



# School Improvement Plan Data Review 22-23

New Berlin Elementary 2022-2023

Goal 1 SEL: During the 2022-2023 school year, we will increase the number of students that use emotion regulation strategies by 10% in grades 3rd-5th.

September Baseline Data:	Winter Baseline:	Spring Projection:	Spring Final Results:
49% Emotion Regulation	52% Emotion Regulation	59% Emotion Regulation	49% Emotion Regulation 60th-79th Percentile

- Implement SEL lessons in the classroom at least 1 time a week using the PATHS curriculum.
- Integrate PBIS Tier 1 throughout the building.
- Provide weekly PATHS lessons schoolwide to be used during Morning Meeting time.
- Implement PBIS Tier 2 throughout the building.

During the 2022-2023 school year, NBE will decrease the number of students at each grade level performing in the low and low average (Below 40th percentile) categories on the NWEA MAP assessment by 10% in each grade level K-5.

September 2022  
Baseline Data

Grade	# Below 40th Percentile
K	11
1	12
2	16
3	19
4	19
5	23

December 2022  
Winter Benchmark

Grade	# Below 40th Percentile
K	25
1	18
2	15
3	19
4	20
5	31

Spring Projection

Grade	# Below 40th Percentile
K	10
1	10
2	14
3	17
4	17
5	20

May 2023  
Spring NWEA MAP Results

Grade	# Below 40th Percentile
K	10
1	15
2	8
3	13
4	20
5	26

- K-5 Literacy team members will share topics and strategies that are covered at Destination School LLC. that are targeted toward reading instruction
- K-5 Teachers will participate in professional development workshops that are focused on high quality instructional practices that support the BEEP model of instruction. Staff will implement the BEEP model into daily instruction.
- K-5 teachers and interventionists will implement Tier 2 and Tier 3 Reading interventions after analyzing data from MAP, AIMSWEB, Fountas and Pinnell and class performance to meet students' varying needs.
- K-5 teachers will implement Tier 1 ELA curriculum: HMH into Reading & SAVVAS Realize in all regular education classroom settings and SAVVAS guided reading

**Goal 3: Math: During the 2022-2023 school year, we will decrease the number of students at each grade level performing in the low and low average categories (Below 40th Percentile) on the NWEA MAP assessment by 10% in each grade level K-5.**

September 2022 Baseline Data		December 2022 Winter Benchmark		Spring Projection		May 2023 Spring NWEA MAP Results	
Grade	# Below 40th Percentile	Grade	# Below 40th Percentile	Grade	# Below 40th Percentile	Grade	# Below 40th Percentile
K	13	K	19	K	11	K	10
1	11	1	16	1	9	1	9
2	8	2	11	2	7	2	6
3	14	3	12	3	12	3	9
4	17	4	23	4	15	4	15
5	21	5	32	5	19	5	34

- All classroom and intervention staff teaching mathematics will participate in professional development that is targeted toward best practices in instruction.
- All classroom and intervention staff teaching mathematics will participate in workshops that are focused on high quality instructional practices that support the implementation of the BEEP model of instruction and will implement BEEP practices.
- K-5 teachers and interventionists will implement Tier 2 and Tier 3 Reading interventions after analyzing data from MAP, AIMSWEB, IAR, Everyday Math and class performance to meet students' varying needs.
- K-5 teachers will implement Tier 1 math curriculum: Everyday Math in all regular education classroom settings



# School Improvement Plan 22-23

New Berlin Jr High 2022-2023

Goal #1 - During the 2022-2023 school year, staff will strengthen emotional supports for students in order to show growth in the areas of Emotional- Regulation and Growth Mindset.

- Implement the use of school social workers through curriculum in advisory with the whole group as well as small group instruction based upon specific student needs.
- Integrate the Illinois social/emotional learning standards throughout the building, classrooms, cafeteria, etc to improve school climate and culture.
- Integrate PBIS Tier 1 throughout the building.

September 2022 - Baseline Data/Fall Emotion Regulation (% Responded Favorably)	December 2022 - Winter Benchmark	Spring Projection - Increase of 5% Projection	May 2023 - Actual Results
6th Grade - 65%	64%	70%	61%
7th Grade - 42%	45%	47%	45%
8th Grade - 55%	56%	60%	61%

**Goal #1 - During the 2022-2023 school year, staff will strengthen emotional supports for students in order to show growth in the areas of Emotional- Regulation and Growth Mindset.**

<b>September 2022 - Baseline Data/Fall</b>	<b>December 2022 - Winter Benchmark</b>	<b>Spring Projection - Increase of 5% Projection</b>	<b>May 2023 - Actual Results</b>
<b>Growth Mindset (% Responded Favorably)</b>			
6th Grade - 62%	51%	67%	62%
7th Grade - 41%	42%	46%	48%
8th Grade - 57%	50%	62%	53%

Goal 2: ELA- During the 2022-23 school year, 25% of the students that were below the 40th percentile in the fall will score at least at or above the 40th percentile on the Reading NWEA MAP assessment in the spring, demonstrating an increase in overall student growth and achievement from Fall 2022-Spring 2023.

