

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

<b>Academic: Literacy</b>				
<b>Goal:</b> By the spring of 2023, 73% of students will meet or exceeded on the ELA section of the Illinois Assessment of Readiness (IAR).				
<b>Rationale for the Goal:</b> In the spring of 2022, 68% of students met or exceeded on the ELA section of the Illinois Assessment of Readiness (IAR). By providing quality core instruction, aligning instruction along learning continuums, fostering best practices for literacy, and embedding executive functioning skills in content literacy lessons, an increase in students meeting or exceeding will occur.				
<b>Benchmarks for Success:</b> MAP Growth Scores will be utilized to monitor student progress toward 73% meeting or exceeding on the ELA section of IAR. <ul style="list-style-type: none"> <li>• In the 2021-22 school year, 59% of students met their individual reading growth goal.</li> <li>• By the spring of 2023, 64% of students will meet their individual reading growth goal.</li> </ul>				
<b>Action Steps</b>	<b>Tasks</b>	<b>Person(s) Responsible</b>	<b>Predicted Target Date</b>	<b>Actual Completion Date</b>
Secure solid core instruction for ELA learning across all content areas and foster further development of supports beyond core curriculum	<ul style="list-style-type: none"> <li>• Professional learning on language acquisition and associated language acquisition instructional strategies</li> <li>• Professional learning on reading motivation and stamina</li> <li>• Continuous Inclusion of English/Spanish Language instructional strategies aligned with essential standards from PLCs Including content and language needs</li> <li>• Collect and analyze collectively student writing for the development of common exemplars and expectations (K-5)</li> </ul>	<ul style="list-style-type: none"> <li>• EL Coaches</li> <li>• Outside Expert &amp; Coaches</li> <li>• Teachers &amp; Coaches</li> <li>• Teachers &amp; Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Fall22/Spring23</li> <li>• Ongoing</li> <li>• Winter/Spring23</li> </ul>	

	<ul style="list-style-type: none"> <li>Develop K-5 writing continuum in a targeted genre</li> </ul>	<ul style="list-style-type: none"> <li>Teachers, Specialists, Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Spring23</li> </ul>	
Align instruction with identified essential standards for instruction along learning continuums for overall student learning	<ul style="list-style-type: none"> <li>Develop learning progression across grade levels for vocabulary development by vocabulary tiers</li> <li>Professional learning on vocabulary development</li> <li>Focus on Tier 2 vocabulary <ul style="list-style-type: none"> <li>Include “word of the week” to build student vocabulary understanding and use across content areas including social-emotional terms</li> <li>Display word of the week in the lunchroom</li> </ul> </li> <li>Continue to ensure the availability of diverse texts that allow all readers windows, mirrors, and sliding glass doors</li> <li>Think through an equity lens in order to best adjust Tier 1 (Core) instruction as well as Tier 2 and 3 supports to best/better support all students</li> </ul>	<ul style="list-style-type: none"> <li>Teachers, Specialists, Coaches</li> <li>Teachers &amp; Specialists</li> <li>All</li> <li>All</li> <li>Teachers, Specialists, Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Winter/Spring23</li> <li>Winter/Spring23</li> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing</li> </ul>	
Foster best practice learning and instructional strategies for all teachers	<ul style="list-style-type: none"> <li>Professional learning on high impact strategies <ul style="list-style-type: none"> <li>Select high impact strategies for focused work in daily practices</li> </ul> </li> <li>Survey professional learning needs related to word study, reading, etc. <ul style="list-style-type: none"> <li>Utilize survey results for planning professional learning opportunities</li> </ul> </li> <li>Develop and utilize chart of K-5 best practices for reading</li> </ul>	<ul style="list-style-type: none"> <li>Outside Expert &amp; Coaches</li> <li>Leadership Team</li> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Coaches &amp; Teachers</li> <li>Leadership Team</li> <li>Teachers, Coaches, Specialists</li> </ul>	
Embed executive functioning skills into content area learning	<ul style="list-style-type: none"> <li>Implement and revisit Tier 1 executive functioning lessons and strategies to use in the classroom.</li> <li>Investigate executive functioning measurement tools</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Winter 2022</li> </ul>	
<b>Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity:</b>				

This goal aligns with our focus on solid Tier 1 instruction in reading for all students. With the inclusion of the Executive Functioning Skills in Social-Emotional Learning and content area lessons, these skills will be embedded in all lessons. Integrating these skills will provide all students with access to Tier 1 learning opportunities.

