



Board of Education Retreat
Tuesday, June 4, 2024 5:30 PM

Diamond Lake School Sparkle Center
25807 Diamond Lake Road
Mundelein, IL 60060

- I. Call to Order / Roll Call
- II. Pledge of Allegiance
- III. Public Comments (Agenda Items Only)
- IV. Presentations
 - IV.A. End of the Year Review: District Goals and Priorities
 - IV.B. 2023-24 Student Assessment Update
 - IV.C. 2024 Facilities Update
- V. Board Discussion
- VI. Public Comments and Petitions (Non-Agenda Items)
- VII. Adjournment



Diamond Lake School District 76

Embrace Empower Excel Each Child Each Day

2023-2024 District Priorities and Goals End of Year Update

6.4.2024





Goals and Priorities

1 ACADEMIC EXCELLENCE

Optimizing learning experiences for all District 76 students.

2 PROFESSIONAL EXCELLENCE

Optimizing professional experiences for all District 76 staff.

3 OPERATIONAL EXCELLENCE

Establishing collaborative and efficient practices for long-term District success.

4 FINANCIAL EXCELLENCE

Maintaining fiscally responsible and efficient processes for long-term District success.

5 COMMUNICATION EXCELLENCE

Communicating to all stakeholders in a purposeful and meaningful manner.



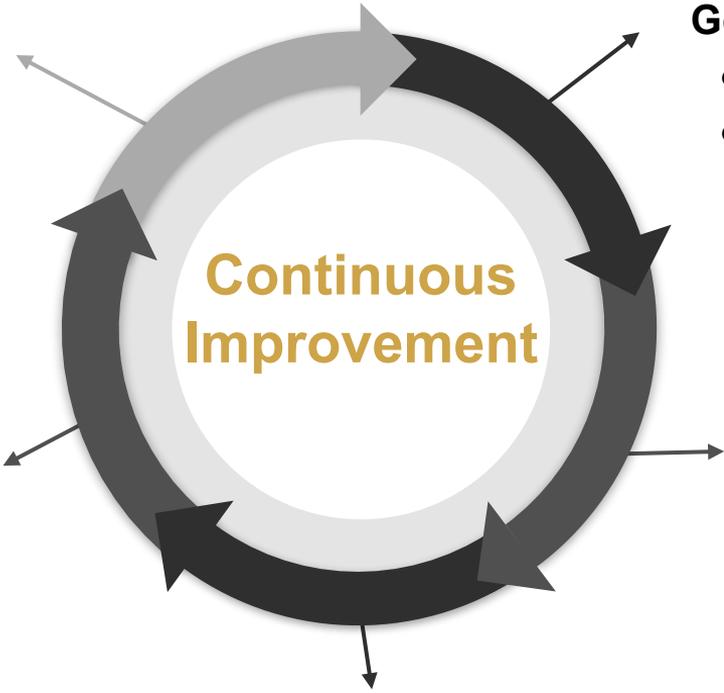
Measurable Outcomes

Goal 5

- Parent and Community Engagement Survey

Goal 4

- Annual Financial Report (AFR)
- ISBE Financial Profile Designation Rating
- 5-year Facility Plan



Goal 1

- STAR Assessments
- Social Emotional Learning (SEL) Student Surveys

Goal 2

- Culture and Climate Survey
- The High-Reliability Schools Level 2 Survey

Goal 3

- Staff Support and Success Survey



Portrait of Excellence



Embrace

Diversity | Inclusion | Individuality | Self-Advocacy | Safety and Welfare

Empower

Courage | Kindness | Leadership | Compassion | Perseverance

Excel

Collaboration | Critical Thinking | Problem Solving | Growth Mindset | Being A Positive Role Model



Core Values

Service
Passion
Advocacy
Respect
Kindness
Love
Equity
Opportunity
Nurture



MISSION

Three schools, one district preparing our children to be lifelong learners, engaged in their community and ready to navigate their world.



VISION

Embrace, Empower, Excel:
Each Child, Each Day



ILT Progress Update

- All teachers have created Proficiency Scales for all subjects
- ILT established the following goals for 24-25
 - Using Language Acquisition Targets for every lesson every day
 - Updating Unit Plans to include standards-based assessments and a clear scope and sequence with a timeline
 - Providing professional development for assessments with the Proficiency Scales
 - Every School Improvement Plan will have a goal to close the achievement gap between ELL and non-ELL students
- The new science curriculum has been selected and will be implemented in the fall
 - Twig Science - Grades 6-8
 - Mystery Science - Grades K-5



Priority 1: Academic Excellence- Optimizing learning experiences for all District 76 students.

Goal(s):	Purpose	Measurable Evidence
<p>Know each D76 student by Name, Strength and Need:</p> <ul style="list-style-type: none">a. Improve student growth in English Language Arts (ELA) and Mathematics.a. Strengthen social emotional well-being, learning and engagement for all students.b. Implement a District-wide multi-tiered system of supports (MTSS) program.	<p>Prepare all D76 students to be high school, college/career and future ready and to improve student academic and social/emotional learning growth and achievement.</p> <p>Ensure the needs of the “whole child” are met in order to improve student academic and social/emotional learning growth and achievement.</p> <p>Provide an MTSS program to improve student academic and social/emotional learning growth and achievement.</p>	<ul style="list-style-type: none">★ 100% of Kindergarten-8th grade students will demonstrate growth within the tiers of instruction as measured by the STAR assessment.★ Pre-K-8th grade students will demonstrate 90% or higher in all categories of the Social Emotional Learning (SEL) Student Survey★ Incorporate a social/emotional learning screener in the MTSS process.



Priority 1: Academic Excellence- Optimizing learning experiences for all District 76 students.

Goal 1: Improve student growth in English Language Arts (ELA) and Mathematics.

Outcomes

- **90%** of students showed growth in ELA
- **91%** of students showed growth in Math
- D76 on-par with national trend for declining ACCESS exit rate for L1 Spanish population
- F and P: Dual students are surpassing monolingual students for reading proficiency by the end of 4th grade
- On the AAPPL Spanish assessment our students were at or above the national average grades 3-8

Future Focus

- High Reliability Schools **Level 3** - Guaranteed and Viable Curriculum
 - Revising Unit Plans with clear scope and sequence
 - Language and Learning Targets in Every Classroom
 - Assessments directly linked to SBRC
- Increase access to dual-language programming for L1 Spanish students
- Introduce a progress-monitoring tool
- SPED case managers receive new curriculum



Priority 1: Academic Excellence- Optimizing learning experiences for all District 76 students.

