

Naperville 203 School Improvement Summary and Plan Meadow Glens Elementary School SIP Summary of Progress

Academic
SY26 Benchmark Goal(s) for Math & ELA: By the spring of 2026, 88% of students will meet or exceed expected achievement on the ELA section of the IAR assessment. By the spring of 2026, 84% of students will meet or exceed expected achievement on the mathematics section of the IAR assessment.
The results of Meadow Glens' school-wide Spring 2026 NWEA MAP Growth data indicated that 53% of students met their expected growth targets in the area of mathematics. This performance successfully exceeded our SY26 benchmark goal of 50% by 3%. Key subgroup data also reflected steady progress toward meeting growth expectations through the school-wide MTSS process. Specifically, 55% of students with IEPs and 62% of students with 504 plans achieved their expected math growth targets. Additionally, 70% of Multilingual Learner (ML) students reached their targeted growth milestones. The results of Meadow Glens' school-wide Spring 2026 NWEA MAP Growth data indicated that 65% of students met their expected growth targets in the area of reading. While this result fell 12% short of our rigorous SY26 benchmark goal of 77%, our school-wide MTSS structures provided critical, targeted support that drove positive progress across underperforming subgroups. Specifically, 58% of students with IEPs successfully met their reading expected growth targets. Furthermore, 70% of students who received ML support reached their targeted literacy growth milestones, and 43% of students with 504 plans met their expected growth metrics. Meadow Glens will continue to intensely focus on refining the MTSS process, emphasizing more synchronized, data-driven cycles to review, respond, and plan for core literacy instruction and interventions closely aligned to essential standards. Moving forward, Meadow Glens will continue to focus on tightening the MTSS framework, utilizing synchronized data analysis to review, respond, and target essential math standards effectively. Meadow Glens achieved strong academic momentum this year by deeply anchoring our instructional practices in the Profile of a Learner and fostering a dedicated Learner's Mindset across all grade levels. To drive our positive math results and support growth in literacy, teacher teams utilized collaborative PLC structures to plan intentionally. Staff worked diligently to unpack the 8 Mathematical Practice Standards and Math Content Standards, aligning day-to-day instruction with curriculum maps and integrating spiral and retrieval review practices. In literacy, teams focused on implementing HMH Into Reading components with fidelity and executing targeted small-group interventions. Teacher teams designed and refined common formative assessments to establish explicit learning targets and clear success criteria for every lesson.

Looking ahead to the upcoming school year, Meadow Glens will launch fresh actions designed to elevate student engagement and deepen academic outcomes. A highlighted strategy for students this year will be a school-wide initiative to maximize cognitive and emotional engagement by constructing highly interactive, student-centered lessons that foster absolute ownership and curiosity. Teacher teams will also introduce advanced extension opportunities for students who demonstrate early mastery.

Our primary area of focus for underperforming subgroups will center on strengthening our Multi-Tiered System of Supports (MTSS) by aligning core Tier 1 instruction, common formative assessments, and targeted Tier 2 interventions. Specifically, teacher teams will be provided dedicated, synchronized data-review cycles to identify precise skill gaps in our IEP, 504, and ML student populations. This will ensure that underperforming subgroups receive instantaneous, data-responsive instructional adjustments and tailored small-group support aligned directly to prerequisite and essential grade-level standards.

SEL/Sense of Belonging

SY26 Goal(s) for SEL/Sense of Belonging:

By the spring of 2026, 74% of students in Grades 3-5 will indicate they feel a sense of belonging as measured by the Panorama Survey 'Sense of Belonging' domain.

Meadow Glens' staff continued to prioritize a variety of culture-building initiatives to cultivate a strong, inclusive environment across our school community. The Spring 2026 Panorama survey results indicated that 72% of students in Grades 3-5 felt a positive sense of belonging. While this result fell just 2% short of our rigorous 3-year benchmark goal of 74%, it marks steady long-term progress from our initial baseline.

Our universal screening and tier-1 structures remained robust, with students continuing to report high favorability regarding adult support and peer respect. Meadow Glens remains committed to embedding social-emotional learning into daily routines, leveraging the MTSS framework to address lagging skills, and ensuring our building-wide actions translate to an environment where every student feels valued.

