



# Spirit Lake Community Schools

## Annual Progress Report

**2024 - 2025**

(2023-24 data)

### District Mission

All students will learn and become responsible citizens.

#### **Administration**

Dr. David Smith, Superintendent of Schools  
Casey O'Rourke, High School Principal  
Terry Bruinsma, Middle School Principal  
Jessica Vancura, Elementary School Principal

#### **School Board**

Teresa Beck, President  
Sonja Hamm, Vice President  
Greta Gruys  
Jeromy Mouw  
Mieka Stecker

#### **District Cabinet**

Dr. David Smith, Superintendent of Schools  
Casey O'Rourke, High School Principal  
Terry Bruinsma, Middle School Principal  
Jessica Vancura, Elementary School Principal  
Angela Olsen, District Office/Bus Partnerships  
Ashley Weber, HR/Finance Co-Director  
Jane Loveall, HR/Finance Co-Director  
Sonja Hamm, Board of Education  
Cathy Kuker, High School Teacher  
Kim Sierk, High School Teacher  
Marcy Toews, High School Teacher  
Carol Fordyce, Middle School Teacher  
Terry Butler, Middle School Teacher  
David Frostestad, Middle School Teacher  
Jenna McCabe, Elementary Teacher  
Lucas Doxtad, Elementary Teacher  
Doug Stueven, Elementary Teacher

Sam Van Genderen, student  
CeCe Harris, student  
Aiden Holdorf, student  
Addison Avery, student  
Will Graves, student  
Abby Scott, student  
Dietrich Dirks, student  
Carter Trautman, student  
Carly Farmer, student  
Anthony Stecker, parent  
Brett Johnson, parent  
Jason Eygabroud, parent  
Amanda Smith, parent  
Jessica Marx, parent

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## **District Goal 2023-2024**

### **Spirit Lake Community School District Goals**

Spirit Lake Schools will personalize learning to meet students' educational needs and prepare them for life through:

- High quality essential content instruction
- Real world learning opportunities
- Educational experiences with community partners

#### **Goal Met**

- **Personalized learning**
  - **Tailored to student interests: J-Term, Internship, Job Shadow, etc.**
  - **Individual student needs (behavior/mental): E2020**
  - **Accommodate student schedule (Senate page, full schedule): E2020/Google Classroom**
  - **Meet student need/future plans: ILCC & Dual Credit Courses**
- **Real world learning opportunities**
  - **J-Term**
  - **Internships**
  - **Career Shadows**
  - **Spring Academy**
  - **School of the Wild**
  - **Fall Blast**
  - **Winter Blast**
  - **Shark Tank**
  - **ILCC & Big Ideas Simulation Lab**
  - **Winter Open House**
  - **Polaris: educational programming with 2nd Grade**
  - **Beck Engineering: educational programming with 3rd Grade**
- **Educational experiences with community partners**
  - **Internships**
  - **Career Shadows**
  - **School of the Wild**
  - **Career Fairs**
  - **Career Exploration Day**
  - **BRAWL**
  - **Rosenboom, CFE, ILCC, Big Ideas Mobile Lab - Career Simulation Day**
  - **Winter Open House: Hospital, YMCA, Custom Creations**
  - **Polaris: educational programming with 2nd Grade**
  - **Beck Engineering: educational programming with 3rd Grade**

## **2023-2024 High School Building Goals**

### **Building Goal:**

In order to improve our attendance rates by 2-3% for the 23-24 academic year, the SLHS staff are building a tiered process for improving our attendance. Tiered plans will include check-in and check-out strategies and interventions for the following core attendance goals. **(2022: 93.4%)**

**Met Goal: 2023: 95.39%**

**9th: 95.38%**

**10th: 94.87%**

**11th: 95.33%**

**12th: 95.77%**

### **Policy Revisions:**

1. Monitored and shared data
  - a. Weekly Attendance Updates
  - b. Best Percentage Classrooms / Worst Percentage
2. Engagement strategies for students and parents
  - a. Step by Step for Teachers before handoff to admin
3. Celebrations of good and improved attendance
  - a. Perfect Day Award
  - b. Classroom Awards
  - c. End of Semester Gifts
  - d. Random Drawings
4. Removing barriers to poor attendance

### **Teaching and Learning Goal:**

Spirit Lake High School, in partnership with the entire community, will focus on ***teaching students how to become lifelong learners*** through impactful learning experiences that promote responsibility, communication, initiative, and perseverance.

**Spirit Lake High School has successfully met its teaching and learning goal by offering a diverse array of learning experiences, including J-Term courses and a Life Skills curriculum that emphasizes 21st century skills and leadership development.**

**Achievement Goal:**

Spirit Lake High School will increase the percentage of students who graduate in four years to 95% and 97% for students who graduate in five years. If we accomplish this goal, it means we have personalized educational experiences and worked through hardships with our students at SLHS.

