



# Academic Achievement Learning Outcomes

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**Fall 2023**

Strategic Plan Academic Achievement Metrics

Multi-Tiered System of Supports

Spring 2019-2023 Achievement and Growth Data

Fall 2023 Universal Assessment Data

Academic Achievement Improvements to MTSS & Integrated System of Teaching and Learning

# THE PORTRAIT OF A SEARS GRADUATE



FEARLESS  
LEARNER



CREATIVE  
THINKER



COMPASSIONATE  
CITIZEN



COURAGEOUS  
ADVOCATE

# THE PORTRAIT OF A SEARS GRADUATE



FEARLESS  
LEARNER

*Sears graduates understand the process, seek and embrace the opportunities, and persevere through the challenges of learning something new.*  
**A Sears graduate believes** their knowledge, expertise, and skills can develop through effort, and that new learning is essential to advance and achieve. **They are looking for opportunities** to demonstrate their confidence, motivation, curiosity, and perseverance.



CREATIVE  
THINKER

*Sears graduates are passionate and innovative thinkers.*  
**A Sears graduate believes** that challenging existing boundaries and being imaginative will empower them to discover new ideas. **They are looking for opportunities** to demonstrate their creativity, collaboration, innovation, and open-mindedness.



COMPASSIONATE  
CITIZEN

*Sears graduates better their communities by being kind and compassionate.*  
**A Sears graduate believes** in being kind and caring to oneself and others and that they are part of a connected community. **They are looking for opportunities** to demonstrate their inclusivity, self-awareness, social-awareness, and empathy.



COURAGEOUS  
ADVOCATE

*Sears graduates demonstrate empathy by advocating for themselves and others.*  
**A Sears graduate believes** in the well-being of themselves, others, and the community and that their individual and collective actions have influence and impact. **They are looking for opportunities** to demonstrate their bravery, be communicative, problem-solve, and take action.







# Kenilworth School District 38

## Strategic Plan 2022–2027

### ALL STUDENTS. OUR STUDENTS.

Through an integrated system of teaching and learning and a culture of care, we support the academic achievement and social-emotional well-being of all students.



#### PORTRAIT OF A SEARS GRADUATE

*fearless learner  
creative thinker  
compassionate citizen  
courageous advocate*

## FOCUS AREAS

### Academic Achievement



Provide a student-centered education rooted in best practices and quality learning experiences to drive academic achievement for all.

### Whole Child Approach



Establish a safe, kind, inclusive learning community that promotes the social-emotional well-being of all students.

### Staff Development



Foster a professional community that attracts, develops, and retains a diverse staff of student-centered, continuous learners.

### Learning Environment



Build a safe, supportive, innovative learning environment that encourages all students and staff to work together toward shared goals.

### Stakeholder Partnerships



Cultivate trusting relationships that advance objectives for our students, school, and community and elevate the Sears experience.

### Fiscal Alignment



Assure that taxpayer dollars fund student-centered, high-return programs and invest in a safe, healthy, future-focused environment.







**Academic Achievement**

# Background

- 2023-2024 Academic Achievement Action Plan approved by the Board of Education July 2023
- Created with input from Academic Achievement District Committee
- Vision grounded in *Portrait of a Sears Graduate*

# Agenda

- Accomplishments of Academic Achievement Committee
- Current Metrics for Academic Achievement
- Multi-Tiered System of Support (MTSS)
- Spring 2016-2023 and Fall 2023 Universal Assessment Data for Reading and Math
- Planned Improvements to Academic Achievement & Integrated System of Teaching and Learning



# July 2023 Strategic Plan Update on Academic Achievement

# Academic Achievement Goal

Provide a student-centered education rooted in best practices and quality learning experiences to drive academic achievement for all.



# Academic Achievement Highlights

## 2022-2023 Highlights

- Developed the Portrait of a Sears Graduate Progressions
- Implemented the Curriculum Evaluation Framework
  - Physical Education
  - Math
  - Social Studies
  - PLTW
- Trained all teachers in Integrated System of Teaching and Learning
- Gathered feedback on MTSS effectiveness

## 2023-2024 Target Areas

- Pilot Portrait Progressions
- Implementation of Curriculum:
  - Physical Education
  - Math
  - Social Studies
  - PLTW
- Evaluate Curriculum:
  - Reading/ELA
  - Fine Arts
- Implement improvements to MTSS based on feedback
- Develop an Instructional Strategies Playbook



# Academic Achievement Metrics and Progress

Metric		2022-2023 Progress
aimswebPlus (K-1)	80% or more of students Meet or Exceed in spring early literacy	Not Met: K-55%, 1st-79%
	80% or more of students Meet or Exceed in spring early numeracy	Met: K-82%, 1st-94%
MAP Achievement (2-8)	All grade-level Spring Achievement Percentiles are 95% or higher	Partially Met: 6th grade reading at 89% and 8th grade reading at 87%
MAP Growth (2-8)	60% of students will Meet or Exceed individual growth targets in reading	Not Met: 55%
	60% of students will Meet or Exceed individual growth targets in math	Not Met: 57%
MAP Conditional Growth Index (2-8)	65% average math conditional growth percentile	Not Met: 57%
	35% average reading conditional growth percentile	Met: 35%

# Academic Achievement Metrics and Progress

Metric		2022-2023 Progress
School Report Card	Return to Exemplary rating in the annual ISBE Report Card	Released October 30, 2023
IAR (3-8)	70% of students Meet or Exceed in English language arts 75% of students Meet or Exceed in math 90% of students Meet or Exceed in science (5, 8) 60% Student growth percentile on Illinois Assessment of Readiness Math and Reading	Released October 30, 2023
Interventions/ Enrichment	Establish baseline data for number of students receiving interventions and enrichment opportunities	Not Established
5Essentials	Ambitious Instruction is scored at 60/Strong	Approaching 59/Neutral

# Academic Achievement Action Plan Progress

Strategy	2022-2023 Action Plan	2022-2023 Action Plan Progress	2023-2024 Action Plan
Draw upon <i>Portrait of a Sears Graduate</i> characteristics, student performance indicators, and success criteria, to guide academic and extracurricular programming.	Define <i>Portrait of a Sears Graduate</i> characteristics, including student performance indicators and success criteria, based on learning from 2022–23 stakeholder sessions.	Complete. <u><a href="#">Portrait of a Sears Graduate Progressions</a></u>	Pilot the Portrait Progressions in the 23-24 school year before finalizing.
Articulate and implement a standards-based, integrated system of teaching and learning in all content areas to establish a guaranteed, viable curriculum for all students.	Institute a five-year curriculum review cycle to ensure ongoing alignment with the Portrait of a Sears Graduate and state and national standards.	Complete. <u><a href="#">Curriculum Evaluation Cycle Curriculum Evaluation Process Overview</a></u>	Continue. SEL: Year 3 Math, Social Studies, Applied Arts, Physical Education: Year 2 Reading/ELA, Fine Arts: Year 1
	Implement 2022–2023 curricular evaluations: <ul style="list-style-type: none"> <li>- Social Studies</li> <li>- Math</li> <li>- PE/Health</li> <li>- Applied Arts</li> </ul>	Complete. 1. Math selected materials 2. Social Studies selected materials 3. Physical Education selected materials 4. Applied Arts is implementing Project Lead the Way and developing units for Industrial and Practical Arts	Continue. SEL: Year 3 Math, Social Studies, Applied Arts, Physical Education: Year 2 Reading/ELA, Fine Arts: Year 1

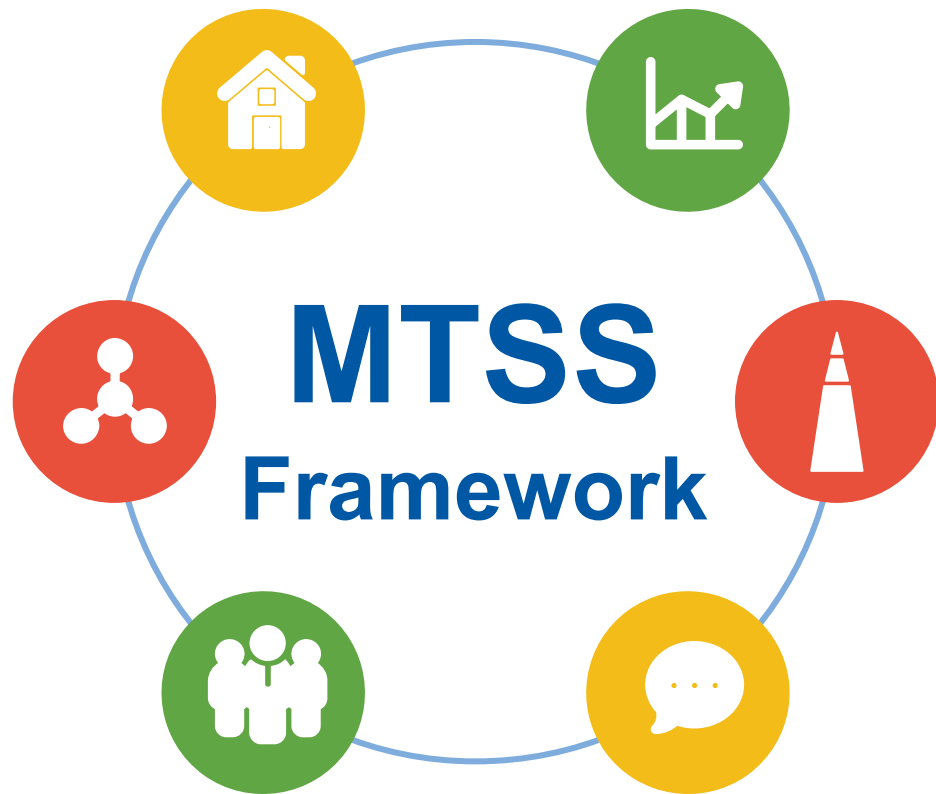


# Academic Achievement Progress and Action Plan

Strategy	2022-2023 Action Plan	2022-2023 Action Plan Progress	2023-2024 Action Plan
Create a multi-tiered system of supports(MTSS) structure to respond to individual students' needs.	<p>Deploy individual-student, problem-solving software, eduCLIMBER, to reinforce the multi-tiered system of support framework.</p> <ul style="list-style-type: none"> <li>- Use eduCLIMBER smartFORM revisions to support student problem solving</li> <li>- Refine the problem-solving process for identifying and responding to student academic and social-emotional needs.</li> </ul>	<ol style="list-style-type: none"> <li>1. <u>Problem-Solving Workflow</u></li> <li>2. Review and receive Feedback on eduCLIMBER Go-To Guide</li> <li>3. Supporting staff in using the platform for student data</li> <li>4. Data Day Presentations</li> </ol>	<ol style="list-style-type: none"> <li>1. <u>Update EduClimber Go-To Guide</u></li> <li>2. Improve Data Day Timeline and Information</li> <li>3. Update the MTSS process related to academics and behavior</li> <li>4. Develop an Instructional Strategies Playbook</li> </ol>
Provide collaborative structures and professional development for staff to facilitate conversations around student learning and well-being. While this has always been the norm across District 38, this enhanced programming has proven critical for ongoing student success.	<p>Provide professional development to support our teachers in creating collaborative, student-centered learning environments that support and employ:</p> <ul style="list-style-type: none"> <li>- Integrated systems of teaching and learning</li> <li>- Professional collaborative structures based on adaptive schools and professional learning communities</li> <li>- Student collaborative structures and strategies</li> </ul>	<p>In progress. <u>Tuesday In-Service Schedule 2022-2023</u></p>	<p>Continue. <u>Tuesday In-Service Schedule 2023-2024</u></p>

# Multi-Tiered System of Supports (MTSS)

# What is a Multi-Tiered System of Supports?



-  Effective Leadership
-  Intentionally Integrated Infrastructure
-  Culture of Collaboration
-  Data-Based Decision Making
-  Multi-Layered Practices and Support
-  Family and Community Engagement

