

# School Improvement Plan 2021-2022

Roselle Middle School

Team Members:

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

Presentation To Staff Date: 10/18/21	Presentation to Parent Advisory Date: TBD
Update to Staff Date: 10/18/21	Update to BOE Date: 10/19/21
	Update to Parent Advisory: TBD

<u>SIP Team Meeting Dates</u>
6/2/21 9/22/21 10/19/21

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

# School Improvement Plan 2021-2022

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**Data Analysis to indicate that there is an opportunity for growth to address 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?)*

**Priority Area: Math**

## Overview:

According to FALL 21-22 data, 47% of students at RMS are performing at or above grade level and 53% are performing below grade level in math. This is within 2% of where we have performed in the FALL benchmark in each of the past two years. The special education subgroup of students had 4% of students at or above grade level, which is down from 22% last year, but more on trend with years prior to that. It is of note that students in virtual learning took the iReady assessment at home. The English Learners subgroup of students had all students performing below grade level. We look forward to measuring our target growth goals in the WINTER and SPRING testing sessions after implementing the action steps outlined in this School Improvement Plan.

Legend		
Color	Class of	Comment
	2024	Current 6th Graders
	2023	Current 7th Graders
	2022	Current 8th Graders

# School Improvement Plan 2021-2022

## Roselle Middle School

### Math: % of students on or above grade level

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: % of students 2 or more grade levels below

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	16%	5%		20%	11%	3%	27%		
5	14%	5%		18%	11%	12%	18%		
6	17%	10%		24%	12%	6%	23%		
7	21%	20%		23%	13%	9%	27%		
8	23%	13%		25%	10%	10%	18%		

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Roselle Middle School

## Math: % of students meeting their target growth goal

\*Growth results are not available for the fall benchmark assessment

\* No Spring 2020 data take due to COVID

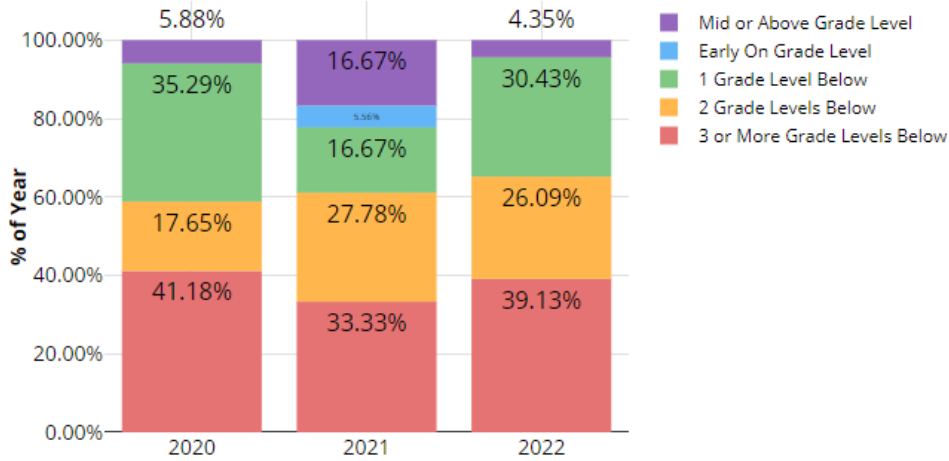
Grade	F 19-20	W 19-20	S 19-20	F 20-21	W 20-21	S 20-21	F 21-22	W 21-22	S 21-22
6	-	51%		-	45%	82%	-	%	%
7	-	-		-	62%	72%	-	%	%
8	-	-		-	-	-	-	%	%