Year	4 Year Grad Rate	5 Year Grad Rate
2017-2018	91.6%	92.5%
2018-2019	95.5%	95.5%
2019-2020	96.9%	96.9%
<b>2020-2021</b>	<b>93.62%</b>	<b>97.87%</b>
<b>2021-2022</b>	<b>92.2%</b>	<b>98.7%</b>
<b>2022-2023</b>	<b>88.8%</b>	<b>(94.4%)</b> Projected

**Met our 5 year graduation rate goal of 97%**

**Did NOT meet our 4 year graduation rate goal of 95%**

[Corrected Graduation Rates Press Release](#)

The Iowa Department of Education today announced a graduation rate of 87.5% for Iowa's class of 2023. Lower than graduation rates reported in previous years, the 2023 rate was calculated using a newly corrected code after the department identified an error in the legacy calculation code that had been used for at least ten years to determine the state's four- and five-year graduation rates.

The Department's Information and Analysis Services team discovered that mobile students who transferred between districts and later dropped out had been inadvertently removed from the student cohort rather than included as non-graduates. As a result, graduation rates for the previous 10 years were calculated and reported at a higher than actual rate. Education leaders were informed about the error, which has now been corrected.

## **2023 - 2024 Middle School Building Goals**

**Building Goal:** Through the cooperation and collaboration of all stakeholders our middle school will promote an environment that lives out our building's mission to *Positively Impact the Lives of Others.*

### **Teaching and Learning Goal:**

- The middle school will continue to implement our success skills at all levels. We will reevaluate our middle school success skills and develop a simplified version of skills for each grade level.
  - **Met/Ongoing - Grade level teams worked on the success skills deemed most important at their grade level. However, a re-evaluation of those skills will be done this summer to present new options and activities moving forward.**
- Staff will plan and implement more learning opportunities that are accessible to students in a blended/flipped classroom model.
  - **Met - Classroom teachers continue to develop materials for their online classroom platforms. Making these materials available to students/families at times outside of the traditional classroom setting provides for great flexibility, collaboration, and communication.**
- A new reporting out system will be put in place that shows students progress throughout the school year based on more than just academic performance.
  - **In progress/ongoing**
- Continued implementation and expansion of our School of the Wild programming. We will continue to collaborate with the University of Iowa as well as local entities to provide a unique and purposeful learning experience.
  - **School of the Wild was implemented again this year with great success. Each year classes/activities are evaluated to adjust for the following year. SOW will be happening Sept 24-27, 2024.**
- Spring Academy will be developed to take place the last week of the school year to provide a hands-on project based experience that will highlight the culmination of the school year.
  - **Spring Academy again took place the last week of school. Classes offered to students were adjusted to fit the unique needs of each grade level. Feedback has been positive and will be used to continue this initiative in 2025.**

## **Achievement Goals:**

### **Reading** Goal for 2023-2024

- Increase the percentage of students in cohort (5th-7th) achieving growth.
  - **Overall achievement rose from 71% to 81% as a cohort model.**
- Increase the percentage of students reaching proficiency.
  - **5th - Not met (percent moved from 83% to 67%)**
  - **6th - Met (percent moved from 68% to 82%)**
  - **7th - Not met (percent moved from 84% to 77%)**
  - **8th - Met (percent moved from 65% to 82%)**

### **Math** Goal for 2023-2024

- Increase the percentage of students in cohort (5th-7th) achieving growth.
  - **Overall achievement dropped from 82% to 80% as a cohort model.**
- Increase the percentage of students reaching proficiency.
  - **5th - Met (percent moved from 77% to 83%)**
  - **6th - Not Met (percent moved from 90% to 79%)**
  - **7th - Not Met (percent moved from 83% to 75%)**
  - **8th - Met (percent moved from 74% to 85%)**

### **Science** Goal for 2023-2024

- Increase the percentage of students in cohort (5th & 8th) achieving growth.
  - **Overall achievement rose from 60% to 82% as a cohort model**
- Increase the percentage of students reaching proficiency 5th and 8th.
  - **5th - Met (percent moved from 60% to 64%)**
  - **8th - Met (percent moved from 78% to 82%)**

## **2023-2024 Elementary Building Goals**

### **Reading Goals:**

1. From SPRING testing 2023 to Spring testing 2024, we will increase the percentage of students achieving aReading growth goals as measured by the FAST reading results.

<b>2022-2023</b>	<b>2023-2024</b>
<b>76% of students met growth goals.</b>	<b>59% of students met growth goals</b>

2. From SPRING testing 2023 to SPRING testing 2024, we will decrease the number of students who are persistently at-risk as measured by the aReading assessment on FAST.

<b>2022-2023</b>	<b>2023-2024</b>
<b>31% persistent at risk spring assessment</b>	<b>32% persistently at-risk on spring assessment</b>

Our data has decreased compared to last year and we did not meet these goals, but we have devised several strategies to address this issue. Starting in the fall of 2024, we will introduce a new curriculum that incorporates evidence-based teaching strategies and aligns with the teaching standards for each grade. Additionally, we will conduct monthly data meetings for each grade to assess how students are responding to reading interventions. Lastly, we will complete our LETRS training and other professional development programs by Wednesday for this school year. Our focus is on analyzing the data and ensuring the best outcomes for our students, while also prioritizing the science of reading and meeting the needs of all learners.

