



Dallas Center-Grimes
Community School District

2024-2025 School Year School Improvement Goals

End-of-Year School Board Update

End of Year Goal Board Update

School Improvement Goals for
2024-2025 School Year

Anti-Bullying and Harassment Data

Data Reflections and Considerations

Looking Ahead...





2024-2025 School Improvement Focus

- Greater alignment between building, district, and individual teacher goals.
- Dedicated professional development time for every employee group. We will work with intention and positive assumptions about our work.
- Continued work with our Curriculum Review Cycle and ensuring a guaranteed and viable curriculum with strong instructional materials.
- Focus on those high-leverage strategies (i.e., PLCs, Data-Based Decision Making, Collaboration and Co-Teaching, etc...) in our buildings.
- Strong Instructional Framework and Qualities of Effective Teaching



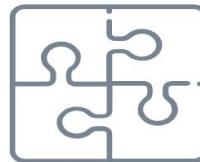
2024-2025 DISTRICT LONG-TERM GOALS

ACADEMIC



By May, 2029, 100% of our students in grades 3-11 will demonstrate proficiency on each test of the Iowa Statewide Assessment of Student Progress (ISASP) tests.

ACADEMIC SUPPORT



By May, 2029, 100% of DCG school buildings will have an academic and behavior MTSS process aligned to research-based best practices in response to intervention.

CLIMATE/ CULTURE



By May, 2029, 100% of DCG schools will report an increase in the percent of respondents reporting “favorable responses” in each of the 5 categories of the Conditions for Learning (CfL) Survey

TEACHER Efficacy



By May, 2029, 100% of district staff will utilize the Strong Instructional Framework to set annual employee performance goals and engage in the feedback process related to their work.



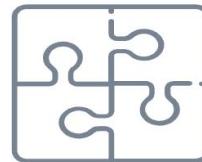
2024-2025 DISTRICT SHORT-TERM GOALS

ACADEMIC



By May 2025, each grade (4-11) will show an increase in the percent proficient on the ELA and math subtests as measured by the Iowa Statewide Assessment of Student Progress (ISASP) test.

ACADEMIC SUPPORT



By May 2025, the district will have completed a study of best practices in Multi-Tiered Systems of Support (MTSS) for academics and behavior as recorded in district teams meeting agendas and minutes.

CLIMATE/ CULTURE



By May 2025, 100% of DCG schools report at least 5 percentage points improvement in scoring for 1 or more of their topic areas as measured on the Conditions for Learning (CfL) survey.

TEACHER Efficacy



By May 2025, district staff will have been introduced to and will have learned about the 7 indicators of the Stronge Instructional Framework as indicated by the 2024-2025 PD calendar.



2024-2025 DISTRICT SHORT-TERM GOALS

ACADEMIC



By May 2025, each grade (4-11) will show an increase in the percent proficient on the ELA and math subtests as measured by the Iowa Statewide Assessment of Student Progress (ISASP) test.

Reading

- Implementation of new ELA Curriculum Materials (Grades 3-12).
- MyView and MyPerspectives (curriculum) training for teachers in grades 3-6.
- Professional development on and implementation of UFLI early literacy materials in Grades K-3.

Math

- Math is in Year 2 of the Curriculum Review cycle.
 - Focus on shifts in math instruction, appropriate assessment in the area of math, and technology integration.

Other

- ESSA Team Learning and Data Review at Oak View and High School.
- Use of sample test questions with students and test taking practices



ISASP ENGLISH LANGUAGE ARTS (ELA) SCORES

ACADEMIC



By May 2025, each grade (4-11) will show an increase in the percent proficient on the ELA and math subtests as measured by the Iowa Statewide Assessment of Student Progress (ISASP) test.

