



SPIRIT LAKE
— MIDDLE SCHOOL —

2025-2026 Middle School Year-End Report

GROWTH. INTEGRITY. RELATIONSHIP.



GROWTH



INTEGRITY



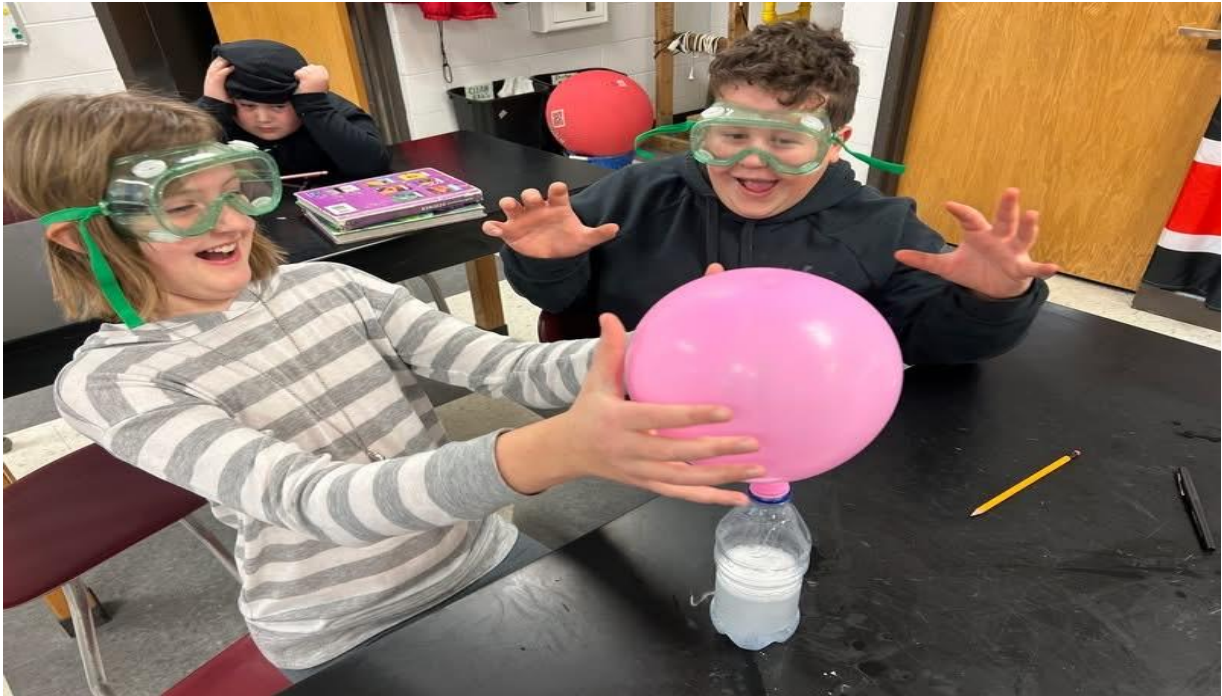
RELATIONSHIP

Home OF THE *Indians*

PREPARED FOR THE
BOARD OF EDUCATION



The middle school experienced another outstanding year filled with meaningful opportunities for student learning and personal growth. Our dedicated staff consistently encouraged students to achieve success both academically and beyond the classroom. Guided by our core values of Growth, Integrity, and Relationships, we remained committed to preparing students with the real-world skills needed for future success. These values continue to shape our approach to teaching and learning in today's evolving educational environment. Throughout the year, students embraced new opportunities and challenges while continuing to meet the high expectations that define our school culture.



- **School of the Wild**

For year four of School of the Wild the middle school condensed the week to include just 6th graders. This experience coincided with how the rest of the state operates this program. This change also allowed for area resources to provide even better experiences for our students. In prior years, finding it hard to give of themselves to 400 week. This change will provide great depth to students participating. We continued to partner of Iowa to put this program on. This week will positive impact for the students and staff.