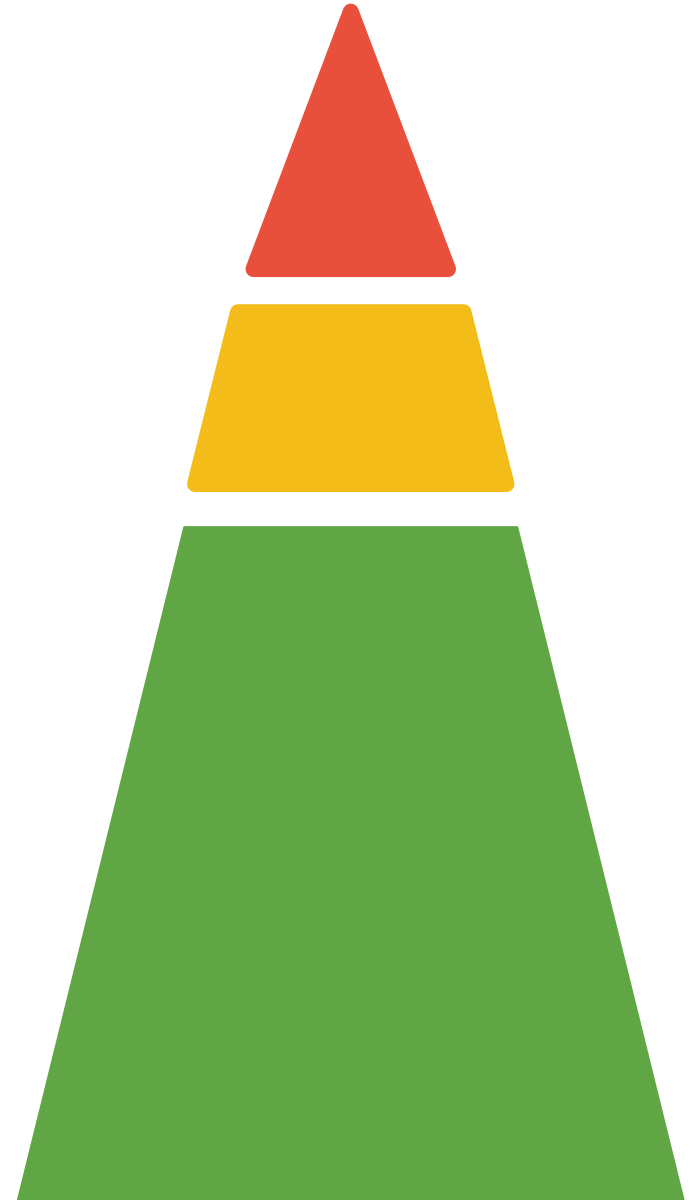


MTSS is framework for  
**Academic Achievement**  
and  
**Whole Child Approach**

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This presentation focuses on the  
**Academic Achievement**  
role in MTSS

MTSS is assessed through  
**Universal Benchmark  
Assessments**  
and responded to through  
**Three Tiers of Support**



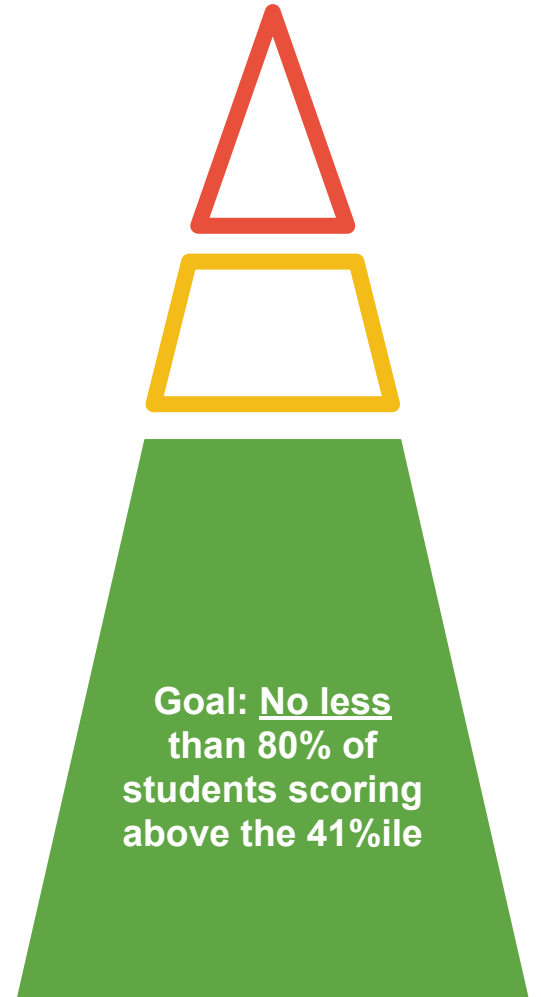
# Multi-Tiered System and Supports: Tier 1

## WHO:

- All students are included in Tier 1
- 80% of students needs should be met through Tier 1 practices
- Classroom teachers
- **NEW** Academic Achievement Committee oversight

## WHAT:

- High quality teaching and learning
- Differentiation in the classroom
- Curriculum reviews, implementation, and evaluation
- Universal benchmark assessments, classroom assessments





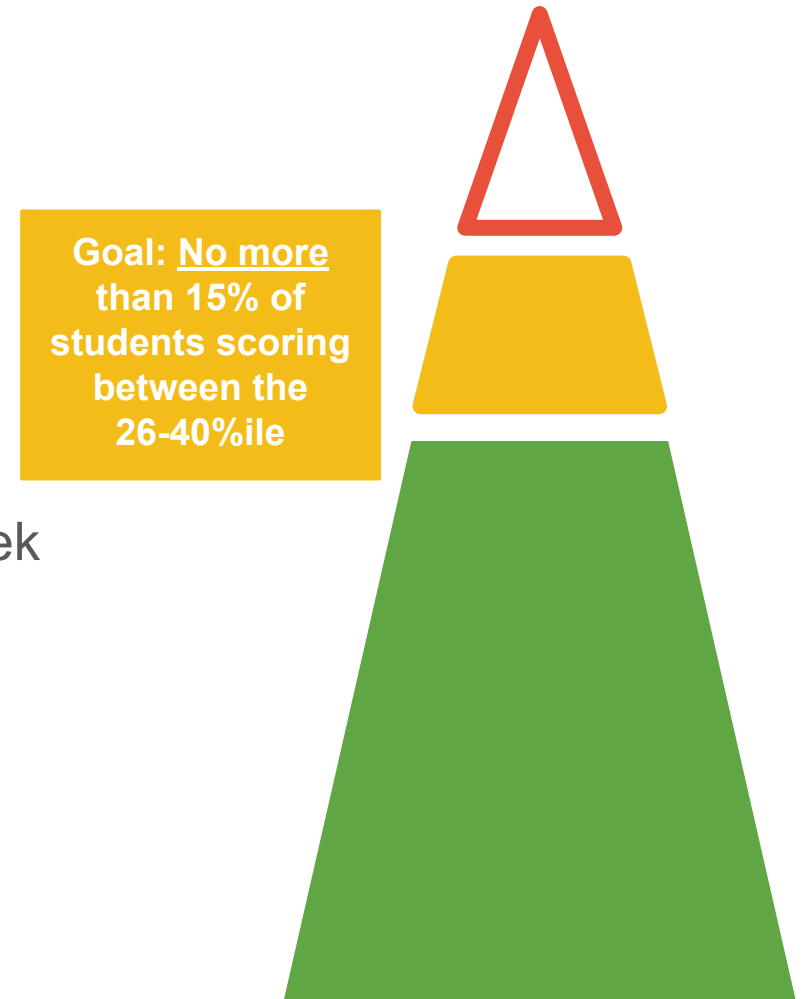
# Multi-Tiered System and Supports: Tier 2

## WHO:

- Students whose performance falls between the 26th and 40th percentiles on benchmark assessments or are otherwise not progressing as expected with Tier 1 supports
- Classroom teachers with consultation from specialists
- **NEW** MTSS Leadership Team oversight

## WHAT:

- High quality teaching and learning
- Targeted interventions delivered in the classroom 1-5x per week
- Monthly or every other week progress monitoring
- Intervention Cycles
- Parent / Guardian communication beginning and end of intervention cycles
- Collaboration and teaming as part of Grade Level Problem Solving



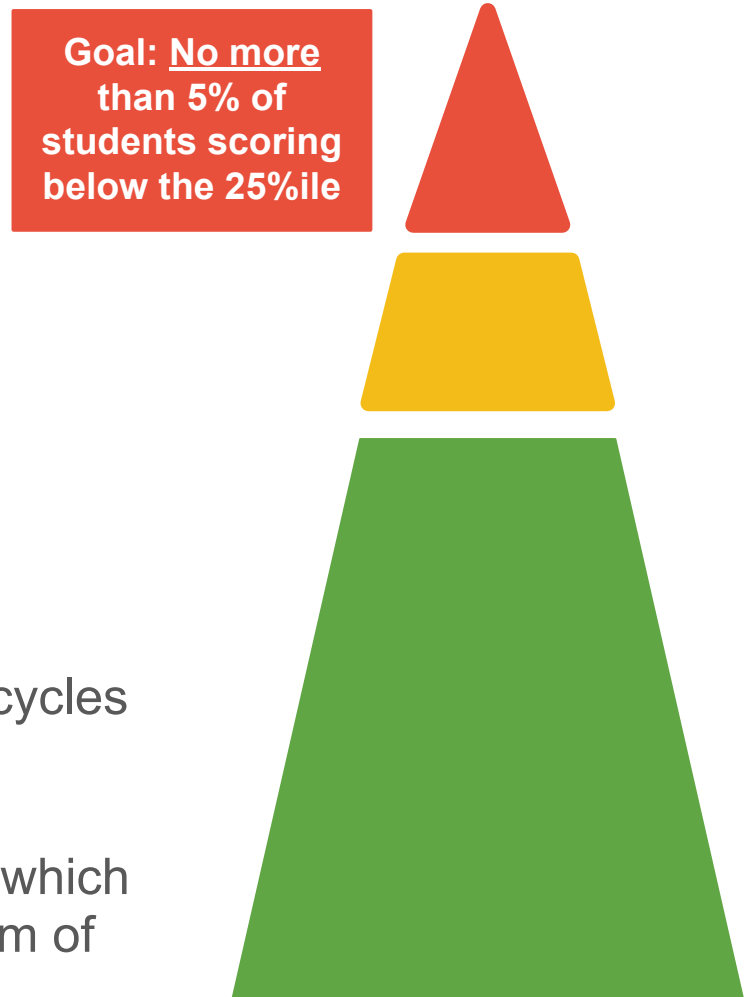
# Multi-Tiered System and Supports: Tier 3

## WHO:

- Students whose performance falls at the 25th percentile or below on benchmark assessments or are otherwise not progressing as expected with Tier 2 support
- Intervention provided by specialists
- **NEW** MTSS Leadership Team oversight

## WHAT:

- High quality teaching and learning
- Intensive interventions delivered in and/or outside of the classroom  
2 - 5x per week
- Weekly progress monitoring
- Parent/Guardian communication beginning and end of intervention cycles and more frequently as needed
- Collaboration and teaming as part of Grade Level Problem Solving
- If not making expected progress, referral is made to Tier 3 Teaming which includes more frequent problem solving, a more comprehensive team of specialists, and increased collaboration with parents/guardian.



# MTSS and Students with Disabilities

## Section 504 Protections and Plan

- In order to be eligible for the rights and protections provided under Section 504, a student must have a physical or mental impairment, which substantially limits one or more major life activities (e.g., concentrating, learning, reading, etc.). Common 504 eligibilities include medical conditions, ADHD, and anxiety.
- Students who qualify for a Section 504 Plan require reasonable accommodations above and beyond what is provided to all students in order to access the educational program in a manner similar to his/her non-disabled peers.
- A 504 plan Identifies accommodations or related services that a student needs in order to access the curriculum in a manner similar to their non-disabled peers.
- Can have a 504 plan AND be in a Tier 2 or Tier 3 Intervention.

## Individualized Education Plan (IEP)

- Must qualify under one of 13 special education categories: Autism, Deaf-Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech/Language Impairment, Traumatic Brain Injury, and Visual Impairment.
- Requires a team-based evaluation conducted by the school. Students cannot qualify for special education with an outside / private diagnosis only.
- Must have discrepancies / needs that require specialized instruction beyond what can be provided through general education interventions and through a 504 plan. This is partially determined through a student's response to intervention.
- Can have a IEP AND be in a Tier 2 or Tier 3 Intervention for an area not addressed in the IEP.



# Universal Benchmark Assessment Program

# Universal Benchmark Assessment Program

Universal standardized and adaptive measures allow us to monitor each child's progress towards national norms, grade-level benchmarks, individual achievement, and growth goals and to evaluate our overall curriculum and program effectiveness.