# School Improvement Plan 2021-2022

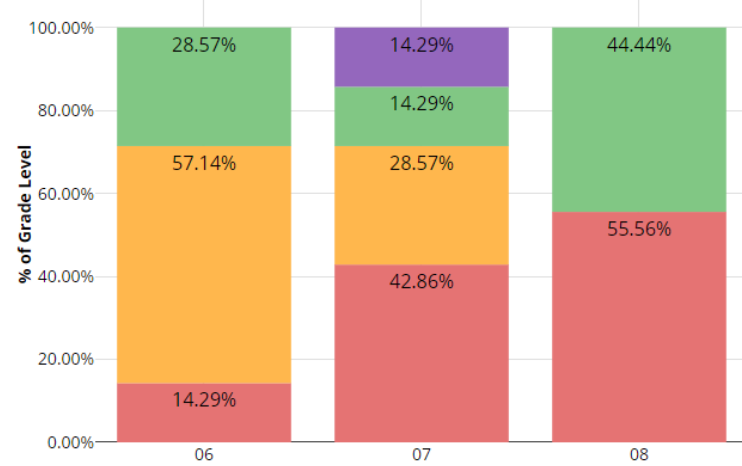
## Roselle Middle School

### Math: Special Education Subgroup

#### Whole School Trend

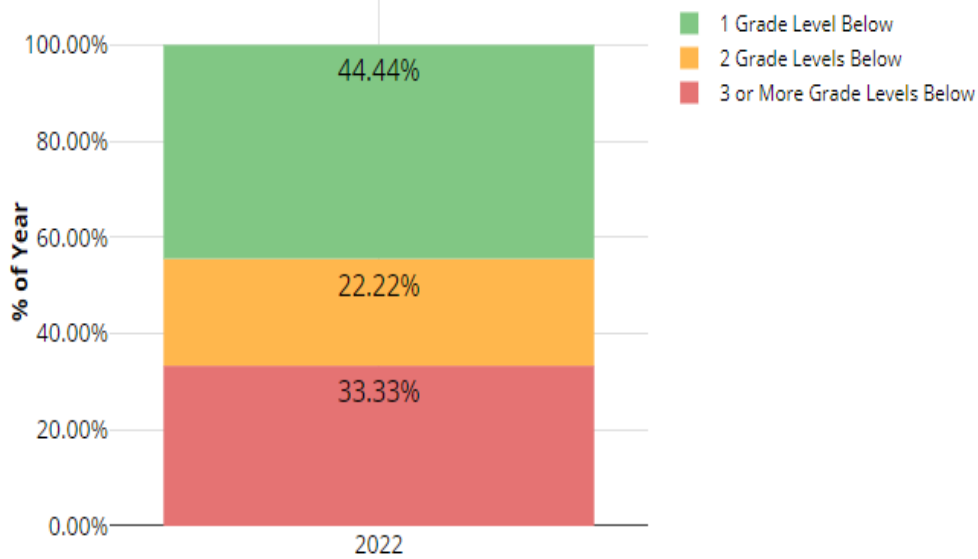


#### Current Year Performance by Grade

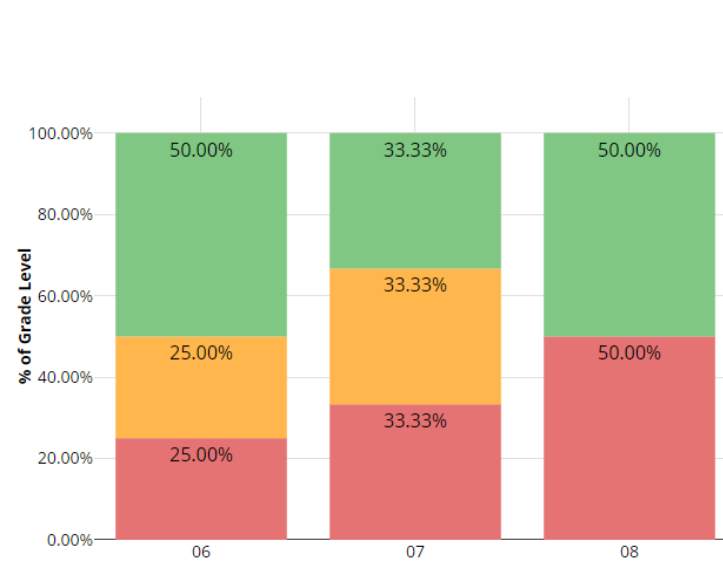


### Math: EL Subgroup

#### Whole School Trend



#### Current Year Performance by Grade



# School Improvement Plan 2021-2022

## Roselle Middle School

### **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?*

### **Theory of Action:**

- Administration will provide professional development on small group instruction and time for data analysis and cross-grade level articulation regarding learning and growth opportunities.
- Teachers will assess the needs of individual students through data analysis and identifying student competencies. Student groupings and subsequent re-teaching/differentiation will occur daily to help students master their individual learning targets.
- Working in conjunction with teachers, students will analyze individual achievement levels and determine goals and actions. Student learning will improve by students understanding where they are (evidence of their learning in comparison to the grade level target), where they need to go (grade level learning targets and standards), and how to get there (self-assessments and reflections, planning, and executive functioning).

[Resource: Student Data Trackers, Pledge Sheets, and Learning Reflections](#)

How will we know if it's working? (*monitoring of implementation, student learning outcomes*)

- Grade levels monitor the mastery of student learning outcomes via team meetings and the MTSS process.

What data will we use to support our claim? (*assessment data, observational data, self-assessment data, etc*)

- Grade levels conduct a mid-year review after the winter diagnostic in order to ensure students are achieving at least 50% of their growth goal on iReady.
- Grade level summative assessments

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## **SMART Goal for Goal 1:**

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

## **Trimester One Action Plan with Specific Measures of Progress:**

<b><u>Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Target Date</u></b>	<b><u>Evidence</u></b>
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	Daily	Daily teacher lesson plans with observable evidence from administration gathered through formal and informal observations and classroom walk-throughs.
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	Grade-level teams, administrators	Weekly	Team meeting notes and calendar, and conversations with administration