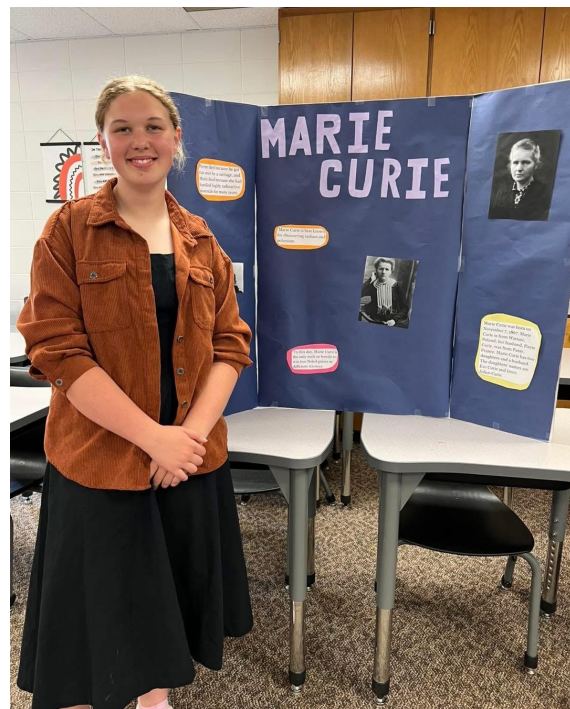
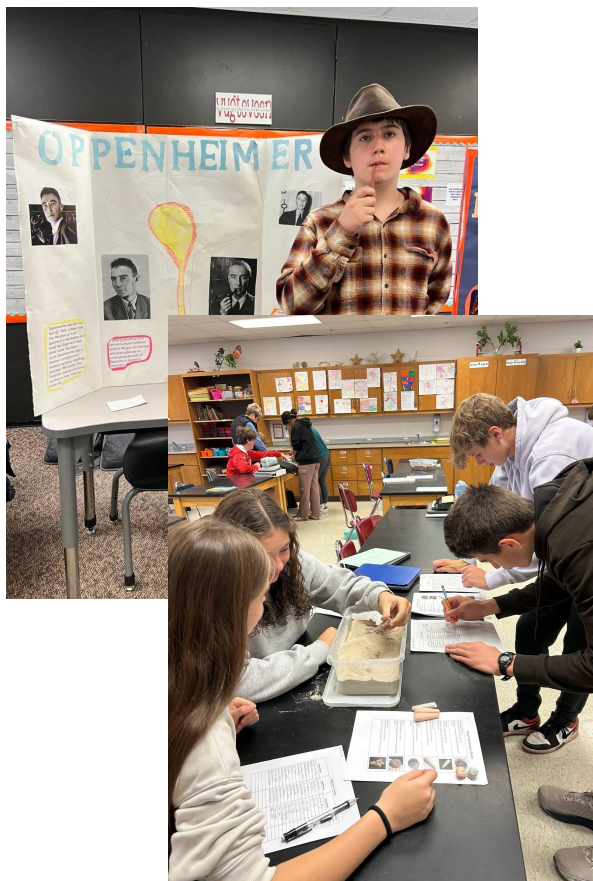
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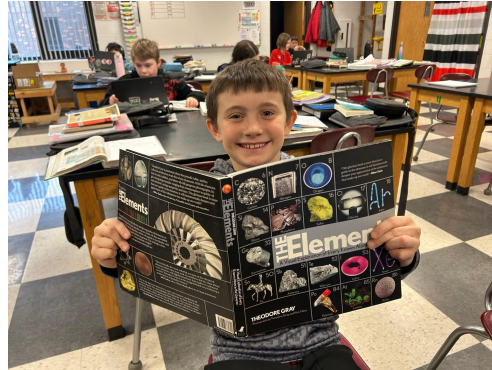
- **Spring Academy**

This spring, the middle school once again provided students with a hands-on, project-based learning experience through Spring Academy. Held during the final week of the school year, the program offers students meaningful opportunities to explore areas of interest and engage in learning experiences they help choose themselves. This student-centered approach promotes engagement, ownership, and real-world application of skills.

As with all of our programs and initiatives, we continually evaluate Spring Academy to ensure it is having a positive impact on student learning and engagement. The end-of-year schedule has proven to be an effective way to maintain high levels of participation while providing a rewarding conclusion to the school year. Both students and staff have responded positively to the experience, and the feedback and outcomes continue to support its value. Based on its success, we anticipate continuing and refining this opportunity in the years ahead.



- **Academics**



Academic growth remained a primary focus throughout the school year. To better meet the needs of all learners, we made strategic adjustments to our schedule that provided additional time for reteaching, intervention, and targeted academic support. These changes allowed staff to respond more effectively to student needs, reinforce essential skills, and ensure students received the support necessary to achieve success.