- Staff will participate in professional development workshops that are targeted toward weaknesses in reading curriculum as identified through data analysis of MAP and IXL Diagnostic Data.
- Staff will participate in professional development workshops that are targeted toward explicit adolescent literacy instruction (vocabulary, comprehension, effective questioning, increasing student motivation and engagement, and interventions for struggling readers).
- 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
- 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.



Goal 2: ELA- During the 2022-23 school year, 25% of the students that were below the 40th percentile in the fall will score at least at or above the 40th percentile on the Reading NWEA MAP assessment in the spring, demonstrating an increase in overall student growth and achievement from Fall 2022-Spring 2023.

September 2022 - Baseline Data/Fall	December 2022 - Winter Benchmark	Spring Projection	May 2023 - Actual Spring NWEA MAP Results
6th Grade - 17%	10%	13%	7%
7th Grade - 23%	21%	18%	24%
8th Grade - 17%	14%	13%	13%

Goal 3: Math- During the 2022-23 school year, 25% of the students that were below the 40th percentile in the fall will score at least at or above the 40th percentile on the Math NWEA MAP assessment in the spring, demonstrating an increase in overall student growth and achievement from Fall 2022-Spring 2023.

- 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.
- Mathematics 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
- Mathematics instructors will continue the process of Common Core and College Readiness Standards Curriculum Alignment to ensure a viable curriculum is in place.
- 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.

**Goal 3: Math-** During the 2022-23 school year, 25% of the students that were below the 40th percentile in the fall will score at least at or above the 40th percentile on the Math NWEA MAP assessment in the spring, demonstrating an increase in overall student growth and achievement from Fall 2022-Spring 2023.

<b>September 2022 - Baseline Data/Fall</b>	<b>December 2022 - Winter Benchmark</b>	<b>Spring Projection</b>	<b>May 2023 - Actual Spring NWEA MAP Results</b>
6th Grade - 20%	19%	15%	14%
7th Grade - 27%	26%	20%	28%
8th Grade - 20%	23%	15%	24%



# School Improvement Data Review

New Berlin High School 22.23 Results

Goal 1: By Spring of 2025, student achievement for grades 9-11 will increase from 63% to 80% at or above the 40th Percentile in Reading as measured by the NWEA MAP assessment.

September ELA  
Baseline Data

Year	# Above 40th Percentile
22.23	69%
23.24	69% (118/170)
24.25	

December ELA  
Winter Benchmark

Year	# Above 40th Percentile
22.23	67%
23.24	
24.25	

Spring ELA Projection

Year	# Above 40th Percentile
22.23	74%
23.24	77%
24.25	80%

May Actual ELA Spring NWEA  
MAP Results

Year	# Above 40th Percentile
22.23	73% (127/172)
23.24	
24.25	

In the Fall of 22.23, 31 NBHS students were below the 40th percentile. These students were assigned to a Reading Student Growth Cohort and tracked and monitored throughout the year. They were assigned to an Advisory with the grade level ELA teacher, worked in IXL on Reading Skills, and also were assigned IXL skills that coincided with their identified areas of weakness in their English class.

By the spring Reading benchmark, 21 of Reading Student Growth Cohort were above the 40th percentile.

Goal 2: By Spring of 2025, student achievement for grades 9-11 will increase from 63% to 80% at or above the 40th Percentile in Math as measured by the NWEA MAP assessment.

September Math Baseline Data		December Math Winter Benchmark		Spring Math Projection		May Math Actual Spring NWEA MAP Results	
Year	% Above 40th Percentile	Year	% Above 40th Percentile	Year	% Above 40th Percentile	Year	% Above 40th Percentile
22.23	69%	22.23	72%	22.23	74%	22.23	72% (128/179)
23.24	79% (133/167)	23.24		23.24	77%	23.24	
24.25		24.25		24.25	80%	24.25	

In the Fall of 22.23, 28 NBHS students were below the 40th percentile. These students were assigned to a Math Student Growth Cohort and tracked and monitored throughout the year. They were assigned to an Advisory with the grade level Math teacher, worked in IXL on math skills, and also were assigned IXL skills that coincided with their identified areas of weakness in their math class.

By the spring Math benchmark, 6 of the Math Student Growth Cohort were above the 40th percentile.

# Goal 3: By Spring of 2025, NBHS 5 Panorama Survey will show that 80% of students report strengths in the areas of Growth Mindset (SEL).

