

Naperville 203 School Improvement Summary and Plan

School SIP Summary of Progress SY25

Academic

SY26 Benchmark Goal(s) for Math & ELA: Include the metrics

By the spring of 2026, 70% of students will meet or exceed on the ELA section of the IAR assessment.

- By the spring of 2026, 68% of students will meet their literacy growth target on NWEA MAP.

By the spring of 2026, 70% of students will meet or exceed on the math section of the IAR assessment.

- By the spring of 2026, 75% of students will meet their math growth targets on NWEA MAP.

Summary of progress toward literacy benchmarks and actions:

Spring 2025 MAP data indicated that 66% of Naper students met their expected growth targets in reading. This is up from 61% in 23-24 and exceeds the benchmark by 1%. We set a goal to have 58% of economically disadvantaged students meet their expected growth in reading and we just met that goal with 58%. Naper will continue to emphasize the use of MTSS and thorough data analysis. We believe it played a crucial role in making deliberate, data-informed decisions that significantly supported student growth.

Summary of progress toward Math benchmarks and actions:

Spring 2025 MAP data indicated that 70% of students met their expected growth target in math. This is down from 74% in the 23-24 school year. We set a goal to have 69% of economically disadvantaged students meet their expected growth target and 56% of our economically disadvantaged students met that goal.

Accomplishments and areas for opportunities:

Naper staff focused on several key areas to increase student engagement and MTSS in the SY24-25. Naper utilized the student success platform as an integral part of the data review/MTSS process. This platform allowed us to look at the whole child while also allowing us to make timely and data-driven decisions in response to student needs. Naper continued to collaborate and ensure students' individual needs were met. Professional learning was focused on levels of engagement and on high-impact teaching strategies. This school year we will maximize instructional impact by ensuring the purposeful, developmentally appropriate use of technology to enhance learning, while minimizing screen time through balanced integration of teacher-led, hands-on, and peer-to-peer experiences. Naper will also provide ongoing professional development to support the new literacy curriculum and resources by building teacher capacity. This will allow the instruction to be implemented with fidelity by applying the district's literacy commitment to lesson design and high impact instructional practices.

SEL/Sense of Belonging

SY26 Benchmark Goal(s) for SEL/Sense of Belonging: Include the metrics

By the spring of 2026, 80% or more of students will respond favorably on all metrics on the Panorama Survey: Teacher/Student Relationships, School Safety, Sense of Belonging, and School Climate.

Summary of progress toward SEL/Sense of Belonging benchmarks and actions:

Naper School is proud that Panorama data indicated growth in all metrics 79% of students responded favorably about teacher-student relationships. 86% of students feel safe at school; 8% increase from the SY22-23 school year. 73% of students felt a strong sense of belonging at Naper. Finally, 75% of students responded favorably about the school climate at Naper. We will remain intentional in how we engage with every student, ensuring we build strong, meaningful relationships that foster a deep sense of connection and true belonging within our school community.

Accomplishments and areas for opportunities (Paragraph form):

At Naper, 100% of teachers report that the SEL data review process supports collaborative, data-driven decision-making in response to student needs. Additionally, 85% of teachers believe that the staff is committed to fostering an environment where diversity and inclusion are clearly reflected in both our identity and daily practices, honoring the dignity and uniqueness of every individual. All teachers consistently use the school's core values to teach and promote kindness, safety, and respect. Furthermore, 89% of staff feel that the Peaceful Playground program effectively supports conflict resolution and establishes common expectations for both students and staff during recess

School Improvement Plan 2023 - 2026

Academic Targets

Common Instructional School Improvement Targets:

- *Plan instruction utilizing equitable access, representation, meaningful participation, and high outcomes for all student learning.*
- *Ensure teacher clarity and articulated success criteria for all lessons.*
- *Explicitly embed targeted, differentiated instruction in order to increase student engagement and interconnectedness in learning.*

Building Specific: Rationale for the Instructional Targets:

IAR Data:

- *2021-2022 IAR data indicated 55% of students met or exceeded on the reading section of the IAR assessment*
- *2021-2022 IAR data indicated 52% of students met or exceeded on the math section of the IAR assessment*
- *2022-2023 IAR data indicated 58% of students met or exceeded on the reading section of the IAR assessment*

- 2022-2023 IAR data indicated 60% of students met or exceeded on the math section of the IAR assessment
- At this time, we do not have access to our IAR (Illinois Assessment of Readiness) results due to changes at the state level related to test administration and reporting timelines.