In addition to strengthening core academic instruction, students were provided with a variety of hands-on and career-connected learning experiences that helped bring classroom learning to life. Eighth-grade students participated in the Career Exploration Fair at Northwest Iowa Community College, where they explored potential career pathways, educational opportunities, and workforce skills. Students also engaged in a valuable learning experience at Lakes Regional Healthcare, gaining firsthand exposure to careers in healthcare and the skills required in those professions. These experiences helped students make meaningful connections between their academic learning and future opportunities while fostering curiosity, engagement, and career awareness.





- **Extracurriculars**

Participation in extracurricular activities continued to grow throughout the school year, with increasing numbers of students

taking advantage of opportunities in athletics, fine arts, clubs, leadership activities, and other school-sponsored programs. This growth reflects the strong culture of involvement that exists within our middle school and the efforts of our staff to create meaningful opportunities for students to connect, contribute, and succeed beyond the classroom.

At the middle school level, we believe extracurricular participation plays a critical role in student development. These experiences help students build confidence, develop leadership and teamwork skills, strengthen relationships with peers and adults, and foster a greater sense of belonging within the school community. For this reason, we remain committed to providing opportunities that are inclusive and accessible to all students. Rather than limiting participation through highly selective processes, we strive to encourage involvement and growth for every student, recognizing that middle school is a time for exploration, skill development, and discovering new interests. By creating opportunities for broad participation, we help students build the foundation for future success both in



school and beyond.





- **Fun times**

At Spirit Lake Middle School, we believe that creating a positive, enjoyable school experience is an essential part of helping students thrive. When students feel connected to their school and the people around them, they are more engaged in learning, more willing to take positive risks, and more likely to develop meaningful relationships with their peers and staff.

Throughout the year, students had opportunities to build school spirit and create lasting memories through a variety of activities and traditions. From the excitement of Homecoming Week and festive Christmas celebrations to Track and Field Day, dress-up days, Bingo, trivia contests, Donut Fridays, and many other special events, students experienced moments that brought joy, connection, and a sense of belonging to our school community. These activities provide opportunities for students to celebrate successes, strengthen relationships, and simply enjoy being part of Spirit Lake Middle School.

While academic achievement remains our primary focus, we recognize that a strong school culture is built through shared experiences and positive connections. By intentionally creating opportunities for fun, engagement, and community, we help foster an environment where students feel valued, supported, and excited to come to school each day. These experiences contribute to the growth of the whole child and help make middle school a memorable and meaningful chapter in our students' lives.



- **Building Goals 2025-26**

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:

Teaching staff in all curriculum areas will align instructional strategies to state and/or national standards.

- Specific emphasis will be placed on on created a common vocabulary across ELA grade levels
 - Great progress was made this year in regards to ELA alignment as well as work to build common vocabulary. This work will continue next year at the middle school as well as across the district. Met/In-progress

- Specific to the middle school will be vertical alignment to elementary and high school curricular areas
 - All curricular areas met during professional development days to work this vertical alignment. Great progress was made and will continue for next year. Met/In-progress
- Utilize AI tools to make an efficient and effective process for staff members.
 - Middle school staff members used many AI tools for lesson creation and unit development. Tools were also used for assessments. Moving forward the district has purchased an AI tool called “Brisk” that will serve staff members well for continued growth in this area. Met

Communication:

- Staff members will be given specific/intentional time (grade level team meeting times, PD, etc.) to communicate with families about growth of students in their classrooms.
 - Data about who communicated, how many families were communicated with, and the nature of the communication will be compiled.
 - During the school year, staff members were provided intentional opportunities during grade-level team meetings, and professional development time to focus specifically on family communication regarding student growth and progress. These structured times helped ensure communication with families was proactive, consistent, and centered on student learning.
 - Staff utilized a variety of communication methods including phone calls, emails, classroom messaging platforms, conferences, and positive recognition contacts. Communication focused on academic growth, behavioral progress, interventions, celebrations of success, and strategies to support students at home.
 - Reviewing this data allowed teams to identify trends, ensure all families were being reached, and reflect on areas where communication practices could improve. Overall, providing intentional time for staff collaboration and outreach increased consistency in family communication and strengthened partnerships between school and home in support of student growth.
 - Met

Attendance Goal:

The middle school will work to improve attendance rates for the 2025-2026 school year using our board approved attendance policy.

