

Academic Goals

Goal 1 2018-2019	By spring of 2019, 76% of students will meet or exceed on the ELA Illinois Assessment of Readiness (IAR) assessment.
2017-2018 PARCC Data	In the spring of 2018, 73% of students met or exceeded English Language Arts/Literacy learning standards expectations as measured by PARCC.
2016-2017 PARCC Data	In the spring of 2017, 70% of students met or exceeded English Language Arts/Literacy learning standards expectations as measured by PARCC.
2017-2018 and 2018-2019 PARCC/Illinois Assessment of Readiness (IAR) and/or Performance Series Benchmarks of Success	<p>2017-2018 Assessment Success</p> <p>Performance Series:</p> <ul style="list-style-type: none"> ● 65% of LJHS students will meet or exceed growth on the spring reading PS assessment. <ul style="list-style-type: none"> ○ Exceeded target ● 63% of students with an IEP will meet or exceed growth on the spring reading PS assessment. <ul style="list-style-type: none"> ○ Target not yet met ● 53% of African American students will meet or exceed growth on the spring reading PS assessment. <ul style="list-style-type: none"> ○ Target not yet met <p>PARCC:</p> <ul style="list-style-type: none"> ● 73% of LJHS students will meet or exceed on PARCC ELA assessment. <ul style="list-style-type: none"> ○ Target not yet met ● 28% of students with an IEP will meet or exceed on PARCC ELA assessment. <ul style="list-style-type: none"> ○ Target not yet met ● 52% of African American students will meet or exceed on PARCC ELA assessment. <ul style="list-style-type: none"> ○ Target not yet met <p>2018-2019 Assessment Success</p> <p>Performance Series:</p> <ul style="list-style-type: none"> ● 75% of LJHS students will meet or exceed growth on the spring reading PS assessment.

	<ul style="list-style-type: none"> ● 63% of students with an IEP will meet or exceed growth on the spring reading PS assessment. ● 53% of African American students will meet or exceed growth on the spring reading PS assessment. <p>Illinois Assessment of Readiness (IAR):</p> <ul style="list-style-type: none"> ● 76% of LJHS students will meet or exceed on ELA IAR assessment. ● 28% of students with an IEP will meet or exceed on ELA IAR assessment. ● 52% of African American students will meet or exceed on ELA IAR assessment.
<p>2017-2018 and 2018-2019 Summary of Research-Based Action Steps</p>	<ul style="list-style-type: none"> ● Conduct a comprehensive data analysis review of PARCC and Performance Series ELA data with members of the District 203 Assessment Office. ● LJHS Data Team reviews Performance Series data and PARCC data to make recommendations for student placement and for all students needing additional support. Each grade level team will address writing needs and develop a comprehensive IST plan to be implemented across all content areas. ● Grade level teachers, Learning Support Coaches & Student Services Coach will utilize weekly PLC meetings focusing on ELA academic growth data and academic development of Student with Disabilities and Black or African American students using formative, summative, district benchmark assessments, and student work samples. ● Grade level teams will monitor each student by standard, providing students with differentiated learning activities, and various assessment opportunities to support the learning of all students during weekly Instructional Support Team meetings. ● Professional development will be provided to all stakeholders to enhance our current MTSS process to move all student learning forward.

Goal 2 2018-2019	By spring of 2019, 62% of students will meet or exceed on the Mathematics Illinois Assessment of Readiness (IAR) assessment.
2017-2018 PARCC Data	In the spring of 2018, 60% of students met or exceeded Mathematics learning standards expectations as measured by PARCC.
2016-2017 PARCC Data	In the spring of 2017, 58% of students met or exceeded Mathematics learning standards expectations as measured by PARCC.
2017-2018 and 2018-2019 PARCC/Illinois Assessment of Readiness (IAR) and/or Performance Series Benchmarks of Success	<p>2017-2018 Assessment Success</p> <p>Performance Series:</p> <ul style="list-style-type: none"> ● 65% of LJHS students will meet or exceed expected spring math growth on the PS assessment. <ul style="list-style-type: none"> ○ Exceeded target ● 41% of students with an IEP will meet or exceed expected spring math growth on the PS assessment. <ul style="list-style-type: none"> ○ Target not yet met ● 58% of African American students will meet or exceed expected growth on the spring PS assessment. <ul style="list-style-type: none"> ○ Target not yet met <p>PARCC:</p> <ul style="list-style-type: none"> ● 58% of LJHS students will meet or exceed on PARCC Math assessment. <ul style="list-style-type: none"> ○ Exceeded target ● 18% of students with an IEP will meet or exceed on PARCC Math assessment. <ul style="list-style-type: none"> ○ Target not yet met ● 23% of African American students will meet or exceed on PARCC Math assessment. <ul style="list-style-type: none"> ○ Target not yet met <p>2018-2019 Assessment Success</p> <p>Performance Series:</p> <ul style="list-style-type: none"> ● 76% of LJHS students will meet or exceed expected spring math growth on the PS assessment. ● 41% of students with an IEP will meet or exceed expected spring math growth on the PS assessment. ● 58% of African American students will meet or exceed expected growth on the spring PS assessment.

	<p>Illinois Assessment of Readiness (IAR)</p> <ul style="list-style-type: none"> ● 62% of LJHS students will meet or exceed on the Math IAR assessment. ● 18% of students with an IEP will meet or exceed on the Math IAR assessment. ● 23% of African American students will meet or exceed on the Math IAR assessment.
<p>2017-2018 and 2018-2019 Summary of Research-Based Action Steps</p>	<ul style="list-style-type: none"> ● Conduct a comprehensive data analysis review of PARCC and Performance Series math data with members of the District 203 Assessment Office. ● LJHS Data Team reviews Performance Series data and PARCC data to make recommendations for student placement and for all students needing additional support. Each grade level team will address math needs and develop a comprehensive IST plan. ● Grade level teachers, Learning Support Coaches & Student Services Coach will utilize weekly PLC meetings focusing on math academic growth data and academic development of Student with Disabilities and Black or African American students using formative, summative, district benchmark assessments, and student work samples. ● Grade level teams will monitor each student by standard, providing students with differentiated learning activities, and various assessment opportunities to support the learning of all students during weekly Instructional Support Team meetings. ● Professional development will be provided to all stakeholders to enhance our current MTSS process to move all student learning forward.

Social Emotional Learning Goals

Goal 3 2018-2019	The District's SEL Curriculum will be implemented with integrity by all LHS stakeholders.
2017-2018 and 2018 - 2019 Benchmarks of Success	<ul style="list-style-type: none"> ● SEL curriculum will be integrated with integrity by all LHS stakeholders. ● PLC/IST discussions will include SEL competencies and actions. ● 5Essentials Survey will show continued growth in the Academic Personalism performance measure rated by students in the 2018-2019 school year. ● Counselor Curriculum implementation (college and career readiness pilot 7th grade). ● Student SEL survey will be administered in the fall of 2018 (pre-assessment) and the spring of 2019 (post-assessment).
2017-2018 and 2018-2019 Summary of Research-Based Action Steps	<ul style="list-style-type: none"> ● SIP Team will create additional tasks based upon the fall SEL survey results and SOS data to support students SEL needs. ● Ongoing professional learning will be provided for co-teaching instructional practices. ● Professional development will be provided to build our capacity around the Multi-Tiered Systems of Support. ● Instructional Support Teams will review SEL survey data, SEL curriculum maps, and additional SEL resources to meet individual student needs. ● Instructional Support Teams will utilize an Instructional Support Team document to track tier one SEL interventions to meet individual student needs.

Action Plan

Link to [Action Plan](#)