

## Naperville 203 School Improvement Summary and Plan

### School

### SIP Summary of Progress SY23

Academic
<p><b>SY23 Goal(s):</b> By the spring of 2023, 55% of students will achieve or exceed expected growth on the Reading section of the NWEA MAP assessment. By the spring of 2023, 60% of students will achieve expected growth or exceed on the Math section of the NWEA MAP assessment.</p>
<p><b>Summary of progress towards Reading goal and accomplishments:</b> 48% of Washington students met their expected growth targets in reading, falling 7% short of meeting the goal. There were several areas worth noting. Our focus on providing a multi-tiered system of support for our sub groups have shown improvement. In addition, we implemented department and grade level data digs following the Winter MAP Assessment to determine areas of improvement and identify specific subgroups for support. As a result, our Hispanic students showed improved growth up from 45% in 2022 to 62% in 2023. This subgroup surpassed school-wide growth in math by 14%. Our Black students showed improved growth up from 30% in 2022 to 31% in 2023.</p>
<p><b>Summary of progress towards Math goal and accomplishments:</b> 55% of Washington students met their expected growth targets in math, falling 5% short of meeting the goal. There were several areas worth noting. As mentioned above, our focus on improving our M.T.S.S. process coupled with a deliberate approach to mining data has yielded marked improvement for our identified subgroups. As a result, our Economic Disadvantaged students showed improved growth up from 46% in 2022 to 63% in 2023. This subgroup surpassed school-wide growth in math by 8%. Our Black students showed improved growth up from 26% in 2022 to 50% in 2023.</p>
SEL/Sense of Belonging
<p><b>SY23 Goal(s):</b> We will continue to incorporate social emotional learning across all disciplines within the building.</p>
<p><b>Summary of progress towards SEL goal and accomplishments:</b> We have successfully incorporated SEL across all disciplines through embedded lessons, PAWS character education, student clubs, and the implementation of restorative practices. The Panorama survey demonstrated 5% growth within Sense of Belonging and 8% growth in Rigorous Expectations by students over a two year period. The number of disciplinary referrals decreased by 10% between 2021-22 and 2022-23. The number of students with chronic absenteeism was reduced by 30% between 2021-22 and 2022-23. Current data indicates 55% of students do feel a sense of belonging to the school community. Next year, we will set a goal for 58% of our students to meet that benchmark.</p>

## School Improvement Plan 2023 - 2026

### Academic Targets

#### Common Instructional School Improvement Targets:

##### Through the PLC+ framework:

- Ensure educator clarity and articulated success criteria for all lessons
- Implement Standards Based Grading Practices with fidelity
- Guarantee implementation of high impact strategies to ensure high outcomes for all learners in all lessons

#### Rationale for the Instructional Targets:

- Current MAP data indicates 57% of students are meeting or exceeding their spring growth target in math.
- Current MAP data indicates that 48% of students are meeting or exceeding their spring growth target in Reading.
- MAP data shows 38% of Economically Disadvantaged students met their spring growth target in Reading, indicating a 10% achievement gap.
- MAP math data indicates growth targets for the following subgroups: 63% Economic Disadvantaged, 56% Hispanic, 50% Black, and 53% IEP students met their growth target. Due to these results, we currently do not have a subgroup focus for MAP math. However, we are going to examine how we are utilizing Tier One instruction for all students, since our overall MAP math growth decreased.

### Reading Benchmarks

**Reading 3-Year Assessment Goal:** By the spring of 2024, 52% of students will achieve or exceed expected growth target on the Reading section of the NWEA MAP assessment.

#### Reading Benchmarks for Success: MAP Assessment Fall-Spring Growth

- **2023-2024**
  - 52% of students will meet their Reading growth target on NWEA MAP
  - 44% of Economically Disadvantaged students will meet their Reading growth target on NWEA MAP
  - 80% will consistently score secure on classroom and benchmark assessments
- **2024-2025**
  - 56% of students will meet their Reading growth target on NWEA MAP
  - 48% of Economically Disadvantaged students will meet their Reading growth target on NWEA MAP
  - 80% will consistently score secure on classroom and benchmark assessments
- **2025-2026**
  - 60% of students will meet their Reading growth target on NWEA MAP

- 52% of Economically Disadvantaged students will meet their Reading growth target on NWEA MAP
- 80% will consistently score secure on classroom and benchmark assessments

### Math Benchmarks

**Math 3-year Assessment Goal:** By the spring of 2024, 60% of students will achieve expected growth or exceed on the Math section of the NWEA MAP assessment. 2023 Spring 55% met growth target.