Year	Average Daily Attendance Rate (ADA)
2025-2026	94.08
2024-2025	94.37%
2023-2024	93.59%

Achievement Goals:

Spirit Lake middle school will increase the percent of students who score at or above proficiency in ELA, Math, and Science. Data will be collected by cohort models.

ISASP Data	ELA 2025 %proficient	ELA 2026 %proficient	Math 2025 %proficient	Math 2026 %proficient	Science 2025 %proficient	Science 2026 %proficient
Class of 2033 (5th)		71%		82%		77%
Class of 2032 (6th)	71%	91%	79%	90%	62%	
Class of 2031 (7th)	81%	73%	84%	80%		
Class of 2030 (8th)	79%	81%	74%	81%		73%

Proficiency Numbers:***Math***

2020-2021 - 71%

2021-2022 - 86.5%

2022-2023 - 82.3%

2023-2024 - 81%

2024-2025 - 79%
2025-2026 - 83%

Reading

2020-2021 - 78%
2021-2022 - 79%
2022-2023 - 75.6%
2023-2024 - 77%
2024-2025 - 78%
2025-2026 - 79%

Science

2020-2021 - 67%
2021-2022 - 73.5%
2022-2023 - 68.6%
2023-2024 - 74%
2024-2025 - 68%
2025-2026 - 75%

Behavior Data:

School Year	Total Referrals	Physical/Verbal Aggression & Harassment
2006-07	646	52
2007-08	1640	188
2008-09	1323	218
2009-10	1108	149
2010-11	969	139
2011-12	307	50
2012-13	108	32
2013-14	119	23
2014-15	56	11
2015-16	50	12
2016-17	42	8
2017-18	48	8
2018-19	51	7
2019-20	53	5
2020-2021	35	5
2021-2022	57	7
2022-2023	61	8
2023-2024	68	6
2024-2025	80	12
2025-2026	102	21

Behavior referral numbers were up from last year's data. Its difficult to pinpoint the exact reason for these increases. The increases are a concern and can take away from the learning environment of other students. I believe as a staff we need to have refreshers on general

classroom management strategies that are effective and also utilize staff members in house who demonstrate these strategies well. Consistent expectations and accountability for students will be important moving forward.

Attendance:

Seventeen years of attendance data is available for review. The average daily attendance (ADA) percentages are listed below.

Average Daily Attendance:

2007-2008	96.06%
2008-2009	95.92%
2009-2010	95.14%
2010-2011	94.90%
2011-2012	95.12%
2012-2013	95.06%
2013-2014	95.41%
2014-2015	95.04%
2015-2016	95.55%
2016-2017	95.49%
2017-2018	95.62%
2018-2019	94.83%
2019-2020	95.74%
2020-2021	95.85%
2021-2022	92.56%
2022-2023	92.8%
2023-2024	93.51%
2024-2025	94.3%
2025-2026	94.08%

Dropout Data for the Spirit Lake Middle School - Grades 7 and 8

Dropout Data

Grade	#students		#Dropouts		# of IEP's	# of IEP D. O.
	M	F	M	F		
7	37	45	0	0	10	0
8	53	45	0	0	7	0

Demographic Data:**Student Enrollment:**

Grade	Male	Female	Total
5	56	41	97
6	43	55	98
7	37	45	82
8	53	45	98

Total = 375

Student Demographic information:

White - 347, 93%

Black - 4, 1%

Hispanic - 18, 5%

Native American - 0, 0%

Asian - 2, .005%

Multiracial - 13, 3.4%

Special Ed - 41 11%

Talented and Gifted - 31, 8%

Faculty/Staff Demographic Information

Full Time Faculty - 24

Part Time Faculty - 9

Support Staff - 1 ½ Secretaries, 10 Associates, 2 custodians, 4 kitchen staff

Faculty Degrees - Several Staff members have advanced degrees.

BA - 7

BA+ 15 - 5

BA+ 30 - 3

MA - 11

MA+ 15 - 1

MA+ 30 - 5

Percent of faculty responsible for instruction who participated in professional development

This past year we had 100% participation from our faculty in professional development. Every staff member attended professional development throughout the year although some staff members did not attend each day.