Goal 2: Strengthen social emotional well-being, learning and engagement for all students.

Outcomes	Future Focus
<ul style="list-style-type: none">● 88% percent of students agreed or strongly agreed with statements on the student SEL survey<ul style="list-style-type: none">○ Strength: <i>My teachers want me to do well (97%)</i>○ Growth: <i>My teacher knows about my interests (78%)</i>● DESSA rates overall social and emotional competence<ul style="list-style-type: none">○ 27% rated as a strength○ 63% rated as typical○ 10% rated as in need of instruction	<ul style="list-style-type: none">● Revise SEL survey based on feedback from MTSS team● Use PLC time to share student work and intentionally design lessons to incorporate student interests● Evaluate the use of DESSA



Priority 1: Academic Excellence- Optimizing learning experiences for all District 76 students.

Goal 3: Implement a District-wide multi-tiered system of supports (MTSS) program.

Outcomes

- MTSS Team has updated our comprehensive MTSS framework. Categories include:
 - Reading
 - Math
 - Attendance
 - Behavior
 - SEL

Future Focus

- MTSS team will continue to meet twice a year. Their work will include:
 - ELL framework
 - Dual language student trajectory
 - Speech
 - Behavior & SEL
 - Attendance Supports
 - Advanced Programming



Priority 2: Professional Excellence- Optimizing professional experiences for all District 76 staff.

Goal(s):	Purpose	Measurable Evidence
<p>Achieve Level 2 Status for Marzano's High Reliability Schools: effective teaching in every classroom:</p> <ul style="list-style-type: none">a. Implement building and district Instructional Leadership Walkthroughs to focus on models of instruction.a. Focused instructional Coaching program.a. Strengthen social emotional well-being, learning and engagement for all staff.	<p>Provide all D76 staff with strong professional development opportunities, a healthy working climate and culture and access to instructional support and resources in order to improve student academic and social/emotional learning growth and achievement.</p>	<ul style="list-style-type: none">★ Culture and Climate Survey: 100% of staff indicate they feel supported in their own SEL.★ The High-Reliability Schools Level 2 Survey, which includes:<ul style="list-style-type: none">a. <i>School leaders communicate a clear instructional vision. (SIP)</i>b. <i>Support is provided to teachers to continually enhance their skills through reflection and professional growth plans. (Walkthroughs, Culture and Climate)</i>c. <i>Instructional practices are known and monitored. (Walkthroughs, SIP)</i>



Priority 2: Professional Excellence- Optimizing professional experiences for all District 76 staff. (CONT.)

Goal(s):	Purpose	Measurable Evidence (Cont.)
<p>Achieve Level 2 Status for Marzano's High Reliability Schools: effective teaching in every classroom:</p> <ul style="list-style-type: none">a. Implement building and district Instructional Leadership Walkthroughs to focus on models of instruction.a. Focused instructional Coaching program.a. Strengthen social emotional well-being, learning and engagement for all staff.	<p>Provide all D76 staff with strong professional development opportunities, a healthy working climate and culture and access to instructional support and resources in order to improve student academic and social/emotional learning growth and achievement.</p>	<p><i>d. Teachers are provided with clear, ongoing evaluations based on data and are consistent with student achievement data. (Tier I Data Review Meetings)</i></p> <p><i>e. Teachers are provided with professional development that is related to their instructional growth goals. (PLCs, Climate and Culture Survey)</i></p> <p><i>f. Teachers have opportunities to observe and collaborate around effective teaching. (PLCs)</i></p>



Priority 2: Professional Excellence- Optimizing professional experiences for all District 76 staff.

Outcomes

- a. **Instructional Walkthrough Data:** Effective Teaching in Every Classroom
 - Clear rules and expectations **88%**
 - Teachers incorporate student interests **42%**
 - Students are engaged with student-driven learning tasks **87%**
- b. **Instructional Coaches:** Math curriculum and Writing curriculum implementation and Intervention strategies
 - Strong positive correlation to Reading and Math proficiency on STAR
 - **90%** of staff interact with Instructional coaches
- c. **Culture and Climate Survey:**
 - **98%** Principal and Staff “care about me”
 - **99%** indicated their work has a purpose
 - **82%** indicated SEL PD opportunities provided

Future Focus

- a. Director of Engagement and Growth will lead the design of the next Instructional Walkthrough form
- b. Instructional Coaches will focus on:
 - Increasing the number of 6-week coaching cycles
 - Providing assessment training for SBRC
- c. Restructuring the SEL team into two separate committees
 - PBIS
 - Engagement for Staff, Students, and Families: S.P.A.R.K.L.E. O.N. Values
- c. District Social Worker
 - CHAMPS
 - PBIS Tier 1 Support and PD
 - 504 Coordinator



Priority 3: Operational Excellence- Establishing collaborative and efficient practices for long-term District success

Goal(s)	Purpose	Measurable Evidence
<p>Structuring Professional Learning Communities (PLC's) to focus on the MTSS process:</p> <ul style="list-style-type: none">a. Utilize and apply data based decision making with the Educlimber Data Warehouse Management system.a. Utilize student products to inform and guide instructional practices.	<p>Provide the resources and infrastructure needed in order to improve student academic and social/emotional learning growth and achievement.</p>	<p>★ Staff Support and Success Survey: 100% of <u>certified</u> staff will report that they:</p> <ul style="list-style-type: none">a. <i>Utilize and apply the Educlimber Data Warehouse Management system to make instructional decisions.</i>b. <i>Utilize the PLC process to improve their instructional practices</i>c. <i>Utilize student products to inform their instructional decisions</i>



Priority 3: Operational Excellence- Establishing collaborative and efficient practices for long-term District success

Outcomes

- a. **100%** of staff have used Educlimber and/or related systems to make data-driven decisions
 - o MTSS Team used Educlimber to make the following observations and decisions:
 1. Observed 3-year ACCESS trend
 2. Decided to keep the academic tier qualifying percentages the same

- a. **99%** of staff brought student work to share and used it for adjusting instruction and assessment at least once a month during PLC's

- a. Walkthrough form indicates exemplar student work is displayed **66%** of the time

Future Focus

- a. The district will purchase **Fastbridge** as a **progress-monitoring tool**, works well with Educlimber and will be used by interventionists and SPED case managers

- a. Director of Engagement and Growth will lead the formalization of PLC meeting structures and expectations districtwide



Priority 4: Financial Excellence- Maintaining fiscally responsible and efficient processes for long-term District success.

