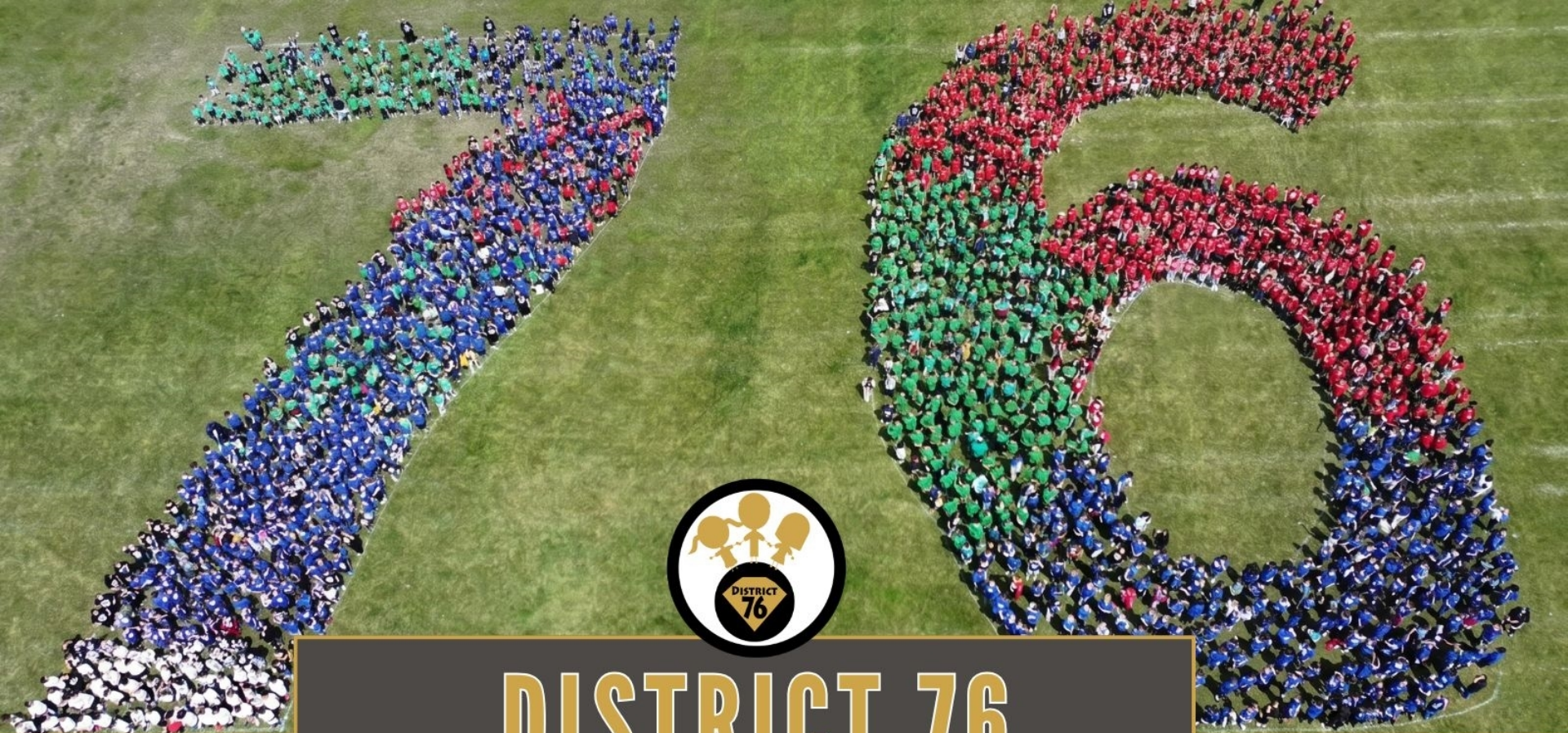


Diamond Lake School District 76

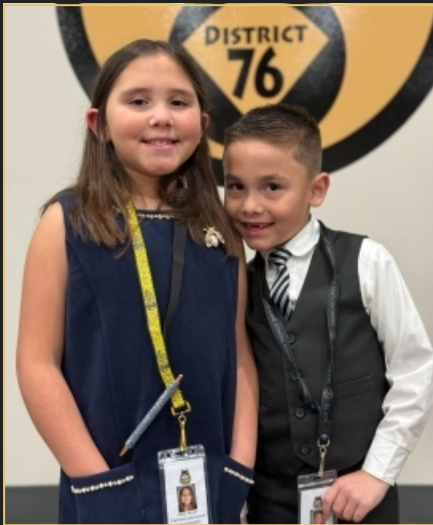


End-of-Year Goals Update

EMBRACE EMPOWER EXCEL *Each Child Each Day*



DISTRICT 76
2025 - 2026 UPDATE



**Embrace
Empower
Excel**

Each Child
Each Day



DISTRICT 76 GOALS
PLC, PBIS, PRESENCE

SCHOOL GOALS
PLC, PBIS, PRESENCE

TEAM GOALS
PLC, PBIS, PRESENCE

CLASSROOM GOALS
PLC, PBIS, PRESENCE

**STUDENT
GOALS**





PLC's



The Four Questions of PLCs

QUESTION 1

What do we want our students to know and be able to do?

QUESTION 2

How will we know when they have learned it?

QUESTION 3

What will we do when they don't learn it?

QUESTION 4

What will we do when they do learn it?

STAR Growth - Fall to Spring



Subject	Star Reading Current Student Growth Percentile (SGP)	Star Lectura Current Student Growth Percentile (SGP)	Star Math Current Student Growth Percentile (SGP)	Star Matemáticas Current Student Growth Percentile (SGP)
District Overall	66.6%	70.3%	62.6%	54.5%
Diamond Lake School	63.4%	66.7%	66.2%	
West Oak Intermediate School	71.3%	72.5%	62.2%	33.3%
West Oak Middle School	64.0%	69.5%	60.1%	54.5%



Scales Work and CFA's

- Proficiency Scales have been mapped for clarity - 8th Grade ELA Example
 - All maps will be placed on our website in August

Timeline	Trimester 1	Trimester 2	Trimester 3