### **Math Goals:**

1.From SPRING testing 2023 to SPRING 2024, we will increase the percentage of students achieving growth goals in the aMath assessment.

<b>2022-2023</b>	<b>2023-2024</b>
<b>62% achieved growth goals</b>	<b>61% achieved growth goals</b>

2. From SPRING benchmark 2023 to SPRING benchmark 2024, we will decrease the number of students who are non-proficient as measured by the FAST aMath assessment.

<b>2022-2023</b>	<b>2023-2024</b>
<b>27% were non- proficient</b>	<b>30% were non-proficient</b>



We did not meet these math goals. Our main objective this year was to implement our math curriculum, with a particular emphasis on improving fact fluency for students in grades one to four. We identified this as an area that required attention based on previous years' observations. Both of these factors will take time to see improvement; however, based on our math scores from ISASP's student's math scores have improved. After reviewing all data points we will be utilizing ISASPs for goals as it more accurately reflects students current level of achievement due to it being an assessment whereas FAST is a screening tool. Screener's purpose is to identify students who are both significantly at risk as well as generally at risk. When we use this for data purposes, screeners often over identify so we can accurately support them before significant gaps are formed.

### **Building Goals:**

<b>What are we doing?</b>	<b>Why are we doing this?</b>
We want to provide students multiple opportunities for authentic learning while addressing students' social emotional needs..	<p>Authentic learning experiences increase engagement while preparing students for the real world. It allows students to go deeper into a topic. With this student centered approach, we hope to see higher engagement by providing opportunities for students to practice 21st century skills / life skills.</p> <p>We feel that the teacher's role as a facilitator will foster student independence. This will help build positive relationships between the teacher and the student, as well as between students and their peers.</p> <p>Authentic learning connects with our district's vision. We want to be sure that teachers have ownership by providing fun learning experiences that foster creativity and continue building positive relationships.</p>
GOAL: During the 2023-2024 school year, we will provide students multiple opportunities to build a solid foundation of school by offering authentic learning experiences.	<p><b>We met this goal!!!!</b></p> <p><b>We did this through our hands-on learning experiences that were done each day in the classroom. Below are a few examples of authentic learning that happened during 2023-24.</b></p> <ul style="list-style-type: none"> <li>• Money unit where 2nd grade students make objects and sell them</li> <li>• Polaris - 2nd grade</li> <li>• Beck Engineering - 3rd grade</li> <li>• Accura - 3rd grade</li> <li>• Spirit Store - 4th grade</li> <li>• Winter Open House</li> <li>• Fall &amp; Winter Blast</li> <li>• BRAWL</li> </ul>

### **Authentic Learning Continuum**

## **Iowa Statewide Assessment of Student Progress**

first given in 2018-2019 - not given in 2019-20 due to COVID 19

### **ISASP Elementary School**

#### **Percent Proficient LITERACY**

<b>Grade</b>	<b>18-19 ELA Spirit Lake (Iowa)</b>	<b>20-21 ELA Spirit Lake (Iowa)</b>	<b>22-23 ELA Spirit Lake (Iowa)</b>	<b>22-23 ELA Spirit Lake (Iowa)</b>	<b>23-24 ELA Spirit Lake (Iowa)</b>
<b>3rd Grade</b>	73% (65%)	52% (50%)	83% (65%)	94% (66%)	<b>84% (64%)</b>
<b>4th Grade</b>	90% (70%)	85% (74%)	88% (73%)	85% (73%)	<b>93% (73%)</b>
<b>Building (3-4)</b>	81.5% (67.5%)	68.5% (62%)	85.5% (69%)	89.5% (69.5%)	<b>88.5% (68.5%)</b>

#### **Percent Proficient MATH**

<b>Grade</b>	<b>18-19 Math Spirit Lake (Iowa)</b>	<b>20-21 Math Spirit Lake (Iowa)</b>	<b>21-22 Math Spirit Lake (Iowa)</b>	<b>22-23 Math Spirit Lake (Iowa)</b>	<b>23-24 Math Spirit Lake (Iowa)</b>
<b>3rd Grade</b>	76% (71%)	78% (71%)	87% (71%)	83% (76%)	<b>90% (76%)</b>
<b>4th Grade</b>	85% (73%)	72% (67%)	92% (71%)	78% (73%)	<b>88% (72%)</b>
<b>Building (3-4)</b>	81.5% (80.5%)	75% (69%)	89.5% (71%)	80.5% (74.5%)	<b>89% (74%)</b>

**\*\* 2019 - 2020 data is not available due to Covid 19 cancellations**

**2023 - 2024 data**  
**ISASP Elementary School**

**Percent Proficient**

Grade	ELA Spirit Lake	ELA State	Math Spirit Lake	Math State
3rd Grade	84%	64%	90%	76%
4th Grade	93%	73%	88%	72%
Building (3-4)	78.5%	68.5%	89%	74%

