

## Naperville 203 School Improvement Summary and Plan

### School

### SIP Summary of Progress SY23

Academic - Post-Secondary Education and Employment Statistics	
<b>SY26 Goal(s):</b> <ul style="list-style-type: none"> <li>- Academic: By Spring 2026, 50% of all Connections students will be enrolled in a College of DuPage course.</li> <li>- Employment: By Spring 2026, 60% of all Connections students will be competitively employed within the community.</li> <li>- Community Engagement: By Spring 2026, 100% of all students exiting services will be employed, participating in a community adult day program, or continuing their college enrollment.</li> </ul>	
<b>Summary of Progress - Academic Benchmark and Actions:</b> At the end of the 23-24 SY, 43% of Connections students were enrolled in at least one College of DuPage course during the fall and/or spring semester, exactly meeting the set goal. 30% of the students enrolled participated exclusively in continuing and/or developmental education courses and 70% of the students enrolled participated in at least one course that aligns with a certificate or degree they are pursuing.	
<b>Summary of Progress - Employment Benchmark and Actions:</b> At the end of the 23-24 SY, 42% of Connections students had earned competitive employment, falling short of the set goal by 4% of students having these paid work opportunities.	
<b>Summary of Progress - Community Engagement Benchmark and Actions:</b> At the end of the 23-24 SY, 94% of exiting students were employed, connected with a community day program, or continuing their education at COD, exceeding the set goal by 2%.	
<b>Accomplishments &amp; Areas for Opportunities</b> In the 23-24 SY, Connections programming supported over 30 students who were enrolled in COD courses and an additional 12 who were participating in programming through Connections to support their enrollment in the future - this is the highest number of enrolled students to date. The COD Connect course taught through Connections expanded the support provided on the COD campus to include counseling and speech-language supports. The COD Connect team of staff also collaborated to identify essential skills for their course and created differentiated instruction to align with these skills. Additionally, Connections expanded the micro-business work training opportunities by adding two additional student-run businesses that allow for students to work on skills in an environment that is supportive and able to be adjusted to meet their needs. Connections staff collaborated with families to establish new partnerships with community day programs that allowed for students to begin transitioning into these programs with support of Connections staff.	
SEL/Sense of Belonging	
<b>SY26 Goal(s):</b>	

- By Spring 2026, 95% of family survey responses will indicate a feeling of respect and collaboration
- By Spring 2026, 95% of student survey responses will indicate a feeling of belonging within Connections and Connections' programming

#### **Summary of Progress:**

At the end of the 23-24 SY, 100% of survey responses indicated that families felt a sense of respect and collaboration and 100% of student responses indicated a feeling of belonging.

#### **Accomplishments & Areas for Opportunities**

During the 2023-24 SY, Connections hosted events that encouraged families to network while engaging in learning about post-secondary supports and services that are available post-Connections. All course PLCs created student belonging plans that consisted of goals and benchmarks that were monitored over the course of the school year. Connections expanded programming and opportunities for students on the College of DuPage campus to increase student opportunities to develop a sense of community among D203 students on the COD campus.

## **School Improvement Plan 2023 - 2026**

### **Academic Targets**

#### **Common Instructional School Improvement Targets:**

- Increase post-secondary achievement and readiness through college, vocational, and community experiences for all students

#### **Building Specific: Rationale for the Instructional Targets:**

- Target is designed to increase student achievement and community engagement/involvement in order to prepare them to achieve post-secondary goals and outcomes
- Spring 2023 Data:
  - 37% of Connections students were enrolled in a College of DuPage course
  - 40% of Connections students were competitively employed within the community
  - 100% of Connections students enrolled in a vocational skills course participated in community and/or micro-business job training
  - 87% of students who exited services following the 22-23 school year had obtained competitive employment and/or adult day program enrollment
- Spring 2024 Data:
  - 43% of Connections students were enrolled in a College of DuPage course
  - 42% of Connections students were competitively employed within the community
  - 100% of Connections students enrolled in a vocational skills course participated in community and/or micro-business job training
  - 94% of students who exited services following the 22-23 school year had obtained competitive employment and/or adult day program enrollment

### **Transition - Academic**

By Spring 2026, 50% of all Connections students will be enrolled in a College of DuPage course.