| Spring, 2024 | | Spring, 2025 | | Change | Goal Status |
|-------------------|-----------------------------|-------------------|-----------------------------|----------|----------------|
| Grade | % Proficient | Grade | % Proficient | % Change | |
| 3rd Grade | 77% (63% Prof. 14% Adv.) | 4th Grade | 87% (61% Prof. 26% Adv.) | + 10% | MET |
| 4th Grade | 85% (65% Prof. 20% Adv.) | 5th Grade | 87% (70% Prof. 17% Adv.) | + 2% | MET |
| 5th Grade | 84% (67% Prof. 17% Adv.) | 6th Grade | 87% (66% Prof. 21% Adv.) | + 3% | MET |
| 6th Grade | 91% (70% Prof. 21% Adv.) | 7th Grade | 89% (75% Prof. 14% Adv.) | - 2% | NOT MET |
| 7th Grade | 87% (72% Prof. 15% Adv.) | 8th Grade | 86% (71% Prof. 15% Adv.) | - 1% | NOT MET |
| 8th Grade | 89% (82% Prof. 7% Adv.) | 9th Grade | 83% (76% Prof. 7% Adv.) | - 6% | NOT MET |
| 9th Grade | 81% (68% Prof. 13% Adv.) | 10th Grade | 83% (71% Prof. 12% Adv.) | + 2% | MET |
| 10th Grade | 79% (61% Prof. 18% Adv.) | 11th Grade | 72% (54% Prof. 18% Adv.) | - 7% | NOT MET |



ISASP MATHEMATICS SCORES

ACADEMIC



By May 2025, each grade (4-11) will show an increase in the percent proficient on the ELA and math subtests as measured by the Iowa Statewide Assessment of Student Progress (ISASP) test.

| Spring, 2024 | | Spring, 2025 | | Change | Goal Status |
|-------------------|-----------------------------|-------------------|-----------------------------|----------|----------------|
| Grade | % Proficient | Grade | % Proficient | % Change | |
| 3rd Grade | 84% (61% Prof. 23% Adv.) | 4th Grade | 84% (59% Prof. 25% Adv.) | N/A | NOT MET |
| 4th Grade | 86% (57% Prof. 29% Adv.) | 5th Grade | 78% (60% Prof. 18% Adv.) | - 8% | NOT MET |
| 5th Grade | 82% (57% Prof. 25% Adv.) | 6th Grade | 89% (54% Prof. 35% Adv.) | + 7% | MET |
| 6th Grade | 86% (51% Prof. 35% Adv.) | 7th Grade | 84% (62% Prof. 22% Adv.) | - 2% | NOT MET |
| 7th Grade | 80% (60% Prof. 20% Adv.) | 8th Grade | 85% (69% Prof. 16% Adv.) | + 5% | MET |
| 8th Grade | 81% (68% Prof. 13% Adv.) | 9th Grade | 74% (59% Prof. 15% Adv.) | - 7% | NOT MET |
| 9th Grade | 70% (58% Prof. 12% Adv.) | 10th Grade | 76% (67% Prof. 9% Adv.) | + 6% | MET |
| 10th Grade | 72% (64% Prof. 8% Adv.) | 11th Grade | 71% (56% Prof. 15% Adv.) | - 1% | NOT MET |



2024-2025 DISTRICT SHORT-TERM GOALS

ACADEMIC



By May 2025, each grade (4-11) will show an increase in the percent proficient on the ELA and math subtests measured by the Iowa Statewide Assessment of Student Progress (ISASP) test.

DID NOT MEET

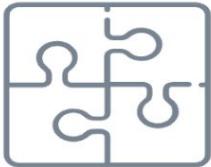
End of Year Data and Goal Reflections:

- Significant improvements in Grades K-4 help us to establish a strong Tier I system in ELA.
- Reflection of the district's commitment to establishing a guaranteed and viable curriculum.
- Need to offer more opportunities for grade level PLCs and discussion on ELA and Math for all grades.
- Working to maintain or increase (especially at the elementary grades) the percentage of students scoring in the Advanced category.
- Greater consistency in our intervention with students in need.
- Continue to address student engagement and differentiation in all grades, K-12.