# School Improvement Plan 2021-2022

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<p>housed in a shared folder with the entire team and administration.</p>			
<p>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.</p>	<p>Teachers, administrators, and coaches</p>	<p>Ongoing</p>	<p>Bi-weekly review by coaches and administration</p>
<p>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</p>	<p>Teachers</p>	<p>Monthly beginning in September</p>	<p>Completed student goal forms  <a href="#">Resource: Student Data Chats</a></p>
<p>Teachers will review student mastery and goals on iReady's individual learning pathways weekly to guide instruction and small group reteaching.</p>	<p>Teachers</p>	<p>Weekly</p>	<p>Weekly review "Personalized Instruction Summary" in iReady  <a href="#">Resource: Personalized Instruction</a></p>



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Monitor tier 2 & 3 student progress towards annual growth target by administering iReady Growth Monitoring Assessment every 6 weeks	Teachers	Every 6 weeks	Review of Growth Monitoring Results
Provide assessment retakes for full credit. Re-teach concepts to impacted students prior to retaking assessment and monitor for understanding.	Teachers	Ongoing	Student performance indicates topic understanding and mastery
<b><u>Trimester Two &amp; 3 Action Plan with Specific Measures of Progress:</u></b> <i>*In addition to Trimester 1 ongoing action steps</i>			
<b><u>Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Target Date</u></b>	<b><u>Evidence</u></b>
TBD			

# School Improvement Plan 2021-2022

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**Data Analysis to indicate that there is an opportunity for growth to address 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?)*

## Priority Area: Reading Informational Text

### Overview:

According to FALL 21-22 data, 56% of students at RMS are performing at or above grade level and 44% are performing below grade level in ELA. This is within 1% of where we have performed in the FALL benchmark in each of the past two years. The special education subgroup of students had 17% of students at or above grade level, which is similar to last year and trending upwards to years prior to that. It is of note that students in virtual learning took the iReady assessment at home. The English Learners subgroup of students had 9% of students performing at or above grade level, which is lower than last year but trending higher than years past. We look forward to measuring our target growth goals in the WINTER and SPRING testing sessions after implementing the action steps outlined in this School Improvement Plan.

