2025 - 2026 - New Berlin Jr. High School Improvement Plan

Mission

The mission of CUSD #16 is to serve our communities by equipping students with the skills and tools needed to achieve their personal best and demonstrate Pretzel **PRIDE**--

Perseverance
Respect
Integrity
Discipline
Empathy

Vision

New Berlin graduates strive to be the best, be engaged, ready to lead and serve future generations of Pretzels

Values & Beliefs

We believe all students have individual talents.
We believe all students have an equitable opportunity to learn and achieve their academic and personal best.
We believe in our teachers' passions.
We believe learning extends beyond the classroom.
We believe our schools serve as a safe and secure environment for all students.
We believe in Pretzel Pride.
We believe in the value of every person.
We believe everyone working together will result in positive and collaborative working relationships that make the community stronger.
We believe that character counts.
We believe that Pretzels serve others and achieve their dreams.

District Theme

There is Strength in the Twist

School Improvement Team Members

BLT Members
Nicki Burke, Bre Oswald, Ryan McDonald, Mason Watson, and Colton Middleton

ILT/MTSS Members
Olivia Killion, Melissa Dillon, Sarah Knepler, Emily Yates, Olga Lopez, and Joe Viola

PBIS Members
Lu Bauman, Tonya Delaney, Kirstin Gebhardt, Jennifer Tom, and Mallory Wainman

Goal 1 SEL: During the 2025-2026 school year, we will increase the percentage of students showing many strengths in College and Career Readiness Skills (CCR) well-being (in at least half of the CCR topics) in the Panorama Survey by 5% and in addition, will maintain a 90% Attendance rate per grade level per month.

CCR Topics Include: Self-Efficacy, Growth Mindset, Self-Management, Social Awareness, Classroom Effort, Emotion Regulation, Challenging Feelings, Positive Feelings, and Supportive Relationships.

Strategies & Action Steps	Rationale For strategies/Actions	Person Responsible	Measure of Success	Timeline
1A. Attendance at each grade level will maintain 90% quarterly.	Consistent attendance is closely linked to academic success, social development, and student well-being.	All Staff	Monthly Attendance Check-ins Student Attendance Interventions Attendance Incentives	Ongoing
1B. Develop and maintain an Intervention hub to better organize data and track trends in students.	By having an Intervention Hub, it will allow all staff members to see in realtime student data (previously was looking more month to month) and be able to help with student issues.	All Staff PBIS Team MTSS Team	Skyward Data Tier 1 PBIS Data Tier 2 Interventions Tier 3 Interventions	Ongoing
1C. Continue to implement Xello learning	PaCE days will help to provide students with life	All Staff	Xello Data	Ongoing

| lessons & surveys on early out days. | skills and help them identify plans for their future which directly ties into their Growth Mindset. | BLT Team | Life Skills Lesson Feedback

Alignment with High School PaCE Framework | |
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Monitoring Plan: How will you monitor the effectiveness of your strategy/action?
Administration and the BLT team will review quarterly PaCE data and student feedback to continue to improve and drive the PaCE framework days to improve student CCR goals.

| Fall Data Benchmark:

6th Grade = 69% (38 out of 55)
7th Grade = 77% (41 out of 54)
8th Grade = 70% (40 out of 61) | Spring Projection (5% Projection):

6th Grade = 74% (41 out of 55)
7th Grade = 82% (34 out of 54)
8th Grade = 75% (46 out of 61) | Actual Outcome (Spring Final Result)

6th Grade =
7th Grade =
8th Grade = |
|---|---|---|

Goal 2 Reading: During the 2025-2026 school year, NBJH will increase the percentage of students at each grade level (6-8) performing at *on or above grade level* by 10% on i-Ready assessments (last year = 5%).

Strategies & Action Steps	Rationale For strategies/Actions	Person Responsible	Measure of Success	Timeline
1A. All classroom staff teaching Reading will participate in professional development targeting Reading instruction, i-Ready (MyPath), and progress monitoring.	Targeting instructional areas that have been identified as weaknesses through data analysis.	Certified Classroom Staff

Administration | Evidence of i-Ready assessment, benchmarks, and respective progress monitoring. | August 2025-May 2026 |

1B. Teachers will ensure students are given in class time to complete the recommended 30-49 minutes per week of (MyPath) Personalized Instruction in ELA.	Students working on their i-Ready should continue to build their skills at their pace (either gaining or catching back up to grade level) which will help their overall classroom success.	Certified Classroom Staff	Evidence of i-Ready assessment, benchmarks, and respective progress monitoring.

Classroom Observations | August 2025-May 2026 |
| 1C. Teachers will incorporate Illinois Learning Standards daily and backwards plan for State Assessment. | High quality, structured lessons focusing on best practices will increase task time and encourage productive struggle in reading and comprehension. | Certified Classroom Staff

Administration | Will yearly review standards being assessed on State Assessment to develop assessment capabilities. | August 2025-May 2026 |
| 1D. Teachers will implement Tier 1 ELA curriculum in the whole group: i-Ready & SAVVAS in all regular education settings. | Incorporating best practice for literacy instruction. | Certified Classroom Staff

Administration | Teacher lesson plans will be up to date and current with evidence of i-Ready and SAVVAS. | August 2025-May 2026 |
| 1E. Whole school incentive program, students who complete a full punch card (10 lessons - with 80% passing rate) will be rewarded to help promote i-Ready philosophy of work (best effort). | Students working on their i-Ready should continue to build their skills at their pace (either gaining or catching back up to grade level) which will help their overall classroom success. | All Staff

Administration | Evidence of i-Ready assessment, benchmarks, and respective progress monitoring.