2024-2025 DISTRICT SHORT-TERM GOALS

ACADEMIC SUPPORT



By May 2025, the district will have completed a study of best practices in Multi-Tiered Systems of Support (MTSS) for academics and behavior as recorded in district teams meeting agendas and minutes.

Mid-Year Updates

- The district contracted with Emily Donovan of Emily Donovan Consulting to do a review of our current MTSS practices in our district.
- Ms. Donovan created an overview report identifying both strengths and areas for improvement within our district and buildings.
- Collaboration between Ms. Donovan and the School Improvement Team at the district level to develop a Capacity Matrix that reflects best practices at each Tier of MTSS.
- Forming a district MTSS-B learning team focused on defining district beliefs and practices around addressing student behavioral needs.



2024-2025 DISTRICT SHORT-TERM GOALS

ACADEMIC SUPPORT



By May 2025, the district will have completed a study of best practices in academics and behavior as recorded in district teams meeting agendas and minutes.



District Study of Best Practices in MTSS

Observations and Interviews:

- Identify strengths and areas of need within the district
- Presented report to the School Board on February 24, 2025

Professional Learning:

- February 11th - Overview of PBIS and Direction Setting
- March 4th - Establishing a Strong Leadership Team
- April 8th - Current State vs. Desired State and MTSS
- May 6th - Beliefs Statements and Self-Reflection

Self-Reflection Tools:

- Developed a Capacity Matrix for schools to use as a self-reflection tool.

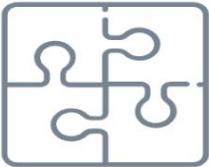
Capacity Building for Buildings:

- Shared Google Drive for Building MTSS Leadership Teams
- Coaching and support for buildings based on where they are at.



2024-2025 DISTRICT SHORT-TERM GOALS

ACADEMIC SUPPORT



By May 2025, the district will have completed a study of best practices in Multi-Tiered Systems of Support (MTSS) for academics and behavior as recorded in district teams meeting agendas and minutes.

End of Year Data and Goal Reflections:

- We will continue this work and learning over the next couple of years (think journey...not race).
- Utilize Conditions for Learning (CfL) data and other climate / culture data to look at strengthening relationships as part of Tier I instruction.
- Provide coaching and support to buildings related to implementation.
- Maintain a systems approach to ensure consistency in the district.

Affinity Diagram Results

| Causes | (In, Out) |
|-----------------------|-----------|
| Professional Learning | 0, 5 |
| Beliefs | 1, 4 |
| Consistency | 4, 1 |
| Data | 3, 2 |
| MTSS Process | 4, 1 |
| Resources | 3, 2 |



5



Organizational analysis and innovation (70–100%)

Use fireproof and fire-retardant materials. Replace combustible liquids with water-based liquids. Prevention is the primary approach for protection, with sensors and sprinklers as the secondary line of protection. This approach has been shared with all facilities and is practiced in all locations.

From Fighting Fires to Innovation: An Analogy for Learning

1



Reacting to the problem (0–5%)

Run with the hose and put out the fire.

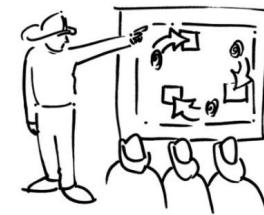
2



General improvement orientation (10–25%)

Install more fire hoses to get to the fires quickly and reduce their impact.

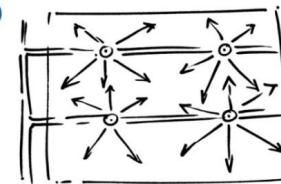
3



Systematic evaluation and improvement (30–45%)

Evaluate which locations are most susceptible to fire. Install heat sensors and sprinklers in those locations.

4



Learning and strategic improvement (50–65%)

Install systemwide heat sensors and a sprinkler system that is activated by the heat preceding fires.

5



Organizational analysis and innovation (70–100%)

Use fireproof and fire-retardant materials. Replace combustible liquids with water-based liquids. Prevention is the primary approach for protection, with sensors and sprinklers as the secondary line of protection. This approach has been shared with all facilities and is practiced in all locations.