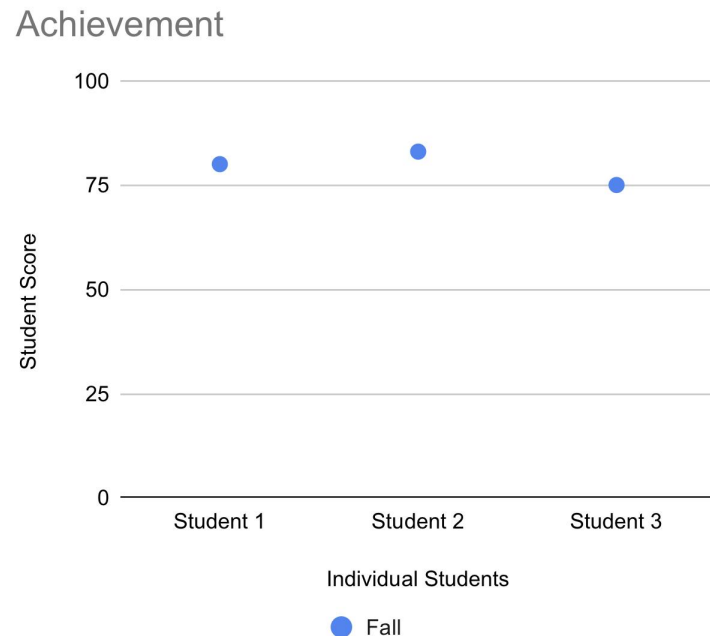
**Academic achievement and growth assessments**, such as aimswebPlus (K-2nd), and MAP (2nd - 8th), provide performance outcomes that indicate the extent to which a student has accomplished specific goals that were the focus of activities in instructional environments.



# Achievement vs. Growth

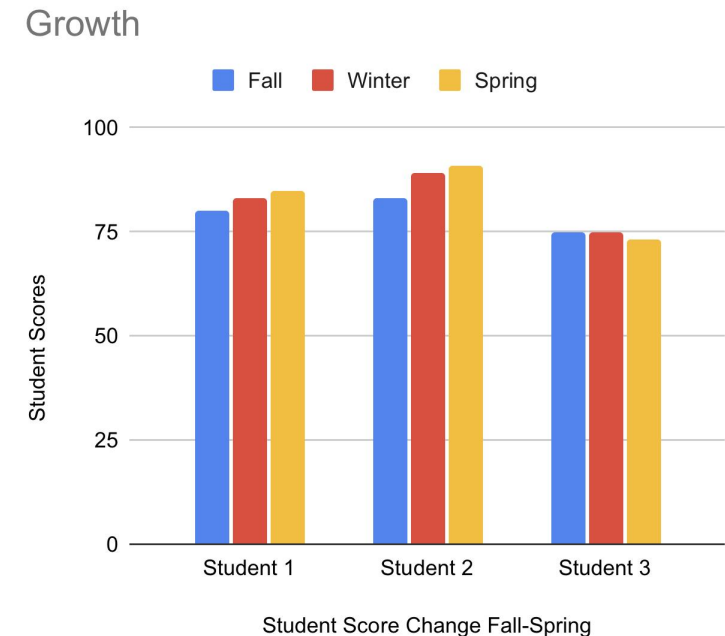
## Achievement

Measures what a student knows at **one point in time** then comparing the student score to a normed score. For example, **the score** a student receives when they take an assessment in the fall, winter, or spring.



## Growth

Measures a student's growth between **two different points in time** and shows how much a student's achievement changed. For example, the **change in the score** a student receives when they take an assessment in the fall and again in the spring.



# Annual Universal Benchmark Assessment Schedule

## Baseline Achievement

### Fall

First two weeks of school

**Team Discussion of Data**  
Week after data is collected

**Academic Achievement  
Committee Meeting**

**District BoE Data  
Presentation**

## Growth and Achievement Progress

### Winter

First two weeks January

**Team Discussion of Data**  
Week after data is collected

**Academic Achievement  
Committee Meeting**

## Growth and Achievement Outcome

### Spring

May

**Team Discussion of Data**  
Week after data is collected

**Academic Achievement  
Committee Meeting**

**District BoE Data  
Presentation**



# Spring Universal Outcome Data 2019-2023

# Summary of Data - aimswebPlus (K-1) Reading & Math

The data from the aimswebPlus assessment, the test which monitors reading and math skills for students, for kindergarten through first grade, highlighted the following:

Spring 2023 data noted the following percent of proficiency for kindergarten students:

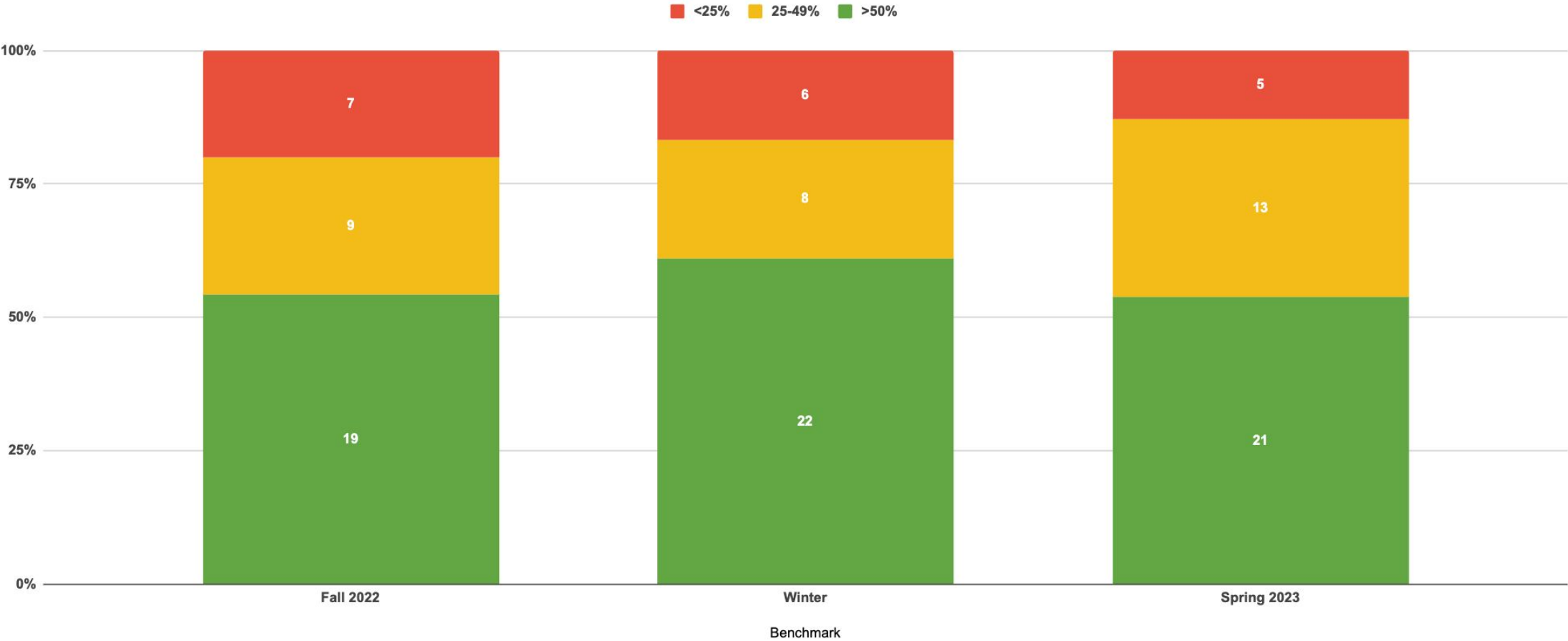
- Early Literacy: 55%
- Early Numeracy: 82%

Spring 2023 data noted the following percent of proficiency for first grade students:

- Early Literacy: 79%
- Early Numeracy: 94%

Metric		2022-2023 Progress
aimswebPlus (K-1)	80% or more of students Meet or Exceed in spring early literacy	Not Met: K-55%, 1st-79%

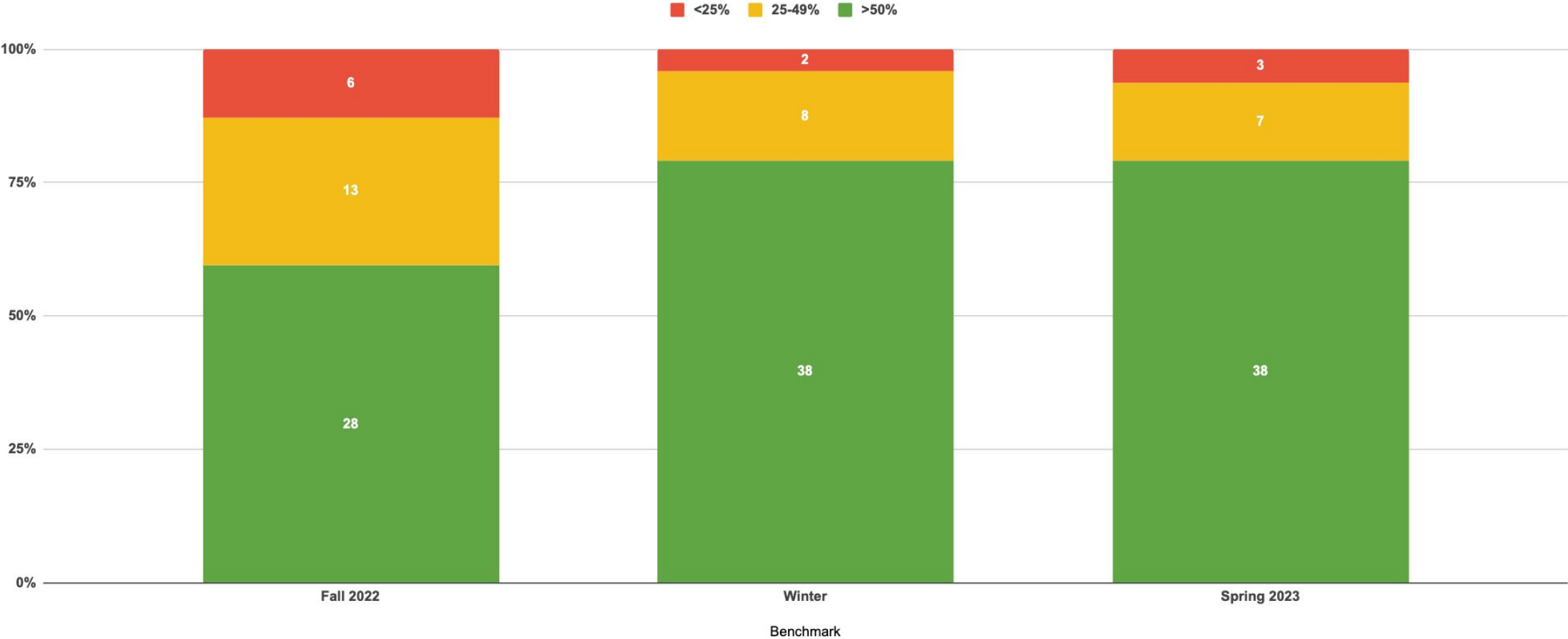
aimswebPlus Kindergarten Early Literacy FY23 Fall, Winter and Spring



Fall, Winter, Spring 2023 aimswebPlus **Kindergarten Early Literacy** Achievement

Metric		2022-2023 Progress
aimswebPlus (K-1)	80% or more of students Meet or Exceed in spring early literacy	Not Met: K-55%, 1st-79%

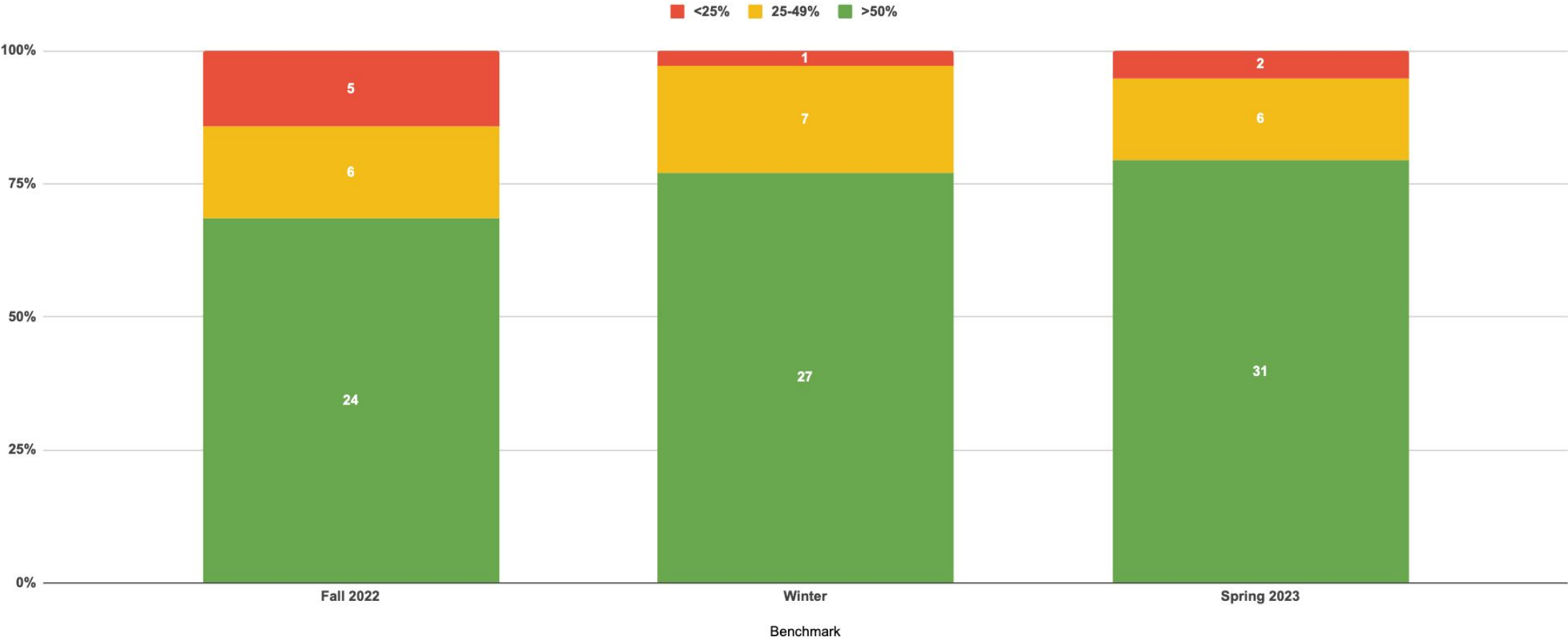
aimswebPlus 1st Grade Early Literacy FY23 Fall, Winter and Spring