MAP Literacy Data:

- 2022-2023 MAP data indicated that 59% of students are meeting their annual growth target in literacy
- 2022-2023 MAP data indicated that 42% of economically disadvantaged students are meeting their annual growth target in literacy
- 2022-2023 MAP data indicated that 51% of students are above the 80th percentile in literacy
- 2023-2024 MAP data indicated that 61% of students are meeting their annual growth target in literacy
- 2023-2024 MAP data indicated that 55% of economically disadvantaged students are meeting their annual growth target in literacy
- 2023-2024 MAP data indicated that 49% of students are above the 80th percentile in literacy
- 2024-2025 MAP data indicates that 66% of students are meeting their annual growth target in literacy
- 2024-2025 MAP data indicates that 58% of economically disadvantaged students are meeting their annual growth target in literacy
- 2024-2025 MAP data indicates that 45% of students are above the 80th percentile in literacy

MAP Math Data:

- 2022-2023 MAP data indicated that 66% of students are meeting their annual growth target in math
- 2022-2023 MAP data indicated that 50% of economically disadvantaged students are meeting their annual growth target in math
- 2022-2023 MAP data indicated that 51% of students are above the 80th percentile in math
- 2023-2024 MAP data indicated that 74% of students are meeting their annual growth target in math
- 2023-2024 MAP data indicated that 67% of economically disadvantaged students are meeting their annual growth target in math
- 2023-2024 MAP data indicated that 59% of students are above the 80th percentile in math
- 2024-2025 MAP data indicates that 70% of students are meeting their annual growth target in math
- 2024-2025 MAP data indicates that 56% of economically disadvantaged students are meeting their annual growth target in math
- 2024-2025 MAP data indicates that 53% of students are above the 80th percentile in math

Literacy Benchmarks

Literacy 3-Year Assessment Goal:

By the spring of 2026, 70% of students will meet or exceed on the ELA section of the IAR assessment.

Literacy Benchmarks for Success:

2023-2024

- 62% of students will meet their literacy growth target on NWEA MAP
- 45% of economically disadvantaged students will meet their literacy growth target on NWEA MAP
- 62% of students will meet or exceed on the reading portion of the IAR assessment.

- 80% will consistently score a secure on classroom and benchmark assessments
- 2024-2025**
- 65% of students will meet their literacy growth target on NWEA MAP
 - 58% of economically disadvantaged students will meet their literacy growth target on NWEA MAP
 - 68% of students will meet or exceed on the reading portion of the IAR assessment.
 - 80% will consistently score a secure on classroom and benchmark assessments
- 2025-2026**
- 72% of students will meet their literacy growth target on NWEA MAP
 - 58% of economically disadvantaged students will meet their literacy growth target on NWEA MAP
 - 70% of students will meet or exceed on the reading portion of the IAR assessment.
 - 80% will consistently score a secure on classroom and benchmark assessments

Math Benchmarks

Math 3-year Assessment Goal:

By the spring of 2026, 70% of students will meet or exceed on the math section of the IAR assessment.

Math Benchmarks for Success:

- 2023-2024**
- 69% of students will meet their math growth target on NWEA MAP
 - 53% of economically disadvantaged students will meet their math growth target on NWEA MAP
 - 63% of students will meet or exceed on the math portion of the IAR assessment.
 - 80% will consistently score a secure on classroom and benchmark assessments
- 2024-2025**
- 76% of students will meet their math growth target on NWEA MAP
 - 69% of economically disadvantaged students will meet their math growth target on NWEA MAP
 - 73% of students will meet or exceed on the math portion of the IAR assessment.
 - 80% will consistently score a secure on classroom and benchmark assessments
- 2025-2026**
- 72% of students will meet their math growth target on NWEA MAP
 - 60% of economically disadvantaged students will meet their math growth target on NWEA MAP
 - 75% of students will meet or exceed on the math portion of the IAR assessment.

