



Roselle Middle School School Improvement Plan 2021-22

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

Our Team

- Kathy Henne - 6th ELA
- Jamee Peake - 6th Math
- 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

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

Academic Goal - Math

- Each student at or above grade level will make a year's worth of growth based in Math on the fall to spring iReady diagnostic assessment.
- Each student below grade level will make more than a year's worth of growth in Math based on the fall to spring iReady diagnostic assessment

Math Academic Action Plan

- 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 will meet weekly to look at 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 be housed in a shared folder with the entire team and administration.

Math Academic Action Plan

- Teachers who need extra support in analyzing data to make learning targets for whole group, small group, and engaged learning activities or structures for setting up Tier 2 interventions within their classroom/instructional block will participate in an Instructional Coaching Cycle based on student-centered learning goals. This may be requested through the teacher's individual professional learning goals or recommended/required from an administrator through the evaluation process.
- 1:1 teacher/student meetings analyzing results of student learning on multiple sources of data to set and review individual achievement levels, goals, and actions

Math Academic Action Plan

- Teachers will review student mastery and goals on iReady's individual learning pathways weekly to guide instruction and small group reteaching.
- Monitor tier 2 & 3 student progress towards annual growth target by administering iReady Growth Monitoring Assessment every 6 weeks
- Provide assessment retakes for full credit. Re-teach concepts to impacted students prior to retaking assessment and monitor for understanding.

Math % on or above

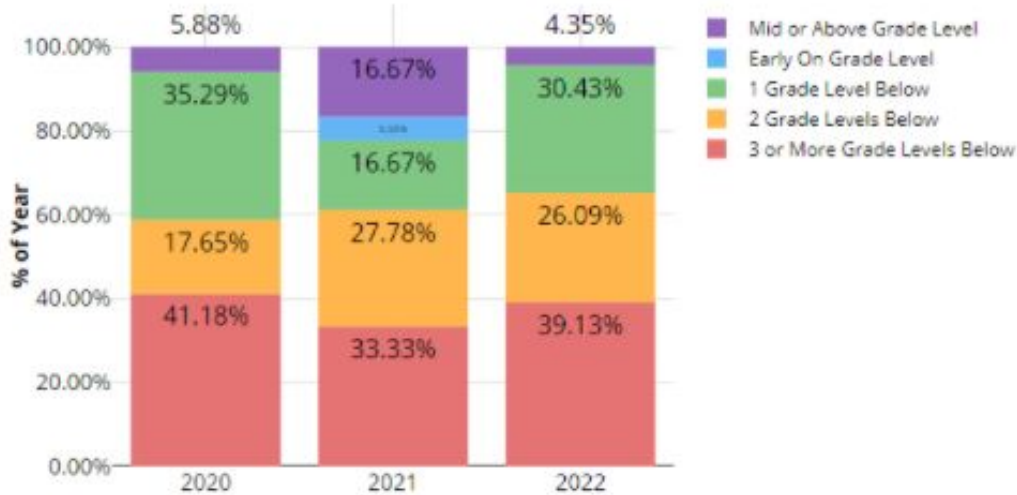
Grade	F 19-20	W 19-20	S 19-20	F 20-21	W 20-21	S 20-21	F 21-22	W 21-22	S 21-22
4	34%	41%		18%	36%	69%	22%		
5	52%	58%		20%	51%	57%	32%		
6	53%	71%		41%	56%	69%	40%		
7	40%	56%		58%	68%	73%	47%		
8	56%	65%		44%	65%	63%	54%		

Math Growth

Grade	F 19-20	W 19-20	S 19-20	F 20-21	W 20-21	S 20-21	F 21-22	W 21-22	S 21-22
6	-	51%		-	45%	82%	-	%	%
7	-	-		-	62%	72%	-	%	%
8	-	-		-	-	-	-	%	%