22.23

SEL - 61% reported strengths. The area our students perceive as their strongest is Self-Management at 73%. The area our students perceive as their weakest is Growth Mindset with only 47% reporting strengths.

We have implemented Nearpod SEL Lessons on targeted areas during Advisory one time a week, utilized the School Social Workers, implemented the Daily Advisory Agenda to get students organized, Check-In/Check-Out with students that were at-risk for failing or had numerous homework detentions.

We have implemented Pretzels with a Purpose in which students access Major Clarity, Preparation for College, Career, and Life, as well as Nearpod Lessons on a rotating basis.

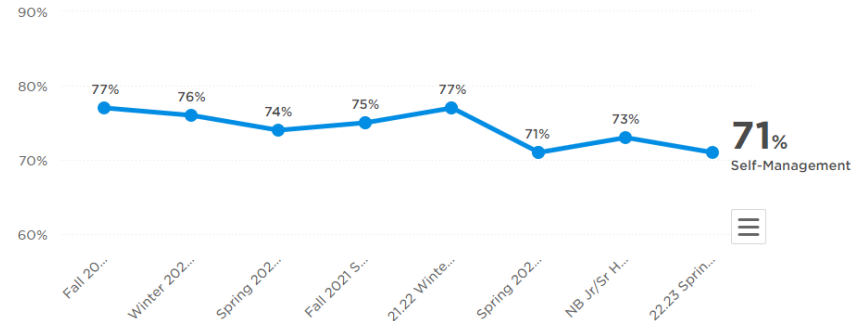
## Self-Management

Based on 324 responses

How well students manage their emotions, thoughts, and behaviors in different situations.

How have results changed over time?

Percent Favorable



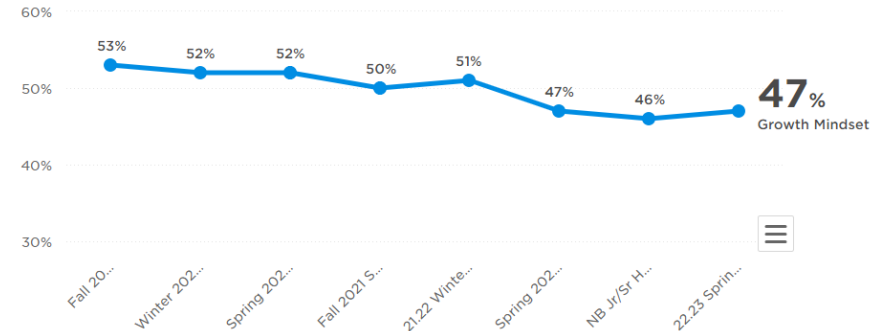
## Growth Mindset

Based on 324 responses

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

How have results changed over time?

Percent Favorable



# Goal 3: By Spring of 2025, NBHS 5 Panorama Survey will show that 80% of students report strengths in the area of Challenging Feelings (Well-Being).

22.23

Well-Being - 61% reported strengths. The area our students perceive as their strongest is Supportive Relationships with 92% reporting strengths. The area our student perceive as their weakest is Challenging Feelings with only 46% reporting strengths.

We have implemented Nearpod Well-Being Lessons on targeted areas during Advisory one time a week, utilized the School Social Workers, and SSOs for students that need extra support.

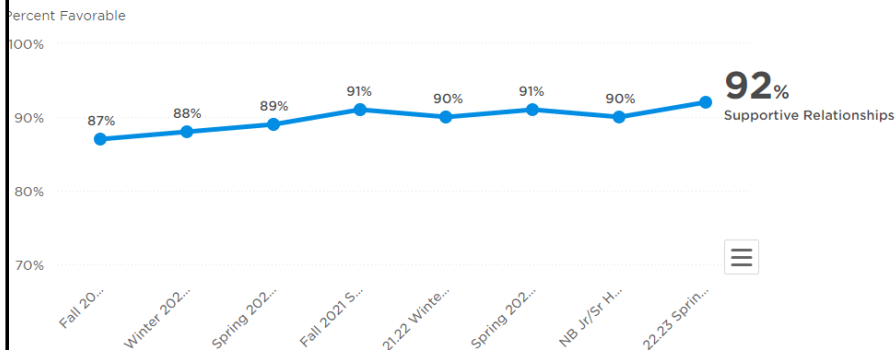
We have implemented Pretzels with a Purpose in which students access Major Clarity, Preparation for College, Career, and Life, as well as Nearpod Lessons on a rotating basis.

## Supportive Relationships

Based on 324 responses

How supported students feel through their relationships with friends, family, and adults at school.

How have results changed over time?



## Challenging Feelings

Based on 324 responses

How frequently students feel challenging emotions, with higher scores indicating less frequent challenging emotions.

How have results changed over time?