**ISASP Middle School**  
**2018 - 2024 data**

**Percent Proficient LITERACY**

Grade	18-19 ELA Spirit Lake (Iowa)	20-21 ELA Spirit Lake (Iowa)	21-22 ELA Spirit Lake (Iowa)	22-23 ELA Spirit Lake (Iowa)	23-24 ELA Spirit Lake (Iowa)
5th Grade	65% (67%)	67% (66%)	75% (66%)	84% (69%)	67% (69%)
6th Grade	72% (67%)	89% (73%)	72% (68%)	65% (73%)	82% (74%)
7th Grade	73% (69%)	62% (64%)	80% (72%)	90% (74%)	77% (77%)
8th Grade	86% (69%)	85% (75%)	83% (74%)	89% (76%)	82% (77%)
Bldg (5-8)	74% (68%)	76% (70%)	78% (70%)	82% (73%)	77% (74.3%)

### Percent Proficient MATH

Grade	18-19 Math Spirit Lake (Iowa)	20-21 Math Spirit Lake (Iowa)	21-22 Math Spirit Lake (Iowa)	22-23 Math Spirit Lake (Iowa)	23-24 Math Spirit Lake (Iowa)
5th Grade	83% (69%)	68% (63%)	86% (64%)	83% (71%)	<b>83%</b> <b>(71%)</b>
6th Grade	76% (69%)	81% (67%)	87% (66%)	74% (70%)	<b>79%</b> <b>(71%)</b>
7th Grade	80% (70%)	64% (70%)	86% (65%)	83% (68%)	<b>75%</b> <b>(70%)</b>
8th Grade	87% (72%)	71% (69%)	87% (65%)	83% (72%)	<b>85%</b> <b>(73%)</b>
Bldg (5-8)	82% (70%)	71% (67%)	87% (65%)	81% (70%)	<b>80.5%</b> <b>(71.3%)</b>

### Percent Proficient SCIENCE

Grade	18-19 Sci Spirit Lake (Iowa)	20-21 Sci Spirit Lake (Iowa)	21-22 Sci Spirit Lake (Iowa)	22-23 Sci Spirit Lake (Iowa)	22-23 Sci Spirit Lake (Iowa)
5th Grade	57% (52%)	61% (54%)	70% (59%)	60% (63%)	<b>64%</b> <b>(60%)</b>
6th Grade	NA	NA	NA	N/A	<b>N/A</b>
7th Grade	NA	NA	NA	N/A	<b>N/A</b>
8th Grade	75% (58%)	73% (65%)	73% (66%)	78% (66%)	<b>82%</b> <b>(65%)</b>
Bldg(5 -8)	66% (55%)	67% (59.5%)	71.5% (62.5%)	69% (64.5%)	<b>73%</b> <b>(62.5%)</b>

**\*\* 2019 - 2020 data is not available due to Covid 19 cancellations**

**2023 - 2024 data**  
**ISASP Middle School**

Grade	ELA Spirit Lake	ELA State	Math Spirit Lake	Math State	Science Spirit Lake	Science State
5th Grade	67%	69%	83%	71%	64%	60%
6th Grade	82%	74%	79%	71%	N/A	N/A
7th Grade	77%	77%	75%	70%	N/A	N/A
8th Grade	82%	77%	85%	73%	82%	65%
Building (5-8)	77%	74.3%	80.5%	71.3%	73%	62.5%

# **Iowa Statewide Assessment of Student Progress**

first given in 2018-2019 - not given in 2019-20 due to COVID 19

## **2018 - 2024 data** **ISASP High School**

### **Percent Proficient LITERACY**

Grade	18-19 SL ELA	18-19 IA ELA	20-21 SL ELA	20-21 IA ELA	21-22 SL ELA	21-22 IA ELA	22-23 SL ELA	22-23 IA ELA	23-24 SL ELA	23-24 IA ELA
9th Grade	92%	76%	91%	72%	74%	71%	73%	70%	77%	74%
10th Grade	83%	74%	88%	75%	81%	72%	75%	73%	68%	73%
11th Grade	87%	71%	84%	74%	75%	70%	74%	69%	71%	70%
Bldg (9-11)	87.3%	73.7%	87.7%	73.7%	76.7%	71%	74%	70.7%	72%	72.3%

### **Percent Proficient MATH**

Grade	18-19 SL Math	18-19 IA Math	20-21 SL Math	20-21 IA Math	21-22 SL Math	21-22 IA Math	22-23 SL Math	22-23 IA Math	23-24 SL Math	23-24 IA Math
9th Grade	77%	69%	77%	61%	76%	57%	65%	61%	72%	62%
10th Grade	76%	66%	80%	64%	63%	61%	62%	66%	67%	65%
11th Grade	81%	66%	75%	65%	67%	60%	71%	67%	70%	66%
Bldg (9-11)	78%	67%	77.3%	63.3%	68.7%	59.3%	66%	64.7%	69.7%	64.3%