Legend		
Color	Class of	Comment
	2024	Current 6th Graders
	2023	Current 7th Graders
	2022	Current 8th Graders

# School Improvement Plan 2021-2022

## Roselle Middle School

### Reading: % of students on or above grade level

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: % of students 2 or more grade levels below

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	16%	5%		23%	6%	5%	14%		
5	21%	14%		29%	16%	16%	31%		
6	21%	15%		24%	13%	12%	29%		
7	28%	19%		26%	18%	12%	21%		
8	28%	7%		31%	15%	12%	24%		

# School Improvement Plan 2021-2022

Roselle Middle School

## Reading: % of students meeting their target growth goal

\*Growth results are not available for the fall benchmark assessment

\* No Spring 2020 data take due to COVID

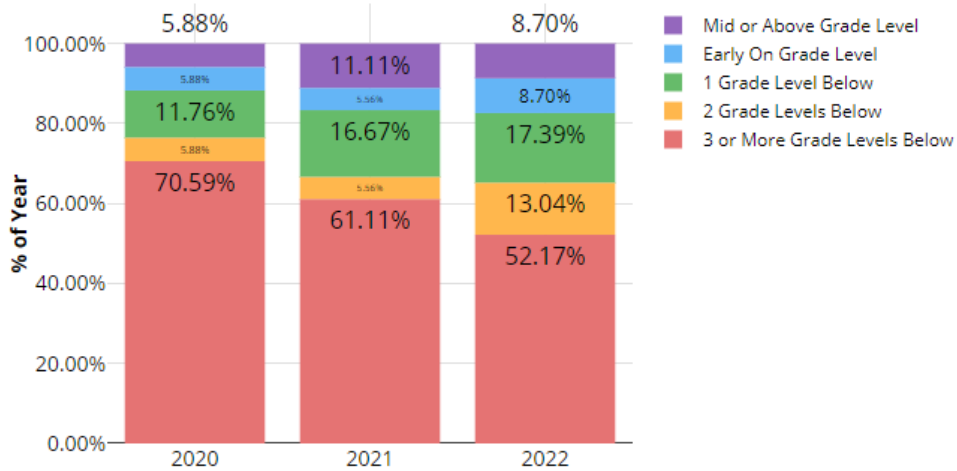
Grade	F 19-20	W 19-20	S 19-20	F 20-21	W 20-21	S 20-21	F 21-22	W 21-22	S 21-22
6	-	72%		-	55%	68%	-	%	%
7	-	-		-	62%	72%	-	%	%
8	-	-		-	-	-	-	%	%

