

## Naperville 203 School Improvement Summary and Plan

### RANCH VIEW

#### SIP Summary of Progress SY24

Academic
<p><b>SY24 Benchmark Goals for Math &amp; ELA:</b></p> <p>By Spring of 2024, 55% of students will meet their literacy growth target on NWEA MAP. 35% of students with IEPs will meet their literacy growth target.</p> <p>By Spring of 2024, 56% of students will meet their math growth target on NWEA MAP. 40% of students with IEPs will meet their literacy growth target.</p>
<p><b>Summary of Progress toward Literacy benchmarks and actions:</b> 55% of our students met their literacy growth target, therefore we met the benchmark. Our focus on continuing professional learning related to Serravallo's reading strategies and a focus on high-impact teaching strategies connected to teacher clarity have contributed to this growth. We fell short of meeting the benchmark for our students with IEPs, as 33% of our IEP students met their growth target (35% was the benchmark), which reflected a difference of two students. In the fall and winter, our team held MTSS meetings and thoughtfully reviewed the progress of students receiving intervention support; however, we did not take as much time to review the data for our IEP students.</p>
<p><b>Summary of Progress toward Math benchmarks and actions:</b> 65% of our students met their math growth target which well-exceeded our goal of 55%. We also exceeded our benchmark for our students with IEPs with 44% of those students meeting their growth target. We attributed the positive growth in math to grade level teachers more strictly abiding by the math curriculum maps as well as integrating the key components of a math block which was based on professional learning that our math specialist and LSC provided three times during the 23-24 school year. We also believe that our work on teacher clarity supported this growth as well.</p>
<p><b>Accomplishments and areas of opportunities:</b></p> <p><b>LITERACY:</b> We believe that our continued focus on incorporating Jennifer Serravallo's reading strategies through professional learning positively impacted our results. One of our greatest accomplishments was the growth our EL students showed on NWEA MAP growth. In four out of six grade levels, our EL students met their NWEA MAP growth target at 55% or higher, with three of the four grade levels surpassing the schoolwide target by an outstanding ten percentage points or more.</p> <p>Based on the results of NWEA MAP, we have identified reading engagement (motivation to read, strategic in one's approaches to comprehending what is read, knowledge of constructing meaning from text, socially interactive while reading, etc.) as an area of opportunity for students and</p>

staff. We will be focusing on strengthening our staff's understanding of cognitive engagement in ELA by incorporating professional learning through book studies, PLC+ cycles, and teacher-led learning opportunities during staff meeting time and institute days. We will then apply this new knowledge in lesson development and inquiry cycles. We will also be focusing on piloting new ELA curricula in 1st and 5th grade. These two grades have historically seen less growth on NWEA MAP literacy so we will be focusing on implementation with fidelity, engagement, and coaching support from our LSC and reading specialist. For our students with IEPs, we will be focusing on incorporating individual data review meetings to more closely examine their progress on NWEA MAP as well as their individual progress monitoring with a focus on literacy.

**MATH:** We believe that our professional learning on the core components of math helped support our growth and exceed our benchmark. We again were proud of the growth that our EL students made on NWEA MAP Math growth: four out of six grade levels met their growth target at 56% or higher, with three of the four grade levels surpassing the schoolwide target by twenty percentage points or more. We also are proud of the growth that our IEP students made in the area of math. In four out of six grade levels, our IEP cohort met or exceeded their NWEA growth target of 40% or higher - with students from three grade levels surpassing even the schoolwide target by five percentage points or more.

Based on the results of NWEA MAP Math, we will be focusing on strengthening our staff's understanding of cognitive engagement in math by incorporating professional learning through book studies, PLC+ cycles, and teacher-led learning opportunities during staff meeting time and institute days. We will then apply this new knowledge in lesson development and inquiry cycles.

### SEL/Sense of Belonging

#### **SY24 Goal:**

By the Spring of 2024, 65% of our third, fourth, and fifth-grade students will favorably report a sense of belonging based on the Panorama survey results.