### **Percent Proficient SCIENCE**

Grade	18-19 SL Sci	18-19 IA Sci	20-21 SL Sci	20-21 IA Sci	21-22 SL Sci	21-22 IA Sci	22-23 SL Sci	22-23 IA Sci	23-24 SL Sci	23-24 IA Sci
9th Grade	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
10th Grade	67%	63%	80%	64%	67%	63%	67%	62%	53%	59%
11th Grade	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Bldg (9-11)	66%	55%	67%	59.5%	67%	63%	67%	62%	53%	59%

**\*\* 2019 - 2020 data is not available due to Covid 19 cancellation**

**2023 - 2024 data**

**ISASP High School**

**Percent Proficient**

Grade	ELA Spirit Lake	ELA State	Math Spirit Lake	Math State	Science Spirit Lake	Science State
9th Grade	77%	74%	72%	62%	NA	NA
10th Grade	68%	73%	67%	65%	53%	59%
11th Grade	71%	70%	70%	66%	NA	NA
Building (9-11)	72%	72.3%	69.7%	64.3%	53%	59%

**FAST Data**  
**Literacy Data (2019-2024)**

<b>Elementary Total Literacy</b>	<b>K/TK Composite</b>	<b>1st Grade Composite</b>	<b>FAST R-CBM (fluency)</b>	<b>aReading</b>	<b>Expectation</b>
Fall 19-20: % at Benchmark	86%	72%	64%	65%	80%
Fall 20-21: % at Benchmark	76%	51%	52%	61%	80%
Fall 21-22: % at Benchmark	79%	56%	57%	62%	80%
Fall 22-23: % at Benchmark	71%	67%	55%	60%	80%
<b>Fall 23-24: % at Benchmark</b>	<b>64%</b>	<b>47%</b>	<b>57%</b>	<b>60%</b>	<b>80%</b>
Winter 19-20: % at Benchmark	79%	77%	68%	74%	80%
Winter 20-21: % at Benchmark	77%	61%	59%	64%	80%
Winter 21-22: % at Benchmark	70%	61%	61%	69%	80%
Winter 22-23: % at Benchmark	68%	72%	57%	64%	80%
<b>Winter 23-24: % at Benchmark</b>	<b>69%</b>	<b>50%</b>	<b>57%</b>	<b>64%</b>	<b>80%</b>
Spring 19-20: % at Benchmark	Covid	Covid	Covid	Covid	Covid
Spring 20-21: % at Benchmark	64%	61%	62%	68%	80%
Spring 21-22: % at Benchmark	69%	65%	62%	70%	80%
Spring 22-23: % at Benchmark	65%	54%	62%	69%	80%
<b>Spring 23-24: % at Benchmark</b>	<b>62%</b>	<b>49%</b>	<b>55%</b>	<b>61%</b>	<b>80%</b>

**Spring 23-24 Overall Elementary Literacy Comparisons**

**FALL**

SLES Literacy: 62%  
 Prairie Lakes AEA: 59%  
 State of Iowa: 64%

**WINTER**

SLES Literacy: 66%  
 Prairie Lakes AEA: 58%  
 State of Iowa: 65%

**SPRING**

SLES Literacy: 62%  
 Prairie Lakes AEA: 57%  
 State of Iowa: 65%



<b>Middle School Total Literacy</b>	<b>aReading</b>	<b>Expectation</b>
Fall 19-20: % at Benchmark	80%	80%
Fall 20-21: % at Benchmark	66%	80%
Fall 21-22: % at Benchmark	65%	80%
Fall 22-23: % at Benchmark	67%	80%
<b>Fall 23-24: % at Benchmark</b>	<b>67%</b>	<b>80%</b>
Winter 19-20: % at Benchmark	72%	80%
Winter 20-21: % at Benchmark	64%	80%
Winter 21-22: % at Benchmark	67%	80%
Winter 22-23: % at Benchmark	67%	80%
<b>Winter 23-24: % at Benchmark</b>	<b>65%</b>	<b>80%</b>
Spring 19-20: % at Benchmark	Covid	Covid
Spring 20-21: % at Benchmark	68%	80%
Spring 21-22: % at Benchmark	69%	80%
Spring 22-23: % at Benchmark	69%	80%
<b>Spring 23-24: % at Benchmark</b>	<b>67%</b>	<b>80%</b>