Fall, Winter, Spring 2023 aimswebPlus **First Grade Early Literacy** Achievement

Metric		2022-2023 Progress
aimswebPlus (K-1)	80% or more of students Meet or Exceed in spring early numeracy	Met: K-82%, 1st-94%

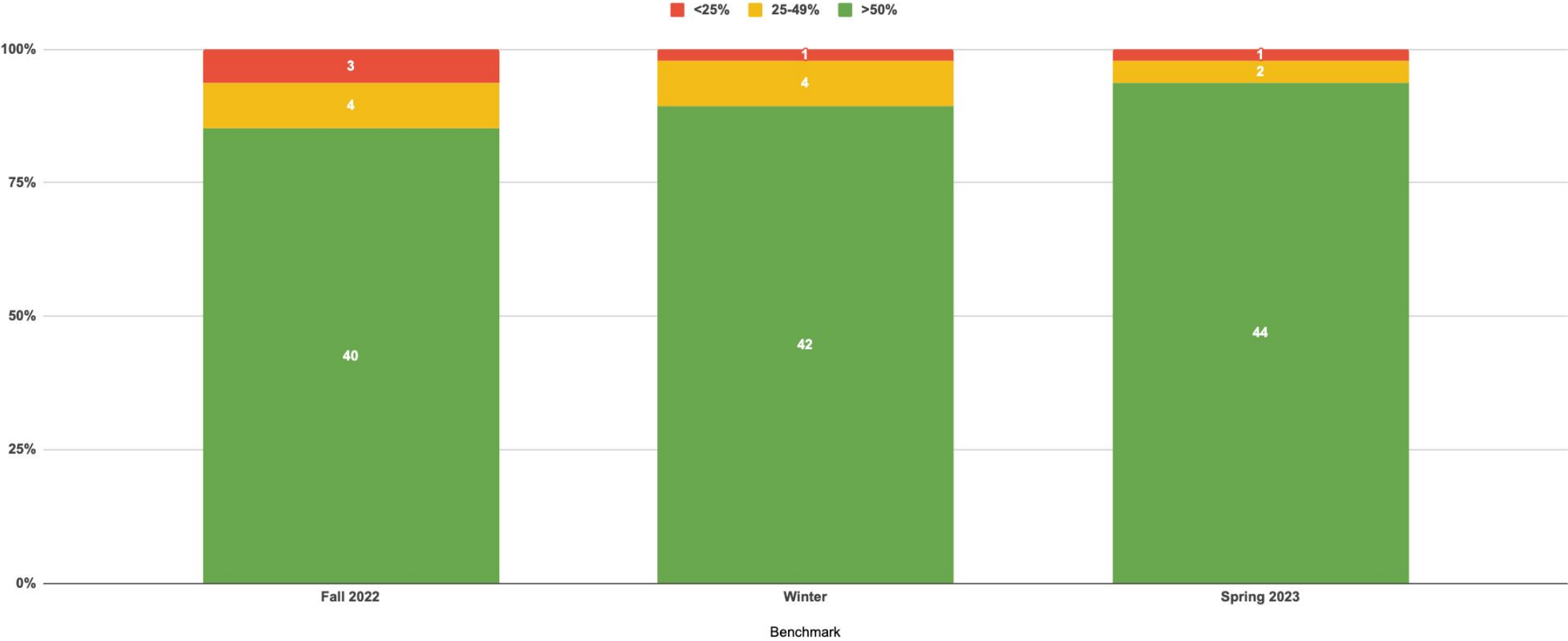
aimswebPlus Kindergarten Early Numeracy FY23 Fall, Winter and Spring



Fall, Winter, Spring 2023 aimswebPlus **Kindergarten Early Numeracy** Achievement

Metric		2022-2023 Progress
aimswebPlus (K-1)	80% or more of students Meet or Exceed in spring early numeracy	Met: K-82%, 1st-94%

aimswebPlus 1st Grade Early Numeracy FY23 Fall, Winter and Spring



Fall, Winter, Spring 2023 aimswebPlus **First Grade Early Numeracy** Achievement



# Summary of Data - MAP Reading (2-8th Grade)

## Reading Achievement:

- 2nd through 8th graders remained in the 89th-99th percentile from the Fall 2022 test to the Spring 2023 test.

## Target & Conditional Growth:

- When looking at target growth, in **four out of seven grades** at least 50% of students in the grade met their target growth from Fall to Spring.
- When looking at conditional growth, **two out of seven grades** met the goal of 50% meeting or exceeding their target growth projection from Fall to Spring. Conditional growth indicates how well the students in each grade grew **relative to matched peers** with the same score, grade level, and the same amount of instruction (tested in the Fall and Spring at the same time).



# Summary of Data - MAP Math (2-8th Grade)

## Math Achievement:

- 2nd through 8th grade students have all remained in the 95th-99th percentile from the Fall 2022 test to the Spring 2023 test.

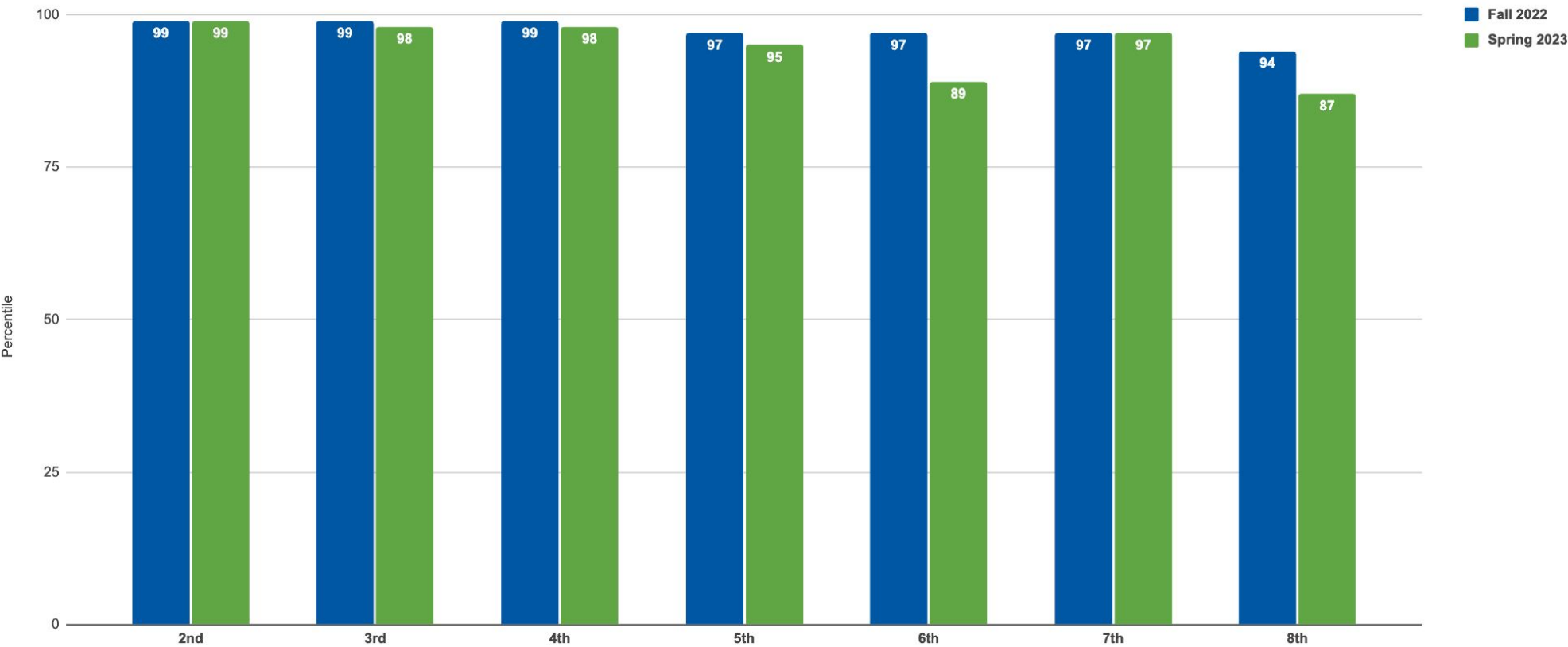
## Target & Conditional Growth:

- When looking at target growth, in **five out of seven grades** at least 50% of students in the grade met their target growth from Fall to Spring.
- When looking at conditional growth, **three out of seven grades** met the goal of 50% meeting or exceeding their target growth projection from Fall to Spring. Conditional growth indicates how well the students in each grade grew **relative to matched peers** with the same score, grade level, and the same amount of instruction (tested in the Fall and Spring at the same time).



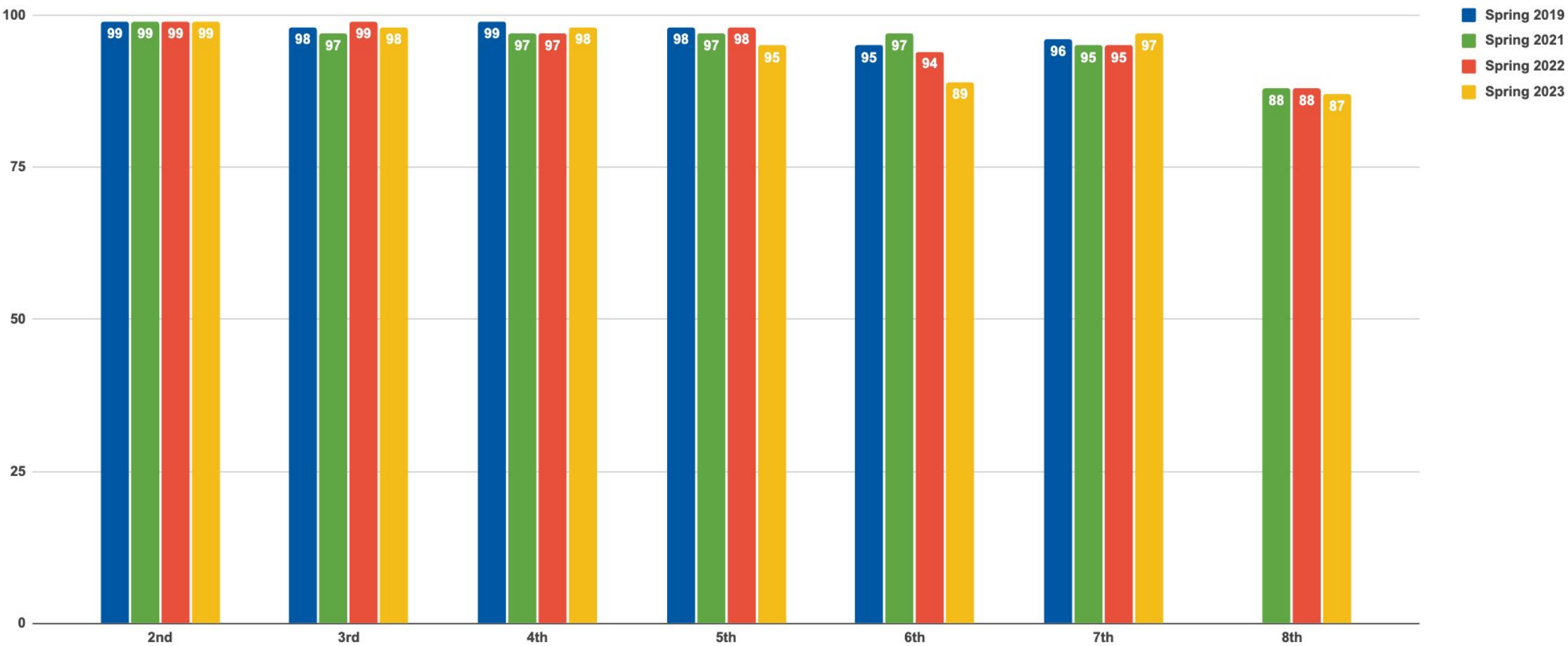
Metric		2022-2023 Progress
MAP Achievement (2-8)	All grade-level Spring Achievement Percentiles are 95% or higher	Partially Met: 6th grade reading at 89% and 8th grade reading at 87%

