

2023 - 2024 (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 Strategic Goal

PRETZEL SUCCESS FOR EVERY STUDENT

District Theme for the Year

Team Pretzel

School Improvement Team Members

Goal 1 SEL: During the 2023-2024 school year, we will decrease the number of students who identify as having 0 or 1 strong categories (Self-Efficacy, Growth Mindset, Self-Management, Social Awareness, or Emotional Regulation) in SEL data in our Panorama data.

Proposed Action/Activity (What is going to be done to address this goal?)	RATIONALE FOR STRATEGIES/ACTIONS (Explain how best practices and research justify activity)	MEASURES OF SUCCESS (Evidence)	TIMELINE	PERSON(S) RESPONSIBLE
1A. Put all students through new SEL curriculum during the 23-24 school year.	Help to continue educating students on mental/emotional health, positive attitudes, making decisions, and goal setting.	Review Student Feedback Review Behavior Data Review Panorama Data	Ongoing	MTSS Team Principal
1B. Work with the MTSS team and School Social Worker to develop checkin-checkout student groups.	Foster relationships, help teach expectations, and provide positive reinforcement and feedback.	Review Behavior Data Review Panorama Data Monthly MTSS Meetings	Ongoing	MTSS Team Social Worker Principal
1C. Continue to integrate PBIS Tier 1 throughout the building.	PBIS promotes positive school climate, safer learning environment, and more trusting and respectful student/teacher relationships.	Review Behavior Data Review Panorama Data Quarter Parties PBIS Store participation	Ongoing	All Staff PBIS Team
1D. Educate staff on how to foster deeper SEL relationships with SEL Curriculum & Coach through ROE.	Will help educators manage their own stress while also helping teachers model SEL in the classroom and improve overall teaching.	Review Behavior Data Review Panorama Data 5 Essential Survey	Ongoing	All Staff Principal

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

The Instructional Leadership Team will monitor the survey data from the Fall Benchmark Survey Data. The MTSS Team will look at

individual students that need intensive support and will implement that through social work skills, all students will partake in a new Social/Emotional Learning Curriculum, Check-in/check-out mentoring systems will be implemented. Administration will track behavior in Skyward and Panorama to gauge improvements in emotion regulation.

Fall Data Benchmark: 6th Grade - 13 Students (out of 58) (22%) 7th Grade - 5 Students (out of 36) (14%) 8th Grade - 12 Students (out of 63) (19%)	Spring Projection: 6th Grade - 10 Students (out of 58) (17%) 7th Grade - 3 Students (out of 36) (9%) 8th Grade - 9 Students (out of 63) (14%)	Actual Outcome (Spring Final Result) 6th Grade - XX (out of 58) (%) 7th Grade - XX (out of 36) (%) 8th Grade - XX (out of 63) (%)
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Please describe performance of student groups, identification of opportunity and achievement gaps, and potential reasons for your school’s current status.

- Reasons for current status:
 - Lingering effects from COVID19
 - Lack of education/awareness at the Jr High age level of SEL
 - Consistency in implementation and follow through in our building

(By ethnicity and programs) Programs are: CWD , Economically Disadvantaged Students

- Not Applicable
 - All students will partake in SEL and PBIS

Goal 2 ELA: During the 2023-2024 school year, we will increase the number of students performing at or above the 40th percentile in Reading by 10% across all grade levels.

Proposed Action/Activity (What is going to be done to address this goal?)	RATIONALE FOR STRATEGIES/ACTIONS (Explain how best practices and research justify activity)	MEASURES OF SUCCESS (Evidence)	TIMELINE	PERSON(S) RESPONSIBLE
1A. Staff will participate	Incorporating Research-	MAP Data	Ongoing	ELA Department

<p>in professional development that are targeted toward weaknesses in reading curriculum as identified through data analysis of MAP and IXL Diagnostic Data.</p>	<p>Based instructional strategies for literacy instruction across all content areas will raise student comprehension and achievement.</p>	<p>IXL Data</p>		<p>Admin Team</p>
<p>1B. Staff will participate in professional developments that are targeted toward explicit adolescent literacy instruction (vocabulary, comprehension, effective questioning, increasing student motivation and engagement, and interventions for struggling readers).</p>	<p>Incorporating Research-Based instructional strategies for literacy instruction across all content areas will raise student comprehension and achievement. MyPerspectives and Townsend Press will be implemented with fidelity throughout 6-8.</p>	<p>Monitored through administrative walk- throughs</p>	<p>Ongoing</p>	<p>ELA Department Admin Team</p>
<p>1C. Language Arts instructors will participate in professional development workshops that are focused on high quality instructional practices that support the 5 E's and the BEEP model of instruction</p>	<p>Incorporating Research-Based instructional strategies for literacy instruction across all content areas will raise student comprehension and achievement.</p>	<p>Monitored through administrative walk- throughs</p>	<p>Ongoing</p>	<p>ELA Department Admin Team</p>
<p>1D. Language Arts staff will begin implementing Tier 1 and 2 interventions using MAP/IXL/AimsWeb data and differentiate instruction to students that have been identified as at-risk through Critical Reading/Reading Intervention class.</p>	<p>Incorporating Research-Based instructional strategies for literacy instruction across all content areas will raise student comprehension and achievement.</p>	<p>MAP DATA Reports - Learning Continuum IXL</p>	<p>Ongoing</p>	<p>ELA Department Admin Team MTSS Team</p>