**Summary of Progress toward SEL benchmarks and actions:** 60% of our 3rd, 4th, and 5th grade students reported a favorable sense of belonging based on Panorama results. 95% of our K-2 students reported a favorable sense of belonging based on an internal CASEL-based survey. All students participated in our One Book-One School initiative, where monthly SEL themes of "Be You," "Be Inclusive," "Be Empathetic," "Be Kind," "Be Mindful," and "You Belong" were heavily supporting the school-wide sense of belonging SEL goal, along with monthly assemblies held to recognize students and groups who represented the core components of belongingness.

**Accomplishments and areas of opportunities:** We were pleased to see that many aspects of students' sense of belonging improved throughout the 23-24 school year. Students' sense of safety and security improved by seven percentage points during the school year. Closely related, ratings were nine percentage points higher at the conclusion of the school with regards to students feeling they can be supported by an adult if/when they were being harmed or bullied by another student. The greatest accomplishment revealed through survey data was students' perceptions of their teacher's interest in knowing how they were doing, where results were approximately eleven percentage points higher in the Spring than in the Fall of the 23-24 school year.

As we continue our work in the area of SEL, we will strive to improve our students' overall Sense of Belonging, which remains consistently in the 60% favorability range without steady growth. Part of this work will include staff focusing on two of Ranch View's five essential behavior

standards, *Respectful* and *Inclusive*, which are aimed at helping students and staff build awareness of the value that each individual holds within the Ranch View community and how we should be treating others.

Our staff will also continue to build their capacity concerning their Sense of Belonging and that of students through their participation in, and support from, two new committees at Ranch View: Behavior Leadership Team and Culture Committee. The work of the former committee is centered on establishing building-wide behavior standards, ensuring solid implementation of the core SEL curriculum, and routinely analyzing building-wide data to recognize students for demonstrating expected behavior and to reduce problematic behavior. The work of the latter committee is to solicit feedback from staff on a variety of morale-related topics, including staff members' sense of belonging, and to generate ideas for strengthening staff morale. Through the work of both committees, our goal remains to increase students' sense of belonging at Ranch View.

## School Improvement Plan 2023 - 2026

### Academic Targets

#### Common Instructional School Improvement Targets:

- Plan instruction utilizing equitable access, representation, meaningful participation, and high outcomes for all student learning.
- Increase teacher clarity and articulated learning intentions and success criteria.
- Design targeted differentiated instruction in order to increase student engagement and interconnectedness in learning.

#### Building Specific: Rationale for the Instructional Targets:

- Current IAR literacy achievement data indicate approximately 71% of students were proficient on the 2024 IAR Assessment.
  - Subgroup: Current IAR literacy achievement data indicates approximately 14 % of students with IEPs were proficient on the 2024 IAR Assessment
- Current IAR math achievement data indicate approximately 64% of students were proficient on the 2024 IAR Assessment.
  - Subgroup: Current IAR math achievement data indicates approximately 36% of students with IEPs were proficient on the 2024 IAR Assessment
- Current MAP data indicate 55% of students are meeting their Spring growth target in literacy.
  - Subgroup: Current MAP data indicate 33% of our students with IEPs are meeting their Spring growth target in literacy.
- Current MAP data indicates 65% of students met their Spring growth target in math.
  - Subgroup: Current MAP data indicate 44% of students with IEPs met their Spring growth target in math.

### Literacy Benchmarks

**Literacy 3-Year Assessment Goal:** By the spring of 2026, 73% of students will meet or exceed expected achievement on the ELA section of the IAR assessment.