# School Improvement Plan 2021-2022

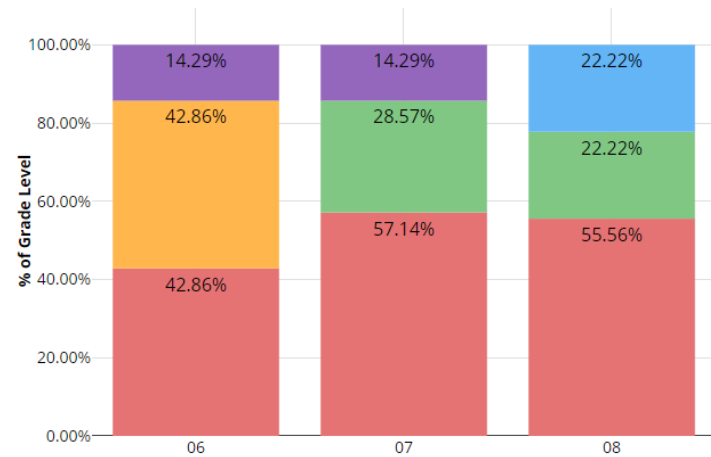
## Roselle Middle School

### ELA: Special Education Subgroup

#### Whole School Trend

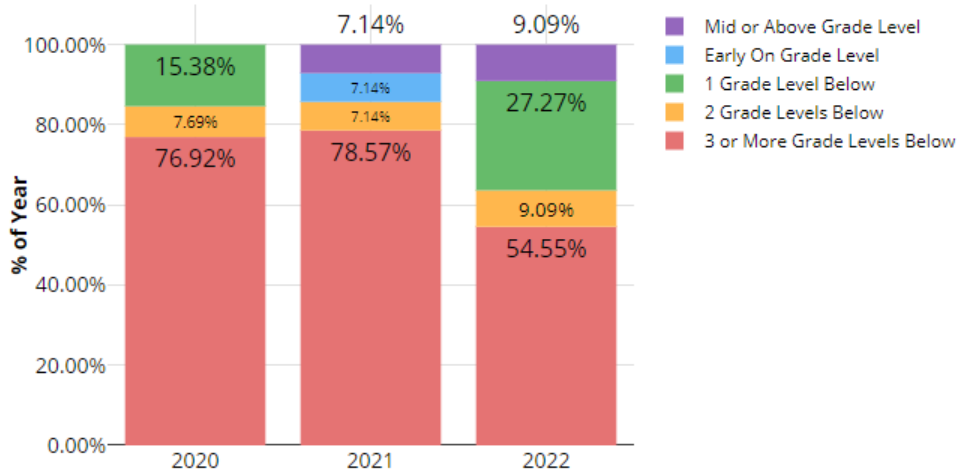


#### Current Year Performance by Grade

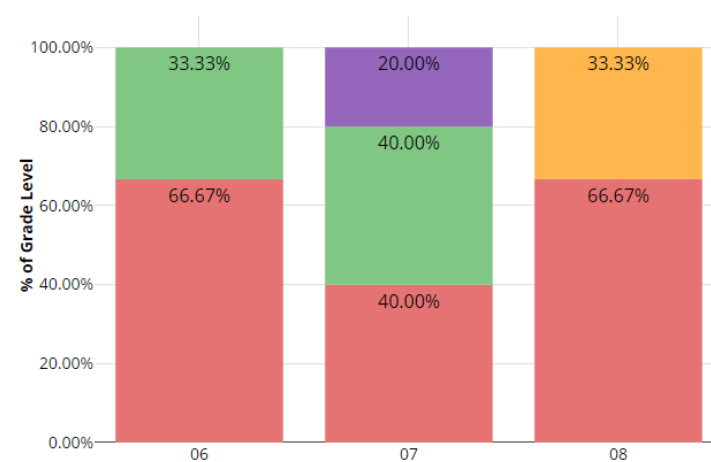


### ELA: EL Subgroup

#### Whole School Trend



#### Current Year Performance by Grade



# School Improvement Plan 2021-2022

## Roselle Middle School

### **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?*

### **Theory of Action:**

- Administration will provide professional development on small group instruction and time for data analysis and cross-grade level articulation regarding learning and growth opportunities in informational text across all subjects.
- Teachers will assess the needs of individual students through data analysis and identifying student competencies. Student groupings and subsequent re-teaching/differentiation will occur daily to help students master their individual learning targets. These will include teacher instruction in close reading strategies, annotation of texts, identifying key concepts and main ideas.
- Working in conjunction with teachers, students will analyze individual achievement levels and determine goals and actions. Student learning will improve by students understanding where they are (evidence of their learning in comparison to the grade level target), where they need to go (grade level learning targets and standards), and how to get there (self-assessments and reflections, planning, and executive functioning).

How will we know if it's working? (*monitoring of implementation, student learning outcomes*)

- Grade levels monitor the mastery of student learning outcomes via team meetings and the MTSS process.

What data will we use to support our claim? (*assessment data, observational data, self-assessment data, etc*)

- Grade levels conduct a mid-year review after the winter diagnostic in order to ensure students are achieving at least 50% of their growth goal on iReady.
- Grade level summative assessments

# School Improvement Plan 2021-2022

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## **SMART Goal for Goal 2:**

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

## **Trimester One Action Plan with Specific Measures of Progress:**

<b><u>Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Target Date</u></b>	<b><u>Evidence</u></b>
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	Daily	Daily teacher lesson plans with observable evidence from administration gathered through formal and informal observations and classroom walk-throughs.
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.	Grade-level teams, administrators	Weekly	Team meeting notes and calendar, and conversations with administration