Academic: Math				
<b>Goal:</b> By the spring of 2023, 74% of students will meet or exceed on the Math section of the Illinois Assessment of Readiness (IAR).				
<b>Rationale for the Goal:</b> In the spring of 2022, 69% of students met or exceeded on the Math section of the Illinois Assessment of Readiness (IAR). By providing quality core instruction, aligning instruction along learning continuums, fostering best practices for math, and embedding executive functioning skills in content literacy lessons, an increase in students meeting or exceeding will occur.				
<b>Benchmarks for Success:</b> Fall to Spring MAP Growth RIT Scores MAP Growth Scores will be utilized to monitor student progress toward 74% meeting or exceeding on the Math section of IAR. <ul style="list-style-type: none"> <li>• In the 2021-22 school year, 57% of students met their individual reading growth goal.</li> <li>• By the spring of 2023, 63% of students will meet their individual reading growth goal.</li> </ul>				
Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
Secure solid core instruction for Math learning across all content areas and foster further development of supports beyond core curriculum	<ul style="list-style-type: none"> <li>• Revisit common core standards to ensure common understanding and unpack standards with fidelity</li> <li>• Foster student communication of problem solving through written and verbal explanations               <ul style="list-style-type: none"> <li>◦ Generate exemplars across all grade levels</li> </ul> </li> <li>• Provide professional learning on analyzing standardized data for understanding achievement levels and learning gaps of opportunities</li> <li>• Dive into major grade level standards and associated professional learning from Graham Fletcher regarding learning progressions</li> <li>• Review the expectations to better incorporate communication (written/verbal/visual) of problem solving through explanations</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers, Specialists, Coaches</li> <li>• Teachers</li> <li>• Specialists, Coaches</li> <li>• Teachers, Specialists, Coaches</li> <li>• Teachers, Specialists, Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Winter23</li> <li>• Winter23</li> <li>• Winter23</li> <li>• Winter/Spring23</li> </ul>	

Align instruction with identified essential standards for instruction along learning continuums for overall student learning	<ul style="list-style-type: none"> <li>• Monitor student progress across grade levels in relationship to specific student skills on the learning continuum and adjust learning supports when not aligned with learning benchmarks</li> <li>• Utilize and adapt learning continuums across grade levels for numeracy/number and operation to establish common language, understanding, expectations</li> <li>• Think through an equity lens in order to best adjust Tier 1 (Core) instruction as well as Tier 2 and 3 supports to best/better support all students</li> <li>• Time to collaborate at the team level and across grade levels to leverage best practice</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers, Specialists, Coaches</li> <li>• Teachers, Specialists, Coaches</li> <li>• Teachers, Specialists, Coaches</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Ongoing</li> </ul>	
Foster best practice learning and instructional strategies for all teachers	<ul style="list-style-type: none"> <li>• Continue to provide professional learning on high impact strategies</li> <li>• Select high impact strategies for focused work in daily practices</li> <li>• Examine instructional supports embedded in classrooms such as small group, co-teaching, conferring, etc. for reaching all students</li> <li>• Post and revisit learning targets while establishing clear criteria for mastery</li> <li>• Determine effectiveness of instructional models and adjust models when reaching all students</li> </ul>	<ul style="list-style-type: none"> <li>• Specialists, Coaches</li> <li>• Teachers</li> <li>• Specialists, Coaches, Teachers</li> <li>• Teachers</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	
Embed executive functioning skills into content area learning	<ul style="list-style-type: none"> <li>• Implement and revisit Tier 1 executive functioning lessons and strategies to use in the classroom.</li> <li>• Investigate executive functioning measurement tools</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Winter 2022</li> </ul>	

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

This goal aligns with our focus on solid Tier 1 instruction in reading for all students. With the inclusion of the Executive Functioning Skills in Social-Emotional Learning and content area lessons, these skills will be embedded in all lessons. Integrating these skills will provide all students with access to Tier 1 learning opportunities.