#### Literacy Benchmarks for Success:

- 2024-2025

<ul style="list-style-type: none"> <li>○ 58% of students will meet their literacy growth target on NWEA MAP</li> <li>○ 37 % of students with IEPs will meet their literacy growth target on NWEA MAP.</li> <li>○ 80% will consistently score a secure on classroom and benchmark assessments</li> <li>● <b>2025-2026</b> <ul style="list-style-type: none"> <li>○ 61% of students will meet their literacy growth target on NWEA MAP</li> <li>○ 40 % of students with IEPs will meet their literacy growth target on NWEA MAP.</li> <li>○ 80% will consistently score a secure on classroom and benchmark assessments</li> </ul> </li> </ul>
<b>Math Benchmarks</b>
<b>Math 3-year Assessment Goal:</b> By the spring of 2026, 70% of students will meet or exceed expected achievement on the mathematics section of the IAR assessment.
<b>Math Benchmarks for Success:</b> <ul style="list-style-type: none"> <li>● <b>2024-2025</b> <ul style="list-style-type: none"> <li>○ 68% of students will meet their math growth target on NWEA MAP</li> <li>○ 48 % of students with IEPs will meet their math growth target on NWEA MAP.</li> <li>○ 80% will consistently score a secure on classroom and benchmark assessments</li> </ul> </li> <li>● <b>2025-2026</b> <ul style="list-style-type: none"> <li>○ 71% of students will meet their math growth target on NWEA MAP</li> <li>○ 52% of students with IEPs will meet their math growth target on NWEA MAP.</li> <li>○ 80% will consistently score a secure on classroom and benchmark assessments</li> </ul> </li> </ul>
<b>District Alignment</b>
<b>Alignment to Ongoing Strategic Plan Commitments:</b> <i>The school improvement goals are related to designing and implementing effective practices that enhance academic and social emotional learning for all students. These goals foster an equitable and high-performing culture focused on student learning, well-being, and engagement.</i>
<b>Alignment to MTSS, SEL, and/or Equity:</b> <i>Student engagement, growth, and interconnectedness in learning will be enhanced by leveraging equitable access for all, teacher clarity, articulated success criteria, and differentiated instruction.</i>  <i>Increasing student belonging and social-emotional well-being is integral to MTSS, equity, and SEL initiatives. By focusing on students' emotional needs and creating inclusive learning environments, schools can better support all students' academic success and foster a positive and nurturing school culture.</i>

<b>SEL/Sense of Belonging Targets (Internal and BOE)</b>
<b>Common Instructional School Improvement Targets:</b>

Create a school climate that proactively and equitably supports all students and their social-emotional well-being to increase student belonging and achievement.

**Rationale for the Instructional Targets:**

- 61% of Grade 3-5 students reported a favorable sense of belonging as measured by the Spring 2023 Panorama Survey.
- 88% of K-1 students reported a favorable sense of belonging as measured by an internal CASEL based survey.

**SEL/Sense of Belonging Benchmark**

**SEL 3-Year Assessment Goal:** By the spring of 2026, 68% of students will report a favorable sense of belonging as measured by the Panorama Survey.

**SEL Benchmarks for Success:**

- **2024-2025**
  - 64 % of students will report a favorable sense of belonging as measured by the Panorama Survey.
  - 92% of K-1 students reported a favorable sense of belonging as measured by an internal CASEL-based survey.
- **2025-2026**
  - 68% of students will report a favorable sense of belonging as measured by the Panorama Survey.
  - 94% of K-1 students reported a favorable sense of belonging as measured by an internal CASEL-based survey.

**District Alignment**

**Alignment to Ongoing Strategic Plan Commitments:**

*The school improvement goals are related to designing and implementing effective practices that enhance academic and social-emotional learning for all students. These goals foster an equitable and high performing culture focused on student learning, well-being, and engagement.*

**Alignment to MTSS, SEL, and/or Equity:**

*Student engagement, growth, and interconnectedness in learning will be enhanced by leveraging equitable access for all, teacher clarity, articulated success criteria, and differentiated instruction.*

*Increasing student belonging and social-emotional well-being is integral to MTSS, equity, and SEL initiatives. By focusing on students' emotional needs and creating inclusive learning environments, schools can better support all students' academic success and foster a positive and nurturing school culture.*