Goal(s)	Purpose	Measurable Evidence
<p>Maintain sound financial management practices that will support:</p> <ul style="list-style-type: none">a. Negotiate and ratify a new Collective Bargaining Agreement (CBA)a. Develop a new 5-Year Facility Plana. Increase Operating Fund Balance to 105%	<p>Maintain strong district financial health and provide the resources needed to sustain district goals and to improve student academic and social/emotional learning growth and achievement.</p>	<ul style="list-style-type: none">★ Annual Financial Report (AFR)★ Maintain and/or improve the ISBE Financial Profile Designation Rating★ Completed Collective Bargaining Agreement (CBA)★ Completed 5-year facility plan



Priority 4: Financial Excellence- Maintaining fiscally responsible and efficient processes for long-term District success.

Outcomes

- a. [April FY24 financial data](#) potential year-end surplus
- a. CBA: Negotiations in progress
- a. Discuss on 06.04.24 [5-Year Facility Plan](#)
- a. Maintain and/or improve the [ISBE Financial Profile Designation Rating](#)
 - i. D76 received an FY23 Financial Profile **Score of 3.8** which maintains the score that was received in FY22
- a. [Staff Support Success Survey](#): **97%** of staff indicate they received the essential supplies/materials necessary to do their job

Future Focus

- New CBA currently being negotiated that could affect current 5-year projections. FY25 budget developed using conservative assumptions
- Determine scope and sequence of 5-Year Facility Plan and project timelines. Establish firm budgetary quotes for projects.
- Monitor the federal grants which may be limited, continue to seek out all additional grant opportunities. Uncertainty surrounding the Full Service Community Schools Grant and its ramifications. The goal is to use funds to offset currently planned expenditures and expand program offerings.
- Based on survey results, continue working with Principals to allocate the necessary instructional resources.



Priority 5: Excellence in Communications- Communicating to all stakeholders in a purposeful and meaningful manner.

Goal(s)	Purpose	Measurable Evidence
<p>Cultivate community awareness in order to promote the mission, vision and core values of D76:</p> <ul style="list-style-type: none">a. Develop a Parent/Volunteer Handbooka. Continued District-wide and school specific community outreach and service programsa. Continue to be responsive to student, staff and family needs	<p>Maintain and improve the community's education, involvement and engagement in all school and district events and opportunities to improve student academic and social/emotional learning growth and achievement.</p>	<ul style="list-style-type: none">★ A completed Parent/Volunteer Handbook★ Parent Engagement Survey: 90% of respondents will report that District Staff and Leadership Team exhibit the Mission, Vision and Core Values★ D76 Communication Metrics: Measuring D76 communications and parent/family participation in all school/district events



Priority 5: Excellence in Communications- Communicating to all stakeholders in a purposeful and meaningful manner.

Outcomes

- **3 Mobile Food Pantries - 550 Families**
 - Increased access to food for families in need
 - Reduced food insecurities in the community
- **Back to School Supply Drive - 290 Students**
 - Support Students in need by providing basic tools they need to succeed in school
- **Operation Warm - 223 students**
 - Provides essential winter gear to students in need
- **Toys for Tots - 64 Students**
- **Holiday Drive - 271 Students**
 - Alleviate some financial and emotional stress families face during the holidays
- **Dia de los muertos - 459 in Attendance**
 - Cultural awareness and appreciation
- **Dia de los Niños - 866 Students**
 - Celebration and recognition of children
 - All students can participate
 - Staff morale and invigorate energy

Future Focus

Continue-Community Service Projects and Cultural Celebrations

- **Student engagement**
 - These activities boost student morale and create a more positive school culture
- **Develop social and emotional skills**
 - Volunteering helps students develop empathy, teamwork, and communication skills as they work with others for a common good
- **Cultural appreciation**
 - Celebrations promote understanding and appreciation of diverse cultures, fostering a more inclusive school environment

Full Service Community Schools Grant

- School Based Food Pantry
- Summer sports programs for students



LEVEL UP • LEAN IN • SPARKLE ON





Surveys: Executive Summary Reports



- Communication Metrics
- Culture and Climate
- Parent Engagement
- Staff Support and Success
- DLS SEL Survey
- WOC SEL Survey
- Instructional Coach Survey

SPARKLE ON

Embrace Empower Excel
Each Child Each Day

Talent and Leadership Community
Rigorous Safe and Welcoming
Culture and Climate Fiscally Responsible

Level Up, Lean In &

SPARKLE ON

Robust Relevant and Current Family
Data-Based Communication
Professional Growth and Engagement



Next Steps: 6.4.24

- 6.4.24: Review/discuss with BOE and DLT 2023-24 Goals and Priorities-focus, attention and action
- 6.11.24: Review/discuss with PAC
- 7.31.24: DLT Create Action Plan
- 9.24.24: Present to BOE for Approval
- 2024-25: D76 Teams Operationalize the **Action Plan** for

Continuous Improvement

BOE: Board of Education | **DLT:** District Leadership Team | **PAC:** Professional Advisory Council



Questions & Feedback

Student Assessment Update / Actualización de Datos de Evaluaciones



6.4.24

EMBRACE EMPOWER EXCEL *Each Child Each Day*

Priority 1:

Academic Excellence- Optimizing learning experiences for all District 76 students.

