

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

Academic				
<b>Goal:</b> By the Spring of 2023, 60% of students will meet their growth projection on NWEA MAP Math Growth Assessment.				
<b>Rationale for the Goal:</b> We believe 60% of our students meeting their growth projection on NWEA MAP Math Growth Assessment is an ambitious goal for our student growth projection. During the 2021-2022 school year, 53.6% of students met their Math MAP growth projection. We feel 60% of our students meeting their growth projection is achievable as a result of our commitment to our professional learning action steps in addition to the development of our building-wide math belief statement. Our dedication to learning, collaborating, and implementing best practice strategies to support mathematics student growth will be the foundation of our success in meeting this goal.				
<b>Benchmarks for Success:</b> By the Winter of 2023, 57% of students will be on track to meet their growth projection on NWEA MAP Math Growth Assessment.				
Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
Math Beliefs	<b>Beliefs Statement:</b> We will craft a mathematics beliefs statement that reflects best practices that aligns with our math instructional shifts within our building and across the larger mathematical community by: <ul style="list-style-type: none"> <li>- Analyzing where Steeple Run math has been.</li> <li>- Solidifying current math beliefs in Steeple Run.</li> <li>- Sharing statement with the greater staff and community.</li> <li>- Staff will mindfully implement beliefs within their math instruction.</li> </ul>	SIT math micro-team		
Math Equity	<b>Professional Development:</b> We will have a series of professional development on high-impact equity-focused instructional strategies aligned to research presented in various formats (math website, Math Lunch Power Hour and hangable newsletter) targeting: <ul style="list-style-type: none"> <li>- <b>Academic Language and Vocabulary:</b> Teachers will develop students' mastery of academic</li> </ul>			

	<p>language and vocabulary as it pertains to their grade level (curriculum maps) in order to promote student's inclusion and knowledge.</p> <ul style="list-style-type: none"> <li>- <b>Graphic Organizers:</b> Teachers will utilize graphic organizers for problem situations for students to demonstrate proficiency in a variety of ways.</li> <li>- <b>Sentence starters:</b> Teachers will develop and utilize sentence starters in number talks to establish and maintain a strong sense of belonging.</li> <li>- <b>Manipulatives:</b> Teachers will utilize manipulatives to promote student engagement and accelerate learning for all.</li> <li>- <b>Access points:</b> Teachers will implement activities that provide access points for all students to ensure all students are included and are held to high outcomes.</li> <li>- <b>Positioning Individual Students as Competent:</b> Teachers will guide students to see themselves as capable by praising and validating thinking, honoring mistakes, empowering students as learners.</li> </ul> <p><b>Staff implementation of the professional learning:</b> Staff will be responsible for the implementation of monthly equity-focused strategies through:</p> <ul style="list-style-type: none"> <li>- Continued discussion during PLC on implementation of strategy.</li> <li>- Implementation of strategy in their classroom and small group setting.</li> <li>- Monthly reflections during collaborative meetings on the impact equity strategy on student learning.</li> </ul>			
Data-driven Instruction	<p><b>PLC:</b> Professional Learning Communities will collect and analyze common formative and summative assessments to <b>inform</b> whole group instruction, small group instruction, and math structures.</p>			

	<p><b>MTSS:</b> Implement each of the <a href="#">4 components of MTSS</a> (Curriculum and Instruction, balanced assessment, collective responsibility, and evidence-based support)</p> <ul style="list-style-type: none"> <li>- <b>Tier 1 Instruction:</b> Implement district curriculum and high-impact instructional strategies aligned to research, including partner practice, meaningful discourse, and teacher and student modeling.</li> <li>- <b>Tier 2 Small Groups:</b> Implement high-quality tier 2 targeted intervention and extension small group instruction aligned to the essential standards.</li> <li>- <b>Tier 3 Instruction:</b> Implement high-quality tier 3 targeted intervention and extension small group instruction aligned to the essential standards.</li> </ul>			
<p><b>Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity:</b> Through the action steps and tasks of math equity and data-driven instruction, we have woven in the EC-5 District professional learning outcomes for Equity, MTSS, and SEL.</p>				