Will keep track of punch cards completed. | August 2025-May 2026 |
| 1F. Tier 3 Intervention Program - Reading Plus | Students who are needing Tier 3 Support will be placed with a Reading Content teacher and work on the Reading Plus program to work on | Intervention Teachers

MTSS Team

Administration | Evidence of i-Ready assessment, benchmarks, and respective progress monitoring. | August 2025-May 2026 |

	building up lacking skills at their individual levels.			
1G. Reading teachers will review i-Ready data during 1pm dismissals to help create/prepare data chats with students.	Reviewing the i-Ready diagnostic data will help to keep them informed of how students are doing while also allowing them the time to collaborate across grade levels to continue increasing student growth.	ELA Teachers Administration	Evidence of i-Ready assessment, benchmarks, and respective progress monitoring.	August 2025-May 2026

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

Student achievement data on the i-Ready Assessment, and IXL will be monitored.

Fall Data Benchmark:	Spring Projection (10% Projection):	Winter Results	Spring Results
6th Grade = 38% (21 out of 56) 7th Grade = 27% (15 out of 56) 8th Grade = 44% (27 out of 61)	6th Grade = 48% (27 out of 56) 7th Grade = 37% (21 out of 56) 8th Grade = 54% (33 out of 61)	6th Grade = 48% (26 out of 54) 7th Grade = XX% (XX out of 58) 8th Grade = 55% (33 out of 60)	6th Grade = 7th Grade = 8th Grade =

Please describe performance of student groups, identification of opportunity and achievement gaps, and potential reasons for your school's current status.

Economic Disadvantage: Analysis of the 2024 School Report Card showed the number of economically disadvantaged students being a large amount of the student body population (27.8% of student population - 42 students - last year we had 32.5% which was 53 students)

Students with Disabilities: Analysis of the 2025 School Report Card showed the number of students with disabilities being a good sized amount of the student body population (13.2% of student population - 29 students - this is up from 9% last year which was 20 students)

All Students		Economic Disadvantaged Students	
Grade Level	**# Met or Exceeded Expectations**	**Grade Level**	**# Met or Exceeded Expectations**
6th	**XX out of 56**	**6th**	**X out of 17**
7th	**XX out of 56**	**7th**	**X out of 20**
8th	**XX out of 61**	**8th**	**X out of 15**

All Students		Students with Disabilities (IEP/504)	
Grade Level	**# Met or Exceeded Expectations**	**Grade Level**	**# Met or Exceeded Expectations**
6th	**XX out of 56**	6th	**X out of 10**
7th	**XX out of 56**	7th	**X out of 15**
8th	**XX out of 61**	8th	**X out of 15**

Potential Reasons for the Gaps:

Economic Disadvantage: Lack of resources or support at home. Staff/student attendances that affected consistency in instruction and accountability.

<u>Students with Disabilities:</u> Students are missing/needing support with reading comprehension and writing fluency. Staff/student attendances that affected consistency in instruction and accountability.

Provide an explanation of specific changes you intend to make and how those changes will improve student learning.

During the 25-26 school year, Reading teachers will provide daily instruction to all students. Each grade level is in year 2 of implementing a new research based ELA curriculum (i-Ready). Students will receive 30-49 minutes weekly of targeted instruction through their MyPath plan which is helping to work with them at their individual level. Administration will run monthly attendance reports and stay in constant contact with the home of those students who struggle with attendance.

Within i-Ready's personalized instruction (MyPath) students can also be placed into i-Ready-Pro. i-Ready Pro provides differentiated instruction working on specific targeted Reading Interventions. i-Ready-Pro provides students with support with foundational skills in Reading. These lessons are individually designed to help students work to get back on grade level. Students at each grade level have the ability to test out of i-Ready to an Exact Path Enrichment program to continue building skills beyond the 8th grade level at any time. Last year students were placed at the 8th grade level of Exact Path and this year we are trialing placing them at the 9th grade level when they enter Exact Path to see if we can continue to stretch their ELA abilities.

