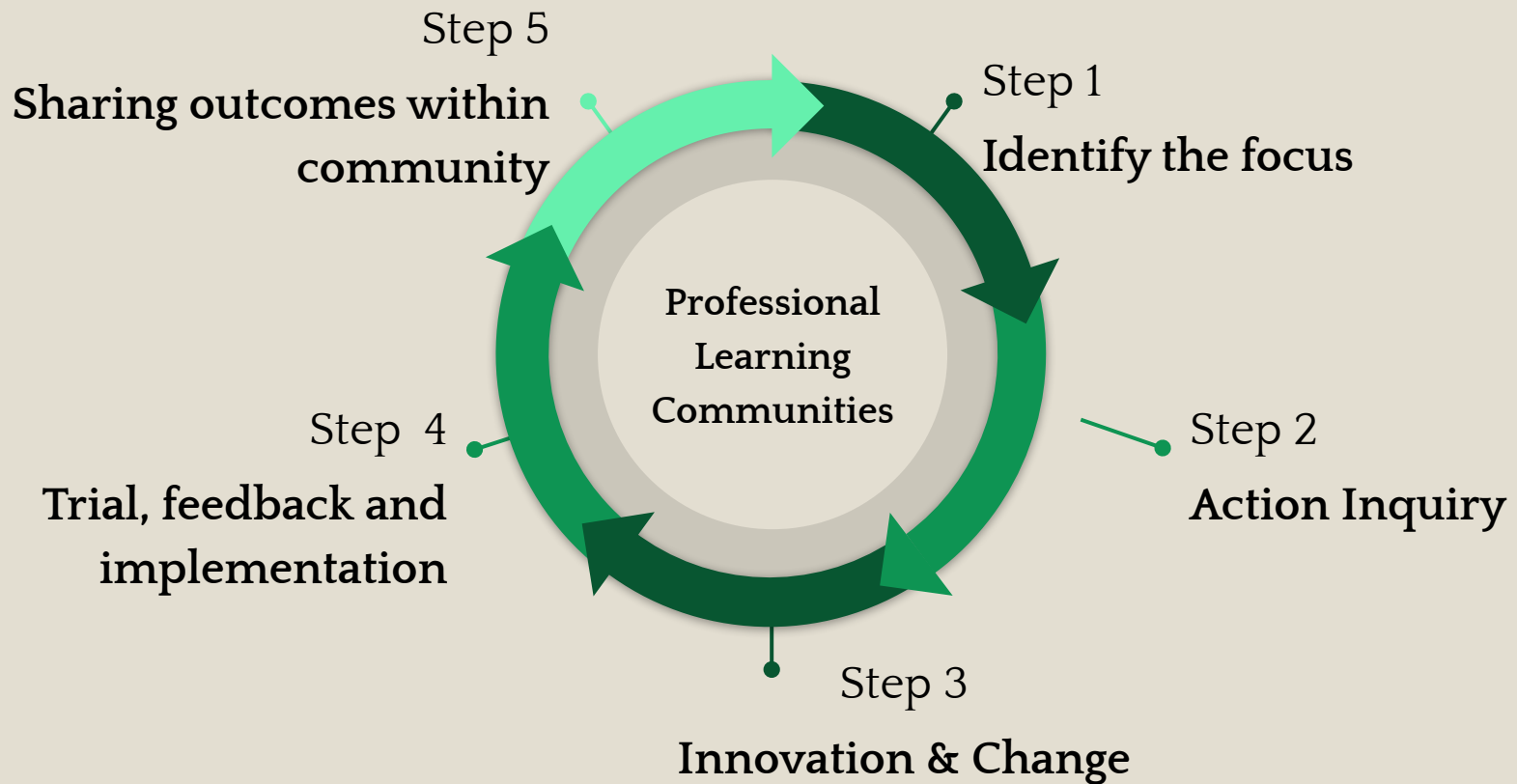
Roselle Middle

- Teacher will meet weekly to look at classroom assessment data (pre-assessment, formative + summative assessments, samples of student work) and collaborate on planning ELA/Math instruction for Tier 1 with the consideration of differentiation for small groups and teacher-led instruction.
- 1:1 teacher/student meetings to analyze results on a variety of assessments to continue modifying differentiated goals and activities
- Allow retakes, after re-teaching has been provided to student and understanding has been monitored.
- ***Working on standardizing details of this process for full implementation next year.***

Academic Action Plan w/ *Instructional Coaches*

- 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
 - **Guided group instruction and data analysis is the main focus**
 - May be requested through teacher's individual professional development plan or suggested from an administrator throughout the evaluation process for growth and reflection

Professional Learning Communities



Lifelong Learning, Teaching, Success!

Empowering every child to become a responsible, productive and engaged lifelong learner.

Professional Learning Communities

Identify the
Focus

What do we want our students to learn?

Action
Inquiry

Assess current student understanding
for transformational learning.

Innovation &
Change

Discuss best practices and strategies
for increased understanding.

Trial, Feedback +
Implementation

Implement strategies and
prepare for powerful reflection.

Sharing
Outcomes

Share strengths + areas of
growth with PLC.

D12 protocols guide PLCs through these discussions and
strategies to implement best practices.

Quadrant Data Analysis

High Growth Low Performance

- Better than expected growth
- Below grade level

D12 Reading 13%

D12 Math 13%

High Growth High Performance

- Better than expected growth
- At or above grade level

D12 Reading 51%

D12 Math 44%

Low Growth Low Performance

- Not meeting expected growth
- Below grade level

D12 Reading 20%

D12 Math 19%

Low Growth High Performance

- Not meeting expected growth
- At or above grade level

D12 Reading 17%

D12 Math 24%

Future SIP Goals

Combined Academic Goals. Students at or above grade level will make one years growth as measured by iReady Fall 22 to Spring 23. SUBGOAL: Students below grade level in the area of reading and math will make more than 1 year of growth as measured by iReady Stretch goal.

Collaboration Goal. PLC's, 5Essentials and climate survey indicated opportunities for improvement in the areas of: collaboration, connection, collective responsibility and school commitment.

SEL.

100% of teachers, staff and students will develop an understanding and implement the use of CASEL standards and self-monitoring tools as a result of recommendations from the district SEL committee.