# School Improvement Plan 2021-2022

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<p>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.</p>	<p>Teachers, administrators, and coaches</p>	<p>Ongoing</p>	<p>Bi-weekly review by coaches and administration</p>
<p>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</p>	<p>Teachers</p>	<p>Monthly beginning in September</p>	<p>Completed student goal forms</p>
<p>Teachers will review student mastery and goals on iReady's individual learning pathways weekly to guide instruction and small group reteaching.</p>	<p>Teachers</p>	<p>Weekly</p>	<p>Weekly review "Personalized Instruction Summary" in iReady</p>
<p>Monitor tier 2 &amp; 3 student progress towards annual growth target by administering iReady Growth Monitoring Assessment every 6 weeks</p>	<p>Teachers</p>	<p>Every 6 weeks</p>	<p>Review of Growth Monitoring Results</p>
<p>Provide assessment retakes for full</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Student performance indicates topic</p>



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credit. Re-teach concepts to impacted students prior to retaking assessment and monitor for understanding.			understanding and mastery
Content area teachers participate in ongoing learning and implementation of instructional reading strategies across all grade levels.	Teachers	Ongoing	Participation in PD and daily teacher lesson plans with observable evidence from administration gathered through formal and informal observations and classroom walk-throughs.
<b><u>Trimester Two &amp; 3 Action Plan with Specific Measures of Progress:</u></b> <i>*In addition to Trimester 1 ongoing action steps</i>			
<b><u>Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Target Date</u></b>	<b><u>Evidence</u></b>
TBD			

# School Improvement Plan 2021-2022

## Roselle Middle School

### 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

**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 to teachers and staff to analyze our Social Emotional Learning Curriculum, then teachers can better understand their students and provide instruction for what they need in order to recognize others' perspectives, develop 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 and Second Step through notes at meetings

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## **SMART Goal for Goal 3 (future focused):**

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.

## **Year-Long Action Plan with Specific Measures of Progress:**

<b><u>Action Step</u></b>	<b><u>Person Responsible</u></b>	<b><u>Target Date</u></b>	<b><u>Evidence</u></b>
Embed SEL topics in daily discussions and/or journaling on relevant topics: Self Control, Bullying Prevention, Mindfulness, Kindness, Growth Mindset, Acceptance and Diversity, Self Esteem, Friendship, Conflict Resolution	All staff	Ongoing	Discussions during Team meetings between teachers, social worker, and administrators.
Teachers identify SEL standards that can be incorporated into their current daily practice to support student well being and improve academic success.	Teachers	End of each trimester	End of trimester teacher and student surveys.
Develop with the SEL committee common lessons to deliver across all grade levels and taught by all teachers at designated times.	SEL Committee, administrators, teachers	Beginning of 22-23 school year	Lessons created and a plan for staff training is implemented for the start of the 22-23 school year during institute days.

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SIP team will facilitate a professional learning session on the SEL standards for the RMS staff during a SMART day.	SIP Team	2/2/22	Completion of staff presentation. Staff will identify two areas in their current teaching where they can incorporate the SEL standards.
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# School Improvement Plan 2021-2022

## Roselle Middle School

### Year-End Results

The results for each goal are outlined below.

<u>#</u>	<u>Goal</u>	<u>Results Summary</u>
1	<p>Each student at or above grade level will make a year's worth of growth in Math based on fall to spring iReady diagnostic assessment.</p> <p>Each student below grade level will make more than a year's worth of growth in Math based on fall to spring iReady diagnostic assessment.</p>	<ul style="list-style-type: none"><li>• TBD</li></ul>
2	<p>Each student at or above grade level will make a year's worth of growth in ELA based on fall to spring iReady diagnostic assessment.</p> <p>Each student below grade level will make more than a year's worth of growth in ELA based on fall to spring iReady diagnostic assessment.</p>	<ul style="list-style-type: none"><li>• TBD</li></ul>
3	<p>By the end of the 2022 school year, 100% of teachers and staff will</p>	<ul style="list-style-type: none"><li>• TBD</li></ul>

# School Improvement Plan 2021-2022

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	<p>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.</p>	
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