### **Spring 23-24 Overall Middle School Literacy Comparisons**

#### **FALL**

SLMS Literacy: 67%  
 Prairie Lakes AEA: 59%  
 State of Iowa: 64%

#### **WINTER**

SLMS Literacy: 65%  
 Prairie Lakes AEA: 58%  
 State of Iowa: 65%

#### **SPRING**

SLMS Literacy: 67%  
 Prairie Lakes AEA: 57%  
 State of Iowa: 65%

### earlyReading/aReading: 2023-24

	<b>Fall 23-24</b> % Meeting Benchmark	<b>Winter 23-24</b> % Meeting Benchmark	<b>Spring 23-24</b> % Meeting Benchmark
TK/K	77%	83%	<b>70%</b>
1	47%	50%	<b>49%</b>
2	54%	59%	<b>56%</b>
3	58%	61%	<b>65%</b>
4	68%	70%	<b>65%</b>
5	63%	56%	<b>60%</b>
6	72%	73%	<b>74%</b>
7	N/A	N/A	<b>N/A</b>
8	N/A	N/A	<b>N/A</b>

### CBM: 2023-24

	<b>Fall 23-24</b> % Meeting Benchmark	<b>Winter 23-24</b> % Meeting Benchmark	<b>Spring 23-24</b> % Meeting Benchmark
TK/K	N/A	N/A	<b>N/A</b>
1	N/A	42%	<b>42%</b>
2	57%	62%	<b>60%</b>
3	49%	58%	<b>52%</b>
4	65%	63%	<b>64%</b>
5	N/A	N/A	<b>N/A</b>
6	N/A	N/A	<b>N/A</b>
7	N/A	N/A	<b>N/A</b>
8	N/A	N/A	<b>N/A</b>

### FAST Math (2023 - 2024)

<b>ELEMENTARY MATH</b>	<b>Fall 23-24</b> % Meeting Benchmark	<b>Winter 23-24</b> % Meeting Benchmark	<b>Spring 23-24</b> % Meeting Benchmark
earlyMath	80%	84%	<b>85%</b>
aMath	59%	72%	<b>70%</b>

### Spring 21-22 Overall Elementary Math Comparisons

#### FALL

SLES Math: 68%  
 Prairie Lakes AEA: 68%  
 State of Iowa: 69%

#### WINTER

SLES Math: 76%  
 Prairie Lakes AEA: 66%  
 State of Iowa: 68%

#### SPRING

SLES Math: 76%  
 Prairie Lakes AEA: 65%  
 State of Iowa: 67%

<b>MIDDLE SCHOOL MATH</b>	<b><u>Fall 23-24</u> % Meeting Benchmark</b>	<b><u>Winter 23-24</u> % Meeting Benchmark</b>	<b><u>Spring 23-24</u> % Meeting Benchmark</b>
aMath	66%	49%	66%

### **Spring 23-24 Overall Middle School Math Comparisons**

#### **FALL**

SLMS Math: 66%

Prairie Lakes AEA: 65%

State of Iowa: 68%

#### **WINTER**

SLMS Math: 49%

Prairie Lakes AEA: 66%

State of Iowa: 69%

#### **SPRING**

SLMS Math: 66%

Prairie Lakes AEA: 65%

State of Iowa: 68%

#### **earlyMath/aMath**

<b>Grade</b>	<b><u>Fall 23-24</u> % Meeting Benchmark</b>	<b><u>Winter 23-24</u> % Meeting Benchmark</b>	<b><u>Spring 23-24</u> % Meeting Benchmark</b>
TK/K	83%	86%	<b>83%</b>
1	77%	80%	<b>87%</b>
2	52%	68%	<b>74%</b>
3	72%	69%	<b>66%</b>
4	52%	77%	<b>73%</b>
5	NA	44%	<b>58%</b>
6	68%	54%	<b>73%</b>
7	NA	NA	<b>NA</b>
8	NA	NA	<b>NA</b>

## Elementary Literacy Subgroup Data

### Free and Reduced Lunch Status

	Proficient in Literacy	
FR Status	FR at Benchmark	Not FR at Benchmark
Winter 19-20	62%	83%
Spring 20-21	58%	72%
Spring 21-22	59%	73%
Spring 22-23	59%	72%
<b>Spring 23-24</b>	<b>52%</b>	<b>67%</b>

### IEP Students

	Proficient in Literacy	
	IEP At Benchmark	Non IEP at Benchmark
Winter 19-20	31%	63%
Spring 20-21	29%	76%
Spring 21-22	29%	77%
Spring 22-23	33%	75%
<b>Spring 23-24</b>	<b>29%</b>	<b>68%</b>

### Gender

	Proficient in Literacy	
	Males at Benchmark	Females at Benchmark
Winter 19-20	58%	61%
Spring 20-21	67%	69%
Spring 21-22	65%	72%
Spring 22-23	70%	65%
<b>Spring 23-24</b>	<b>59%</b>	<b>65%</b>

## Race/Ethnicity

	Proficient in Literacy		
	Hispanic/Latino at Benchmark	Multiracial at Benchmark	White at Benchmark
Winter 19-20	67%	68%	58%
Spring 20-21	50%	50%	69%
Spring 21-22	38%	68%	70%
Spring 22-23	72%	72%	68%
<b>Spring 23-24</b>	<b>57%</b>	<b>64%</b>	<b>62%</b>

- Data for Asian and Black/African American is redacted due to cohort size being ten or below.