Math: Special Ed. Subgroup

Math: Special Education Subgroup
Whole School Trend

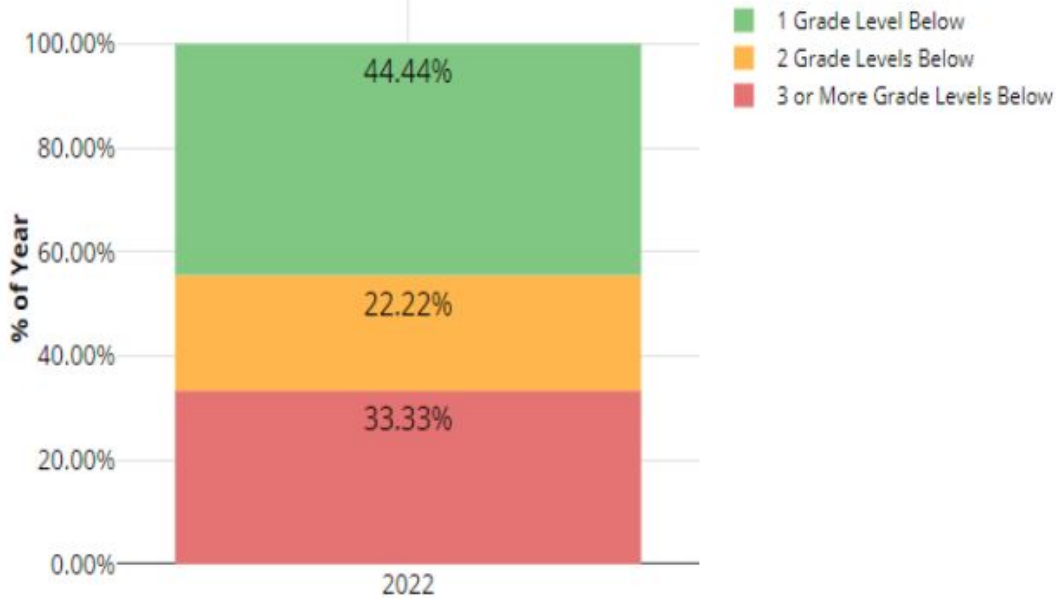


Current Year Performance by Grade

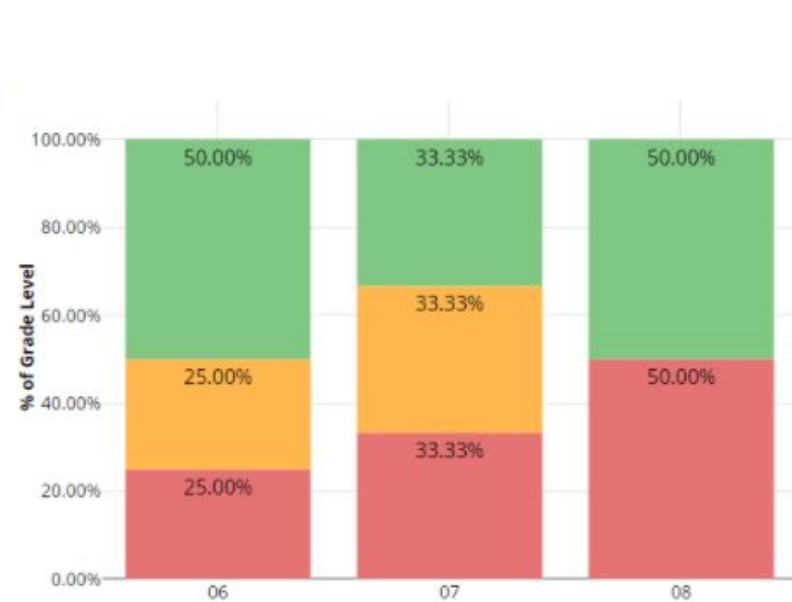


Math: EL Subgroup

Math: EL Subgroup
Whole School Trend



Current Year Performance by Grade



Academic Goal - Reading

- Each student at or above grade level will make a year's worth of growth in ELA based on the fall to spring iReady diagnostic assessment.
- Each student below grade level will make more than a year's worth of growth in ELA based on the fall to spring iReady diagnostic assessment

Reading Academic Action Plan

- 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 ELA Instructional Framework
- Teachers will meet weekly to look at 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 small group, teacher-led instruction. Team meetings will follow data protocols and be housed in a shared folder with the entire team and administration.