Goal(s):	Purpose	Measurable Evidence
<p>Know each D76 student by Name, Strength and Need:</p> <ul style="list-style-type: none">a. Improve student growth in English Language Arts (ELA) and Mathematics.a. Strengthen social emotional well-being, learning and engagement for all students.b. Implement a District-wide multi-tiered system of supports (MTSS) program.	<p>Prepare all D76 students to be high school, college/career and future ready and to improve student academic and social/emotional learning growth and achievement.</p> <p>Ensure the needs of the “whole child” are met in order to improve student academic and social/emotional learning growth and achievement.</p> <p>Provide an MTSS program to improve student academic and social/emotional learning growth and achievement.</p>	<ul style="list-style-type: none">★ 100% of Kindergarten-8th grade students will demonstrate growth within the tiers of instruction as measured by the STAR assessment.★ Pre-K-8th grade students will demonstrate 90% or higher in all categories of the Social Emotional Learning (SEL) Student Survey★ Incorporate a social/emotional learning screener in the MTSS process.

Definition of Terms

RTI: Response to Intervention

- 3 Tiers of Instruction:
- Tier I (>30%ile): Instruction Provided to **ALL** Students
- Tier II (29-12%ile): Instruction Provided to Students Who Require **Additional** Support
- Tier III (<11%ile): Instruction Provided to Students Who Require **Intensive** Interventions

Star Assessments

- Three times a year-Fall, Winter, Spring Benchmarks
- Subjects: Reading and Math
- Grades: K - 8th

DLS: ELA Assessments

Early Literacy Foundational Skills

- Alphabet
- Phonemic Awareness
- Phonics
- Vocabulary
- Comprehension

Star Reading- Developmental Skills and Application

- Author
- Literary
- Argument
- Vocabulary
- Comprehension

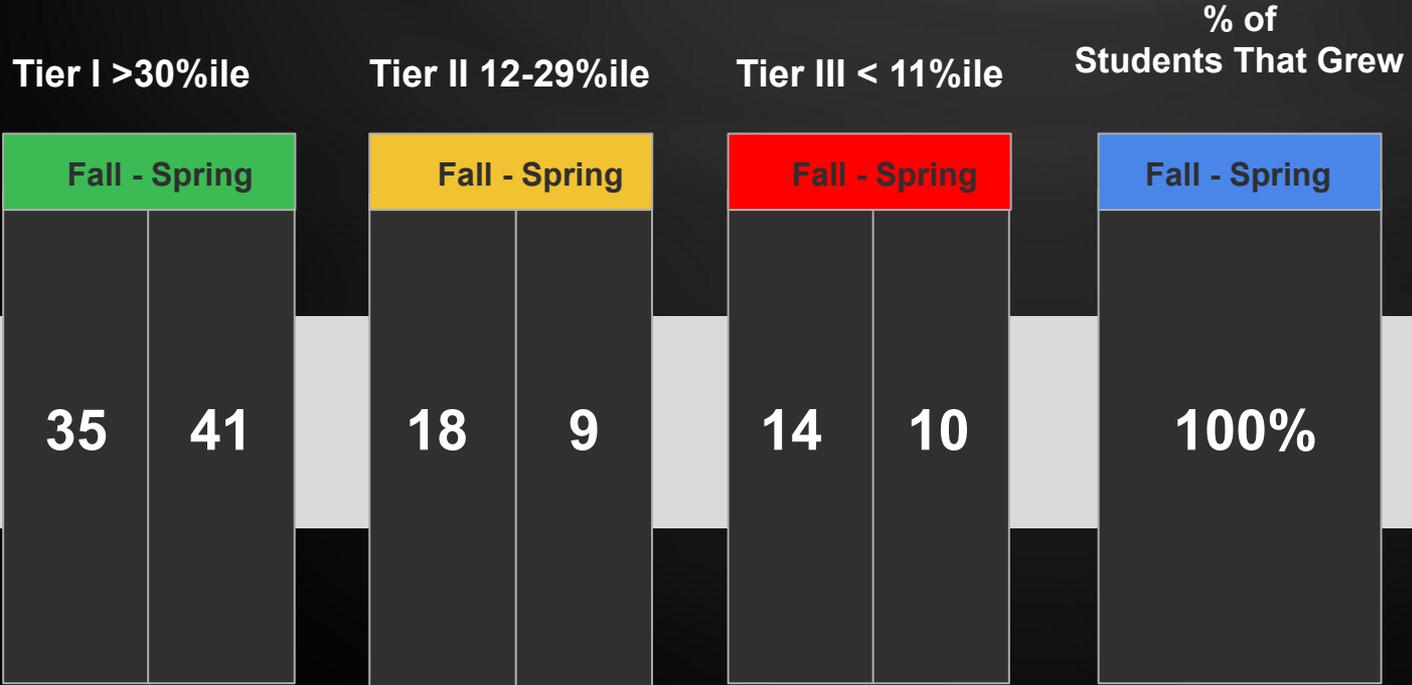


Kindergarten Star ELA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall - Spring		Fall - Spring		Fall - Spring		Fall - Spring
Early Literacy	20	37	18	12	28	12	100%
ELA	X	X	X	X	X	X	X



Kindergarten Star Math - Rtl Percentiles





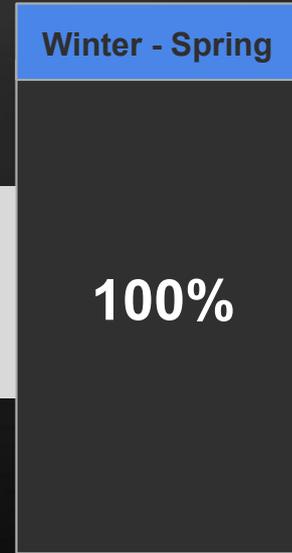
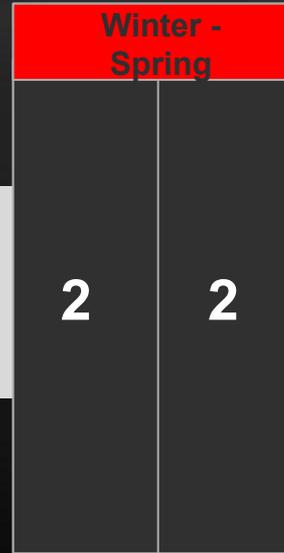
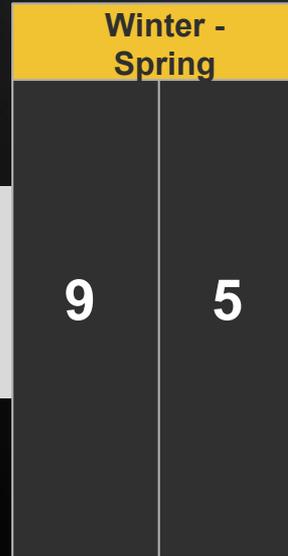
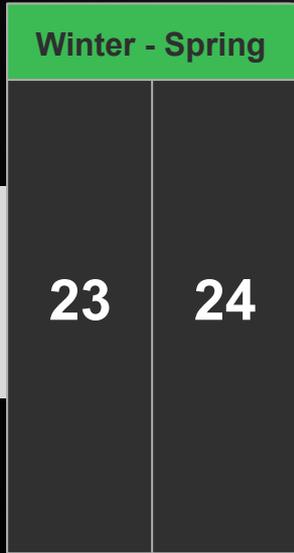
Kindergarten Star SLA - Rtl Percentiles

