

**Naperville 203
School Improvement Plan
2022 - 2023**

Academic				
Goal: By the spring of 2023, 54% of students will achieve or exceed expected growth on the ELA section of the NWEA MAP assessment.				
Rationale for the Goal: In the spring of 2022, 49% of students met growth projections on the ELA section of the NWEA MAP assessment				
Benchmarks for Success: KJHS will conduct a comprehensive data analysis after each MAP assessment to identify student groups, utilize this data during PLCs and MTSS discussions, and utilize common assessment data, as a benchmark for our 2022-2023 SIP ELA goal.				
Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
Reading Intervention Support	<ul style="list-style-type: none"> Conduct a comprehensive data analysis of MAP data (fall, winter, and spring) Additional Intervention Data (ie. Easy CBM and AimsWeb + two/three times a year) Data Review (Grade Level Teams) Partnership with Ann Reid (Duckling DEAR Time) where intervention students & students with IEP(s) will read aloud to EC students. 	KJHS Data Team	SY 2022-23	May 2023
Co-Teaching	<ul style="list-style-type: none"> Teachers will utilize a variety of co-teaching learning strategies/structures (small groups, parallel, station rotations) in order to reduce the ratio with purpose based on student achievement data. Targeted intervention support within the ELA block 	Reading Interventionist/ ELA and LBS Teachers	SY 2022-23	May 2023

PLC + Implementation	<ul style="list-style-type: none"> District Institute Days will provide professional learning for all staff. (8/15, 10/6, 1/6) PLC Weekly agenda to document engagement with PLC+ guiding questions. PLC Discussion Guide will be used to ensure conversations are focused on the five PLC+ questions. Monthly department meetings will utilize the PLC+ Playbook to guide conversations around the PLC+ Questions. Develop consistent Tier I instructional strategies within MTSS Framework PLC PL will be provided during the weekly PLC Meeting Schedule on the Professional Learning designated day and time. 	Admin, LSCs, Teachers, Team Leaders, and Department Chairs	SY 2022-23	May 2023
Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity: (ELA) <ul style="list-style-type: none"> This area aligns with the district Comprehensive Equity Plan as it supports our Equity Centered Schools and Classroom Practices pillar. This area aligns with understanding the instructional shifts associated with specific content areas to ensure purposeful instruction, as it supports our MTSS Key Action plan. 				

Academic				
Goal: By the spring of 2023, 65% of students will achieve or exceed expected growth on Math NWEA MAP assessments including the Math (6+), Algebra, and Geometry assessments.				
Rationale for the Goal: In the spring of 2022, 62% of students met growth projections on the Math NWEA MAP assessments including the Math (6+), Algebra, and Geometry assessments.				
Benchmarks for Success: KJHS will conduct a comprehensive data analysis after each MAP assessment to identify student groups, utilize this data during PLCs and MTSS discussions, and utilize common assessment data, as a benchmark for our 2022-2023 SIP Math goal.				
Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
Math Intervention Support	<ul style="list-style-type: none"> Conduct a comprehensive data analysis of MAP data (fall, winter, and spring) Intervention Data (ie. iREADY? and EasyCBM) After School Math Support Club (2x/week) administered by KJHS math interventionist & 	KJHS Data Team	SY 2022-23	May 2023

	sponsored by NEF.			
Co-Teaching	<ul style="list-style-type: none"> Teachers will utilize a variety of co-teaching learning strategies/structures (small groups, parallel, station rotations) in order to reduce the ratio with purpose based on student achievement data. Tier 1 intensive re-teaching 1x/week at each grade level with Math Interventionist during Sup Study. 	Math Interventionist /Math and LBS Teachers	SY 2022-23	May 2023
PLC + Implementation	<ul style="list-style-type: none"> District Institute Days will provide professional learning for all staff. (8/15, 10/6, 1/6, 3/9) PLC Weekly agenda to document engagement with PLC+ guiding questions. PLC Discussion Guide will be used to ensure conversations are focused on the five PLC+ questions. Monthly department meetings will utilize the PLC+ Playbook to guide conversations around the PLC+ Questions. Math Department will develop common formative & summative assessments Develop consistent Tier I instructional strategies between Math & Science PLCs PLC PL will be provided during the weekly PLC Meeting Schedule on the Professional Learning designated day and time. 	Admin, LSCs, Teachers, Team Leaders, and Department Chairs	SY 2022-23	May 2023
Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity: <ul style="list-style-type: none"> This area aligns with the district Comprehensive Equity Plan as it supports our Equity Centered Schools and Classroom Practices pillar. This area aligns with understanding the instructional shifts associated with specific content areas to ensure purposeful instruction, as it supports our MTSS Key Action plan. 				

Goal: Increase the overall favorable perception of the Social Climate of KJHS to 68%, as measured by the Panorama Survey in the spring of 2023.

Rationale for the Goal: In the spring of 2022, 64% of students reported a positive Social Climate at KJHS. The average for NCUSD 203 was 59% favorable.

Benchmarks for Success: Due to the recent pandemic, students have been physically disconnected from daily school life. We want to ensure that all students re-engage through school activities, SEL curriculum, building relationships with staff, and developing the necessary social skills to succeed.

Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
All staff will examine the relationship between SEL skills and competencies versus sense of belonging.	<ul style="list-style-type: none"> All staff will receive professional development opportunities about the similarities and differences between SEL and sense of belonging. MTSS will recognize specific SEL and sense of belonging needs on teams. Staff will plan and schedule intentional SEL lessons and sense of belonging activities. 	All stakeholders at KJHS	SY 2022-23	May 2023
All staff will provide instruction and feedback to students based on SEL/CASEL framework within their discipline, content area, or role.	<ul style="list-style-type: none"> Classroom teachers will continue to embed SEL targets and instruction into daily lessons. Grade-level counselors will collaborate with academic teams to plan and deliver learning activities for social-emotional learning. Student services teams and grade-level teams will collaborate to identify students needing tiered interventions. Student services teams will work to provide tiered SEL support to identified students. 	Classroom teachers Counselors Students services and grade level teams Student services		
Comprehensive data analysis of 5Essentials Survey, Panorama Survey, and School Behavior data results with all KJHS stakeholders	<ul style="list-style-type: none"> Building level social-emotional data (5 Essentials and Panorama), will be reported to certified staff after completion. Referral trend data will be shared with staff to help staff plan interventions and determine their effectiveness. 	Operations AP All classroom teachers/Counselors All classroom teachers	Ongoing	

	<ul style="list-style-type: none"> Staff will analyze shared data to identify trends as well as areas of strengths and areas for growth. Staff will identify and implement new initiatives and/or strategies to target areas of growth. 	Students services and grade level teams		
Lunch With Leaders	<ul style="list-style-type: none"> KJHS Administrative Team will meet with students to obtain students' perspectives to strengthen the SEL relational skills with all KJHS stakeholders. 	KJHS Administration	Ongoing	
Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity: <ul style="list-style-type: none"> Develop a framework for an inclusive school community focused on strengthening the SEL relational skills of all stakeholders, as it supports our SEL 2.0 key actions. 				

Belonging				
Goal: Increase the overall perception of the Sense of Belonging data of KJHS to 55% favorable, as measured by the Panorama Survey in the spring of 2023.				
Rationale for the Goal: In the spring of 2022, 51% of students reported a favorable Sense of Belonging at KJHS. The average for NCUSD 203 was 47% favorable.				
Benchmarks for Success: Due to the recent pandemic, students have been physically disconnected from daily school life. We want to ensure that all students re-engage through school activities, SEL curriculum, building relationships with staff, and developing the necessary social skills to succeed.				
Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
All staff will examine the relationship between SEL skills and competencies versus sense of belonging.	<ul style="list-style-type: none"> All staff will receive professional development opportunities about the similarities and differences between SEL and sense of belonging. MTSS will recognize specific SEL and sense of belonging needs on teams. Staff will plan and schedule intentional SEL lessons and sense of belonging activities. 	All stakeholders at KJHS		

KJHS Building Wide Expectations for Students	<ul style="list-style-type: none"> Establish procedures and expectations for student behavior that encourage the development of positive interpersonal skills. Review expectations at the onset of each trimester, or as needed/determined by the team or department. 	All stakeholders at KJHS	SY 2022-23	May 2023
Ensure an Inclusive and Equitable Environment for students	<ul style="list-style-type: none"> Equity team will be creating and providing lessons to students around equity and inclusive practices throughout the year Staff will use MTSS meeting time as a way to identify students not feeling connected both in and out of the classroom and provide ideas to share with students(s). Staff will engage in professional learning around equity and inclusiveness. 	Admin, Teachers, LSCs, Department Chairs, Counselors, and Equity Team	SY 2022-23	May 2023
Foster an effective partnership with KJHS families	<ul style="list-style-type: none"> Staff will use Parent-Teacher Conferences, Open House, Curriculum Night, and SUCCESS partnership to provide parents with open communication and a sense of belonging. Cultivate a list of resources available both in and outside of the school community, to support students and their families in a variety of areas (ex. Mental health, addiction, residency, etc.) 	Admin, Teachers, Counselors, Social Workers, Psychologist, Dr. Lusby		
Comprehensive data analysis of 5Essentials Survey, Panorama Survey, and School Data results with all KJHS stakeholders	<ul style="list-style-type: none"> Building level data around equity and sense of belonging (5 Essentials and Panorama data) will be reported to certified staff after completion. Referral, attendance, mental health days (5 or more), D/F, Health Office Visits, and extracurricular participation trend data will be shared with staff to help staff plan interventions and determine their effectiveness. 	Operations AP All classroom teachers' Counselors All classroom teachers	Ongoing	

	<ul style="list-style-type: none"> • Staff will analyze shared data to identify trends as well as areas of strengths and areas for growth. • Staff will identify and implement new initiatives and/or strategies to target areas of growth. 	Students services, grade level teams Student services		
Lunch With Leaders	<ul style="list-style-type: none"> • KJHS Administrative Team will meet with students to obtain students' perspectives in order to strengthen students' sense of belonging and build upon relational skills with all KJHS stakeholders. 	KJHS Administration	Ongoing	
Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity: <ul style="list-style-type: none"> • Develop a framework for an inclusive school community focused on strengthening the SEL relational skills of all stakeholders, as it supports our SEL 2.0 key actions. • This area aligns with the district Comprehensive Equity Plan as it supports our Equity Centered Schools and Classroom Practices pillar. 				