

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

Academic - ELA				
Goal - By the spring of 2023, 65% of students will meet or exceed on the ELA section of the Illinois Assessment of Readiness (IAR) assessment. 68% of students will meet their growth goal according to the Summative Designation as assigned by ISBE.				
Rationale for the Goal: The achievement and growth percentages represent an increase in achievement and growth from the previous year.				
Benchmarks for Success: NWEA MAP will be used to indicate progress towards the goal.				
Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
<ul style="list-style-type: none"> Staff will plan and implement best practice instructional strategies in the area of ELA Staff will engage in PLC+ model to review ELA standards, analyze data, and respond with effective whole group and small group instruction Staff will participate in data reviews with all stakeholders to ensure all students 	<ul style="list-style-type: none"> Ensure embedded, explicit, and relevant vocabulary and word study instruction Utilize formative and summative data to ensure instruction is targeted to specific student needs Utilize Jennifer Serravallo's <u>Writing Strategies Book</u> to continue previous professional learning with this group to include embedded word study instruction within the writer's workshop. Analyze various data points within the PLC+ and data review models <ul style="list-style-type: none"> Running records NWEA Growth NWEA Fluency (1st and 2nd) Common formative assessments 	SIT, classroom teachers, LSC, PLC+ activators	May 2023	

<p>are being instructed in accordance to the MTSS model as outlined by the D203 MTSS philosophy</p>	<ul style="list-style-type: none"> ● Engage in professional learning related to ELA best practice instruction to include: <ul style="list-style-type: none"> ○ Tim Shanahan (K-3) on foundational reading and complex text ○ Yates/Birkin (K-2) on the 6th shifts in reading instruction ○ Serravallo (3-5) on complex texts ○ Serravallo (K-5) on embedding word study into the writing workshop ○ In-house PL (K-5) on the science of reading and foundational skills and the connection to the use of decodable texts ● Collaborate in coaching cycles with learning support coach to support data analysis, planning, and implementation of best practice ELA instruction ● Learning support coach provide professional learning on the PLC+ model for grade level PLC activators to ensure the model is being implementing with integrity 			
<p>Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity: This goal supports an emphasis on tiered instruction and data reviews to ensure each student receives appropriate instruction based on her/his unique strengths and needs.</p>				

Academic - Math

Goal: By spring of 2023, 60% of students will meet or exceed on the Mathematics section of the Illinois Assessment of Readiness (IAR) assessment. 65% of students will meet their growth goal according to the Summative Designation as assigned by ISBE.

Rationale for the Goal: The achievement and growth percentages represent an increase in achievement and growth from the previous year.

Benchmarks for Success: NWEA MAP will be used to indicate progress towards the goal.

Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
<ul style="list-style-type: none"> Staff will build a culture of mathematicians with a focus on the standards for mathematical practice. Staff will increase exposure and student competence with relevant, complex math problem solving opportunities. Staff will revisit all components of the Ready resource, the curriculum map, and various components of the math block to ensure the resource is being utilized with fidelity or supplemented with 	<ul style="list-style-type: none"> Provide professional learning on the mathematical practice standards to include how these are currently reflected in the math resource. Explore ways to highlight and increase opportunities for practice standard integration. Make math practice standards more “visible” for students and embed additional opportunities within the math instructional block to utilize math practice standards. Create building-wide problem solving strategies that students might use when solving complex story problems. Include Depth of Knowledge conversations into PLCs to ensure students are being exposed to complex problem solving opportunities. Provide professional learning on how to create math problem solving opportunities that are more relevant and engaging than what might be readily available in the math resource. Create a system for grade level teams to self-audit use of the resource and current practices for supplementing the resource. 	SIT, classroom teachers, LSC, PLC+ activators	May 2023	

high quality, rigorous materials/resources	<ul style="list-style-type: none"> Provide professional learning on how components of the resource can be better utilized to enhance student learning. 			
Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity: This goal supports an emphasis on tiered instruction and data reviews to ensure each student receives appropriate instruction based on her/his unique strengths and needs.				

Student Belonging				
Goal: Create a climate and culture that ensures all people consistently feel valued, respected, included, safe, and contributing members to all school environments. By Fall 2023, 73% of students identifying as African American will feel they belong at this school.				
Rationale for the Goal: According to the Fall Panorama Survey Data, 64% of African American students felt like they belonged at this school. Students identifying as African American was the only subgroup at Scott School below the district average in this area.				
Benchmarks for Success: Panorama Data from Spring 2023 will be used to indicate progress towards the goal.				
Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
<ul style="list-style-type: none"> Proactively ensure emotional and physical safety by establishing an equity based, trauma informed school wide culture. Foster positive and meaningful relationships with students and families across race and cultural groups. 	<ul style="list-style-type: none"> Provide professional learning on conflict resolution strategies to facilitate restoration between peers as well as between staff and students. Integrate restorative practices in our approach to behavior and crisis response. Incorporate a “Humanistic” approach to student behavior subsequent to associated professional learning. Consider how a humanistic approach to behavior must inform our proactive practices as well as provide focus for meetings associated with behavioral problem solving. Reform the school’s “Deep Equity Team” with 	SIT, Deep Equity Team, Administration	May 2023	

	<p>a focus on exploring ways to foster meaningful relationships with students and families across race and cultural groups.</p> <ul style="list-style-type: none">● Utilize the Deep Equity Team to facilitate progress checks towards indicators in the district’s Comprehensive Equity Plan.● Reignite the Scott School SUCCESS program by engaging potential community leaders for the program.● Utilize the “Playbook” associated with Panorama to support an increased sense of belonging with identified groups for intervention.● Establish a system for meeting with students of identified target groups to collaborate on ways to improve relationships across race and cultural groups.			
<p>Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity: This goal includes descriptors from the Comprehensive Equity Plan, Pillar 1 - Systemic Transformation of Culture.</p>				