

Academic Goals

Goal 1 2018-2019	By spring of 2019, 74 % of students will meet or exceed on the ELA IAR assessment.
2017 - 2018 PARCC Data	In the spring of 2018, 66% of students met or exceeded English Language Arts/Literacy learning standards expectations as measured by PARCC.
2016-2017 PARCC Data	In the spring of 2017, 70% of students met or exceeded English Language Arts/Literacy learning standards expectations as measured by PARCC.
2017-2018 and 2018-2019 PARCC and/or Performance Series Benchmarks of Success	<p>2017-2018 Assessment Success</p> <p>Performance Series: 2017-2018 Benchmark: In 2018, 70% of students will meet or exceed Reading growth targets as measured by Performance Series.</p> <p>2017-2018 Data: 68% of students met or exceeded Reading growth targets as measured by Performance Series.</p> <ul style="list-style-type: none"> • IEP subgroup consisted of 23 students, and 70% met or exceeded Reading growth targets as measured by Performance Series. <p>PARCC: 2017-2018 Benchmark: In 2018, 72% of students will meet or exceed English Language Arts/Literacy learning standards expectations as measured by PARCC.</p> <p>2017-2018 Data: 66% of students met or exceeded English Language Arts/Literacy learning standards expectations as measured by PARCC.</p> <ul style="list-style-type: none"> • 3rd Grade subgroup consisted of 36 students, and 75% met or exceeded Reading growth targets as measured by PARCC. • 4th Grade subgroup consisted of 48 students, and 58% met or exceeded Reading growth targets as measured by PARCC. • IEP subgroup consisted of 16 students (Six 3rd graders and Ten 4th graders), and 19% met or exceeded Reading growth targets as measured by PARCC. <p>2018-2019 Assessment Success</p> <p>Performance Series: 2018-2019 Benchmark: In 2019, 74% of students will meet or exceed</p>

	<p>Reading growth targets as measured by Performance Series.</p> <p>IAR: 2018-2019 Benchmark: In 2019, 74% of students will meet or exceed English Language Arts/Literacy learning standards expectations as measured by IAR.</p>
<p>2017-2018 and 2018-2019 Summary of Research Based Action Steps</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Restructure and refine PLC process to engage all stakeholders in data analysis, designing targeted instruction and professional development to improve instructional practice. 2. Provide professional development in the area of MTSS to create collective responsibility in regards to increased student growth for all students. 3. Implement professional development focused on Trauma Informed Practices and Behavior Intervention to improve professional practice and student growth at Naper School. 4. Teachers will continue to examine and implement best practice instructional strategies. 5. Examine and refine key communication tools with all stakeholders to ensure a collaborative, cohesive and positive school environment.

Goal 2 2018-2019	By spring of 2019, 85% of students will meet or exceed on the Mathematics IAR assessment.
2017 - 2018 PARCC Data	In the spring of 2018, 81% of students met or exceeded Mathematics learning standards expectations as measured by PARCC.
2016-2017 PARCC Data	In the spring of 2017, 82% of students met or exceeded Mathematics learning standards expectations as measured by PARCC.
2017-2018 and 2018-2019 PARCC and/or Performance Series Benchmarks of Success	<p>2017-2018 Assessment Success</p> <p>Performance Series: 2017-2018 Benchmark: In 2018, 69% of students will meet or exceed Math growth targets as measured by Performance Series. 2017-2018 Data: 74% of students met or exceeded Math growth targets as measured by Performance Series.</p> <p>PARCC: 2017-2018 Benchmark: In 2018, 83% of students will meet or exceed Math learning standards expectations as measured by PARCC. 2017-2018 Data: 81% of students met or exceeded Math learning standards expectations as measured by PARCC.</p> <ul style="list-style-type: none"> ● 3rd Grade subgroup consisted of 36 students, and 89% met or exceeded Math growth targets as measured by PARCC. ● 4th Grade subgroup consisted of 48 students, and 75% met or exceeded Math growth targets as measured by PARCC. ● IEP subgroup consisted of 16 students (Six [6] 3rd graders and Ten [10] 4th graders), and 81% met or exceeded Math growth targets as measured by PARCC. <p>2018-2019 Assessment Success</p> <p>Performance Series: 2018-2019 Benchmark: In 2019, 76% of students will meet or exceed Math growth targets as measured by Performance Series.</p> <p>IAR/PARCC: 2018-2019 Benchmark: In 2019, 85% of students will meet or exceed Math learning standards expectations as measured by IAR.</p>
2017-2018 and 2018-2019 Summary of Research Based Action Steps	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Restructure and refine PLC process to engage all stakeholders in data analysis, designing targeted instruction and professional development to improve instructional practice.

	<ol style="list-style-type: none"> 2. Provide professional development in the area of MTSS to create collective responsibility in regards to increased student growth for all students. 3. Implement professional development focused on Trauma Informed Practices and Behavior Intervention to improve professional practice and student growth at Naper School. 4. Teachers will continue to examine and implement best practice instructional strategies. 5. Examine and refine key communication tools with all stakeholders to ensure a collaborative, cohesive and positive school environment.
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Social Emotional Learning Goals

Goal 3 2018-2019	Naper School will promote a safe and positive school climate by developing the social-emotional core competencies of students.
2017-2018 and 2018 - 2019 Benchmarks of Success	<p>Naper staff participated in professional development in the area of SEL</p> <p>K-2 classrooms implemented The Second Step Curriculum and the appropriate SEL standards in all classrooms.</p> <p>3-4 classrooms implemented Habits of Mind and appropriate SEL standards in all classrooms.</p>
2017-2018 and 2018-2019 Summary of Research Based Action Steps	<p>Action Steps:</p> <ol style="list-style-type: none"> 1. Staff will implement the SEL Curriculum with integrity. 2. Restructure PLC process to engage all stakeholders in data analysis(academic, physical, social emotional, behavioral), designing targeted instruction and professional development to improve instructional practice. 3. Implement professional development focused on Trauma Informed Practices and Behavior Intervention to improve professional practice and student growth at Naper School. 4. Implement school wide expectations and expand SEL into many areas of the school community. 5. Examine and refine key communication tools with all stakeholders to ensure a collaborative, cohesive and positive school environment.

Action Plan

[Link to Action Plan](#)