

## Naperville 203 School Improvement Summary and Plan

### School SIP Summary of Progress SY23

Academic
<p><b>SY23 Goal(s):</b> From Fall of 2022 to spring of 2023, 52% of sixth grade students, 52% of seventh grade students, and 58% of eighth grade students will meet their growth projection MAP Reading.</p> <p>From Fall of 2022 to spring of 2023, 56% of sixth grade students, 66% of seventh grade students, and 64% of eighth grade students will meet their growth projection MAP Math. By spring of 2023 61% of Algebra 1 students will meet their growth projection.</p>
<p><b>Summary of progress towards reading goal and accomplishments:</b> In the spring of 2023, 40% of sixth grade students, 50% of 7th grade students, and 40% of eighth grade students met their projected growth targets on MAP reading. Although LJHS students did not meet their expected growth targets in reading, there were several successes to highlight. In reading, 79.6% of 6th Graders, 84.03% of 7th Graders, and 71.02% of 8th Graders scored in the top three quartiles on the spring MAP assessment (Avg, HiAvg, High). In addition, 52% of students with IEP's and 50% of LEP students scored in the High Average and Average range. Throughout the past school year, the LJHS reading specialist worked with the ELA, Social Studies, and Science departments to provide strategies in the areas of nonfiction reading and vocabulary development.</p> <p><b>Summary of progress towards math goal and accomplishments:</b> In the spring of 2023, 51% of sixth grade students, 46% of seventh grader students, and 47% of eighth grade students met the growth target on MAP math. In addition, 62% of students in Algebra 1 met their growth target and exceeded our goal. Although not all LJHS grade level subgroups of students met their expected growth targets in math, there were several successes to celebrate. In Math, 80.08% of 6th graders, 82.76% of 7th graders, and 72.73% scored in the top three quartiles on the spring MAP assessment ( Avg, HiAvg., High). During PLC meetings, math teachers used data to make curricular decisions that include when to reteach and/or accelerate, how to group students, and when students needed a higher level of intervention with the math specialist. In addition, the math department participated in training on Equity practices in the math classroom.</p>
SEL/Sense of Belonging
<p><b>SY23 Goal(s):</b></p>

By May of 2023, 89% of 7th and 8th grade students will demonstrate a level of secure rating of 3 for the SEL reporting standards of identifying the effects of one's behavior on others. 92% of the 7th and 8th grade students will demonstrate a level of secure rating of 3 for the SEL reporting standard of applying strategies to manage stress and motivate successful performance.

Strengthen students' sense of belonging by 2.5% from Fall 2022 to Spring 2023 as measured through the Panorama Survey.

**Summary of progress towards SEL goals and accomplishments:**

Although our sense of belonging category remained the same on the Panorama survey, LJHS saw an increase in the areas of academic rigor, student-to-teacher relationships, diversity and inclusion, and cultural awareness.

Last school year, LJHS implemented the 6th Grade Transition program, WEB-Where Everyone Belongs. This program afforded the incoming 6th grade students the opportunity to connect with key staff members and 8th grade mentors prior to the first day of school. As a result of the program, the students were very comfortable entering the building on the first day of school, successfully navigated their schedules and opened their lockers. In addition, all students participated in School wide SEL lessons throughout the school year. These lessons were also tied to our LANCER Pride program. LANCER is an acronym for Leadership, Action, Nobility, Compassion, Excellence, and Resilience.

## School Improvement Plan 2023 - 2026

### Academic Targets

**Common Instructional School Improvement Targets:**

Leverage the PLC + framework to elevate our math and literacy proficiencies for all students through targeted instructional practices

Employ high-impact instructional strategies to intensively address math and literacy proficiency

1. Reduce the student-teacher ratio with purpose, facilitating more individualized attention
2. Implement personalized and differentiated high-impact learning strategies to ensure learning for all students

Through the PLC+ framework:

1. Ensure teacher clarity and articulated success criteria for all lessons
2. Implement Standards-Based Grading Practices with Fidelity
3. Leverage high-impact strategies to ensure high outcomes for all learners in all lessons

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

- Current MAP data indicates that 43% of students are meeting or exceeding their spring growth target in literacy.
- Current MAP data indicates that 49% of students met their spring growth target in math.
- 2022-2023 MAP data indicates that 40% of students who are economically disadvantaged met their spring projected growth in math and 41% of students who are economically disadvantaged met their spring projected growth in literacy.
- 2022-2023 MAP data indicates 37% of students with individualized education plans met their spring projected growth in math and 41% of students with individualized education plans met their spring projected growth in literacy.

### Literacy Benchmarks

#### Reading 3-Year Assessment Goal:

By the spring of 2026, 52% of students will achieve or exceed their expected growth on the Reading section of the NWEA MAP assessment.

