

## Naperville 203 School Improvement Summary and Plan

### School SIP Summary of Progress SY23

#### Academic

**SY23 Goal(s):**

By the spring of 2023, 54% of students will achieve or exceed expected growth on the Reading NWEA MAP assessment.  
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.

**Summary of Progress Towards Reading Goal Accomplishment:** The KJHS Reading Specialist utilized multiple data points to determine struggling students' progress toward meeting their targeted goal(s) leveraging multiple high impact teaching strategies to eventually exit intervention programs. Even though we were close to hitting our 54% Reading Map Growth goal with 51% of students meeting or exceeding growth, we will continue to review MAP data, and then assess smaller groups of students who score within the 25th percentile or below using additional measures to identify students who may require Tier 2 or Tier 3 interventions. We will also continue to conduct comprehensive data analysis sessions with key stakeholders three times throughout the year to monitor progress of interventions, growth, and make changes as needed.

**Summary of Progress Toward Math Goal and Accomplishment:** The KJHS Math Interventionist utilized multiple data points to determine struggling students' progress toward meeting their targeted goal(s) leveraging multiple high impact teaching strategies to eventually exit intervention programs. Through designated collaboration time within KJHS and cross-town, staff engaged in professional learning that supported the roll-out of PLC+, tier 1 instructional strategies, and common assessments to support all learners. Even though we were close to hitting our 65% Math Map Growth goal with 56% of students meeting or exceeding growth, we will continue to review MAP data, and then assess smaller groups of students who score within the 25th percentile or below using additional measures to identify students who may require Tier 2 or Tier 3 interventions. We will also continue to conduct comprehensive data analysis sessions with key stakeholders three times throughout the year to monitor progress of interventions, growth, and make changes as needed.

**Accomplishment:** Utilized D203's 6-8 Professional Learning map to develop cohesive building, departments, and PLCs learning pathway.

## SEL/Sense of Belonging

### **SY23 Goal(s):**

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

**Summary of Progress Towards SEL/Sense of Belonging Accomplishment:** Teams scheduled regular opportunities to support students' social emotional learning and develop their sense of belonging at KJHS at least once a month throughout the school year. Students engaged in a variety of SEL and cooperative learning activities to allow them to manage their SEL needs, and to strengthen student sense of belonging across the KJHS community. We also partnered with Jackie Rhew, CADDC, LCPC, to support PL opportunities with certified staff, and student sessions during SEL grade level activities. After engaging in all of the learning and activities above, in the Spring of 2023 students overall favorable perception of the Social/School Climate was 64% and Sense of Belonging was 53%. While we didn't reach our intended goals, Social/School Climate was up 1% from the Fall of 2022. Sense of Belonging was up 2% and is the reported highest Kennedy has ever been since the start of using Panorama. Moving forward, we are also including Cultural Awareness and Action (62% in Spring 2023) as a data point to support our SEL/Sense of Belonging targets.

**Accomplishment:** The equity team developed and delivered learning that recognized the unique qualities each person has and looked at different perspectives.

**Accomplishment:** Held grade level team-building assemblies that mixed together students from all the academic teams into new teams to encourage connections across the building.

## School Improvement Plan 2023 - 2026

### Academic Targets

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

Through the PLC+ framework:

1. Ensure educator clarity and articulated success criteria for all lessons.
2. Implement Standards-Based Grading Practices with fidelity.
3. Guarantee implementation of high-impact strategies to ensure high outcomes for all learners in all lessons.

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

- In the spring of 2022, 49% of students met or exceeded growth projections on the Reading NWEA MAP Assessment.
- In the spring of 2023, 51 % of students met or exceeded growth projections on the Reading NWEA MAP Assessment.

- 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.
- In the spring of 2023, 56% of students met growth projections on the Math NWEA MAP Assessments including the Math (6+), Algebra, and Geometry Assessments.
- In the spring of 2022, 48% of students with Individualized Education Plans will meet or exceed their growth projections on the Reading NWEA MAP Assessment.
- In the spring of 2023, 47% of students with Individualized Education Plans will meet or exceed their growth projections on the Reading NWEA MAP Assessment.
- In the spring of 2022, 38% of students with Individualized Education Plans meet or exceed their growth projections on the Math NWEA MAP Assessments.
- In the spring of 2023, 54% of students with Individualized Education Plans meet or exceed their growth projections on the Math NWEA MAP Assessments.

### Reading Benchmarks

**Reading 3-Year Assessment Goal:** By the spring of 2026, 57% of students will meet or exceed expected growth on the Reading NWEA MAP Assessment.

