



To: Mr. Hickam and Du Quoin Board of Education
From: Justin Engelmann, Principal, Du Quoin Elementary School
Date: 10/13/22
Re: 2022-2023 School Improvement Plan

The School Leadership Team provides the improvement plan for the 2022-23 school year. The team analyzed the prior school year as well as school improvement initiatives related to curriculum, instructional approaches, student services and family connections.

2022-23 School Improvement Plan:

- **Objective:** Leadership teams will consistently analyze student performance data leading to reflection and informed decisions concerning curriculum implementation, instructional improvements and professional development demands.
 - The school leadership learning community will review and analyze data, review researched strategies, develop approaches to improvement and advise decisions related to student and school growth.
 - Grade level professional learning communities will meet weekly, review formative and summative student data and instructional strategies leading to data-driving decisions to positively impact student learning.
 - Faculty will engage in monthly dialogue to apply research to decision-making leading to improved outcomes for students.

- **Objective:** All teachers will elevate school-wide achievement through instructional approaches and improvement changes in English-Language Arts (ELA) and Math.
 - All teachers will identify and target instructional approaches and supplemental supports to increase reading and writing achievement for all students as measured by the district benchmark assessments by the spring assessment data.
 - The teachers will implement the new ELA curriculum resources and analyze results making sure to support all students. The new curriculum will help increase achievement outcomes for all students.
 - All teachers will improve math achievement through fidelity of the core curriculum and targeted support for all students, increasing math achievement outcomes by the spring assessment.

- **Objective:** Ensure all students become knowledgeable, responsible, caring and contributing members of society through evidence-based social and emotional learning.
 - All staff will continue to deepen understanding and develop practices towards using the Choose To Be Nice approach to foster learning in all aspects of school life.

- Teachers will communicate elements of the Choose To Be Nice approach with families via email, newsletters, and/or inviting families into the school.
- The leadership team will evaluate progress and identify areas for continued professional growth.
- Objective: The environment of Du Quoin Elementary (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning.
 - Engage in book study with the students, the community, and the staff, guided by physical, social, emotional, and behavioral development.
 - Strengthen school connectedness during school via grade level activities, mentoring, etc.
 - Strengthen school connectedness after school; collect data on participation in 21st Century (Arrow Academy).
- Objective: Du Quoin Elementary will continue to improve the educational landscape for all students.
 - Through continual analysis of programs and meaningful discussion, faculty and administration will review curriculum so that it meets the academic standards, and is a good fit for the student engagement and promotes a healthy school climate and culture.
 - The school leadership learning community will develop as teacher leaders through a book study to engage faculty and staff in promoting a whole child environment, leading to a school culture where students learn , feel valued and achieve at their best.
 - Given the pressures of social-emotional needs, SEL is a priority. Faculty and staff of Du Quoin Elementary recognize the added stress and social-emotional needs and will create a positive school culture with an environment that is physically and emotionally safe, supportive, challenging, and socially and emotionally nurturing in supporting the whole child.

Du Quoin Elementary School Leadership Community:
 Shanielle Piper, Kindergarten; Sandy Stanhouse, 1st Grade; Rachel Tilley, 2nd Grade;
 Terri Benson, 3rd Grade; Jessica Hamburger, 4th Grade; Stephanie Day, Special Education; Deana
 Kelly, RtI Team; Erin Kuhnert, Exploratory Team; Justin Engelmann – Principal

DuQuoin Middle School

Home of the Warriors

TO: Mr. Hickam and Dist. #300 BOE
FROM: Aaron Hill
RE: DMS School Improvement Goals for 2022-2023
DATE: September 19, 2022

The following goals were set by the DMS Leadership team for the 2022-2023 school year.

1. Student engagement - Return to the full use of instructional methods, classroom activities, technology, and all other techniques that engage students in the learning process and move away from lecture/note taking.
2. Implement the following rotation for reviewing, changing, and implementing curriculum guides over the next three years.
22-23 - Exploratory and Social Studies
23-24 - Science
24-25 - Math and R/LA
3. Technology Integration
 - a. What do we have? Hardware, software, on-line programs, Google, Clever, etc
 - b. How do we use it?
 - c. Is it working?
 - d. What changes do we need to implement to make technology more effective and improve learning?

**School Improvement Plan Summary
for the Board of Education
October 20, 2022**

The information below summarizes three priorities of the School Improvement Plan as determined by the Leadership Team for Du Quoin High School and highlights the major components of the activities intended to make progress towards improving in these areas.

