



Spring Hills Elementary School Improvement Plan 2021-22

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

Our Team

- 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
- Lew Girmscheid - 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 - Reading

- 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.

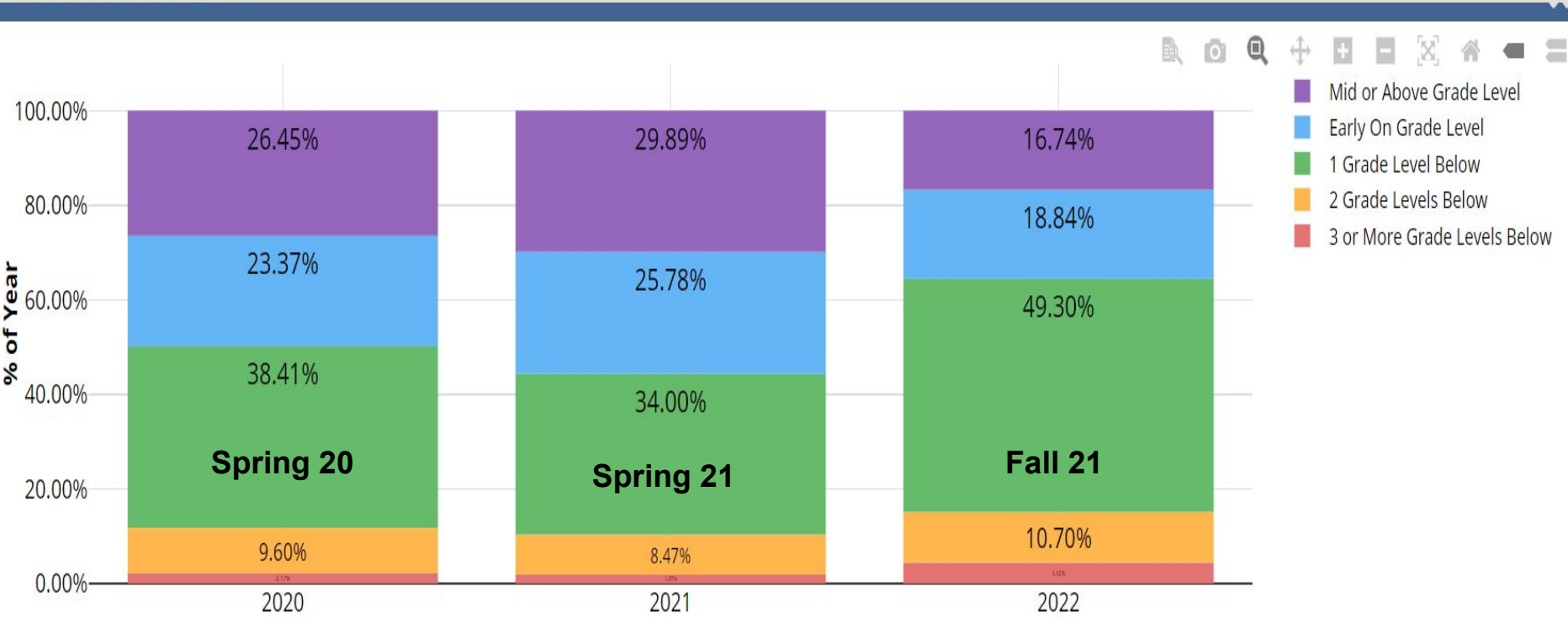
Reading Academic Action Plan

- All classroom teachers and specialists will utilize the [ELA instructional framework](#)
- Teachers will meet weekly to analyze classroom assessment data and collaborate on planning ELA instruction for Tier 1 and for differentiation and small group, teacher-led instruction.
- Teams will meet each trimester to review the alignment of standards based report cards with the Illinois Priority standards to plan for ELA learning targets each trimester
- 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 goals.

Reading % on or above

Grade	Fall 18	W 18-19	S 19	F 19	W 19-20	F 20	W 20-21	S 21	F 21
KDG	NA	NA	85%	NA	78%	23%	78%	98%	30%
1st	18%	69%	79%	21%	55%	23%	48%	65%	32%
2nd	42%	56%	83%	31%	62%	36%	62%	71%	32%
3rd	55%	64%	81%	45%	67%	48%	73%	81%	44%
4th	47%	59%	78%	44%	53%	37%	51%	62%	36%
5th	44%	59%	65%	46%	61%	40%	56%	59%	38%
All	41%	61%	78%	37%	60%	34%	61%	72%	36%

Reading growth



Academic Goal - 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.