Reading Academic Action Plan

- Teachers who need extra support in analyzing data to make learning targets for whole group, small group, and engaged learning activities or structures for setting up Tier 2 interventions within their classroom/instructional block will participate in an Instructional Coaching Cycle based on student-centered learning goals. This may be requested through the teacher's individual professional learning goals or recommended/required from an administrator through the evaluation process.
- 1:1 teacher/student meetings analyzing results of student learning on multiple sources of data to set and review individual achievement levels, goals, and actions

Reading Academic Action Plan

- Teachers will review student mastery and goals on iReady's individual learning pathways weekly to guide instruction and small group reteaching.
- Monitor tier 2 & 3 student progress towards annual growth target by administering iReady Growth Monitoring Assessment every 6 weeks
- Provide assessment retakes for full credit. Re-teach concepts to impacted students prior to retaking assessment and monitor for understanding.
- Content area teachers participate in ongoing learning and implementation of instructional reading strategies across all grade levels.

Reading % on or above

Grade	F 19-20	W 19-20	S 19-20	F 20-21	W 20-21	S 20-21	F 21-22	W 21-22	S 21-22
4	43%	53%		36%	52%	52%	36%		
5	45%	61%		41%	56%	59%	38%		
6	50%	71%		50%	58%	69%	44%		
7	55%	66%		61%	67%	71%	57%		
8	51%	67%		49%	65%	62%	66%		

Reading Growth

Grade	F 19-20	W 19-20	S 19-20	F 20-21	W 20-21	S 20-21	F 21-22	W 21-22	S 21-22
6	-	72%		-	55%	68%	-	%	%
7	-	-		-	62%	72%	-	%	%
8	-	-		-	-	-	-	%	%

Reading: Special Ed. Subgroup

ELA: Special Education Subgroup
Whole School Trend



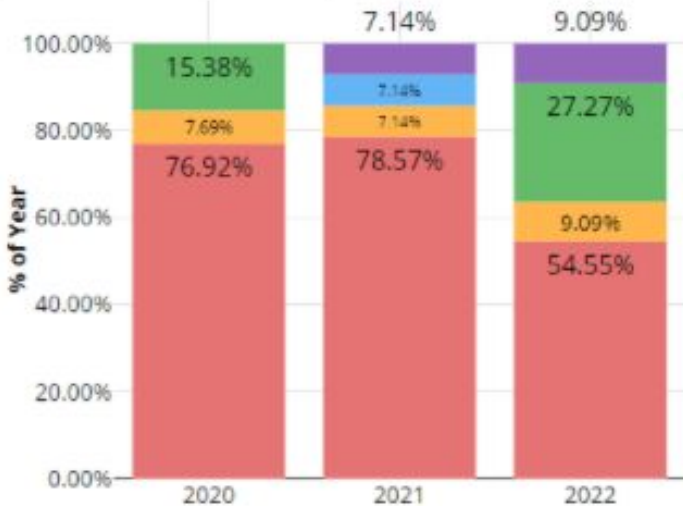
- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3 or More Grade Levels Below

Current Year Performance by Grade



Reading: EL Subgroup

**ELA: EL Subgroup
Whole School Trend**



- Mid or Above Grade Level
- Early On Grade Level
- 1 Grade Level Below
- 2 Grade Levels Below
- 3 or More Grade Levels Below

Current Year Performance by Grade



Future Skills & SEL Goal

By the end of the 2022 school year, 100% of teachers and staff will unpack the [Illinois SEL Standards](#) and plan for the implementation of our SEL 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.

SEL Action Plan

- Embed SEL topics in daily discussions and/or journaling on relevant topics
- Teachers identify SEL standards that can be incorporated into their current daily practice to support student well being and improve academic success.
- Develop with the SEL committee common lessons to deliver across all grade levels and taught by all teachers at designated times.

Monitor, Adjust and Report

- We have established action plans.
- We will meet monthly as a SIP team.
- We will coordinate with and receive updates from district-wide committees.
- We will continue to update staff, BOE, and PTO throughout the process.

Back to Basics



BACK TO BEST ...

- 1 *Systems*
- 2 *Structures*
- 3 *Practices*