Members of the Leadership Team: LaTasha Baxter, Zach Jones, Eric Kirkpatrick, Tim McChristian, Rebecca McCrary, Bethany McPherson, Ann Piotrowski, Marcy Robison, Ryan Summers, Marlin Wilcoxon, Leah Winters, Denise Woodsides

Members of the Illinois Democracy Team: Josh Carnahan, Shawn File, Nicole Heisner, Rebecca McCrary, Ann Piotrowski, Ryan Summers

The following three items have been identified as areas of focus for our 2022-2023 school year:

I. The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning.

- Rachel's Challenge was brought back to Du Quoin High School. The purpose of the presentation and the organization was to help tolerance and understanding of groups, peoples, and cultures separate or different from one's own belief system. This organization has continued to foster tolerance for all peoples both in our own school, community, county, and state.
- "Friends of Rachel" (F.O.R.) Club was created and implemented. It is presently sponsored by Kailah Kelly. "Friends of Rachel" Club continue to take the lead in providing an environment for the acceptance of all peoples at Du Quoin High School through club meetings, events, and presentations. 112 students signed up to be members of F.O.R.
- The goal of the club is reach out with kindness, compassion, and respect, while helping others.
- Possible projects of the club: welcoming of new students, Day w/o Hate, Domestic Violence Awareness, Kindness Project (messages of kindness throughout the school).
- We have continued with the monthly recognition of outstanding students with our "Student of the Month" program, where we recognize all students whom have been nominated.
- The Illinois Democracy Team planned and implemented an activities day on Wednesday, August 31, 2022, our first half-day. The students rotated through four "stations" by class: 40 Assets Assessment Online Survey and video, Class Meeting, Club Fair, SIU-C Enrollment Speaker. The students came together for our first abbreviated pep assembly in four years.

II. All teachers are guided by a document that aligns standards, curriculum, instruction and assessment which are determined by the Illinois State Standards.

- Continued evaluation and revision of Essential Skills for each department
- Each teacher tries to focus on 6-10 standards for their respective class
- Discussions among the leadership team and departments will be had as to the possibility of creating more of a skill based assessment(s) in an effort to help students who have incompletes from previous quarters due to placement on the temporary remote list, as not to fall behind while still having an opportunity to succeed.

- Departments will identify what standards each teacher is addressing, where are there overlaps, and what standards need to be addressed that currently are not being addressed.
- Continued revision of summative assessments to determine if the students' needs are being met, and are the present state standards being adequately covered.
- Arrow High is up and running in the AM. Our Media Center is available to students before school, during lunch and after school so students have a place to study, read or utilize the computer lab. Staff are rotating Monday through Thursday after school and Monday through Friday before school for enrichment and tutoring for those students whom are in need
- Mrs. Rea has met with the English and math departments to evaluate the current curriculum specific to each department. The goal is to proceed in purchasing new materials to better meet the needs of our students and assist in bringing the instruction in line with state standards. The new curriculums are being put in place for the current school year.

III. Overall climate and functioning of the day-to-day operations of the building to enable viable instruction and learning are taking place.

- The Positive Sweep procedures continue to be followed to emphasize punctuality and minimize lost instructional time.
- Fifth year of our Yondr implementation has continued to have positive results in the classroom and halls. We have returned to collecting the Yondrs at the end of each school day and re-distributing them to their first hour teacher.
- Chromebook carts have been added to all but a few classes, of which those classes we are awaiting their arrival.
- The 21st Century program is up and running with added groups for student participation (chess club, anime club, poetry club, book club, etc.)
- The Leadership Team meets monthly to discuss and take action on matters related to our three priority indicators, as well as, the daily items which occur and need to be addressed.
- The Communications Committee is back and running after a two and one-half absence due to COVID.
- Student Senate will up and running again this year. The purpose will be to introduce and continue the experience of being involved in a governance type setting with proper rules of order for conduct, while also giving the students a voice to have impact upon the day-to-day, week-to-week, month-to-month operations of the school.
- The Pep Club will be overseeing a homecoming carnival for the first time on our morning September half-day school improvement which coincides with the homecoming game on Friday, September 30, 2022. Their efforts hope to increase school spirit and have a direct correlation to assisting with the social emotional learning of the students.
- School clubs and organizations are to meeting in-person before and after school.
- School dances have returned to normal practice as in the past.
- Response to Intervention/Multi-Tiered System of Support is continuing:
 - **Tier 1** interventions occur within the classroom.
 - **Tier 2** interventions are to occur during the ELT (Extended Learning Time) and GSH (Guided Study Hall) after 7th hour for those whom are failing a class or failing to turn in work. (Presently, the ELT/GSH have been replaced by Google Meets from 1:45 to 3:15 Monday through Thursday, and 11:00 to 1:00 on Fridays.
 - **Tier 3** intervention occurs through the Academic Success program.

- The SOAR program (Student Options for Achieving Results) is being utilized for students who are not on track to graduate, are not responding well to the current educational setting, and are not having success with other interventions which have been put into place.
- Mr. Summers and Mr. File have continued with the supervision of the Senior and Junior Community Service hours respectively in the fall and spring, along with extending the requirement for service hours to our juniors, sophomore, and seniors
- Mrs. Butler has continued with the on campus contact with nearby universities to increase exposure to post-high school opportunities.