2024-2025 DISTRICT SHORT-TERM GOALS

CLIMATE/ CULTURE



By May 2025, 100% of DCG schools report at least 5 percentage points improvement in scoring for 1 or more of their topic areas as measured on the Conditions for Learning (CfL) survey.

Conditions for Learning (CfL) Survey Spring, 2025

Adult-Student Relationships

Boundaries and Expectations

Student-Student Relationships

Physical Safety

Emotional Safety



2024-2025 DISTRICT SHORT-TERM GOALS

CLIMATE/ CULTURE



By May 2025, 100% of DCC schools report at least 5 percentage points improvement in scoring for 1 or more of their topic areas as measured on the Conditions for Learning (CfL) survey.

DID NOT MEET

| Building | Spring, 2025 Ratings (Reported as Percent (%) Favorable) | | | | | <u>Goal:</u> 5% Increase in 1 or More Area | Goal Status |
|----------|---|-------------------------------|-----------------------------|-----------------|------------------|--|-------------|
| | Adult-Student Relationships | Student-Student Relationships | Boundaries and Expectations | Physical Safety | Emotional Safety | | |
| DCE | 90% (▼ 6%) | 83% (▼ 14%) | 86% (▼ 10%) | 71% (▼ 8%) | 25% (▼ 10%) | NO | NOT MET |
| HE | 80% (▲ 5%) | 91% (▲ 3%) | 70% (▲ 5%) | 71% (▲ 5%) | 23% (▲ 5%) | YES | MET |
| NRE | 87% (No Change) | 80% (▼ 9%) | 80% (▲ 6%) | 72% (▼ 4%) | 25% (▼ 5%) | YES | MET |
| SPE | 96% (▼ 3%) | 99% (▼ 1%) | 95% (▼ 3%) | 93% (▲ 1%) | 43% (▲ 4%) | NO | NOT MET |
| MS | 81% (▲ 37%) | 84% (▲ 37%) | 70% (▲ 14%) | 73% (▲ 11%) | 28% (▲ 10%) | YES | MET |
| OV | 48% (▲ 10%) | 55% (▲ 9%) | 39% (▲ 6%) | 59% (▲ 12%) | 26% (▲ 2%) | YES | MET |
| HS | – Data not collected this school year. – | | | | | NO | NOT MET |



2024-2025 DISTRICT SHORT-TERM GOALS

CLIMATE/ CULTURE



By May 2025, 100% of DCG schools report at least 5 percentage points improvement in scoring for 1 or more of their topic areas as measured on the Conditions for Learning (CfL) survey.

End of Year Data and Goal Reflections:

- Most consistent tool, at this point, that allows us to compare data over time.
- Buildings also have both parent and staff data to add to their data set for decision-making.
- Panorama allows for a comparison to performance of other schools in Heartland AEA, however, with the survey being optional, we may not get a true representation across the area.
- Caution: Much lower participation rates for students this year could affect how we view the data.
- May seek a new climate/culture survey that better meets our needs moving forward.



2024-2025 DISTRICT SHORT-TERM GOALS

TEACHER EFFICACY



By May 2025, district staff will have been introduced to and will have learned about the 7 indicators of the Stronge Instructional Framework as indicated by the 2024-2025 PD calendar.

Mid-Year Updates

- Collaboration with the Teacher Quality (TQ) Committee to review Stronge Instructional Framework trainings.
- Creation of an “implementation calendar” for District PD dedicated to the study of Stronge Framework.
- Development of PowerPoint presentations for the delivery of content related to Stronge Framework.
- Collaboration with building principals and Instructional Coaches to prepare for delivery of Stronge content at the building level.
- Google Meet with Carol Pollack of Stronge and Associates to learn more about district-wide implementation of Stronge.



2024-2025 DISTRICT SHORT-TERM GOALS

TEACHER EFFICACY



By May 2025, district staff will have been introduced to and will begin using the Strong Instructional Framework as indicated by the 2024-2025 PD calendar.