<b>Goal:</b> By the spring of 2023, 78% of students will consistently demonstrate the skills and strategies for success based on the process standards as reported on student progress reports.				
<b>Rationale for the Goal:</b> In the spring of 2022, 73% of students consistently demonstrated the skills and strategies for success based on the process standards as reported on student progress reports. By providing students with direct instruction and practice with executive functioning skills as well as social-emotional skills, student academic and social-emotional skills will increase.				
<b>Benchmarks for Success:</b> Process standard grades on report cards for Trimester 1 and Trimester 2.				
Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
Embed executive functioning skills into content area learning	<ul style="list-style-type: none"> <li>Implement and revisit Tier 1 executive functioning lessons and strategies to use in the classroom.</li> <li>Investigate executive functioning measurement tools</li> <li>Garner teacher and student feedback on executive functioning curriculum and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Leadership Team</li> <li>Classroom Teachers &amp; Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Winter 2022</li> <li>Spring 2023</li> </ul>	
Include student goal setting for executive functioning skills, social-emotional skills, and academic skills	<ul style="list-style-type: none"> <li>Goal setting based on student strengths and areas for future development</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	
<b>Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity:</b> The Executive Functioning Skills will be included in Social-Emotional Learning and content area lessons. Integrating these skills in content area lessons will provide all students with access to Tier 1 learning opportunities.				

Belonging
<b>Goal:</b> By spring of 2023, 70% of students will respond favorably to the sense of belonging questions within the school community on the Panorama Survey.
<b>Rationale for the Goal:</b> In the spring of 2022, students responded favorably to the sense of belonging questions at 64%.
<b>Benchmarks for Success:</b>

Increase student sense of belonging to 70% by securing solid core social-emotional learning and strategies and fostering an inclusive and equitable community.

Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
Secure solid core instruction for Social-Emotional Learning and Executive Functioning Skills across all content areas and foster further development of supports beyond core curriculum	<ul style="list-style-type: none"> <li>• Ensure alignment to SEL standards with instruction</li> <li>• Include “word of the week” to build student vocabulary understanding and use across content areas including social-emotional and executive functioning terms in Tier 2 vocabulary</li> <li>• Review process standards for executive functioning growth: focus and engaged in learning, demonstrates responsibility, demonstrated persistence</li> <li>• Reacquaint staff with trauma informed practices such as coping strategies, etc.</li> <li>• Define bullying and skills to address</li> <li>• Continue work for cohesive supports and understandings of student behavioral needs work</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Leadership Team</li> <li>• Leadership Team, Teachers</li> <li>• Social Worker, Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Fall22 then Spring23</li> <li>• Ongoing</li> <li>• Fall22</li> <li>• Ongoing</li> </ul>	
Foster an inclusive and equity focused collective community	<ul style="list-style-type: none"> <li>• Focus school-wide on the Belonging Pillar of the equity Plan</li> <li>• Ensure students see themselves in the community through literature, activities, visuals, staff</li> <li>• Restart buddy classes to promote mentorships across students</li> <li>• Gather as a community to celebrate through whole school assemblies such as dance parties, PRIDE assemblies</li> <li>• Feel Good Fridays at 2:25pm for setting a collective tone for the end of the week and build excitement for returning on Monday</li> <li>• Refresh restorative practices across the school including the outdoor pathway</li> <li>• Relook at former surveys and other surveys to align with Panorama for K-5 brief survey - belonging focus</li> </ul>	<ul style="list-style-type: none"> <li>• All</li> <li>• All</li> <li>• Teachers</li> <li>• Administration &amp; All</li> <li>• Administration &amp; All</li> <li>• Administration &amp; All</li> <li>• Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Ongoing</li> <li>• Fall22</li> <li>• Fall22/Winter23</li> </ul>	

	<ul style="list-style-type: none"> <li>● Develop School song/chant/cheer - River Woods - Red Birds Graduating Years</li> <li>● Revise and renew PRIDE</li> <li>● Provide parents with opportunities for learning in support of their students <ul style="list-style-type: none"> <li>○ Collect parent input on parent session topics</li> <li>○ Implement at least three parent session based on the input</li> <li>○ Collect feedback after session completion for further development of parent education and advocacy</li> </ul> </li> <li>● Communicate information from specialists <ul style="list-style-type: none"> <li>○ Gather ideas for communication and implement <ul style="list-style-type: none"> <li>■ Posting information using an short visuals/snippets</li> <li>■ Bulletin Boards</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● All</li> <li>● Leadership Team &amp; All</li> <li>● Social Worker, Psychologist</li> <li>● Specialists</li> </ul>	<ul style="list-style-type: none"> <li>● Fall22</li> <li>● Fall22</li> <li>● SY23</li> <li>● Fall22</li> <li>● SY23</li> <li>● Spring 23</li> <li>● Ongoing</li> </ul>	
<p><b>Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity:</b>  All staff will collectively foster an inclusive and equity centered culture of belonging for all community members through positive learning experiences, common expectations, and shared celebrations.</p>				