Sears NWEA Fall to Spring 2022-2023 Reading School Percentile



Spring 2019-2023 MAP **Reading** Achievement (2-8th Grade)

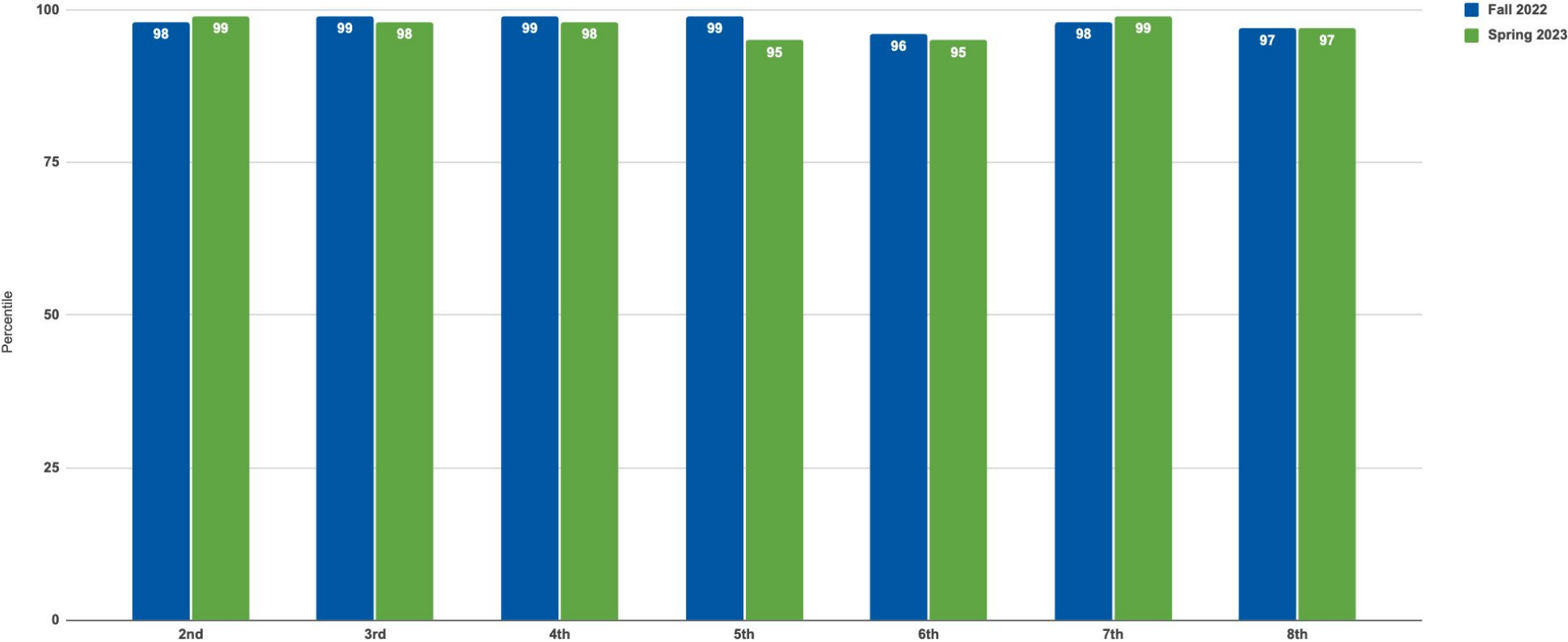
Sears Spring School Norm Percentile Reading Comparison 2019-2023



Spring 2019-2023 MAP **Reading** Achievement (2-8th Grade)

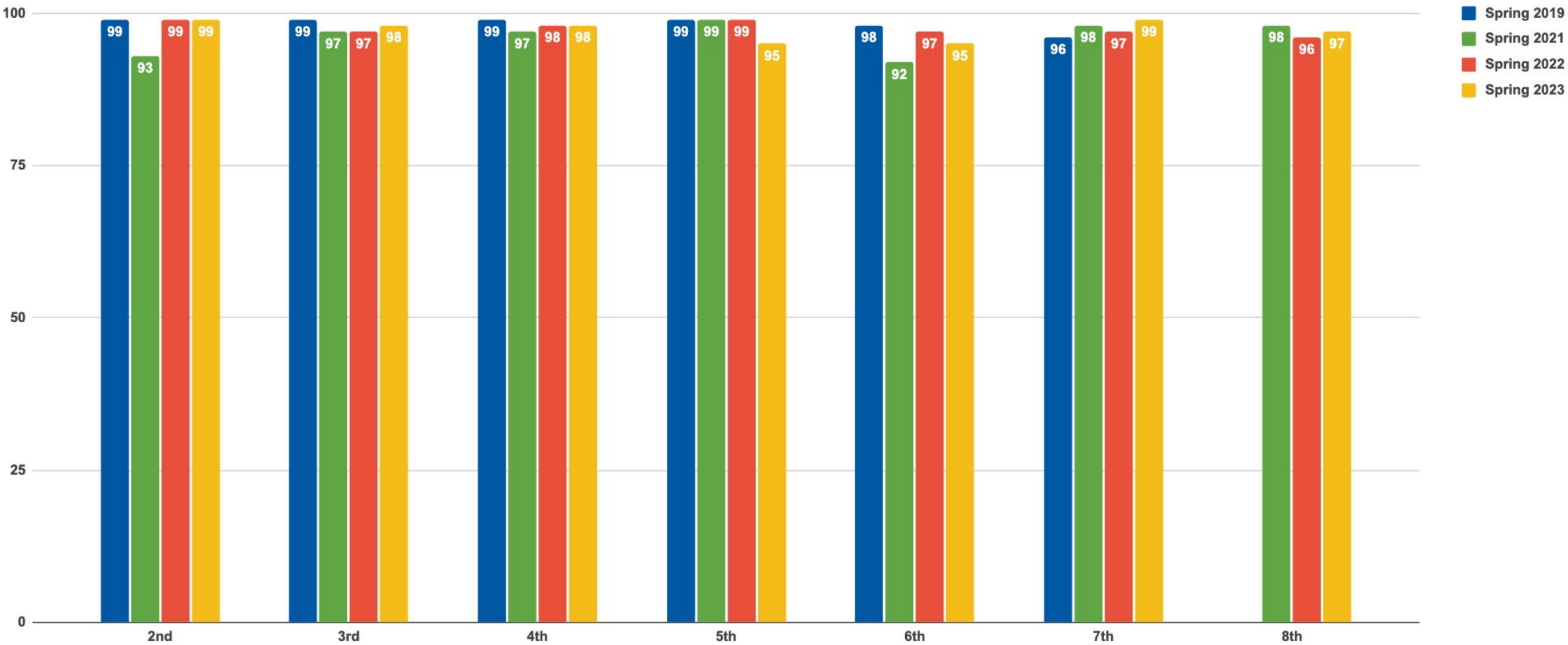
Metric		2022-2023 Progress
MAP Achievement (2-8)	All grade-level Spring Achievement Percentiles are 95% or higher	Partially Met: 6th grade reading at 89% and 8th grade reading at 87%

Sears NWEA Fall to Spring 2022-2023 Math School Percentile



Spring 2019-2023 MAP **Math** Achievement (2-8th Grade)

Sears Spring School Norm Percentile Math Comparison 2019-2023

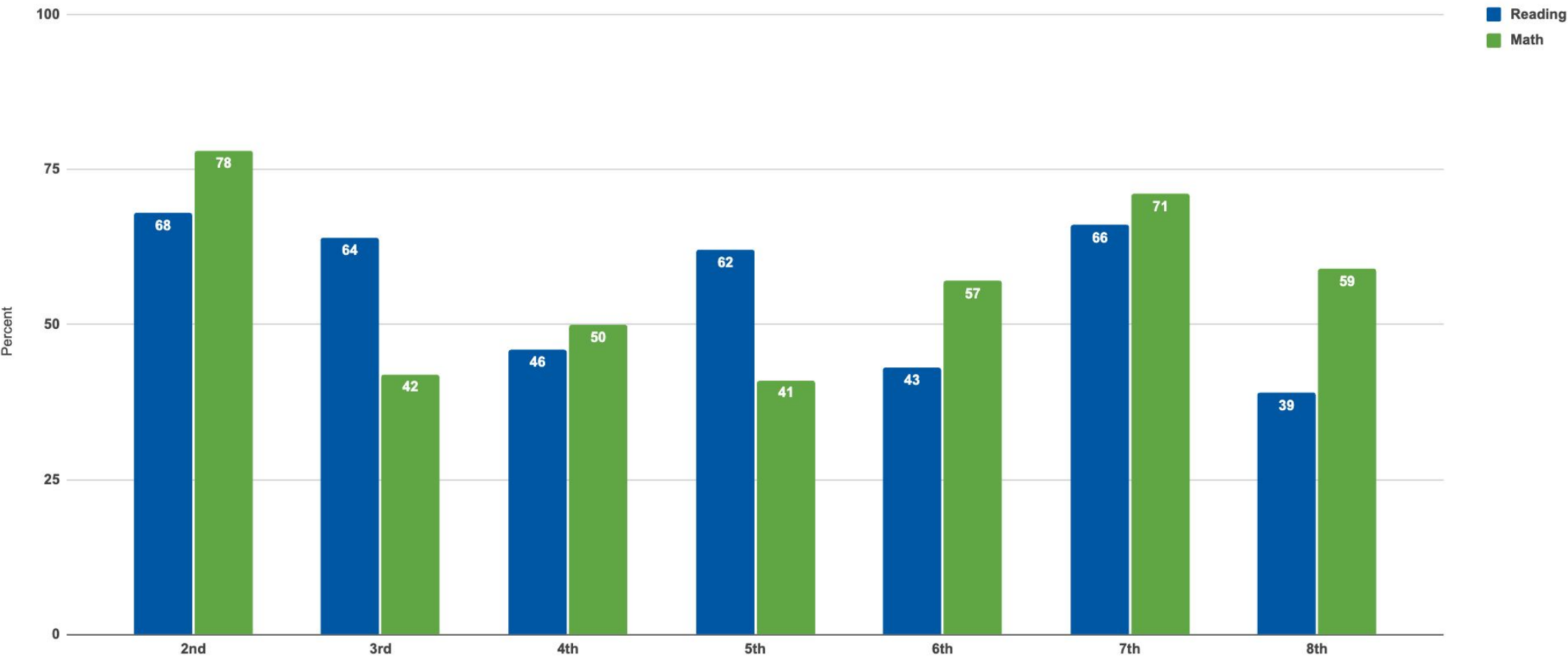


Spring 2019-2023 MAP **Math** Achievement (2-8th Grade)



Metric		2022-2023 Progress
MAP Growth (2-8)	60% of students will Meet or Exceed individual growth targets in <b>reading</b>	Not Met: 55%
	60% of students will Meet or Exceed individual growth targets in <b>math</b>	Not Met: 57%