District Alignment

Alignment to Ongoing Strategic Plan Commitments:

The school improvement goals are related to designing and implementing effective practices that enhance academic and social emotional learning for all students. These goals foster an equitable and high performing culture focused on student learning, well-being and engagement.

Alignment to MTSS, SEL, and/or Equity:

Student engagement, growth and interconnectedness in learning will be enhanced by leveraging equitable access for all, teacher clarity, articulated success criteria and differentiated instruction.

SEL/Sense of Belonging Targets (Internal and BOE)

Common Instructional School Improvement Targets:

- ***Create a school climate that proactively and equitably supports all students and their social-emotional well-being to increase student belonging and achievement.***

Rationale for the Instructional Targets:

22-23 Panorama data indicates:

- *76% of students responded favorably about teacher student relationships*
- *73% of students feel safe at school*
- *72% feel a strong sense of belonging at Naper Elementary.*
- *65% of students responded favorably about the school climate at Naper.*

23-24 Panorama data indicates:

- *83% of students responded favorably about teacher student relationships*
- *78% of students feel safe at school*
- *79% feel a strong sense of belonging at Naper Elementary.*
- *76% of students responded favorably about the school climate at Naper.*

24-25 Panorama data indicates:

- *79% of students responded favorably about teacher student relationships*
- *86% of students feel safe at school*
- *73% feel a strong sense of belonging at Naper Elementary.*
- *75% of students responded favorably about the school climate at Naper.*

22-23 Naper School Data indicates:

- *97% of students who responded said that they follow the Peaceful Playground expectations.*
- *91% know how to try and solve a problem out at recess on their own first.*
- *91% of students who responded feel safe at recess.*
- *90% of students know how to play the Peaceful Playground recess games*
- *80% of students have tried some of the new toys/activities outside at recess.*
- *96% of students reported having fun at recess.*

23-24 Naper School Student Data indicates:

- 97% of students who responded said that they follow the Peaceful Playground expectations.
- 59% know how to try and solve a problem out at recess on their own first all the time. 36% know how to solve a problem on their own first most of the time.
- 88% of students who responded feel safe at school all the time. 12% feel safe most of the time.
- 88% of students know how to play the Peaceful Playground recess games all of the time. 11% know how to play the games most of the time.
- 72% of students reported having fun at recess all the time. 27% of students reported that most of the time they have fun.

24-25 Naper School Student Data indicates:

- 98% of students who responded said that they follow the Peaceful Playground expectations.
- 61% know how to try and solve a problem out at recess on their own first all the time. 33% know how to solve a problem on their own first most of the time.
- 85% of students who responded feel safe at school all the time. 15% feel safe most of the time.
- 87% of students reported having fun at recess all the time. 13% of students reported that most of the time they have fun.

SEL/Sense of Belonging Benchmark

SEL 3-Year Assessment Goal:

By the spring of 2026, 80% or more of students will respond favorably for all metrics on the Panorama Survey: Teacher/Student Relationships, School Safety, Sense of Belonging, School Climate.

SEL Benchmarks for Success:

- **2023-2024**
 - 79% of students responded favorably about teacher student relationships
 - 76% of students feel safe at school
 - 75% feel a strong sense of belonging at Naper Elementary.
 - 70% of students responded favorably about the school climate at Naper.
- **2024-2025**
 - 84% of students responded favorably about teacher student relationships
 - 79% of students feel safe at school
 - 79% feel a strong sense of belonging at Naper Elementary.
 - 77% of students responded favorably about the school climate at Naper.
- **2025-2026**
 - 83% of students responded favorably about teacher student relationships
 - 86% of students feel safe at school
 - 80% feel a strong sense of belonging at Naper Elementary.

- 80 % of students responded favorably about the school climate at Naper.

District Alignment

Alignment to Ongoing Strategic Plan Commitments:

The school improvement goals are related to designing and implementing effective practices that enhance academic and social emotional learning for all students. These goals foster an equitable and high performing culture focused on student learning, well-being and engagement.

Alignment to MTSS, SEL, and/or Equity:

Increasing student belonging and social-emotional well-being is integral to MTSS, equity, and SEL initiatives. By focusing on students' emotional needs and creating inclusive learning environments, schools can better support all students' academic success and foster a positive and nurturing school culture.