Goal 3 Math: During the 2025-2026 school year, NBJH will increase the percentage of students at each grade level (6-8) performing at *on or above grade level* by 10% on i-Ready assessments (last year = 5%).				
Strategies & Action Steps	**Rationale For strategies/Actions**	**Person Responsible**	**Measure of Success**	**Timeline**
1A. All classroom staff teaching Math will participate in professional development targeting Math instruction, i-Ready (MyPath), and progress monitoring.	Targeting instructional areas that have been identified as weaknesses through data analysis.	Certified Classroom Staff

Administration | Evidence of i-Ready assessment, benchmarks, and respective progress monitoring. | August 2025-May 2026 |

1B. Teachers will ensure students are given in class time to complete the recommended 30-49 minutes per week of (MyPath) Personalized Instruction in Math.	Students working on their i-Ready should continue to build their skills at their pace (either gaining or catching back up to grade level) which will help their overall classroom success.	Certified Classroom Staff	Evidence of i-Ready assessment, benchmarks, and respective progress monitoring. Classroom Observations	August 2025-May 2026
1C. Teachers will incorporate Illinois Learning Standards daily and backwards plan for State Assessment.	High quality, structured lessons focusing on best practices will increase task time and encourage productive struggle in reading and comprehension.	Certified Classroom Staff Administration	Will yearly review standards being assessed on State Assessment to develop assessment capabilities.	August 2025-May 2026
1D. Teachers will implement Tier 1 Math curriculum in the whole group: i-Ready & SAVVAS in all regular education settings.	Incorporating best practice for literacy instruction.	Certified Classroom Staff Administration	Teacher lesson plans will be up to date and current with evidence of i-Ready and SAVVAS.	August 2025-May 2026
1E. The whole school incentive program, students who complete a full punch card (10 lessons - with 80% passing rate) will be rewarded to help promote i-Ready philosophy of work (best effort).	Students working on their i-Ready should continue to build their skills at their pace (either gaining or catching back up to grade level) which will help their overall classroom success.	All Staff Administration	Evidence of i-Ready assessment, benchmarks, and respective progress monitoring. Will keep track of punch cards completed.	August 2025-May 2026

1F. Tier 3 Intervention Program Implementation - SAVVAS Successmaker	Students who are needing Tier 3 Support will be placed with a Math Content teacher and work on the Successmaker program to work on building up lacking skills at their individual levels.	Intervention Teachers MTSS Team Administration	Evidence of i-Ready assessment, benchmarks, and respective progress monitoring.	August 2025-May 2026
1G. Math teachers will review i-Ready data during 1pm dismissals to help create/prepare data chats with students.	Reviewing the i-Ready diagnostic data will help to keep them informed of how students are doing while also allowing them the time to collaborate across grade levels to continue increasing student growth.	Math Teachers Administration	Evidence of i-Ready assessment, benchmarks, and respective progress monitoring.	August 2025-May 2026

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

Student achievement data on the i-Ready and IXL will be monitored.

Fall Data Benchmark:	Spring Projection (10% Projection):	Winter Results	Spring Results
6th Grade = 34% (19 out of 56) 7th Grade = 29% (16 out of 56) 8th Grade = 27% (13 out of 61)	6th Grade = 44% (25 out of 56) 7th Grade = 39% (22 out of 56) 8th Grade = 37% (23 out of 61)	6th Grade = XX% (XX out of 56) 7th Grade = XX% (XX out of 56) 8th Grade = XX% (XX out of 61)	6th Grade = 7th Grade = 8th Grade =

Please describe performance of student groups, identification of opportunity and achievement gaps, and potential reasons for your school's current status.

Economic Disadvantage: Analysis of the 2024 School Report Card showed the number of economically disadvantaged students being a large amount of the student body population (27.8% of student population - 42 students - last year we had 32.5% which was 53 students)

Students with Disabilities: Analysis of the 2025 School Report Card showed the number of students with disabilities being a good sized amount of the student body population (13.2% of student population - 29 students - this is up from 9% last year which was 20 students)

If analysis of data reveals there are student groups not achieving at the same level as other students, explain what are the gaps and potential reasons for the gaps.

All Students		Economic Disadvantaged Students	
Grade Level	**# Met or Exceeded Expectations**	**Grade Level**	**# Met or Exceeded Expectations**
6th	XX out of 56	6th	X out of 17
7th	XX out of 56	7th	X out of 20
8th	XX out of 61	8th	X out of 15

All Students		Students with Disabilities (IEP/504)	
Grade Level	**# Met or Exceeded Expectations**	**Grade Level**	**# Met or Exceeded Expectations**
6th	XX out of 56	6th	X out of 10
7th	XX out of 56	7th	X out of 15
8th	XX out of 61	8th	X out of 15

Potential Reasons for the Gaps:

Economic Disadvantage: Lack of resources or support at home. Staff/student attendances that affected consistency in instruction and accountability.

Students with Disabilities: Students are missing/needing support with math calculations and problem-solving skills. Staff/student attendances that affected consistency in instruction and accountability.

Provide an explanation of specific changes you intend to make and how those changes will improve student learning.

During the 25-26 school year, Reading teachers will provide daily instruction to all students. Each grade level is in year 2 of implementing a new research based Math curriculum (i-Ready). Students will receive 30-49 minutes weekly of targeted instruction through their MyPath plan which is helping to work with them at their individual level. Administration will run monthly attendance reports and stay in constant contact with the home of those students who struggle with attendance.

Within i-Ready's personalized instruction (MyPath) students can also be placed into i-Ready-Pro. i-Ready Pro provides differentiated instruction working on specific targeted Math Interventions. i-Ready-Pro provides students with support with core numeracy skills. These lessons are individually designed to help students work to get back on grade level.