

**Naperville 203
School Improvement Plan
2022 - 2023**

Academic (ELA)

Goal: By Spring of 2023, 73% of students will meet or exceed on the ELA section of the Illinois Assessment of Readiness (IAR) assessment.

Rationale for the Goal: When examining the last three years of IAR trend data, our overall ELA scores have seen a slow increase but we are not clear on if we are comparing accurate cohort groups due to the impact of COVID-19 and students taking the assessment. Therefore we want this growth to continue but at an increased rate of improvement. We also examined our NWEA MAP data and found that areas of opportunity included vocabulary and informational text. Through an additional examination of our instructional practices, and taking into account our student EL population, we have determined that both areas can be remedied through focused professional learning around close reading.

Benchmarks for Success: (Not sure what they are looking for here)

- Fall to Winter NWEA MAP Growth: 55% of students will meet their projected growth goal in the area of reading.
- Ongoing PLC+ analysis of Tier 1 Common Formative Assessments.

Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
Analyze, evaluate, and interpret MAP data and refer to the Continuum of Learning to differentiate instruction at the Tier One level.	<ul style="list-style-type: none"> ● The ELA committee will examine RIT bands from MAP and academic vocabulary in reading and generate essential vocabulary at each grade level. ● K-5 teachers will be provided opportunities for vertical articulation to discuss vocabulary instruction. ● Reading Specialists/LSC will create job-embedded professional learning for teachers to support them with differentiation. This will include modeling, co-teaching, speedy PD opportunities, coaching cycles, and PLC inquiry cycles. 	K-5 Classroom Teachers/Reading Specialists/LSC Reading Specialists/LSC	Spring 2023	
Cultivate teachers' understanding of close reading. Learning to include:	<ul style="list-style-type: none"> ● All certified staff will participate in professional learning centered around close reading. 	Outside Consultant	Spring, 2023	

<p>key shifts embodied in CCSS and how they align with close reading, selecting appropriate complex texts, analyzing texts, crafting text dependent questions, talking to the text, using annotations, extracting evidence and engaging students in rigorous conversations about texts.</p>	<ul style="list-style-type: none"> Two grade levels (1 primary and 1 intermediate) will be selected to participate in a specialized inquiry cycle to apply this new learning. 	<p>LSC/Reading Specialists</p>	<p>Spring, 2023</p>	
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Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity:

- Teachers will continue to use MAP data to inform the implementation of the Essential Standards during PLC in order to meet the needs of all students.
- NWEA MAP Growth and Fluency data will be used to form flexible groups through the MTSS model and determine students who are in need of T2/T3 intervention support.
- This supports our EL students who are receiving EL services.
- Leverage the PLC model and collaboration to support students with targeted instruction and participation in required supports

Academic (MATH)

Goal: By Spring of 2023, 72% of students will meet or exceed on the MATH section of the Illinois Assessment of Readiness (IAR) assessment.

Rationale for the Goal:

When examining the last three years of IAR trend data, our overall Math scores have seen a slow increase but we are not clear on if we are comparing accurate cohort groups due to the impact of COVID-19 and students taking the assessment. Therefore we want this growth to continue but at an increased rate of improvement. We also examined our NWEA MAP data and found that a high percentage of our student population is average or above average. From an additional examination of instructional practices and taking into account our EL student population and our high achieving students, we determined that this area can be remedied through explicit tiered vocabulary instruction.

Benchmarks for Success:

- Fall to Winter NWEA MAP Growth: 55% of students will meet their projected growth goal in the area of math.
- Fall to Winter iReady Diagnostic Growth: % increase in students within Tier 1 overall placement.
- Ongoing PLC+ analysis of Tier 1 Common Formative Assessments.

Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
<p>Analyze, evaluate, and interpret MAP data and refer to the Continuum of Learning</p>	<ul style="list-style-type: none"> Math Specialist/LSC will create job-embedded professional learning for teachers to support them with differentiation. This will include 	<p>K-5 Classroom Teachers/Math Specialist/LSC/LBS/Psych</p>	<p>Spring 2023</p>	

<p>to differentiate instruction at the Tier One level.</p>	<p>modeling, co-teaching, speedy PD opportunities, coaching cycles, and PLC inquiry cycles.</p> <ul style="list-style-type: none"> ● Students identified as falling below targets will continue to be provided research-based math intervention. Students will be progress monitored bi-monthly. ● Students identified as performing at or above grade level will be provided with enrichment opportunities to extend their knowledge. ● School staff will utilize math running records to identify strategies to increase fluency and number sense. ● Teachers will use various math assessments to identify stages of strategic thinking and math skills to inform instruction. ● K-5 teachers will be provided opportunities for vertical articulation to discuss math instruction. 			
<p>Staff will implement common academic vocabulary across grade levels.</p>	<ul style="list-style-type: none"> ● The Math committee will examine RIT bands from MAP and academic vocabulary in math and generate essential vocabulary at each grade level. 	<p>K-5 Classroom teachers</p>	<p>Spring 2023</p>	
<p>Cultivate staff understanding of best practices and major components of a strong instructional math block.</p>	<ul style="list-style-type: none"> ● Certified staff will participate in professional learning centered around best practice math instruction through coaching cycles, PLC inquiry cycles and speedy PD opportunities. 	<p>LSC and Math Specialist</p>	<p>Spring, 2023</p>	
<p>Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity:</p> <ul style="list-style-type: none"> ■ Leverage the PLC model and collaboration to support students with targeted instruction and participation in required supports ■ Implement high-quality tier 2 targeted instruction aligned to the essential standards for ELA, math, and SEL 				

SEL/BELONGING

Goal: *By the Spring, 2023, 70% of our third, fourth, and fifth grade students will favorably rate our school climate based on the Panorama survey results.*

Rationale for the Goal:

Over the past year, our school climate favorability rate has declined from 65% to 62% as well as being below the district and national average. There was a consistent deficit in students' perception that school rules were fair or unfair. As new administration has taken the reins of leadership at Ranch View, an observation has been that there is a lack of consistent expectations throughout the building including bathrooms, hallways, recess, lunch, and classrooms.

Benchmarks for Success:

- 66% of Ranch View 3rd-5th grade students will report favorable school climate on the Panorama Survey, November 2022.
- Implement and analyze a mid-year student survey, K-2 & 3-5 respectively, that measures school climate, February, 2023.

Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
Strategically develop and implement a system to explicitly teach and reinforce building-wide expectations.	<ul style="list-style-type: none"> ● BLT will create and then share with the broader staff a Building Wide Matrix of expectations in different locations in the building (eg. lunch, recess, bathrooms, hallways, etc.) ● BLT/Admin will develop lesson plans to explicitly teach the expected behaviors to our students. ● K-5 staff will explicitly teach and reteach and then positively reinforce these building wide expectations. ● BLT/Admin will roll out a positive incentive system for K-5 students. ● BLT/SW/SCHOOL PSYCH will examine major and minor behaviors and determine what to do if these behaviors are being exhibited. This will include direct T2 support. ● Lunch/Recess Supervisors will be trained to support the implementation of these expectations. 	Admin/BLT/Teaching Staff/SW/Psychologist	Spring 2023	
Cultivate a deeper understanding of behavior from a humanistic perspective.	<ul style="list-style-type: none"> ● District-led professional learning opportunities will be provided during staff meetings. ● Instructional Support Team (IST) will explore topics related to humanistic behavior on a monthly basis during team time. 		January and February, 2023 Monthly, December 2022-May, 2023	

Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity:

- Leverage strategies for establishing and maintaining a strong sense of belonging for every student
- Implement strategies to build and reinforce classroom routines and expectations to ensure all students have successful transitions to educators, peers and learning environments.
- Implement high-quality tier 2 targeted instruction aligned to the essential standards for SEL.
- Setting high expectations for all students through explicit instruction.