		Unit One	Unit Three Unit Four Unit Two
Scales	Constructing Ideas & Concepts - (W.8.2, a-f, SL.8.4)	Constructing Claims, Evidence, & Reasoning - (W.8.1, a-e) Constructing Ideas & Concepts - (W.8.2, a-f, SL.8.4)	Constructing Claims, Evidence, & Reasoning (W.8.1, a-e) <input type="checkbox"/> Sources & Research - (W.8.7, W.8.8, NM 8.DI, NM 8.D2)
Scales to Be Covered All-Year:	Analyze Language - (RL.8.4, RI.8.4, L.8.5, a-c, NM.8.EI) Analyzing Text Elements - (RL.8.3, RI.8.3) Analyzing Point of View - (RL.8.6, RI.8.6) Editing - (L.8.1, a-d, L.8.2, a-c, L.8.3, a) Audience, Purpose, & Task - (W.8.10, SL.8.1, a-d, SL.8.5, NM 8.E3)		



PBIS



Positive Behavior Interventions and Supports

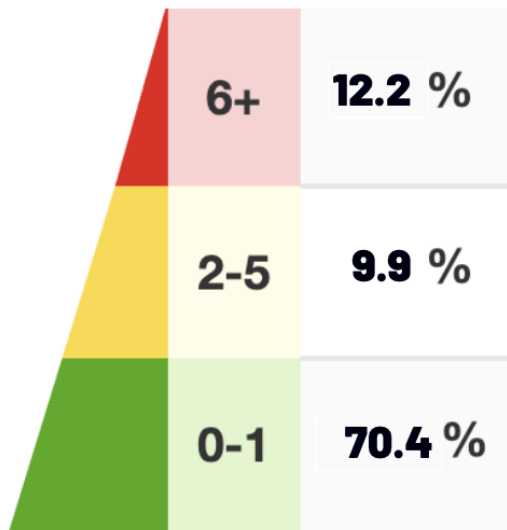
- **Data-Driven Decisions:** Schools collect and analyze behavioral data (e.g., office referrals, attendance, PBIS points) to evaluate how well their systems are working and identify areas of need.
- **Positive Recognition:** Instead of waiting for a student to misstep, teachers "catch" students doing the right thing, often issuing digital or physical "PBIS points" or tickets that can be redeemed for privileges or small prizes.
- **Teaching Behavior:** Expected behaviors are treated just like academic subjects—they are defined, modeled, practiced, and retaught when necessary.