#### Reading Benchmarks for Success:

- **2023-2024**
  - **53% of students will meet or exceed their Reading growth target on NWEA MAP**
  - **50% of students with Individualized Education Plans will meet or exceed their Reading growth target on NWEA MAP**
- **2024-2025**
  - **55% of students will meet or exceed their Reading growth target on NWEA MAP**
  - **52% of students with Individualized Education Plans will meet or exceed their Reading growth target on NWEA MAP**
- **2025-2026**
  - **57% of students will meet or exceed their Reading growth target on NWEA MAP**
  - **54% of students with Individualized Education Plans will meet or exceed their Reading growth target on NWEA MAP**

### Math Benchmarks

**Math 3-year Assessment Goal:** By the spring of 2026, 62% of students will meet or exceed the expected growth of the NWEA MAP Math 6+, Algebra, & Geometry Assessment.

**Math Benchmarks for Success:**

- **2023-2024**
  - **58% of students will meet or exceed their Math growth target on NWEA MAP**
  - **56% of students with Individualized Education Plans will meet or exceed their Math growth target on NWEA MAP**
  
- **2024-2025**
  - **60% of students will meet or exceed their Math growth target on NWEA MAP**
  - **58% of students with Individualized Education Plans will meet or exceed their Math growth target on NWEA MAP**
  
- **2025-2026**
  - **62% of students will meet or exceed their Math growth target on NWEA MAP**
  - **60% of students with Individualized Education Plans will meet or exceed their Math growth target on NWEA MAP**

**District Alignment**

**Alignment to Ongoing Strategic Plan Commitments:**

*The school improvement Academic goals are related to designing and implementing effective practices that enhance academic and social emotional learning for all students. These goals foster an equitable and high performing culture focused on student learning, well-being, and engagement.*

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

*Student engagement, growth and interconnectedness in learning will be enhanced by leveraging equitable access for all, teacher clarity, articulated success criteria, and differentiated instruction.*

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

**Common Instructional School Improvement Targets:**

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

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

- In the spring of 2022, 63% of students responded favorably to School Climate factors on the Panorama survey data.
- In the spring of 2023, 64% of students responded favorably to School Climate Factors on the Panorama survey data.
  
- In the spring of 2022, 51% of the students responded favorably to Sense of Belonging on the Panorama survey data.
- In the spring of 2023, 53% of the students responded favorably to Sense of Belonging on the Panorama survey data.
  
- In the spring of 2022, 63% of students responded favorably to Cultural Awareness & Action on the Panorama survey data.
- In the spring of 2023, 62% of students responded favorably to Cultural Awareness & Action on the Panorama survey data.

### **SEL/Sense of Belonging Benchmark**

**SEL 3-Year Assessment Goal:** By the spring of 2026, 67% of students will respond favorably to School Climate Factors, 56% of students will respond favorably to Sense of Belonging, and 65% of students will respond favorably on the Cultural Awareness & Action Factors on the Panorama survey data.

### **SEL Benchmarks for Success:**

- **2023-2024**
  - **65% of students will respond favorably to School Climate Factors on the Panorama survey data Spring of 2024.**
  - **54% of students will respond favorably to Sense of Belonging on the Panorama survey data Spring of 2024.**
  - **63% of students will respond favorably to the Cultural Awareness & Action on the Panorama survey data Spring of 2024.**
  
- **2024-2025**
  - **66% of students will respond favorably to School Climate Factors on the Panorama survey data Spring of 2025.**
  - **55% of students will respond favorably to Sense of Belonging on the Panorama survey data Spring of 2025.**
  - **64% of students will respond favorably to the Cultural Awareness & Action on the Panorama survey data Spring of 2025.**
  
- **2025-2026**
  - **67% of students will respond favorably to School Climate Factors on the Panorama survey data Spring of 2026.**
  - **56% of students will respond favorably to Sense of Belonging on the Panorama survey data Spring of 2026.**
  - **65% of students will respond favorably to the Cultural Awareness & Action on the Panorama survey data Spring of 2026.**

### **District Alignment**

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

*The school improvement goals are related to designing and implementing effective practices that enhance academic and social emotional learning for all students. These goals foster an equitable and high performing culture focused on student learning, well-being, and engagement.*

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

*Increasing student belonging and social-emotional well-being is integral to MTSS, equity, and SEL initiatives. By focusing on students' emotional needs and creating inclusive learning environments, schools can better support all students' academic success and foster a positive and nurturing school culture.*