



Dallas Center-Grimes  
Community School District

# 2024-2025 School Year School Improvement Goals

## End-of-Year School Board Update



DCG

# End of Year Goal Board Update

---

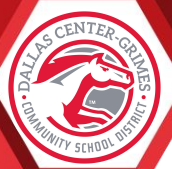
School Improvement Goals for  
2024-2025 School Year

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.
- Stronger Instructional Framework and Qualities of Effective Teaching



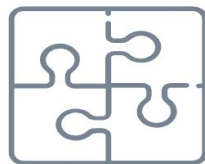
# 2024-2025 DISTRICT LONG-TERM GOALS

## 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 Stronge Instructional Framework to set annual employee performance goals and engage in the feedback process related to their work.



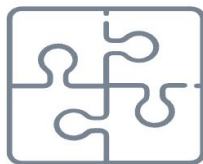
# 2024-2025 DISTRICT SHORT-TERM GOALS

## 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

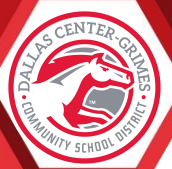


By May 2025, each grade (4-11) will show an increase in the percent proficient on the ELA and math subjects as measured by the Iowa Statewide Assessment of Student Progress (ISASP) test.

**DID  
NOT  
MEET**

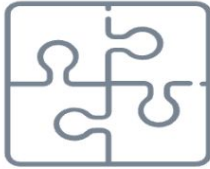
### End of Year Data and Goal Reflections:

- 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.

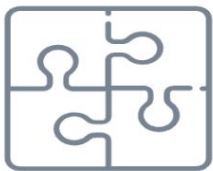
### Mid-Year Updates

- 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

**MET**

on 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.

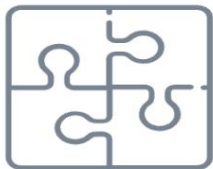
#### Capacity Building for Buildings:

- 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

Learning is an essential attribute of high-performing organizations. Effective, well-deployed organizational learning can help an organization improve from the early stages of reacting to problems to the highest levels of organization-wide improvement, refinement, and innovation.

1



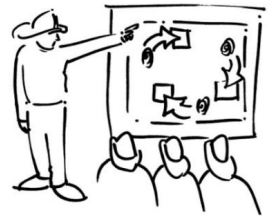
**Reacting to the problem (0–5%)**  
Run with the hose and put out the fire.

2



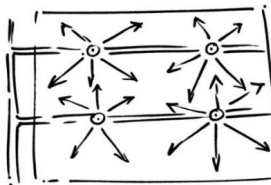
**General improvement orientation (10–25%)**  
Install more fire hoses to get to the fires quickly and reduce their impact.

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

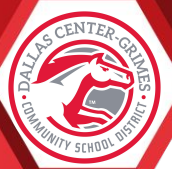


By May 2025, 100%  
of DCC schools  
report at least 5  
percentage points  
improvement in  
scoring for 1 or more  
of their topic areas as  
measured on the  
Conditions for  
Learning (CfL) survey.

**DID  
NOT  
MEET**

Building	Spring, 2025 Ratings (Reported as Percent (%) Favorable)					Goal:  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

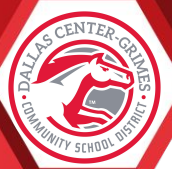


By May 2025, 100% of DCG schools report at least 5 percentage points improvement in scoring for 1 or more of their topic areas as measured on the Conditions for Learning (CfL) survey.

### 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 be implementing the Stronge Instructional Framework as indicated by the 2024-2025 PD calendar.

**MET**

## 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.