Tiered Behavioral Data

24-25 School Year

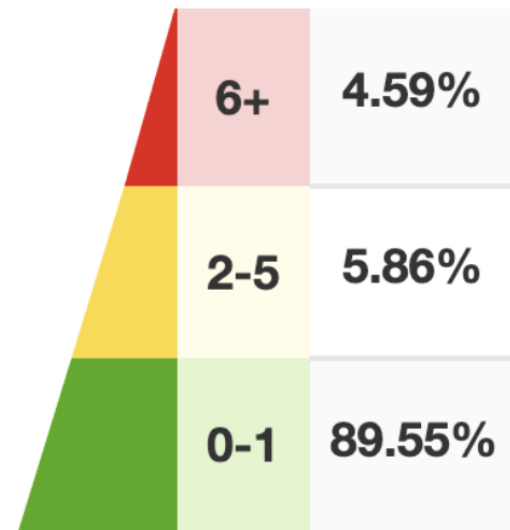
Student Referrals



Referrals Year-to-Date

25-26 School Year

Student Referrals



Referrals Year-to-Date

-7.6%

-4.04%

+19.5%



WOMS Homerooms

Daily Structure & Topics

Every teacher will have a Homeroom that meets daily with a consistent schedule:

- SEL (CharacterStrong)
- PBIS Reteaching
- Executive Functioning
- Team and Class Builders
- Academic Goal-Setting

Note: Homeroom replaces Advisory. Intervention and Enrichment will take its place.

The Goal

groups

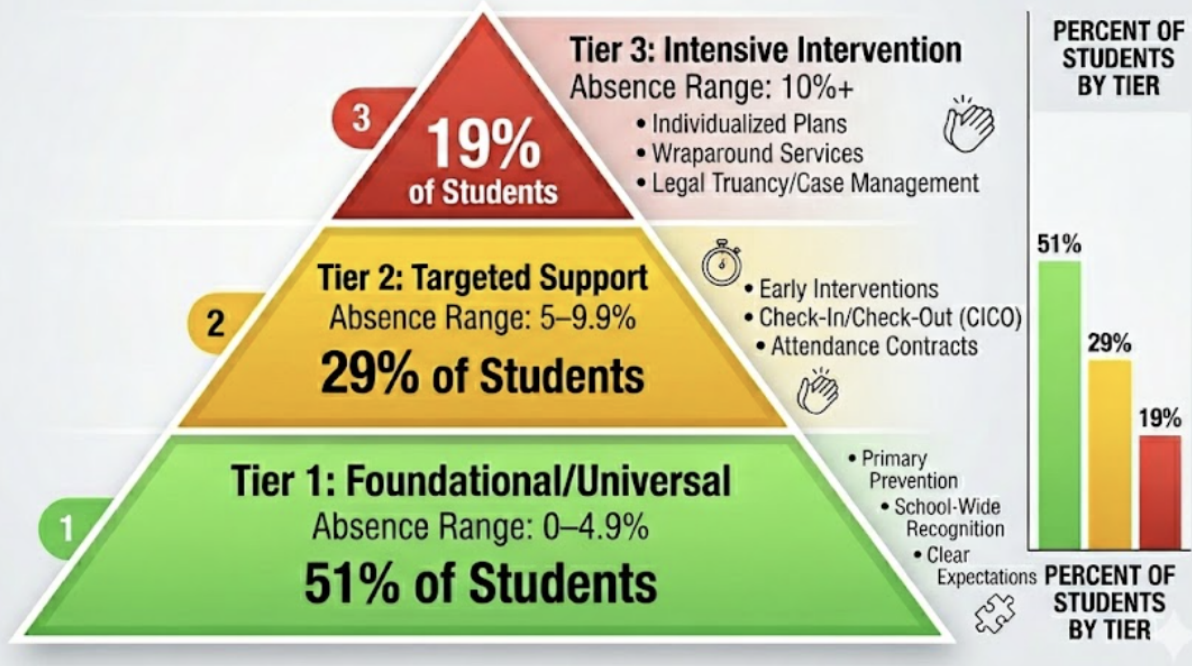
To ensure every student has a caring adult and community of students that greets them every morning.