Math Academic Action Plan

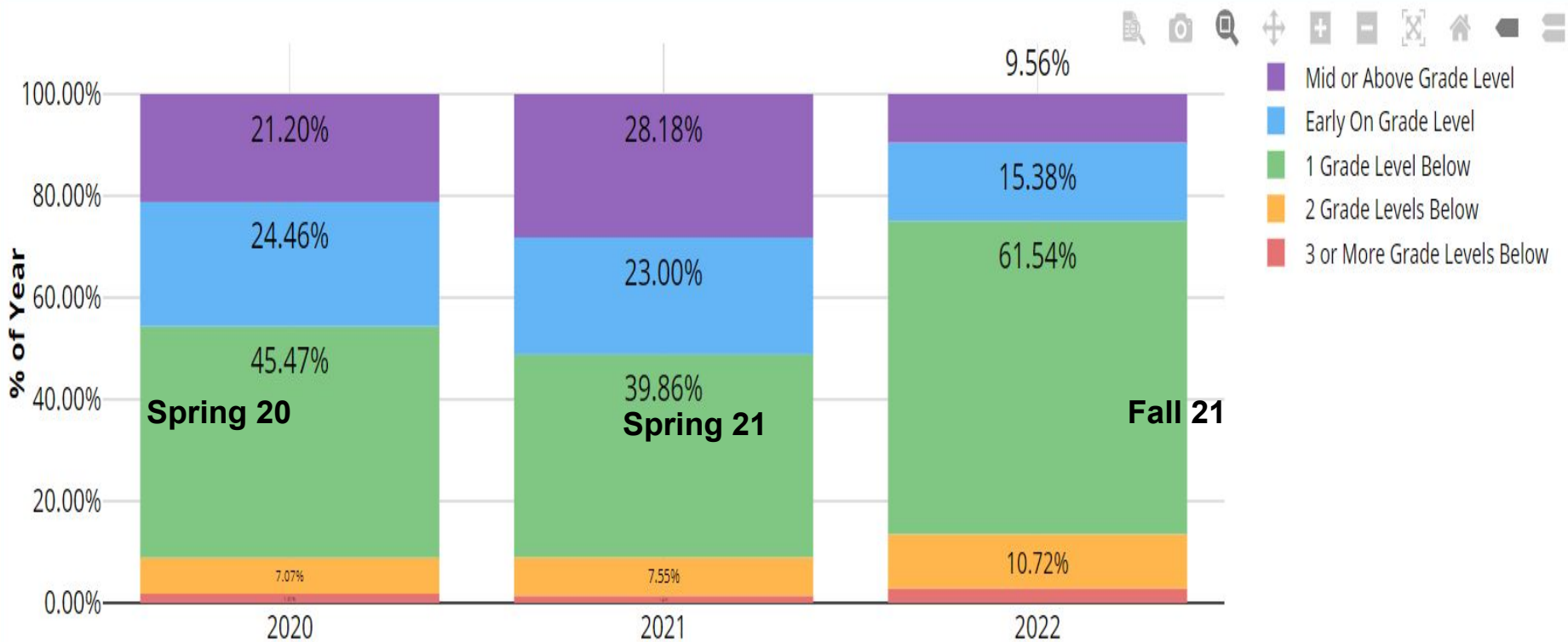
- All classroom teachers and specialists will utilize the [Math instructional framework](#)
- Students will work in daily small groups with learning targets based on their individual needs determined by data from iReady and classroom assessments following the Math Instructional Framework.
- Teachers will meet weekly to analyze classroom assessment data and collaborate on planning math instruction for Tier 1 and for differentiation and small group, teacher-led instruction.
- Teams will meet each trimester to review the alignment of standards based report cards with the Illinois Priority standards to plan for math learning targets each trimester.
- 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 goals.

Math % on or above

Grade	Fall 18	W 18-19	Spring 19	F19	W 19-20	Fall 20	W 20-21	S 21	F 21
KDG	NA	NA	87%	NA	73%	20%	64%	89%	24%
1st	18%	57%	90%	23%	62%	16%	54%	80%	16%
2nd	25%	51%	74%	24%	55%	23%	58%	75%	22%
3rd	36%	61%	80%	23%	55%	14%	49%	67%	34%
4th	37%	61%	81%	34%	51%	19%	37%	69%	22%
5th	51%	66%	82%	42%	57%	26%	51%	59%	32%
All	34%	59%	82%	30%	73%	20%	52%	73%	25%

Math Growth

Overall Level Placement - Math



Close

Future Skills Goal

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

Goal 3 Action Plan

- Discuss, analyze, and practice critical SEL skills with students through weekly lessons with the Social Worker
- Engage students in weekly discussions and/or journaling on SEL themed topics
- Engage stakeholders in the districtwide SEL committee

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

New Year, Ready to Grow