#### Reading Benchmarks for Success:

- 2023-2024
  - 46% of students will meet their reading growth target on NWEA MAP
  - 44% of students with Individualized Education Plans will meet their reading growth target on NWEA MAP
  - 44% of students who are economically disadvantaged will meet their reading growth target on NWEA MAP
- 2024-2025
  - 49% of students will meet their reading growth target on the NWEA MAP assessment
  - 47% of students with Individualized Education Plans will meet their reading growth target on NWEA MAP
  - 47% of students who are economically disadvantaged will meet their reading growth target on NWEA MAP
- 2025-2026
  - 52% of students will meet their reading growth target on NWEA MAP TEST
  - 50% of students with Individualized Education Plans will meet their reading growth target on NWEA MAP
  - 50% of students who are economically disadvantaged will meet their reading growth target on NWEA MAP

### Math Benchmarks

#### Math 3-year Assessment Goal:

By the spring of 2026, 58% of students will achieve or exceed their expected growth on the Math section of the MAP assessment.

#### Math Benchmarks for Success:

- 2023-2024
  - 52% of students will meet their math growth target on NWEA MAP
  - 40% of students with Individualized Education Plans will meet their math growth target on NWEA MAP
  - 43% of students who are economically disadvantaged will meet their math growth target on NWEA MAP
- 2024-2025
  - 55% of students will meet their math growth target on NWEA MAP
  - 43% of students with Individualized Education Plans will meet their math growth target on NWEA MAP

- 46% of students who are economically disadvantaged will meet their math growth target on NWEA MAP
- 2025-2026
  - 58% of students will meet their math growth target on NWEA MAP
  - 46% of students with Individualized Education Plans will meet their math growth target on NWEA MAP
  - 49% of students who are economically disadvantaged will meet their math growth target on NWEA MAP

### District Alignment

#### Alignment to Ongoing Strategic Plan Commitments:

The literacy and math goals are directly aligned to Strategic Focus 2, *Foster an equitable and high-performance culture focused on student learning, well-being, and engagement* on the Focus203 Strategic BluePrint. The goal specifically aligns to the second commitment in Strategic Focus #2: As part of the ongoing commitment to the Comprehensive Equity Plan, identify and implement strategies to close academic achievement gaps. Lincoln Junior High is committed to meeting students at their present level by providing differentiated learning opportunities to help students achieve their individualized growth goals.

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

The literacy and math goals align with principles of equity, MTSS, SEL, and the PLC+ framework by focusing on personalized interventions, reducing the ratio with purpose, and utilizing inclusive practices. The goal ensures personalized support for each student's academic and social emotional growth while fostering a collaborative and equitable learning environment.

### SEL/Sense of Belonging Targets (Internal and BOE)

#### Common Instructional School Improvement Targets:

- Center all student voices and perspectives in instruction, experiences and school community.
- Staff will consistently and explicitly teach and integrate the SEL curriculum into all content areas.
  - Examine student representation in curriculum, extracurriculars, and resources to ensure alignment with educational equity and reflection of multiple perspectives, representation, and access for all students.
  - Create a school climate that proactively supports all students and their social-emotional well-being to increase student belonging and achievement.

#### Rationale for the Instructional Targets:

- In the spring of 2023, 50% of students did not feel a sense of belonging to the school community.
- SEL lagging skills result in academic and behavioral deficiencies that impact all learners academically and social- emotionally.

### SEL/Sense of Belonging Benchmark

#### SEL 3-Year Assessment Goal: SEL 3-Year Assessment Goal:

By the spring of 2026, 56% of students will strengthen their sense of belonging as measured by the Panorama Survey.

#### SEL Benchmarks for Success:

- 2023-2024

- 52% of students will strengthen their sense of belonging as measured by the Panorama Survey
- Overall decrease in the number of discipline referrals submitted annually
- Achieve a 5% increase in overall student attendance compared to the previous academic year, reducing the number of student absences.
- Achieve a 5% increase in overall student participation in athletics, clubs, and intramurals compared to the previous academic year
- 2024-2025
  - 54% of students will strengthen their sense of belonging as measured by the Panorama Survey
  - Overall decrease in the number of discipline referrals submitted annually
  - Achieve a 5% increase in overall student attendance compared to the previous academic year, reducing the number of student absences.
  - Achieve a 5% increase in overall student participation in athletics, clubs, and intramurals compared to the previous academic year
- 2025-2026
  - 56% of students will strengthen their sense of belonging as measured by the Panorama Survey
  - Overall decrease in the number of discipline referrals submitted annually
  - Achieve a 5% increase in overall student attendance compared to the previous academic year, reducing the number of student absences.
  - Achieve a 5% increase in overall student participation in athletics, clubs, and intramurals compared to the previous academic year

### District Alignment

#### **Alignment to Ongoing Strategic Plan Commitments:**

This goal aligns to Strategic Focus 2: *Foster an equitable and high performance culture focused on student learning, well-being and engagement.* The goal specifically aligns to the first commitment in Strategic Focus 2: *Development of a comprehensive action and accountability plan to address issues of student behavior and discipline in a systematic manner.* This goal also aligns to the second commitment In Strategic Focus 2: *As part of the ongoing commitment to the Comprehensive Equity Plan, identify and implement strategies to close academic achievement gaps.*

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

This goal aligns to MTSS, SEL and equity by creating a welcoming and inclusive school community that supports and celebrates the unique backgrounds and identities of all students, addressing students' needs to ensures equitable access to resources that support to their overall achievement and well-being, and promoting an environment where all students can fully engage and thrive.