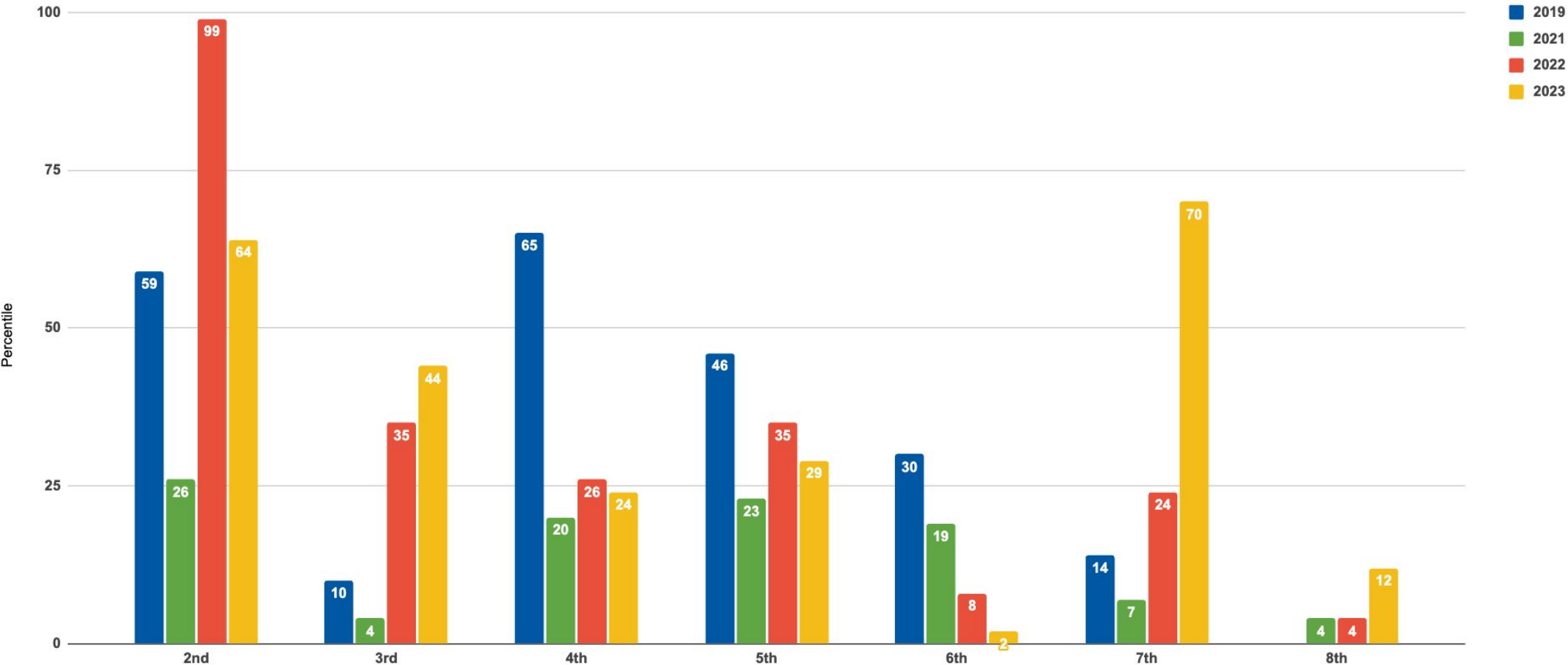
Sears Percent of Students Making MAP Target Growth Fall 2022-Spring 2023



Fall 2022 - Spring 2023 MAP **Math** Target Growth (2-8th Grade)

Metric		2022-2023 Progress
MAP Conditional Growth Index (2-8)	35% average reading conditional growth percentile	Met: 35% <i>Ultimate Goal is 65%</i>

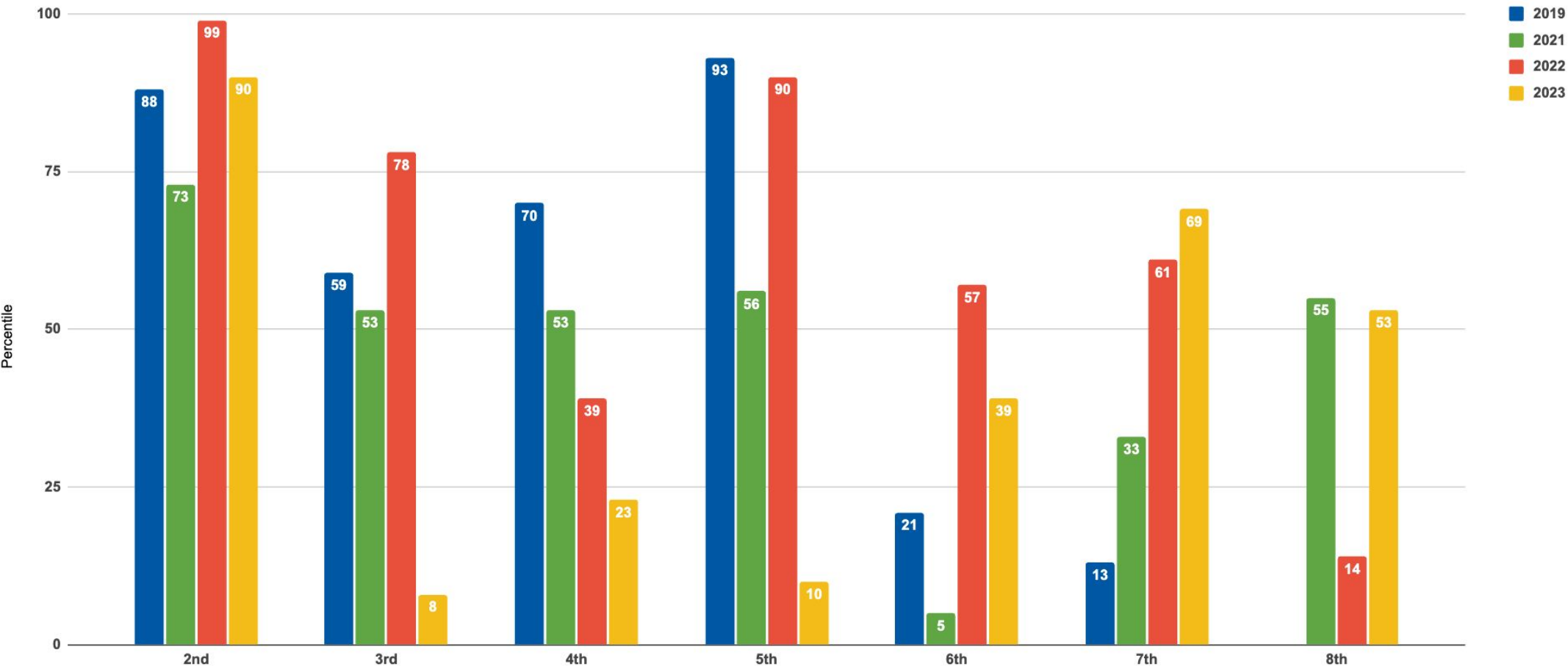
Sears Fall to Spring Grade MAP Conditional Growth Percentile Reading Comparison 2019-2023



Fall 2019 - Spring 2023 MAP Reading Conditional Growth (2-8th Grade)

Metric		2022-2023 Progress
MAP Conditional Growth Index (2-8)	65% average math conditional growth percentile	Not Met: 57%

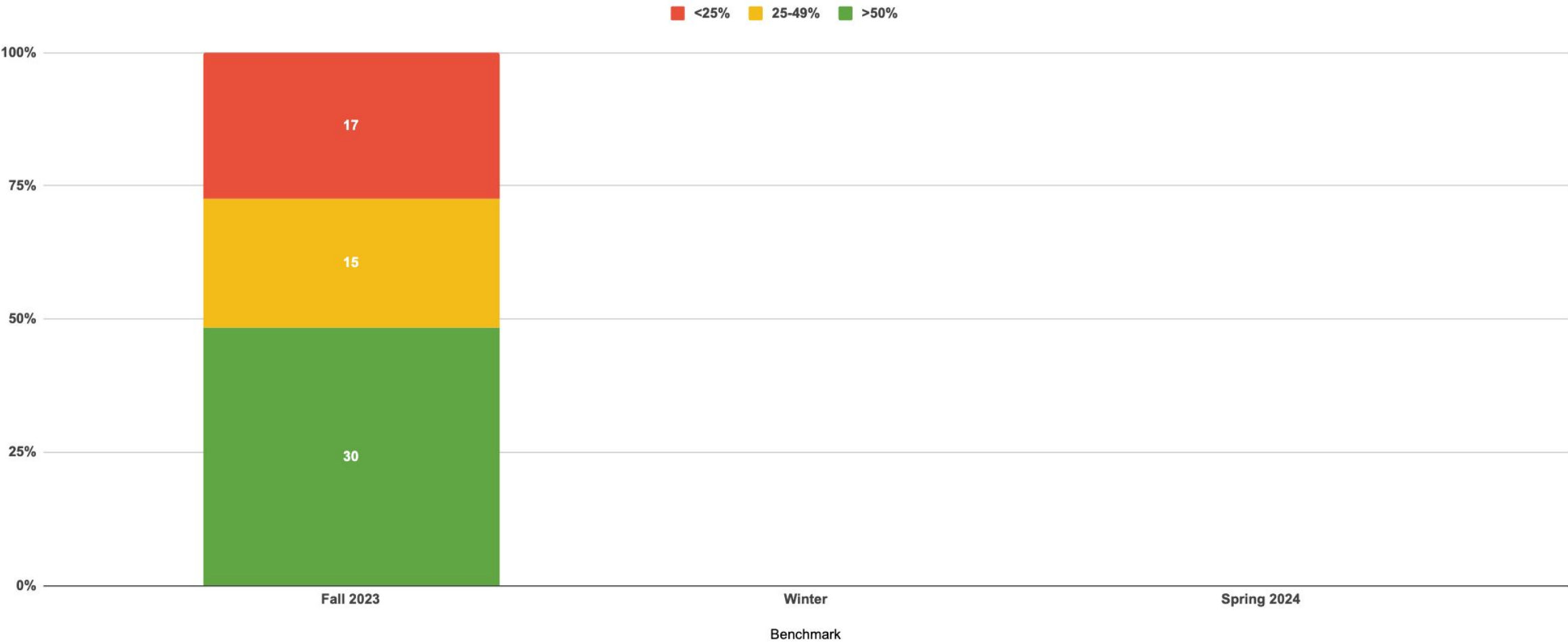
Sears Fall to Spring Grade MAP Conditional Growth Percentile Math Comparison 2019-2023



Fall 2019 - Spring 2023 MAP **Math** Conditional Growth (2-8th Grade)

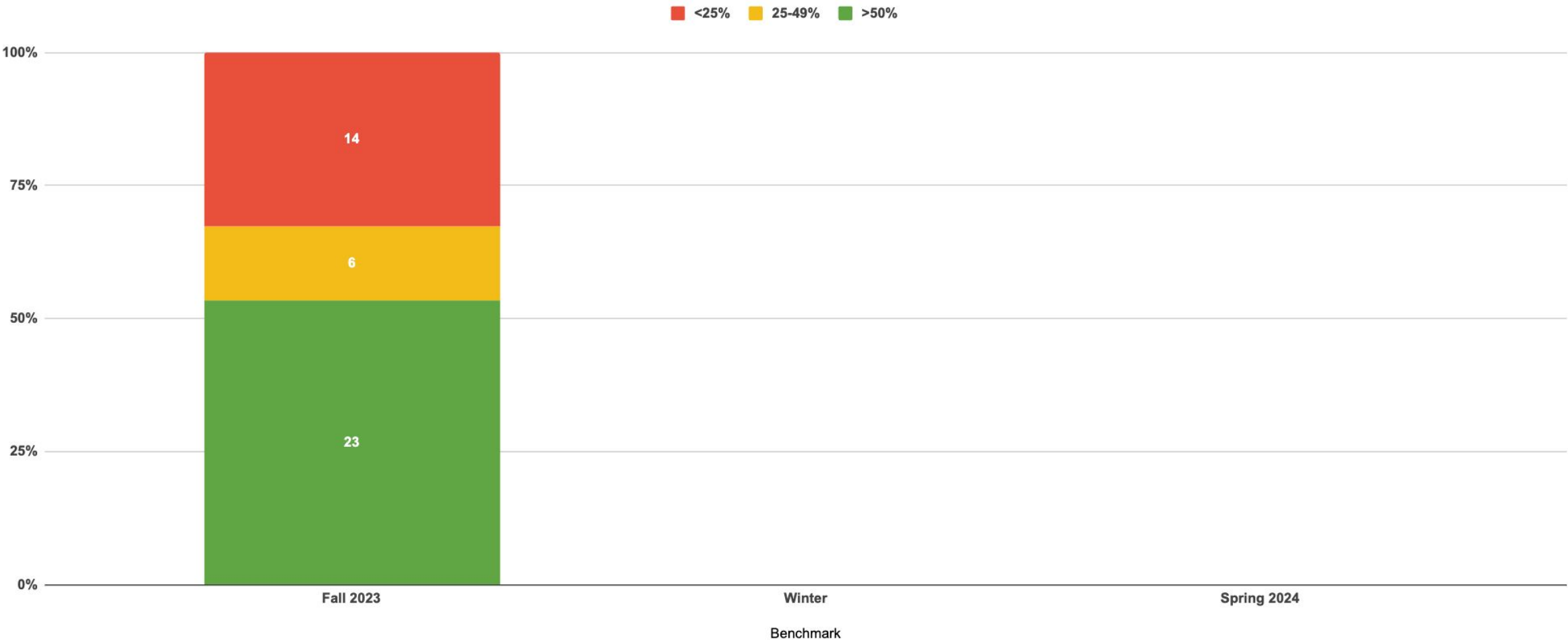
# Fall Universal Baseline Data 2023-2024