PRESENCE



Tiered Attendance Data



Students who missed 10 or more days of school:

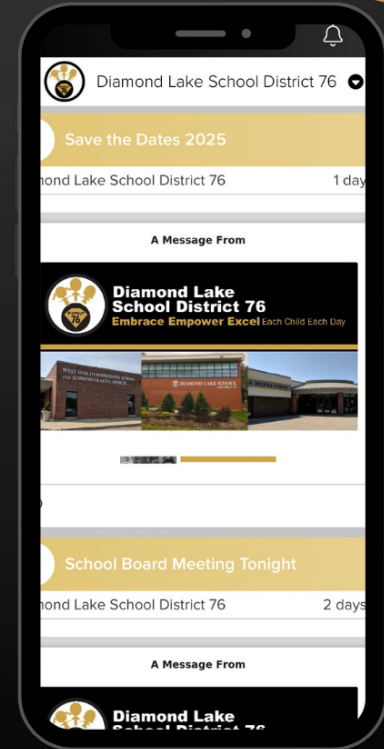
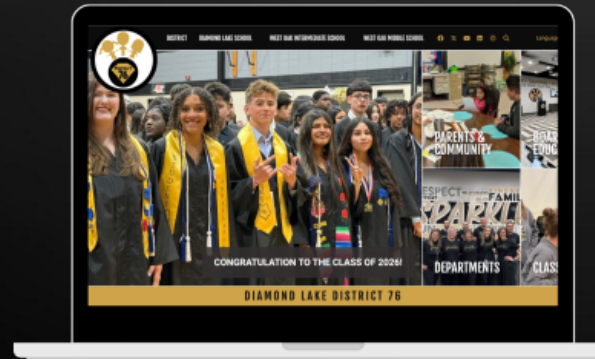
24/25: 48%
25/26: 30%



Communication Update

Presence:

Our continued use of the district website, social media, and ParentSquare helps keep families informed, strengthens community connections, and supports strong partnerships between schools and parents through clear and consistent communication.





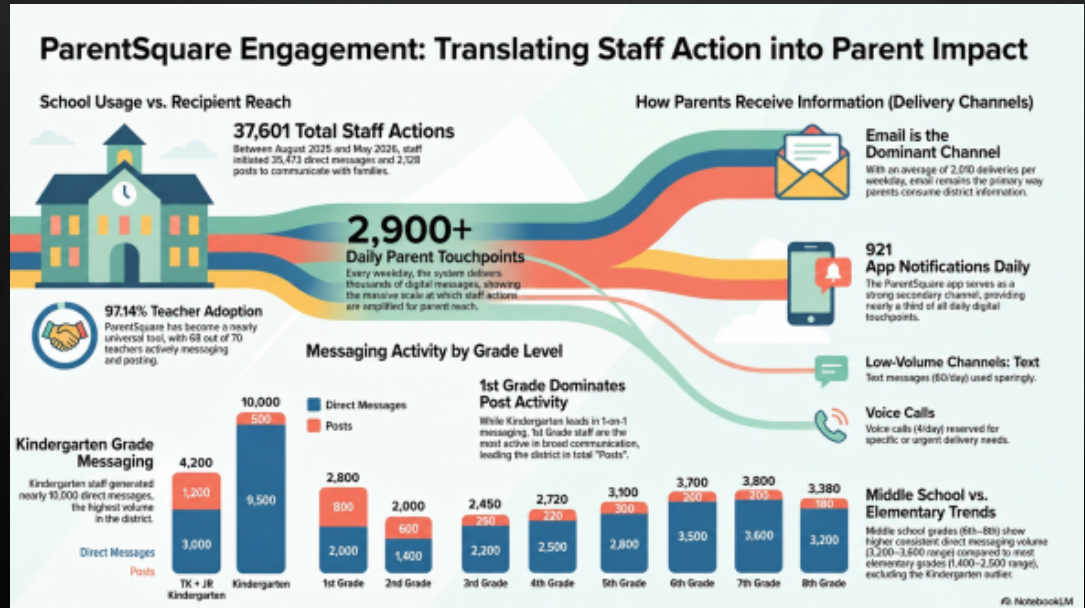
Presence through Communications

ParentSquare:

- Over 37K communications shared via ParentSquare from schools and staff.