Tier I >30%ile

Tier II 12-29%ile

Tier III < 11%ile

**% of
Students That Grew**





DLS Star ELA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
1st Grade Early Lit.	18	20	9	13	19	6	99%
1st Grade Star	18	18	1	1	2	0	
2nd Grade Early Lit.	0	1	3	3	19	9	97%
2nd Grade Star	48	48	11	20	23	7	



DLS Star Math - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
1st Grade	56	64	7	3	6	0	100%
2nd Grade	61	72	23	12	13	6	99%



DLS Star SLA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
1st Grade Early Lit.	15	23	7	3	6	0	100%
1st Grade Star	4	5	1	0	0	0	
2nd Grade Early Lit.	7	9	7	0	2	0	100%
2nd Grade Star	13	19	8	1	1	0	



DLS: Action and Next Steps

What is the data telling us by grade level?

- Significant growth in each grade level and subject
- 4 students showing regression in 1st and 2nd Grade compared to 10 students showing regression Winter to Spring
- Collaborative support systems, differentiated instruction, and progress monitoring are crucial

What are we doing to address learning gaps?

- Deeper dive into the data for students regressing to determine specific skill deficit and needs
- Data-driven team meetings to guide instruction; comparing classroom data to STAR data for specific students showing regression
- Continue progress monitoring and systems of support
- Sharing student work at both the grade level and Building Leadership Team level to enhance knowing all DLS students by name, strength, and need
- Inclusive practice for SPED students
- Additional sections, as needed, starting in Kindergarten for Dual Language



WOIS Star ELA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
3rd Grade	41	53	16	13	33	19	98%
4th Grade	35	46	20	12	20	18	93%
5th Grade	40	56	15	14	28	15	90%



WOIS Star Math - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
3rd Grade	56	58	10	11	21	19	99%
4th Grade	34	46	17	11	25	15	93%
5th Grade	38	46	23	12	14	16	95%



WOIS Star SLA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
3rd Grade	21	34	18	10	10	4	90%
4th Grade	12	18	11	7	10	4	96%
5th Grade	27	31	12	6	8	3	86%



WOIS: Action and Next Steps

What is the data telling us by grade level?

- Our SIP Goals remain a good predictor of how we will perform on STAR.
- Students in Tier I are growing, and there to stay.
- Students are moving from Tier II into Tier I.
- Students in Tier III are growing, their SGP is high, but their attainment has not increased as much as we'd like.
- Emphasis on Tier I works, kids rise to the occasion.

What are we doing to address learning gaps?

- MTSS for all is built into the schedule for next year.
- MTSS times will exist at multiple points during the day for each grade level so that more push-in instruction can happen.
- Additional resources will be accessible to align instruction with priority standards, curriculum and pacing.
- Utilize consistent progress monitoring tools across the school.



WOMS Star ELA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
6th Grade	40	41	21	23	19	18	76%
7th Grade	55	62	28	25	29	24	76%
8th Grade	57	62	18	18	22	20	79%



WOMS Star Math - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
6th Grade	42	43	17	15	21	25	84%
7th Grade	64	67	27	24	20	22	80%
8th Grade	62	70	23	14	12	14	80%



WOMS: Action and Next Steps

What is the data telling us by grade level?

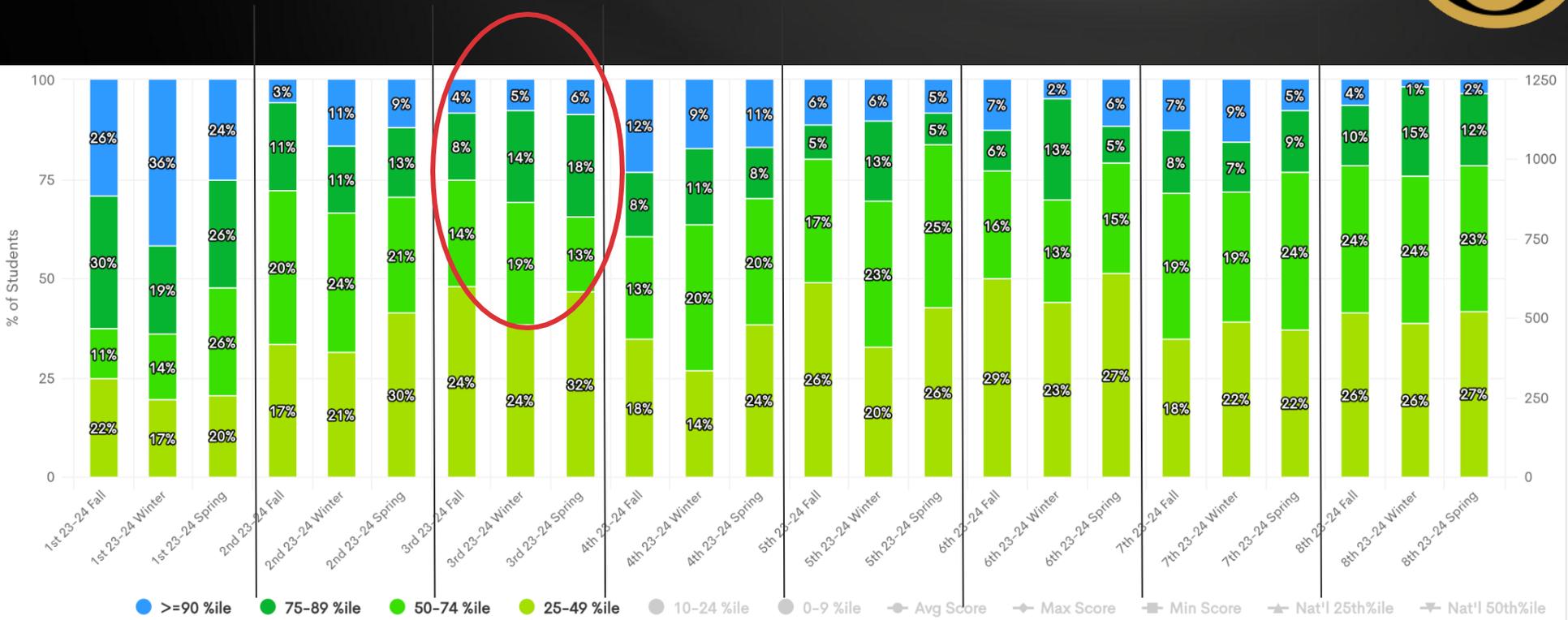
- Many students met their growth goals, yet we want all of our subgroups to meet their growth goals.
- The number of students in different tiers are progressing