## Middle School Literacy Subgroup Data

### IEP Students

	Proficient in Literacy	
	IEP At Benchmark	Non IEP at Benchmark
Winter 19-20	16%	78%
Spring 20-21	19%	81%
Spring 21-22	21%	80%
Spring 22-23	17%	71%
<b>Spring 23-24</b>	<b>14%</b>	<b>75%</b>

### Free and Reduced Lunch Status

	Proficient in Literacy	
	FR at Benchmark	Non FR at Benchmark
Winter 19-20	58%	72%
Spring 20-21	68%	72%
Spring 21-22	50%	75%
Spring 22-23	54%	75%
<b>Spring 23-24</b>	<b>55%</b>	<b>73%</b>

## Gender

	Proficient in Literacy	
	Males at Benchmark	Females at Benchmark
Winter 19-20	64%	76%
Spring 20-21	66%	78%
Spring 21-22	66%	76%
Spring 22-23	64%	77%
<b>Spring 23-24</b>	<b>67%</b>	<b>67%</b>

\*\*Racial/Ethnicity Data is redacted due to cohort size being ten or below.

## High School Indicators of Success

### ACT scores

- A score of 20 or above is considered an indicator of post-secondary success. Iowa's estimated percent of graduates tested is at 43%. The Spirit Lake class of 2024 had nearly 56% of their graduates take the ACT.

	English		Math		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State
2016	22.0	21.4	20.9	21.4	23.1`	22.7	22.7	22.3	22.3	22.1
2017	22.5	21.2	21.3	21.3	23.0	22.6	22.9	22.1	22.6	21.9
2018	21.8	21	20.7	21.2	23.1	22.5	23	22	22.2	21.8
2019	22.8	20.8	21.8	21.0	22.8	22.3	22.9	21.8	22.7	21.6
2020	22.2	20.7	21.0	20.8	22.9	22.2	22.8	21.8	22.4	21.5
2021	20	20.4	20.4	20.1	22.2	22.5	22.4	21.7	21.5	21.3
2022	20.5	20.4	20.6	20.6	21.8	22.3	22.3	21.6	21.4	21.4
2023	20.3	19.7	20.5	20.1	21.5	21.8	22.5	21.2	21.3	20.8
<b>2024</b>	<b>19.6</b>	<b>19.8</b>	<b>19.7</b>	<b>20.1</b>	<b>21.8</b>	<b>22.1</b>	<b>21.6</b>	<b>21.4</b>	<b>20.8</b>	<b>21.0</b>

### Pursuing Post-Secondary Training

- Data indicates the percent of seniors intending to pursue post-secondary education, including military training.

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	<b>2023-24</b>
80.9%	91%	80.6%	75.7%	90%	78.7%	77.5%	79.6%	69.8%

### Completion of a core program of study

- A core program of study is defined by the state of Iowa. It is to include four years of English, as well as three or more years of science, math, and social studies.

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	<b>2023-24</b>
99%	99%	99%	99%	100%	94.5%	93%	94.4%	<b>93%</b>

### Dropout Rate

- Defined by when a 7-12 grade student withdraws from school for a reason other than death or transfer to an approved school, or has been expelled with no option to return.

2015-16	2016-17	2017-18	2018-19	2019 - 20	2020-21	2021-22	2022-23	2023-24
.01%	0%	1%	1.23%	0%	0.71%	2.12%	1.36%	1.21%

### Graduation Rate

- The four-year graduation rate is calculated by dividing the number of students (denominator) who graduate with a regular high school diploma in four years or less by the number of first-time 9th graders enrolled minus the number of students who transferred out plus the total number of students who transferred in.

2015-16	2016-17	2017-18	2018-19	2019 - 20	2020-21	2021-22	2022-23	2023-24
91.3%	94.21%	91.59%	95.5%	96.9%	93.62%	92.2%	88.8%	86.41%

### Average Daily Attendance Rates

	Elementary School	Middle School	High School
2016-2017	96.00%	95.59%	94.99%
2017-2018	95.81%	95.62%	94.17%
2018-2019	98.5%	95.0%	94.42%
2019 - 2020	94.66%	96.2%	94.16%
2020-2021	96.31%	94.96%	94.98%
2021-2022	96.3%	94.8%	93.4%
2022-23	93.9%	93.7%	91.4%
2023-24	94.78%	93.59%	95.38%



## Teaching, Learning and Achievement Goals for 2024 - 2025

### District Goals

Spirit Lake Schools will offer educational programming that prepares students for their futures through:

- Academic content
  - rigorous and relevant
  - personalized to meet students need
- Culture Playbook
  - Building relationships
  - Displaying integrity
  - Embracing growth
- Proactive on student health, well being & safety
  - Demonstrate accountability (academically & behaviorally)
  - Normalize reliability, hard work, and consistency
  - Focus on school work & being good people: reduce time on self, social media/phones

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### 2024 - 2025 High School Building Goals

#### **Building Goal:**

In order to maintain and improve our attendance rates for the 24-25 academic year, the SLHS staff are building a tiered process for improving our attendance. Tiered plans will include check-in and check-out strategies and interventions for the following core attendance goals. **(2023-24: 95.38%)**

#### **Teaching and Learning Goal:**

Foster a supportive and interactive school environment by promoting **positive relationships, enhancing face-to-face communication, and reducing reliance on cellular devices** during school hours. By focusing on these objectives, Spirit Lake High School aims to create a more connected and engaged school community, fostering an environment where students can thrive academically and socially.