25/26 SY Social Media Growth:

- Facebook: 1,004 **11%**
- Instagram: 687 **9%**
- YouTube: 337 **12%**
- LinkedIn: 283 **29%**
- X: 634 **-2%**





Portrait of Excellence

Key Improvements Developed in Collaboration with the Report Card Task Force

- Flexible format based on school and/or grade level
- Exemplifies the whole student (not just academics)
- Easily digestible for parents to understand how their student is progressing over the school year

Attendance		T1	T2	T3
Absent		3	15	2
Present		53	48.5	68
Tardy		0	0	0
Enrolled		54	50	70

Social Emotional Learning		Performance Level	Scale Score
SALPDS		Low Risk	97

Extra Curricular		Sports	Involvement
Yearbook Club		Intramurals	Student Council

Local Assessment		Score	Performance Level
ZAR Reading	1081		At/Above
ZAR Math	1082		At/Above

STEAM Levy		T1	T2	T3
Standard Mastery		4	4	4

Wellness Word		T1	T2	T3
Standard Mastery		4	4	4

Band Meas		T1	T2	T3
Jard Mastery		2	4	4

Language Arts Uzzardi		T1	T2	T3
Jard Mastery		4	4	4

Math Uzzardi		T1	T2	T3
Jard Mastery		2	3	4

Music Stanish		T1	T2	T3
Jard Mastery		3	3	4

Physical Education Campbell		T1	T2	T3
Jard Mastery		4	4	4

Science Uzzardi		T1	T2	T3
Jard Mastery		4	5	4

Social Studies Uzzardi		T1	T2	T3
Jard Mastery		2	3	4

Comments	
T3	<p>Anya has been a joy to teach this year! Her dedication to learning has been admirable. She has made excellent progress in Reading and Writing this year, consistently delivering high-quality work. Although Anya faced some challenges in math she persevered and showed steady progress. Keep up the determination! To build on this year's success, I encourage Anya to read daily and practice writing her ideas during the summer break.</p>

Scoring Description	
4	Student demonstrates an in-depth understanding of concepts, skills and processes taught in this reporting period and exceeds a required performance.
3	In addition to score 3.0 performance, partial success at scores 4.0 concepts and processes.
2	Student has mastered the concepts, skills and process taught in this reporting period.
1	Major errors or omissions regarding score 2.0 content, and partial success at score 3.0 concepts and processes.
0	Approaches: Student is beginning to demonstrate an understanding of concepts, skills and processes taught in this reporting period.
Not Evaluated	Partial success at score 2.0 content and possibly errors or omissions regarding score 3.0 concepts and processes.
Not Evaluated	Not Yet: Student does not yet demonstrate an understanding of concepts, skills and processes taught in this reporting period.
Not Evaluated	Not Evaluated



OPERATIONS



Operations Update

Future Projects & Funding

- WOC Track/Soccer Field Area (~\$2.0M - \$5.0M)
- WOIS Courtyard Project (~\$4.0M)
- D76 Community Center (~\$500K)
- WOC Air Handler Replacements (~\$1.5M)

Wold to conduct required 10-year life safety study update and present additional future facility recommendations (Summer 2026). This could add to the list of essential facility projects.

Current Financial Status

Projects could be funded with a mix of Capital Projects and/or Working Cash Funds.

Current balances: ~\$6.0MM

\$1.5MM approved transfer to Capital Projects Fund.

Exploring Additional Funding

To bridge any remaining funding gaps, the district is exploring:

- Transfers from the Education Fund
- State and federal grant opportunities
- Countywide voter-approved 1% sales tax initiative



Actualización de Operaciones (Proyectos Futuros y Financiamiento)

Proyectos Futuros Posibles y Consideraciones de Financiamiento:

- WOC Track/Soccer Field Area (~\$2.0M - \$5.0M)
- WOIS Courtyard Project (~\$4.0M)
- D76 Community Center (~\$500K)
- WOC Air Handler Replacements (~\$1.5M)

Estudio de Seguridad: Wold llevará a cabo la actualización obligatoria del estudio de seguridad humana de 10 años y presentará recomendaciones adicionales para el futuro de las instalaciones (Verano de 2026). Esto podría sumarse a la lista de proyectos esenciales de infraestructura.

Estado Financiero Actual

Los proyectos podrían financiarse con una combinación de Fondos para Proyectos de Capital y/o Fondos de Caja de Trabajo.

Los saldos actuales son de ~\$6.0M.

Se aprobó una transferencia adicional de \$1.5M al Fondo de Proyectos de Capital.

Buscando Financiamiento Adicional:

Para cerrar cualquier brecha financiera restante, el distrito está explorando:

- Transferencias del Fondo de Educación.
- Oportunidades de subvenciones estatales y federales.
- Una iniciativa de impuesto a las ventas del 1% aprobado por los votantes a nivel de todo el condado.



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