What are we doing to address learning gaps?

- SIP goals that focus on academic excellence with student growth in Math and ELA while increasing our professional excellence strengthening instructional quality with data and instructional practices.
- Implementing targeted instruction and grouping based on academic strengths and needs.
- Implementing standards-based instruction with priority standards, proficiency scales, and assessments to reflect learning based on the standards.
- Collecting data on student progress with interventions, co-taught classes, and pull out models of instruction while utilizing the MTSS process to ensure all students grow.

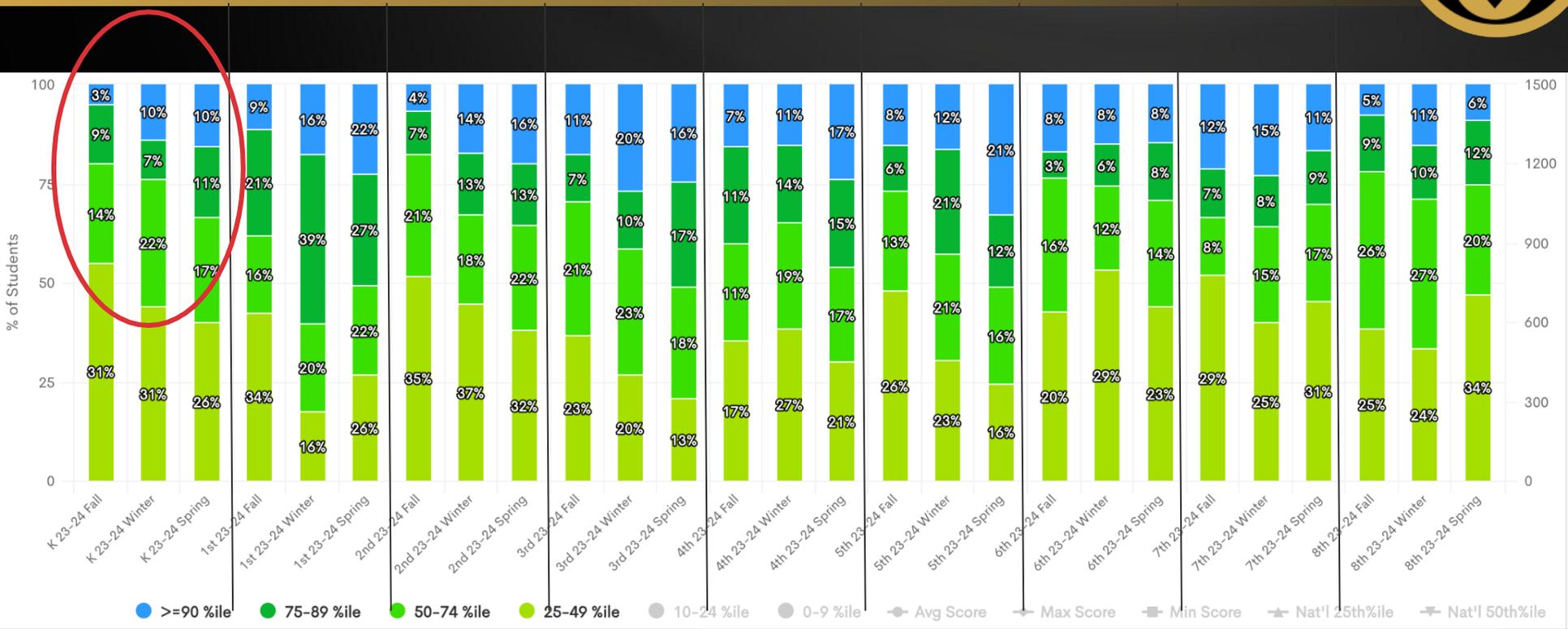


Tier I Performance Breakdown-Reading



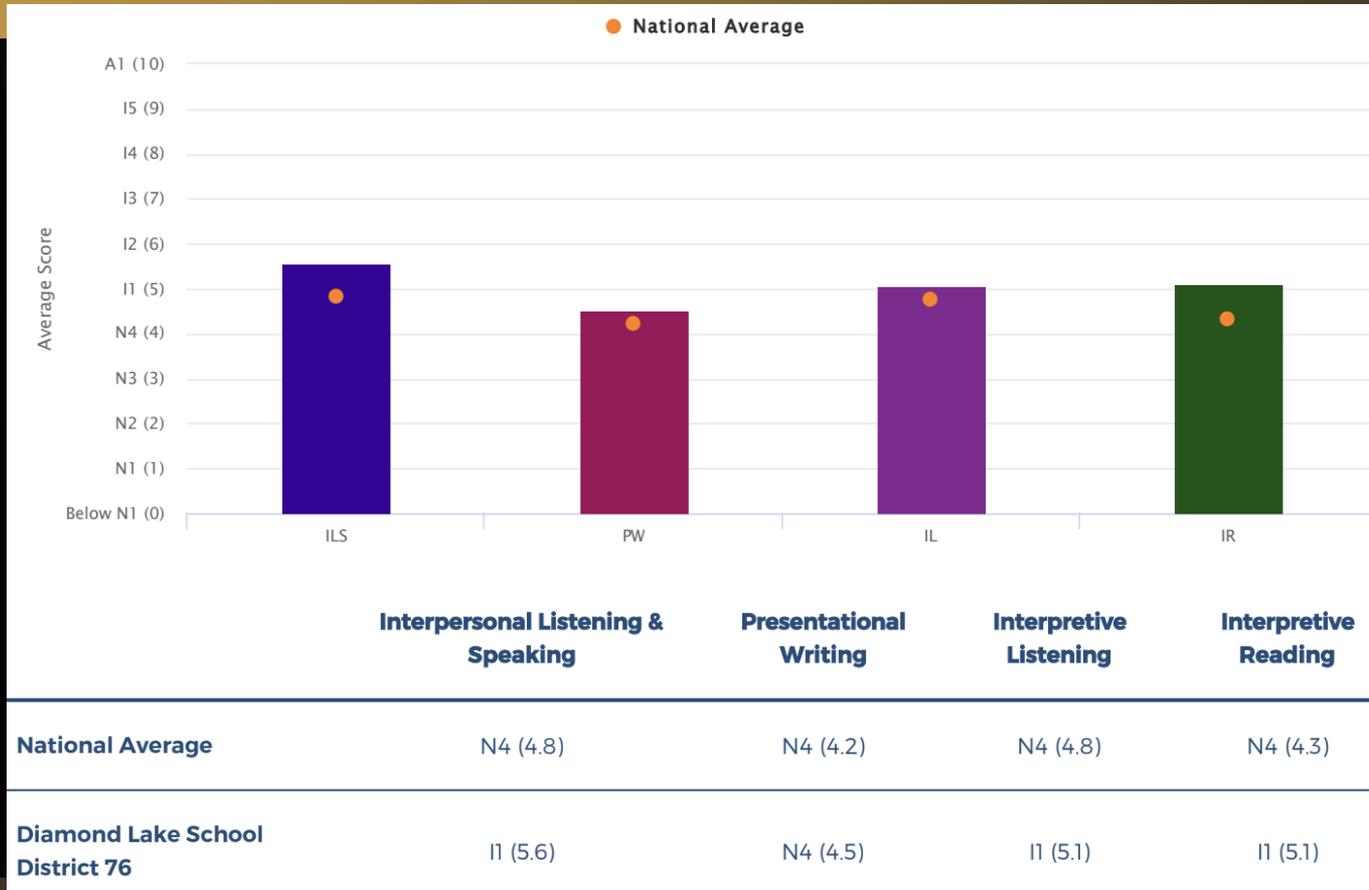


Tier I Performance Breakdown-Math



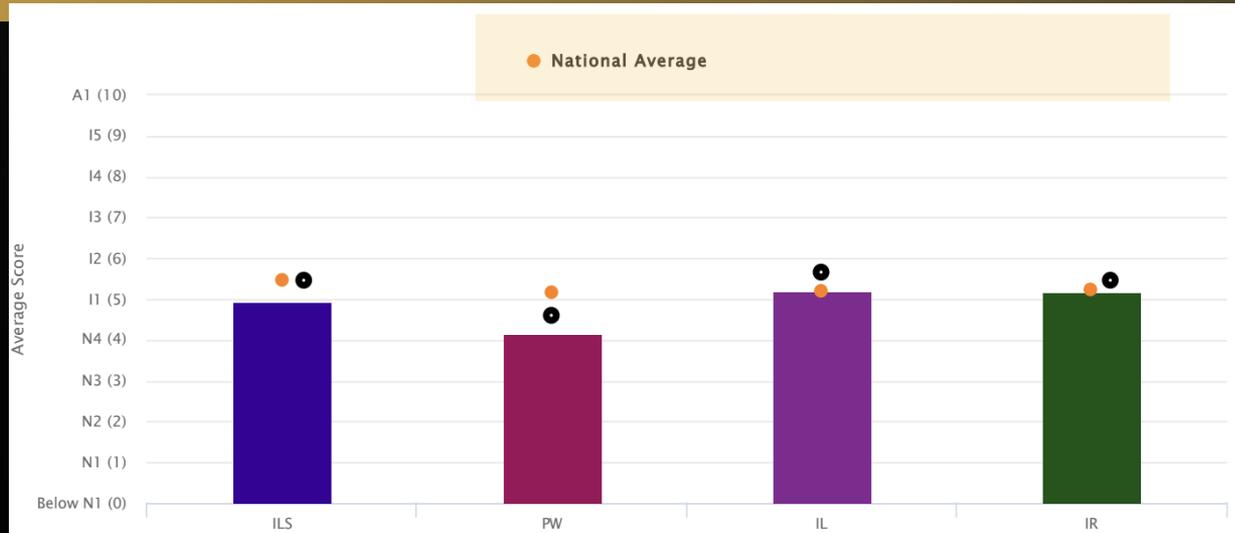


AAPPL Assessment - 5th Grade





AAPPL Assessment - 8th Grade



	Interpersonal Listening & Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
National Average	11 (5.5)	11 (5.2)	11 (5.2)	11 (5.2)
Diamond Lake School	N4 (4.9)	N4 (4.2)	11 (5.2)	11 (5.2)
District 76	11 (5.5)	N4 (4.7)	11 (5.8)	11 (5.5)