ELA				
<p><b>Goal:</b> By the Spring of 2023, 62% of students will meet their growth projection on NWEA MAP Reading Growth Assessment.</p>				
<p><b>Rationale for the Goal:</b> We believe 62% of our students meeting their growth projection on NWEA MAP Reading Growth Assessment is an ambitious goal for our student growth projection. During the 2021-2022 school year, 57.9% of students met their Reading MAP growth projection. We feel 62% of our students meeting their growth projection is achievable as a result of our commitment to our professional learning action steps in addition to the development of our building-wide English Language Arts belief statement. Our dedication to learning, collaborating, and implementing best practice strategies to support reading student growth will be the foundation of our success in meeting this goal.</p>				
<p><b>Benchmarks for Success:</b> By the Winter of 2023, 60% of students will be on track to meet their growth projection on NWEA MAP Reading Growth Assessment.</p>				
Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
ELA Beliefs	<p><b>ELA Belief Statement:</b> We will craft an ELA beliefs statement that reflects best practices that align with our ELA instructional shifts within our building and across the larger community by:</p> <ul style="list-style-type: none"> <li>- Analyzing where Steeple Run ELA has been.</li> </ul>			

	<ul style="list-style-type: none"> <li>- Solidifying current ELA beliefs in Steeple Run.</li> <li>- Sharing statements with the greater staff and community.</li> <li>- Staff will mindfully implement beliefs within their ELA instruction.</li> </ul>			
ELA Equity	<p><b>Professional Development:</b> We will have a series of professional development on high-impact equity-focused instructional strategies aligned to research presented in various formats (ELA Lunch Power Hour, PLCs, Faculty meetings, and hangable newsletter) targeting:</p> <ul style="list-style-type: none"> <li>- <b>Academic Language and Vocabulary:</b> Teachers will focus on academic language and vocabulary as it pertains to their grade level (curriculum maps) in order to promote students' increased use of academic language and vocabulary in the areas of speaking and writing to demonstrate their understanding of key concepts.</li> <li>- <b>Scaffolds:</b> Teachers will create and support students to utilize a variety of tools to support reading comprehension, help organize their thoughts for a task, and allow all students to access challenging texts. <ul style="list-style-type: none"> <li>- <b>Graphic Organizer:</b> Teachers will utilize graphic organizers to support students reading comprehension in their completion of a related task.</li> <li>- <b>Sentence starters:</b> Teachers will develop and utilize sentence starters in a variety of lessons to provide scaffolding when needed.</li> <li>- <b>Visuals:</b> Teachers will utilize visuals to promote student engagement, accelerate learning for all and ensure comprehension of key concepts.</li> </ul> </li> </ul>			
Data-Driven Instruction	<b>PLC:</b> Professional Learning Communities will collect and analyze data utilizing common formative and			

	<p>summative assessments to inform whole group instruction, small group instruction, and ELA structures.</p> <p><b>MTSS:</b> Implement each of the <a href="#">4 components of MTSS</a> (Curriculum and Instruction, balanced assessment, collective responsibility, and evidence-based support)</p> <ul style="list-style-type: none"> <li>- <b>Tier 1 Instruction:</b> Implement district curriculum and high-impact instructional strategies aligned to the essential standards based on data that is regularly collected and analyzed.</li> <li>- <b>Tier 2 Small Groups:</b> Implement high-quality tier 2 targeted intervention and extension small group instruction aligned to the essential standards based on data that is regularly collected and analyzed.</li> <li>- <b>Tier 3 Instruction:</b> Implement high-quality tier 3 targeted intervention and extension small group instruction aligned to the essential standards based on data that is regularly collected and analyzed.</li> <li>- *Stakeholders monitor overall student performance trends every 6-8 weeks and adjust student intervention(s) based on data.</li> </ul>			
<p><b>Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity:</b> Through the action steps and tasks of ELA equity and data-driven instruction, we have woven in the EC-5 District professional learning outcomes for Equity, MTSS, and SEL.</p>				