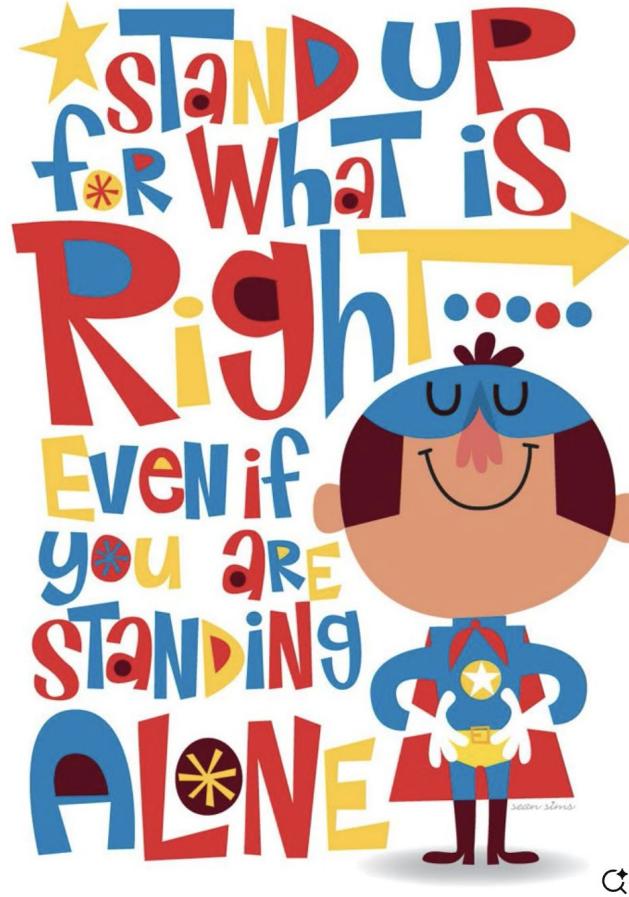


Introduction to Stronge Instructional Framework

District Professional Development Sessions:

- August 20th - '24-'25 School Improvement Goals
- August 21st - Video Introduction of Stronge Framework
- September 11 - Why Use an Instructional Framework
- October 16th - Standard 6: Professionalism
- December 11th - Standard 1: Professional Knowledge
- January 20th - Standard 5: Learning Environment
- February 19th - Standard 2: Instructional Planning
- April 16th - Standard 3: Instructional Delivery
- April 30th - Standards 4 and 7: Assessment and Achievement

Anti-Bullying and Harassment Efforts



2024-2025 Bullying and Harassment Data

Data taken as of June 2, 2025

| | HS | OV | MS | DCE | HE | NR | SP | DIST | TOT. |
|----------------------------|----|----|----|-----|----|----|----|------|------|
| UNDER INVESTIGATION | | | | | | | | | 0 |
| FOUNDED | 4 | 3 | 2 | | | | | | 9 |
| UNFOUNDED | 9 | 5 | 3 | 1 | 1 | 1 | | 2 | 22 |
| PAUSED | | | | | | | | | 0 |
| TERMINATED | 4 | 2 | 1 | | | | | | 7 |
| | 17 | 10 | 6 | 1 | 1 | 1 | 0 | 2 | 38 |

Anti-Bullying and Harassment Efforts

End of Year Data and Anti-Bullying and Harassment Efforts Reflection

- Administrative training and support materials to assist leaders in addressing complaints.
- Training for Activities Department and Transportation Department staff.
- Led an “Anti-Bullying and Harassment Presentation” to students across the district in grades 3-8.
- Presented to parents at Oak View as part of their “Back to School” orientation.
- Presented to the DCG School Improvement Advisory Council (SIAC) with mid-year data and an opportunity for dialogue and discussion.
- More accurate collection of Anti-Bullying and Harassment Complaint Data for the district.
- Staff making a difference in supporting students and creating a safe environment for ALL students to learn.