aimswebPlus Kindergarten Early Literacy Fall 2023



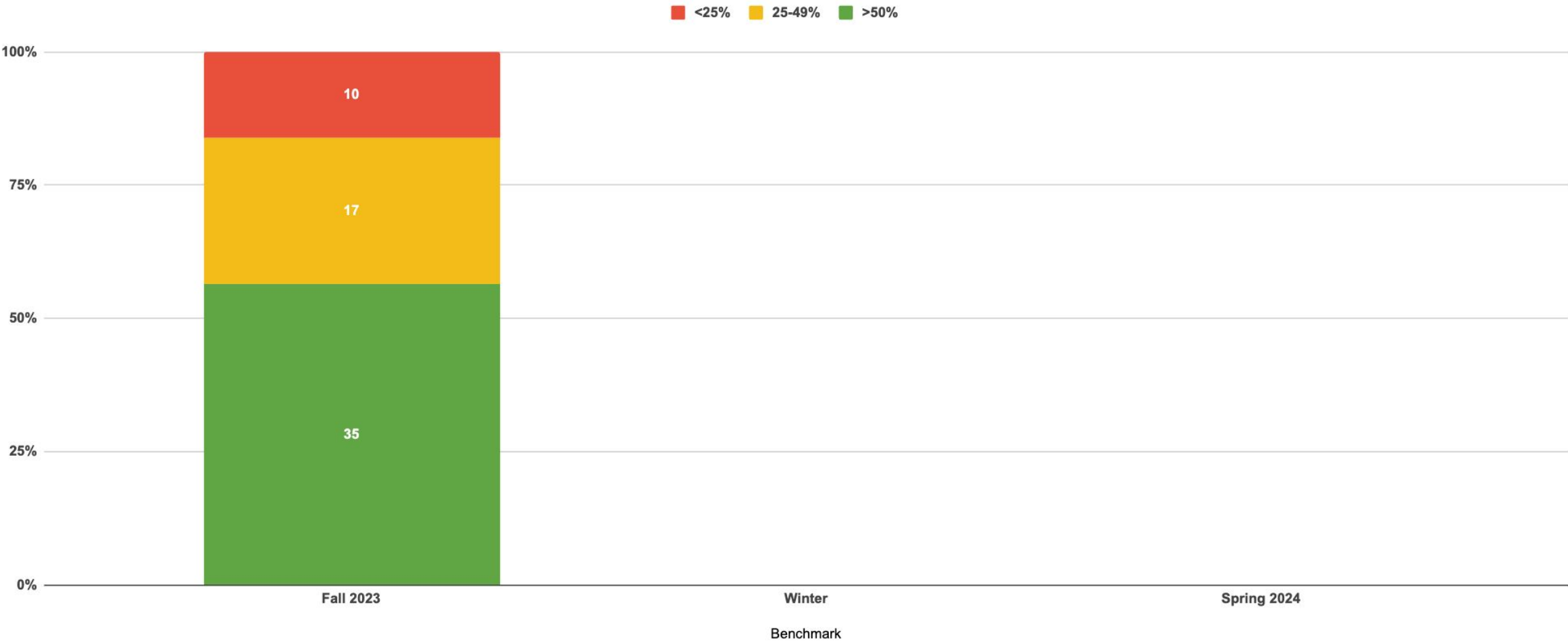
Fall 2023 aimswebPlus **Kindergarten Early Literacy** Achievement

aimswebPlus 1st Grade Early Literacy Fall 23



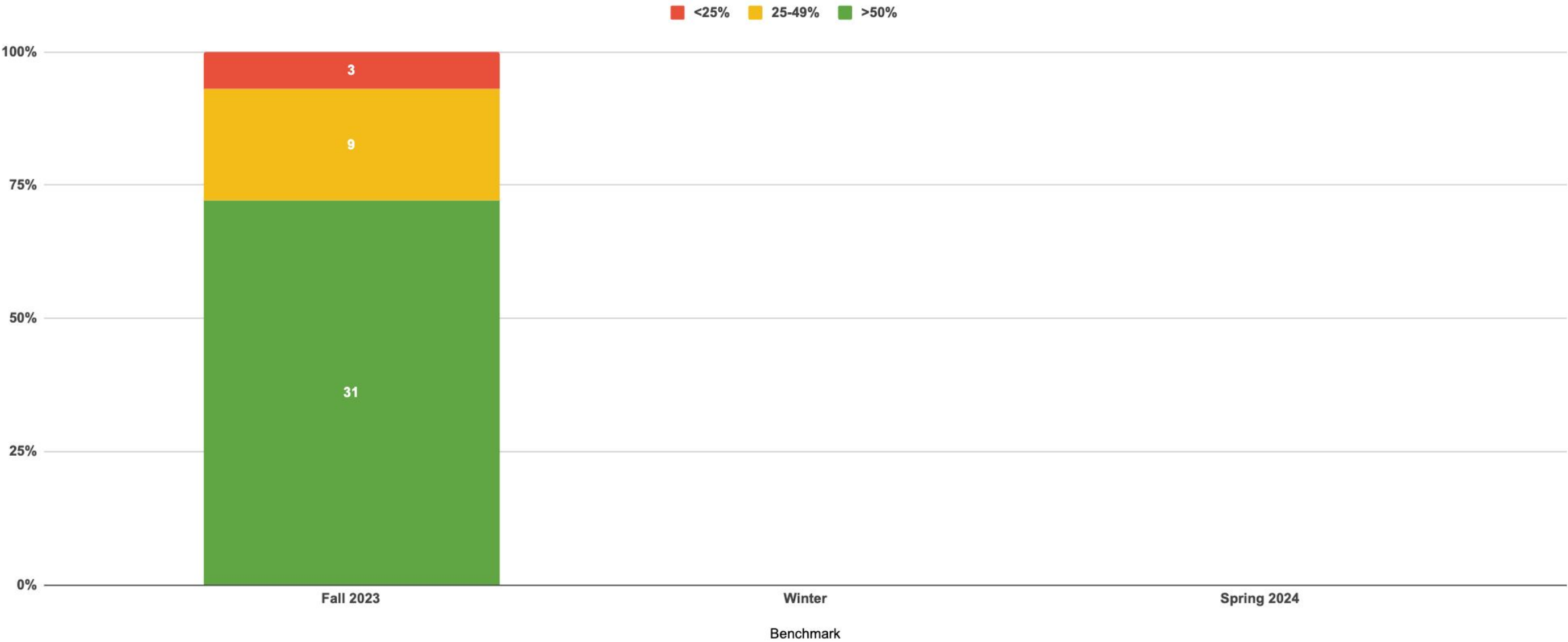
Fall 2023 aimswebPlus **First Grade Early Literacy** Achievement





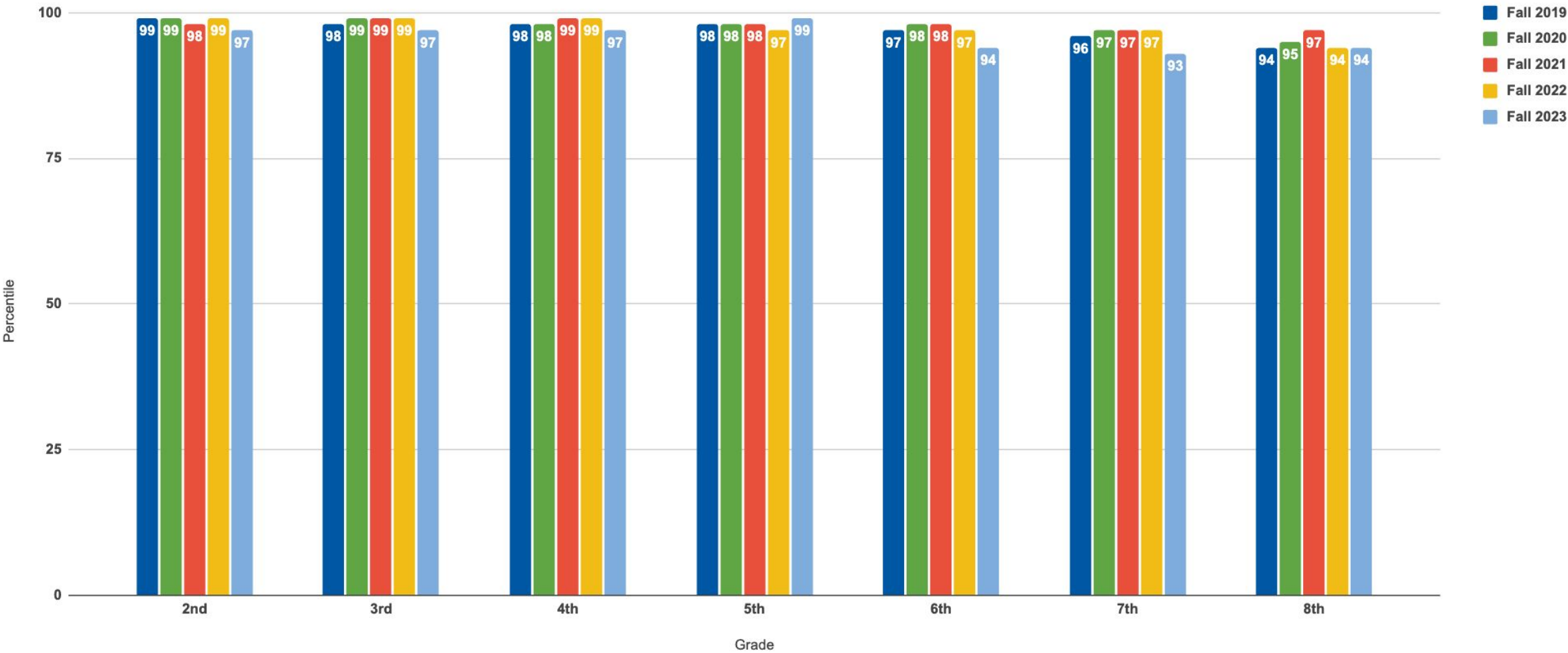
Fall 2023 aimswebPlus **Kindergarten Early Numeracy** Achievement

aimswebPlus 1st Grade Early Numeracy Fall 2023



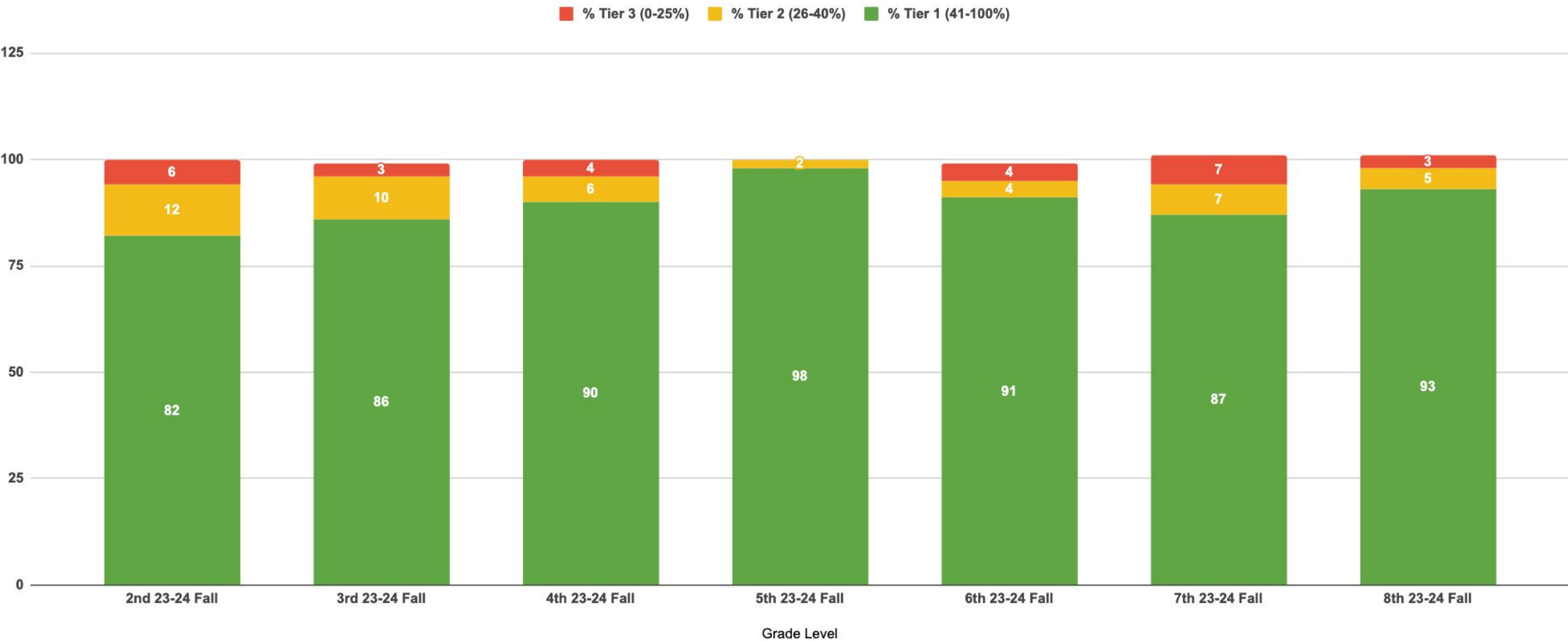
Fall 2023 aimswebPlus **First Grade Early Numeracy** Achievement