Our positive progress in student belonging was heavily driven by the consistent, explicit integration of our tier-1 SEL curriculum. Teachers utilized Second Step (K-2) and Be Good People (3-5) alongside the SEL SOAR Library to build an aligned foundation of expectations. We successfully expanded our Eagles Nest program, building strong staff-student relationships, and deployed our student-led Eagles for All ambassadors initiative to champion inclusion. Additionally, our Behavior and Instructional Support Teams met monthly to analyze schoolwide data trends, while teachers grew their capacity to proactively access and utilize the Student Success Platform to identify students requiring targeted support.

For the upcoming school year, Meadow Glens will implement a newly structured, year-long scope and sequence for Eagles Nest topics that intertwines student survey feedback with Behavior Academy lessons. We are highlighting an interactive shift for students this year, which features experiential modules centered explicitly on conflict resolution, empathy development, and celebrating diversity. We will explicitly target students in underperforming demographics who exhibit lagging social-emotional skills. Our mental health and student services teams will move into a highly synchronized, collaborative role with classroom teachers to build, implement, and monitor individual tier-2 and tier-3 interventions, directly supporting the emotional well-being and sense of safety for our most vulnerable learners.

School Improvement Plan 2026-2029

Academic Targets

Common Instructional School Improvement Targets:

1. Consistently design and deliver purposeful tiered instruction that make expectations visible and measurable in academics, SEL and behaviors for all learners.
2. Educators use data-informed, responsive instructional practices within a MTSS framework for academics, SEL and behavior competencies.

Building Specific: Rationale for the Instructional Targets:

NWEA MAP data indicates that 65% of all students met their growth target on the MAP reading assessment during SY 26.

NWEA MAP data indicates that 53% of all students met their growth target on the MAP math assessment during SY 26.

Literacy Goal and Benchmarks

SY29 Literacy 3-Year Assessment Goal: By the spring of 2029, 96% of students will meet or exceed expected achievement on the ELA section of the IAR assessment.

Literacy Benchmarks for Success based on 65% growth in 2025-2026:

- **2026-2027**
 - 67% of students will meet their literacy growth target on NWEA MAP.
 - 50% of all students with IEPs will meet their literacy growth target on NWEA MAP.
- **2027-2028**
 - 69% of students will meet their literacy growth target on NWEA MAP.
 - 53% of all students with IEPs will meet their literacy growth target on NWEA MAP.
- **2028-2029**
 - 71% of students will meet their literacy growth target on NWEA MAP.
 - 56% of all students with IEPs will meet their literacy growth target on NWEA MAP.

Math Goal and Benchmarks

SY29 Math 3-year Assessment Goal: By the spring of 2029, 93% of students will meet or exceed expectations on the mathematics section of the IAR assessment.

Math Benchmarks for Success based on 53% growth in 2025-2026:

- **2026-2027**
 - 55% of students will meet their math growth target on NWEA MAP.
 - 50% of all students with IEPs will meet their math growth target on NWEA MAP.
- **2027-2028**
 - 57% of students will meet their math growth target on NWEA MAP.
 - 53% of all students with IEPs will meet their math growth target on NWEA MAP.
- **2028-2029**
 - 59% of students will meet their math growth target on NWEA MAP.
 - 56% of all students with IEPs will meet their math growth target on NWEA MAP.

District Alignment

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

Common Instructional School Improvement Targets:

1. Design and sustain inclusive learning environments that strengthen belonging, connectedness, and engagement for all learners.

Rationale for the Instructional Targets:

- Current data indicates 72% of students in Grades 3-5 feel a sense of belonging to the school community. Meadow Glens has shown percentages ranging from 64%-72% in the past 3 years of survey administration.

SEL/Sense of Belonging Goal and Benchmarks

SY29 SEL 3-Year Assessment Goal: By the spring of 2029, 78% of students in Grades 3-5 will indicate they feel a sense of belonging as measured by the Panorama Survey 'Sense of Belonging' domain.

SEL Benchmarks for Success:

- **2026-2027**
 - In spring 2027, 74% of students in Grades 3-5 will indicate they feel a sense of belonging as measured by the Panorama Survey 'Sense of Belonging' domain.
- **2027-2028**
 - In spring 2028, 76% of students in Grades 3-5 will indicate they feel a sense of belonging as measured by the Panorama Survey 'Sense of Belonging' domain.
- **2028-2029**
 - In spring 2029, 78% of students in Grades 3-5 will indicate they feel a sense of belonging as measured by the Panorama Survey 'Sense of Belonging' domain.

District Alignment

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.