SEL/ Belonging
<p><b>Goal:</b> By the Spring of 2023, 71% of students will report feelings of safety and belonging at school on the Panorama survey.</p>
<p><b>Rationale for the Goal:</b> Currently, 67% of students respond favorably to questions of school safety at Steeple Run. This is 4% below the district average and 8% less than the fall of 2021. We feel that our goal 71% of students reporting feeling safe at school is an ambitious goal as it would be comparable to the district average. Given students' relative level of concern compared to other measured areas, school safety is one of our primary focus areas. We want students to come to school and feel safe.</p>
<p><b>Benchmarks for Success:</b> In addition to analyzing 2022 fall data, teachers will survey students regularly on their perceptions of safety and belonging.</p>

Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
SEL Beliefs	<p><b>SEL Belief Statement:</b> We will craft an SEL beliefs statement that reflects best practices that align with our SEL instructional shifts within our building and across the larger community by:</p> <ul style="list-style-type: none"> <li>- Analyzing where Steeple Run SEL has been.</li> <li>- Solidifying current SEL beliefs in Steeple Run.</li> <li>- Sharing statements with the greater staff and community.</li> <li>- Staff will mindfully implement beliefs within their SEL instruction.</li> </ul>			
SEL Equity	<p><b>Professional Learning:</b> We will have a series of school-wide focuses on targeted concepts utilizing SEL standards/CASEL Framework targeting:</p> <ul style="list-style-type: none"> <li>- <b>Class meetings:</b> Class meetings will target what safe and belonging may look like and feel like to each student.</li> <li>- <b>Student Voice:</b> Teachers will partner with support staff to provide pre/post-survey questions to gather thoughts and feelings on safety &amp; belonging.</li> <li>- <b>Family Connection:</b> Teachers and staff will continue to build connections with families to help develop community and a sense of belonging and increase family engagement.</li> <li>- <b>Culturally Responsive Instructional Strategies:</b> Teachers and staff will re-engage with learning from Dr. Rachael Mahmood relating to safety and belonging.</li> </ul> <p><b>Staff Implementation of Professional Learning:</b> Staff will be responsible for implementing the series of equity-focused strategies through:</p> <ul style="list-style-type: none"> <li>- Continued discussion during PLC on the implementation of the chosen strategy.</li> <li>- Implementation of strategy in grade-level classrooms and small group settings.</li> </ul>			

	<ul style="list-style-type: none"> <li>- Monthly reflections during collaborative meetings on the impact SEL equity strategy.</li> <li>- Using the results of the family culture survey and the safety and belonging survey to inform instruction, text choice, and participation style to increase students' sense of safety and belonging.</li> <li>- Review past culturally responsive instructional strategies presented by Dr. Rachael Mahmood and others.</li> </ul>			
Data-Driven Instruction	<p><b>PLC:</b> Professional Learning Communities and building leadership will utilize data from regular surveys measuring students' and staff's feelings on safety and belonging to inform school-wide behavior intervention systems, classroom meetings, and culturally responsive practices.</p> <p><b>MTSS:</b> Staff will utilize the SEL Lagging Skills Document to support students within all tiers of MTSS.</p> <ul style="list-style-type: none"> <li>- <b>Tier 1:</b> Implement district SEL curriculum and culturally responsive instructional strategies aligned to the CASEL framework and use data that is regularly collected and analyzed.</li> <li>- <b>Tier 2:</b> Implement high-quality tier 2 targeted intervention and extension for individuals and small groups, aligned to the identified skills, based on data that is regularly collected and analyzed.</li> <li>- <b>Tier 3:</b> Implement high-quality tier 3 targeted intervention and extension for individuals and small groups, as determined by individualized needs.</li> </ul>			
<p><b>Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity:</b>  Through the action steps and tasks of SEL equity and data-driven instruction, we have woven in the EC-5 District professional learning outcomes for Equity, MTSS, and SEL.</p>				