#### Math Benchmarks for Success:

- **2023-2024**
  - 58% of students will meet their Math growth target on NWEA MAP
  - 80% will consistently score secure on classroom and benchmark assessments
- **2024-2025**
  - 61% of students will meet their Math growth target on NWEA MAP
  - 80% will consistently score secure on classroom and benchmark assessments
- **2025-2026**
  - 64% of students will meet their Math growth target on NWEA MAP
  - 80% will consistently score secure on classroom and benchmark assessments

### District Alignment

**Alignment to Ongoing Strategic Plan Commitments:** The Reading and Math goals are directly aligned to Strategic Focus 1, Commitment 7: Design and implement relevant, high quality learning models that foster personalized environments to meet diverse students’ interests and needs through blended and online learning structures and Strategic Focus 2, Commitment 2: As part of the Comprehensive Equity Plan, identify and implement strategies to close academic achievement gaps. Washington Junior High is committed to meeting students at their present level by providing differentiated learning opportunities to help students achieve their individualized growth goals.

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

- Equity-centered classroom practices
- Perpetuating equity and opportunity
- Social and Emotional Learning competencies are integrated and explicitly taught during lessons
- MTSS: All students receive the core curriculum
- MTSS: All students have access to intervention, extension, and acceleration

### SEL/Sense of Belonging Targets (Internal and BOE)

#### Common Instructional School Improvement Targets:

- Center all student voices and perspectives in instruction, experiences and school community.
- Staff will consistently and explicitly teach and integrate the SEL curriculum into all content areas.

- Examine student representation in curriculum, extra curricular and resources to ensure alignment with educational equity and reflection of multiple perspectives, representation, and access for all students.
- Create a school climate that proactively supports all students and their social-emotional well-being to increase student belonging and achievement.

**Rationale for the Instructional Targets:**

- Current data indicates 55% of students do feel a sense of belonging to the school community.
- SEL lagging skills result in academic and behavioral deficiencies that impact all learners.

**SEL/Sense of Belonging Benchmark**

**SEL 3-Year Assessment Goal:** 65% of students will strengthen their sense of belonging as measured by the Panorama Survey.

**SEL Benchmarks for Success:** Building level student surveys, discipline data, attendance data, and informal student feedback.

- **2023-2024**
  - 58% of students will strengthen their sense of belonging as measured by the Panorama Survey.
  - Overall decrease in the number of discipline referrals submitted annually
  - Increase in overall student attendance rates
  - Increase student participation in Athletics, clubs, and Intramurals
- **2024-2025**
  - 62% of students will strengthen their sense of belonging as measured by the Panorama Survey
  - Overall decrease in the number of discipline referrals submitted annually
  - Increase in overall student attendance rates
  - Increase is student participation in Athletics, clubs, and Intramurals
- **2025-2026**
  - 65% of students will strengthen their sense of belonging as measured by the Panorama Survey
  - Overall decrease in the number of discipline referrals submitted annually
  - Increase in overall student attendance rates
  - Increase is student participation in Athletics, clubs, and Intramurals

**District Alignment**

**Alignment to Ongoing Strategic Plan Commitments:** The Social and Emotional learning goal is directly aligned to Strategic Focus 1 and Strategic Focus 2 on the Focus2023 Strategic Blueprint. Washington Junior High is committed to designing and implementing effective practices that promote overall social-emotional well-being for students and develop a strong sense of belonging to the community, ultimately resulting in high student achievement, increased attendance rates, and a decrease in the number of disciplinary referrals.

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

- Equity-centered classrooms: create a learning environment where students have equal access to learning, feel valued and supported in their learning, thus resulting in positive outcomes

- All students will receive Tier 1 SEL direct instruction where academic lessons are aligned to the five SEL competencies: recognize and manage their emotions; demonstrate caring and concern for others; establish positive relationships; make responsible decisions, and handle challenging situations constructively
- MTSS: All students receive the core curriculum
- MTSS: All students have access to intervention, extension, and acceleration