#### **Achievement Goal:**

Spirit Lake High School will increase the percentage of students in grades 9-11 who score at proficient or above in ELA and Math ISASP tests.

ISASP DATA	ELA 2024 % Proficient	ELA 2025 % Proficient	Math 2024 % Proficient	Math 2025 % Proficient
Class of 2026 (11th)	62/91 = 68%		61/91 = 67%	
Class of 2027 (10th)	72/93 = 77%		67/93 = 72%	
Class of 2028 (9th)	79/96 = 82%		82/96 = 84%	

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## **2024 - 2025 Middle School Building Goals**

**Building Goal:** Through the cooperation and collaboration of all stakeholders our middle school will promote an environment that lives out our building's mission to "*Positively Impact the Lives of Others.*"

### **Teaching and Learning Goal:**

- The middle school will continue to implement our success skills at all levels. We will reevaluate our middle school success skills and develop a simplified version of skills for each grade level.
- Continued implementation and expansion of our School of the Wild programming. We will continue to collaborate with the University of Iowa as well as local entities to provide a unique and purposeful learning experience. New locations for some grade levels will provide for different opportunities.
- Spring Academy will be developed to take place the last week of the school year to provide a hands-on project based experience that will highlight the culmination of the school year. New classes will be provided based on review and reflection from previous years.
- Emphasis will be placed on the Culture Playbook and its importance for promoting positive results. Activities and learning surrounding these standards will take place for both staff and students.

### **Achievement Goals:**

#### Reading Goal for 2024-2025

- Increase the percentage of students in cohort (5th-7th) achieving growth.
- Increase the percentage of students reaching proficiency.

#### Math Goal for 2024-2025

- Increase the percentage of students in cohort (5th-7th) achieving growth.
- Increase the percentage of students reaching proficiency.

#### Science Goal for 2024-2025

- Increase the percentage of students in cohort (5th & 8th) achieving growth.

- Increase the percentage of students reaching proficiency 5th and 8th.

(A communication process will be implemented throughout the school year for students and families to more readily understand state test scores and the work being done to improve student achievement. Also, incentives, both internal and external, will be used to promote positive growth and proficiency).

#### **Attendance Goal:**

- Increase the daily average attendance for the school year.
  - New elementary/middle school attendance policy will be used to monitor student attendance while also promoting an urgency to be at school and understanding the importance of attendance and its effects on achievement.

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## **2024 - 2025 Elementary Building Goals**

### **Literacy Goals:**

1. From SPRING testing 2024 to Spring testing 2025, SLES will increase the percentage of students achieving aReading growth goals as measured by the FAST reading results.

2023-24	2024-25
<b>59% of students met growth goals.</b>	

2. From SPRING testing 2024 to SPRING testing 2025, we will decrease the number of students who are persistently at-risk as measured by the aReading assessment on FAST.

2023-24	2024-25
<b>32% persistently at-risk on spring assessment.</b>	

3. From SPRING testing 2024 to SPRING testing 2025, we will decrease the number of students who are non-proficient as measured by the ISASP assessment for the 2033 Cohort group (currently 3rd) and 2032 Cohort (currently 4th grade).

2023-24	2024-25
<b>16% not proficient for the 2033 cohort. 7% not proficient for the 2022 cohort.</b>	

**Math Goals:**

- 1. From SPRING testing 2024 to SPRING 2025, we will increase the percentage of students achieving growth goals in the aMath assessment.

2023-24	2024-25
62% of students met growth goals.	

- 2. From SPRING testing 2024 to SPRING testing 2025, we will decrease the number of students who are non-proficient as measured by the ISASP assessment for the 2033 Cohort group (currently 3rd) and 2032 Cohort (currently 4th grade).

2023-24	2024-25
10% not proficient for the 2033 cohort. 22% not proficient for the 2022 cohort.	

**Building Goals:**

- 1. We want to foster a well rounded student. By doing this we want to focus on our culture playbook which focuses on encouraging relationships, displaying integrity and embracing growth.
- 2. Our analysis for the upcoming academic year of 2024-2025 indicates that our primary focus should be on enhancing literacy skills. To achieve this, we will introduce a fresh reading curriculum and provide comprehensive LETRS training, which is grounded in the science of reading and considered the most effective approach.
- 3. Students benefit the most from their education when they have consistent attendance at school. By attending classes regularly, students are able to stay up to date with the material being taught, participate in discussions, and engage with their peers. This helps them to fully grasp the concepts being taught and build a strong foundation for future learning.