Sears Fall School MAP Norm Percentile Reading Comparison 2019-2023



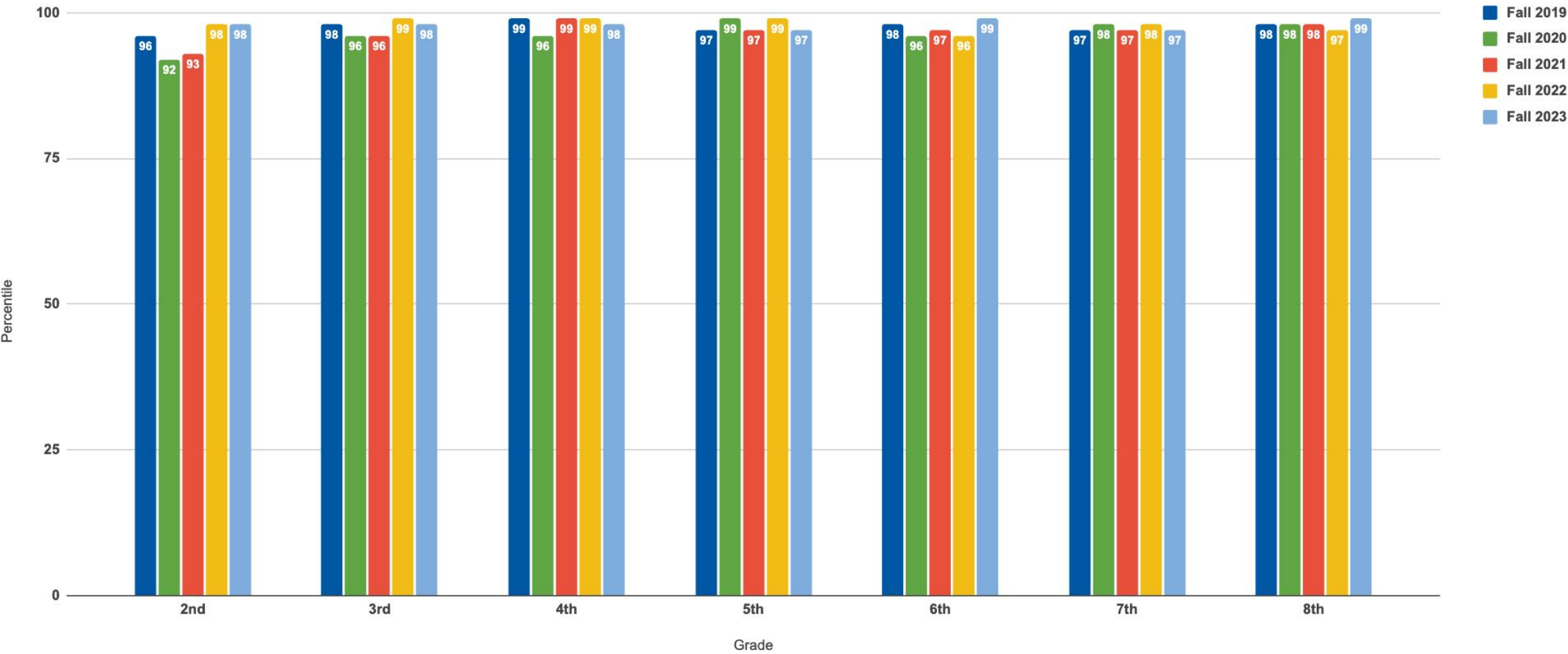
Fall 2019-2023 MAP **Reading** Achievement (2-8th Grade)

MAP Reading MTSS Tiers (2-8th Grade) Fall 2023



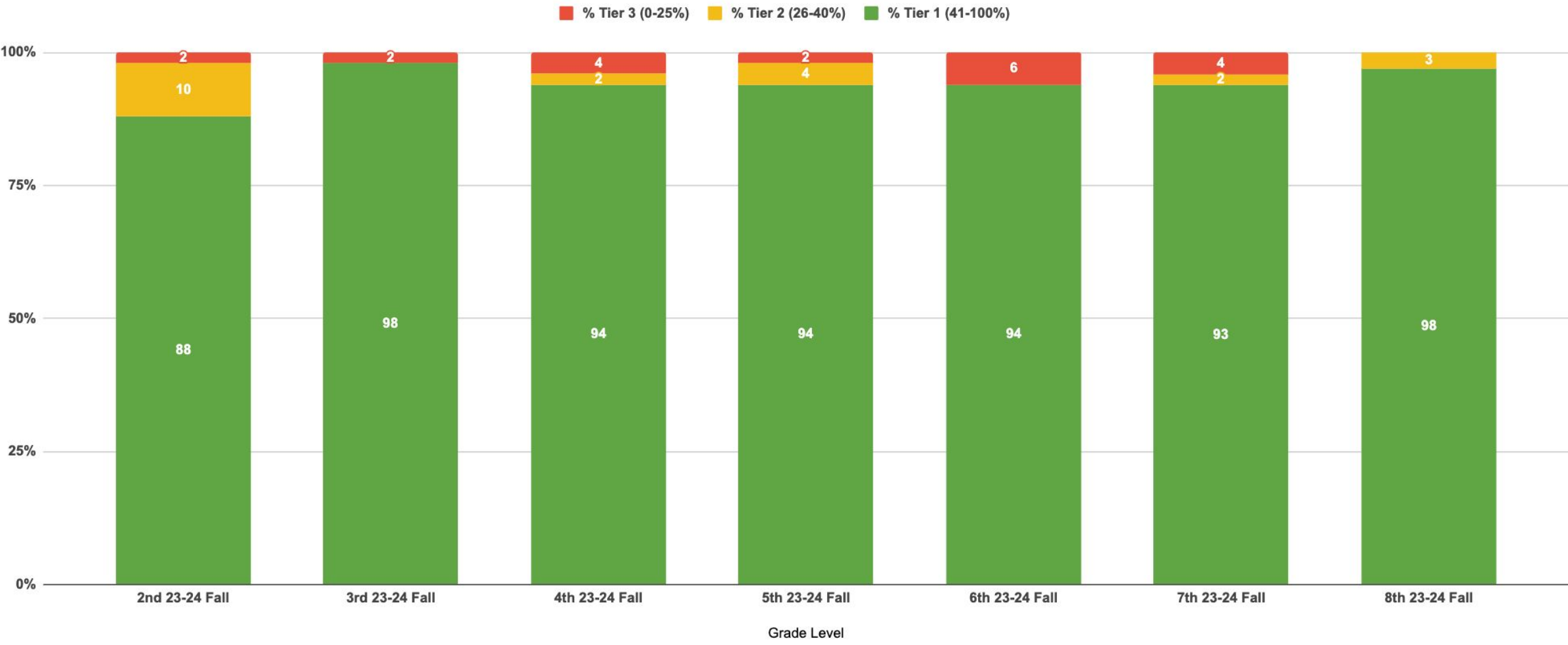
Fall 2023 MAP Reading MTSS Tiers (2-8th Grade)

Sears Fall School MAP Norm Percentile Math Comparison 2019-2023




Fall 2019-2023 MAP **Math** Achievement (2-8th Grade)

MAP Math MTSS Tiers (2-8th Grade) Fall 2023



Fall 2023 MAP **Math** MTSS Tiers (2-8th Grade)



# **Academic Achievement Improvements to MTSS & Integrated System of Teaching and Learning**



# Improvements to Tier 1

1. **Continued collaboration with the Academic Achievement Committee** to look at our Strategic Plan Vision that all students achieve the Portrait of a Sears Graduate through an integrated system of teaching and learning rooted in best practices and developing an Instructional Strategies Playbook for all staff.
2. **Implementation of the Academic Achievement Committee overseeing Achievement and Growth Data**, which is reviewed after each Universal Assessment Window.
3. **Implementation of our new Math** materials aligned with our Priority Standards and best practices.
4. **Implementation of our new Social Studies** materials aligned with our Social Studies *and* ELA Priority Standards and best practices. As a reminder, research shows embedding ELA Priority Standards into Social Studies shows significant improvement in student ELA achievement and growth.
5. **The Fearless Learning Class for Sixth Graders**, which aims to teach students personalized strategies to optimize how their unique minds manage, feel, and think. Specifically aligned with the *Portrait of a Sears Graduate*, and supported by neuroscience, students should be able to be fearless in their their learning.

# Improvements to Tier 2 and 3

1. **Implementation of a new MTSS Leadership Team**, which meets weekly and is committed to improving the logistics of the student problem-solving process.
  - a. Implementation of structured twice monthly student problem-solving meetings
  - b. Implementation of two structured three-phase intervention cycles per school year, Fall-Winter and Winter-Spring
  - c. Designing an Standard Intervention Protocol (If/Then)
    - i. **If** a student scores below the 25%ile in Early Literacy, **then**...
  - d. Engaging in root-cause analysis with the MTSS Leadership Team to determine short and long term goals for the school year
2. **Teaming Tuesdays**, which is a twice monthly designated time for admin, specialists and teachers to meet regarding students who have identified needs that require a multidisciplinary team approach to provide ongoing support.
3. **Implementation of our new Math** materials aligned with our Priority Standards and best practices, which includes intervention and enrichment resources for teachers and students.

# Planned Improvements to Tier 1, 2 and 3

## **Evaluation of our ELA Curriculum** with our research partner EAB

- We have 8 full day committee meetings this school year.
- We participated in Priority Standards Professional Development with an expert from ISBE, Laura Beltchenko. The PD was specifically designed to address our student ELA performance on IAR, which influenced our Priority Standards.
- We participated in Science of Reading PD with EAB to understand the neurological process of learning to read and write so our programming can be aligned with the research. This PD will be ongoing and expanding to all teachers who teach ELA.
- We will be piloting ELA materials this school year that meet high-quality criteria including alignment to the Integrated System of Teaching and Learning and the Science of Reading research.
- We will be making our final selection of materials by April and presenting to the BoE in May 2024.

# Five Year ELA Evaluation

Our partnership with EAB is for 5 years, and after we select our materials with their support, we will focus on effective implementation and additional programing.

1

**Develop and Sustain Schoolwide Expertise in the Science of Teaching Reading**



- 1. Science of Reading Professional Development
- 2. Train the Trainer Sustainability Plan
- 3. Grassroots Pilot Success Models
- 4. Principal Literacy Champions

2

**Aid Teachers in Implementing Science-Based Instruction**



- 5. Instructional Materials Selection Tools
- 6. Science-Directed Literacy Look-For
- 7. Video-Based Teacher Observations
- 8. Literacy Implementation Evaluations

3

**Redesign Small Group Instruction to Target Student Skill Deficits**



- 9. Skills-Based Grouping
- 10. Cross-Classroom Intervention Specialists

4

**Mitigate Summer Slide with Engaging Summer Programming**



- 11. Camp-Style Summer Literacy
- 12. Online Video Enrollment Campaigns
- 13. Summer School Attendance Incentives
- 14. Parent-Facing Literacy Nudges



# Challenge *Success* Jr. High Study



Challenge Success Leadership Team in Waltham, MA at the Fall Conference, October 13-14, 2023

# Challenge *Success* Jr. High Study

Our study will look at a variety of factors that impact student well-being, engagement, and belonging for all students. We will evaluate our programming to determine how to best meet the need of our students in grades 6-8.

- Assessment and Grading Practices
- Master Schedule
- Classroom Engagement
- Neurodiversity Affirming Environments
- Student Culture
- and more

**Join us on November 14  
from 5:00 - 6:30 p.m. to  
learn about our family  
and student data, which  
will drive our work  
moving forward.**

# Questions