<b>Academic Benchmarks for Success:</b> <ul style="list-style-type: none"> <li>● <b>2023-2024:</b> 43% of Connections students will be enrolled in a College of DuPage course</li> <li>● <b>2024-2025:</b> 46% of Connections students will be enrolled in a College of DuPage course</li> <li>● <b>2025-2026:</b> 50% of Connections students will be enrolled in a College of DuPage course</li> </ul>
<b>Transition - Employment</b>
By Spring 2026, 60% of all Connections students will be competitively employed within the community.
<b>Employment Benchmarks for Success:</b> <ul style="list-style-type: none"> <li>● <b>2023-2024:</b> 46% of all Connections students will be competitively employed within the community</li> <li>● <b>2024-2025:</b> 53% of all Connections students will be competitively employed within the community</li> <li>● <b>2025-2026:</b> 60% of all Connections students will be competitively employed within the community</li> </ul>
<b>Transition - Community Engagement</b>
By Spring 2026, 100% of all students exiting services will be employed, participating in a community adult day program, or continuing their college enrollment.
<b>Community Engagement Benchmarks for Success:</b> <ul style="list-style-type: none"> <li>● <b>2023-2024:</b> 92% of all students exiting services will be employed or participating in a community adult day program</li> <li>● <b>2024-2025:</b> 96% of all students exiting services will be employed or participating in a community adult day program</li> <li>● <b>2025-2026:</b> 100% of all students exiting services will be employed or participating in a community adult day program</li> </ul>
<b>District Alignment</b>
<b>Alignment to Ongoing Strategic Plan Commitments:</b> Alignment to Strategic Focus 1 - Design and implement effective practices that enhance academic, social-emotional, and college, career, and post-secondary readiness for all students
<b>Alignment to MTSS, SEL, and/or Equity:</b> By increasing college enrollment, employment, and community engagement for students at Connections, we will assist students in achieving their post-secondary outcomes. Our District's comprehensive equity plan identifies equity-centered school and classroom practices as a pillar of the plan and sets an objective of setting high expectations for black, latinx, special education, English learners, and all other student groups at all times.

<b>SEL/Sense of Belonging Targets (Internal and BOE)</b>
<b>Common Instructional School Improvement Targets:</b> <ul style="list-style-type: none"> <li>● Create a school climate that proactively and equitably supports all students and families to increase the sense of respect and belonging</li> </ul>
<b>Rationale for the Instructional Targets:</b> <ul style="list-style-type: none"> <li>● Students come to Connections from two separate schools which are much larger and where they have been able to build relationships with peers and staff across 4 years</li> </ul>

- Connections students have a wide range of abilities and are all working towards individual IEP goals and post-secondary outcomes. Students access Connections for varying amounts of time and for a variety of different supports and services - some students only receive support through Connections in community settings
- Collaboration between staff, students, and families is a key part of students achieving post-secondary outcomes when they exit district services

### SEL/Sense of Belonging Benchmark

- By Spring 2026, 95% of family survey responses will indicate a feeling of respect and collaboration
- By Spring 2026, 95% of student survey responses will indicate a feeling of belonging within Connections and Connections' programming

#### SEL Benchmarks for Success:

- **2023-2024**
  - 90% of family survey responses will indicate a feeling of respect and collaboration
  - 90% of student survey responses will indicate a feeling of belonging within Connections and Connections' programming
- **2024-2025**
  - 93% of family survey responses will indicate a feeling of respect and collaboration
  - 93% of student survey responses will indicate a feeling of belonging within Connections and Connections' programming
- **2025-2026**
  - 95% of family survey responses will indicate a feeling of respect and collaboration
  - 95% of student survey responses will indicate a feeling of belonging within Connections and Connections' programming

### District Alignment

#### Alignment to Ongoing Strategic Plan Commitments:

Alignment to Strategic Focus 2 - Foster an equitable and high-performance culture focused on student learning, well-being, and engagement

Alignment to Strategic Focus 4 - Enhance communication and stakeholder relations

#### Alignment to MTSS, SEL, and/or Equity:

Alignment to SEL and Equity by ensuring that all students and families feel a sense of belonging within the Connections community during their time receiving post-high school transition services