**Student Target
Portfolio**

DESSA

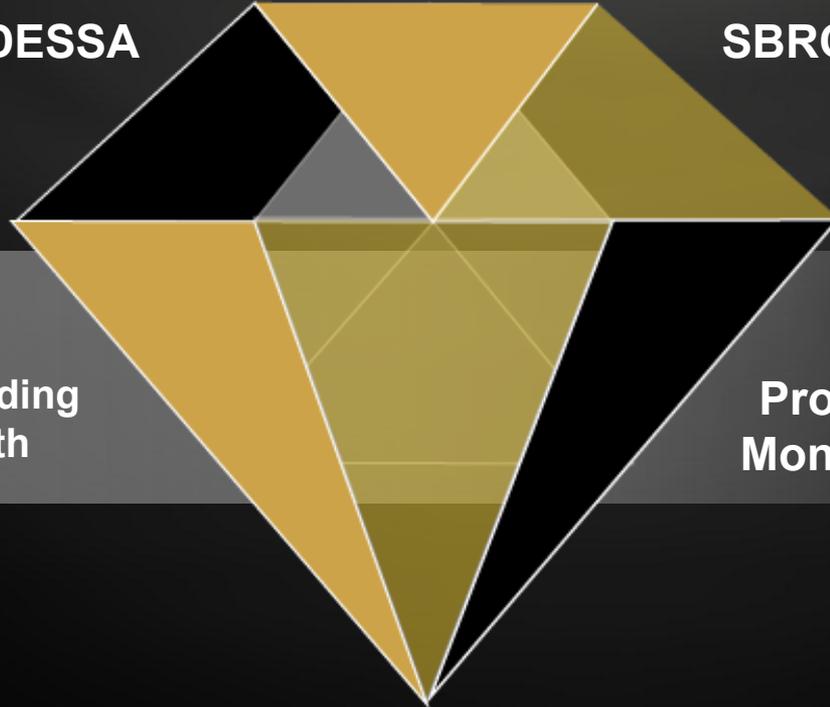
SBRC

**STAR Reading
and Math**

**Progress
Monitoring**

**Knowing Each Student's Name,
Strength and Need**

**A Larger
Picture...**





Next Steps

Instructional Programs and Initiatives

- Explore how FSCS Grant can support after-school programming
- Unit Plan Redesign
- New Science Curriculum Implementation
- Language and Learning Targets in Every Classroom
- Intervention Progress Reports for families

Instructional Coaching

- Illinois Literacy Plan Professional Development
- Curriculum & SBRC Assessment Design
- Data Analysis
- Instructional Practice
- Guaranteed and Viable Curriculum (High-Reliability Schools Level 3)
- Peer Observation Facilitation

Data-Driven Decision Making

- eduCLIMBER Utilization
- Data-Driven Decisions in PLC's (Closing ELL Achievement Gaps)
- Student Progress Monitoring (Fastbridge)
- SIP Goals to close achievement gap for ELL students
- Implementation of MTSS Manual K-8
- Revamp SEL Committee
- Summer Camp Planning



Director of Engagement & Growth

Engagement

- Personalized Learning Initiatives
- Coaching and accountability to support staff and principals
- Designing and implementing PLC systems consistently with fidelity
- Develop and support building-level committees related to academics
- Incorporating community programs and outreach district wide
- Modeling, prioritizing and measuring D76 Core Values, Mission and Vision
- LevelUp, LeanIn, SparkleOn

Growth

- Analyze student and staff data to determine specific needs and variables
- Monthly data evaluation for all buildings based on progress monitoring and benchmark data
- Incorporation of consistent and more student work examples to Team Meetings
- Support and coach principals with instructional leadership, data management and accountability



Questions/Feedback

Preguntas/Comentarios



Diamond Lake School District 76
Embrace Empower Excel Each Child Each Day

Summer 2024 Facility Update

June 4, 2024

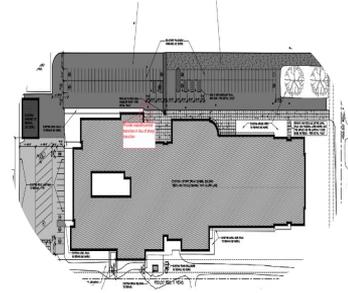
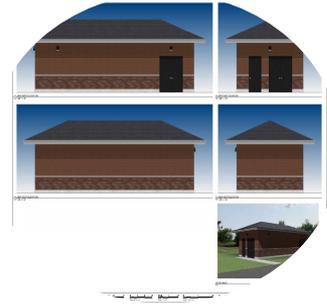




Summer 2024 Renovations

Diamond Lake School

- Chimney repair
- BAS upgrade



Summer 2024

Summer 2024

West Oak Campus

- Band hallway renovation
- North Parking lot resurfacing
- New well house (LCPW project)

- 50/50 Matching Grant
- LCPW Funded
- Local Funds





Summer 2024 Renovations

Diamond Lake School:

BAS Replacement

New Niagara master controllers, sub-controllers and equipment controls/room sensors will give D76 increased abilities to monitor, diagnose and improve IAQ throughout the building. The open source software will allow for large scale expandability of the system to incorporate access control and camera views.

Chimney repairs

The chimney repair will include tuckpointing and brick replacement where necessary. This option, opposite replacement offers significant cost saving by eliminating the need for engineers and MEP scope.

West Oak Campus:

Band hall remodel

This remodel will include asbestos abatement, a new flooring system, painting and new acoustical enhancements/instrument storage throughout the band hallway. With the added alternates, all asbestos flooring at WOC will have been removed.

Parking lot

The new parking lot will not only aesthetically improve WOC, it will also improve snow/ice removal operations and eliminate several tripping hazards due to heaved/cracked sidewalks.

LCPW well project

the sitework for the new community well will begin this summer. The prefabricated well house structure is tentatively scheduled to be assembled onsite in summer of 2025.



Future Considerations

As the D76 continues to work through the current 5 year facility plan, we are continually exploring future needs and opportunities to expand the services D76 can offer to its students/staff and community. Below is a brief summary of considerations for future projects. A more expansive explanation and budgetary costs can be found [here](#).

WOC:

- A new artificial turf soccer field and permeable track and field surface.
- Remodeling the WOIS courtyard and transforming it into an indoor, multi purpose educational space.
- Renovation of the patio area by door 9. Adding shaded lunch/educational space and seating.
- An addition consisting of 3-4 classrooms.
- Exterior tuckpointing of original 1972 portion of the building.

DLS:

- Cafeteria enhancements. New furniture and refreshed wallcoverings and paint.
- Exterior tuckpointing of original 1950s and 1970s portions of the building.

District:

- Possible purchase of property to renovate and utilize as a new district office.