



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

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.***

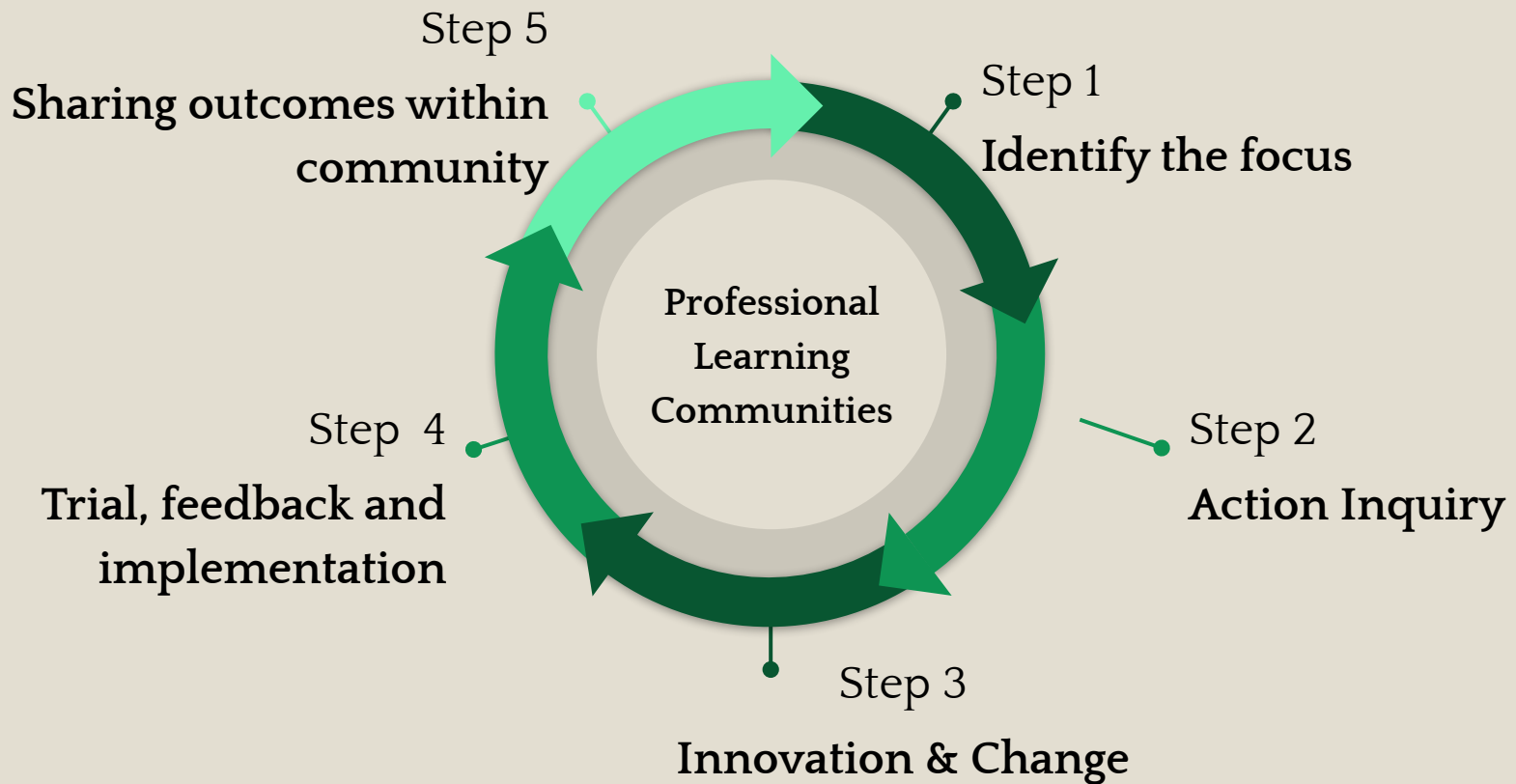
Roselle Middle

- 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

High Growth High Performance

- Better than expected growth
- At or above grade level

Low Growth Low Performance

- Not meeting expected growth
- Below grade level

Low Growth High Performance

- Not meeting expected growth
- At or above grade level

Quadrant Data Example

Proficiency and Growth



Future Skills Goal

By the end of the 2022 school year, 100% of teachers and staff will develop:

1. An understanding for the implementation of our Social Emotional Learning Curriculum
2. An integration plan of future ready skills into all content areas
3. How to measure student mastery of the future ready skills identified in the D12 mission statement

Future Focused Action Plan

- Discuss, analyze, and practice critical SEL skills with students through weekly lessons taught by the school social worker
- Teachers identify SEL standards that can be incorporated into their current daily practice to support student well being and improve academic success.
- Engage stakeholders in the districtwide SEL task force
- *RMS specials teachers are aligning and prioritizing ISBE SEL standards to current practice and comparing those to the critical components and instruction happening in the classroom.*
- *Various SHS teachers have been utilizing student-led, emotional self-check systems like Zones of Regulations or Close Gap (current pilot program).*
- *Themes such as bullying prevention, mindfulness, kindness, growth mindset, acceptance, diversity, self-esteem, friendship and conflict resolution are being prioritized.*

Monitor, Adjust and Report

- We have established action plans
- We 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