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

Student achievement data on the NWEA MAP Assessment, IXL and Aimsweb will be monitored with a focus on the Intervention Cohorts.

Fall Data Benchmark:	Spring Projection: An increase of 10% after the Spring Survey is taken.	Actual Outcome (Spring Final Result)
6th Grade - 25 Students (out of 58) (43%) 7th Grade - 24 Students (out of 36) (67%) 8th Grade - 42 Students (out of 63) (67%)	6th Grade - 28 Students (out of 58) (48%) 7th Grade - 26 Students (out of 36) (72%) 8th Grade - 44 Students (out of 63) (70%)	6th Grade - XX (out of 58) (%) 7th Grade - XX (out of 36) (%) 8th Grade - XX (out of 63) (%)

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

-MAP - IEP:Of the students that are below the 40th percentile, five (5) 6th graders have an IEP of 23 students that are below the 40th percentile, one (1) 7th Graders have an IEP of the 12 that are below the 40th percentile, four (4) 8th graders that have an IEP of the 21 are below the 40th percentile do not meet.

(By ethnicity and programs) Programs are: CWD, Economically Disadvantaged Students

-Low income - increase the number of underperforming students by implementing AimsWeb intervention - Critical Reading

Goal 3 Math: During the 2023-2024 school year, we will increase the number of students performing at or above the 40th percentile in Math by 10% across all grade levels.

Proposed Action/Activity	RATIONALE FOR	MEASURES OF	TIMELINE	PERSON(S) RESPONSIBLE

(What is going to be done to address this goal??)	STRATEGIES/ACTIONS (Explain how best practices and research justify activity)	SUCCESS (Evidence)		
1A. Staff will participate in professional development workshops that are targeted toward weaknesses in math curriculum as identified through data analysis of MAP and IXL Diagnostic Data.	Areas that have been identified as weaknesses through data analysis include Geometry and Statistics.	MAP Data IXL Data Dreambox	Ongoing	Math Department Admin Team
1B. Mathematics instructors will participate in professional development that are focused on high quality instructional practices that support the 5 E's and the BEEP model of instruction	Incorporating Research-Based instructional strategies for literacy instruction across all content areas will raise student comprehension and achievement.	Monitored through administrative walk-throughs	Ongoing	Math Department Admin Team
1C. Mathematics instructors will continue working with District provided Curriculum Specialists.	Further strengthen Math practices by looking at data, trends, and standards to find how to best support our school and students	MAP Data	Ongoing	Math Department Curriculum Specialists Admin Team
1D. Mathematics instructors will begin implementing Tier 1 and 2 interventions using IXL, MAP, Dreambox data and differentiate instruction to students that have been identified as at-risk as well as those students that are placed in Critical Math/Math Intervention class.	Research based interventions and differentiated instruction will be implemented as per the Rtl Model.	MAP DATA Reports - Learning Continuum IXL	Ongoing	Math Department Admin Team MTSS Team

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

Fall Data Benchmark:	Spring Projection: An increase of 10% after the Spring Survey is taken.	Actual Outcome (Spring Final Result)
6th Grade - 25 Students (out of 58) (43%) 7th Grade - 24 Students (out of 36) (67%) 8th Grade - 42 Students (out of 63) (67%)	6th Grade - 28 (out of 58) (48%) 7th Grade - 26 (out of 36) (72%) 8th Grade - 46 (out of 63) (73%)	6th Grade - XX (out of 58) (%) 7th Grade - XX (out of 36) (%) 8th Grade - XX (out of 63) (%)

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

-MAP - IEP:Of the students that are below the 40th percentile, six (6) 6th graders have an IEP of 33 students that are below the 40th percentile, one (1) 7th Graders have an IEP of the 12 that are below the 40th percentile, five (5) 8th graders that have an IEP of the 20 are below the 40th percentile do not meet.

(By ethnicity and programs) Programs are: CWD, Economically Disadvantaged Students

-Low income - increase the number of underperforming students by implementing Dreambox intervention - Critical Math

