Naperville Central High School
School Improvement Action Plan, 2022 - 2025

Academic

Goal/Benchmark of Success: 70% of students, overall and in each subgroup, will demonstrate readiness for post-secondary coursework by earning a C or better in all courses throughout their 4-year experience at NCHS.

Rationale for the Goal: A long term goal of the NCHS School Improvement Plan is to increase the percentage of NCHS graduates who earn a 2 or 4 year degree in 6 years or less. We must ensure that students are prepared for success in credit-bearing, post-secondary coursework and demonstrate attainment of essential standards in the courses they take at NCHS. This goal aims to improve upon the academic outcomes from the 2021-2022 school year, as shown below.

Class of 2022 grades of "C" or better in ALL classes:
Overall = 63%
- Asian students = 77%
- Black/African American students = 28%
- Hispanic/Latinx = 51%
- 2+ Races = 62%
- White students = 64%
- Students with IEPs = 33%
- Students with a 504 = 52%
- Student receiving Free or Reduced Lunch = 38%

Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
Engage at least one team in each department in a grading pilot through which we determine impact of 0-4 scale and 50% minimum grading scales	• Learning for DCs & LSCs using *Grading for Equity* as a resource • Recommendations for high school grading model in collaboration with NNHS that is mathematically sound, free of bias, promotes clarity of expectations, and motivational	Steve Jeretina, LSCs, DCs	May 2024	

Implement PLC+ professional learning to increase effectiveness of weekly collaboration	- Each PLC will engage in PLC+ professional learning workshops offered on institute days: Aligning standards and assessments, effective methods of analyzing student data, tiered intervention progress monitoring, addressing PLC Q5: Who benefited and who did not? - Consistent feedback to PLCs on current practices and potential areas for growth - Summer PD for PLC+ facilitators	Steve Jeretina, LSCs, DCs	May 2024	
Provide all students at Naperville Central with SOAR Support options aligned to current learning needs	- Utilize evidence of student learning gathered from common assessments to influence student/teacher selection - Use multiple methods of communication that encourage all students to make a SOAR Support selection aligned to their current learning need - Include a "scoreboard" in weekly Staff News emails that communicates the % of students at NCHS who made a SOAR Support selection as well as how many students attended the SOAR Support as expected	Principal, APs, DCs	May 2023	
Establish benchmark assessments in high leverage core courses to ensure level of rigor is aligned to standards and areas evaluated on the SAT	Benchmark assessments to be developed: - Algebra 1, Geometry, Algebra 2 - English 1, English 2, English 3 - World Cultures, World History, Government, US History - Chemistry, Biology, Physics	Steve Jeretina, DCs and Curriculum Teams (Math, Com. Arts, Social Studies, Science)	May 2025	
Analysis of ABC report to ensure appropriate student interventions are in place	Monthly reflection by Student Services Problem Solving teams to review student progress in courses and interventions, as well as determine next steps in response to progress data. Next steps include outreach to and collaboration with teachers related to individual student progress and supports	Merigan Neben, Student Services personnel, Steve Jeretina, DCs, Intervention Team	May 2023	

	● Regular reflection by DCs detailing action steps aligning evidence between monthly progress reports and SOAR Support offerings			
Implement research-based co-teaching models	● PD for all 23-24 co-teaching pairings, focused on implementation of effective co-teaching models	Merigan Neben, Special Education DCs, Steve Jeretina	September 2023	

Use progress monitoring data to ensure Tier 2 interventions are positively impacting student learning	● Monthly meetings to determine impact of Tier 2 interventions based on progress monitoring data collected
	  ○ Math Support
	  ○ English Support
	  ○ Chemistry & Biology Support
	● Develop progress monitoring data for Tier 2 Social Studies Support
		Steve Jeretina, DCs (Academic Support, Math, Science, Communication Arts, Social Studies)	May 2024	

Analyze impact of Supported Study Hall and Literacy Workshop on student academic success and make adjustments to their interventions accordingly	● Analysis of current progress monitoring processes for Literacy Workshop and Supported Study Hall to determine impact on student achievement ● Implementation of updated progress monitoring process in Literacy Workshop	Academic Support DC and Special Education DCs	May 2024	
Use progress monitoring data to ensure Tier 3 Math Intervention is positively impacting student learning	● Analysis of current progress monitoring processes for math intervention and math lunch support to determine impact on student achievement ● Evaluation of Tier three placement process upon tier one placement in math sequence	Academic Support DC, Intervention Team, Math interventionist	May 2024	

Specific ways this goal is aligned with or focus on MTSS, SEL, and/or Equity:
The goal and related action steps place strong emphasis on developing a sense of collective efficacy among content area teams by reinforcing key attributes of the PLC process. Additionally, data analysis to evaluate the effectiveness of current tier one, two, three instruction and interventions aims to inform professional development, curriculum design, and progress monitoring.

Academic
Goal/Benchmark of Success: 80% of students, overall and in each subgroup, will demonstrate readiness for post-secondary coursework by completing an Advanced Placement (AP) course and 50% will complete a Dual Credit course while at NCHS.
Rationale for the Goal: In an effort to expand the enrollment of NCHS students in college and career preparatory experiences we need to examine the current state of the courses designated as AP and Dual Credit and identify ways to broaden student enrollment, overall and by subgroup. This goal represents growth in the amount of students enrolled in AP and Dual Credit offerings at NCHS as compared to the 2021-2022 school year (below).

71.6% of students took at least one AP course at NCHS.	**37.1% of students took at least one Dual Credit course at NCHS.**
- Asian students = 94% - Black/African American students = 33% - Hispanic/Latinx = 66% 2+ Races = 73% - White students = 69% - Students with IEPs = 25% - Students with a 504 = 67% - Student receiving Free or Reduced Lunch = 54%	- Asian students = 34% - Black/African American students = 50% - Hispanic/Latinx = 27% 2+ Races = 35% - White students = 39% - Students with IEPs = 33% - Students with a 504 = 33% - Student receiving Free or Reduced Lunch = 35%

Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
Evaluate AP & Dual Credit enrollment across grades and subgroups	- Examine 8th grade MAP/Progress grades to identify potential "onramps" for freshman to engage in AP/Dual Credit opportunities - Use AP Potential report to identify students who should be encouraged to enroll in AP courses in grades 10-12	Steve Jeretina, DCs	May 2024	
Develop communication plan for students and families about Dual credit options that could lead to pathway endorsements and AP offerings by department	- Creation of communication to families of incoming freshman whose academic performance can lead to success in freshman AP offerings - Creation of dual credit pathways infographic that aligns course offerings to student interests	Steve Jeretina	January 2023	
Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity: The goal and related action steps aim to broaden post-secondary preparation experiences to a wider array of NCHS students, leveraging opportunities to establish and maintain a strong sense of belonging for every student through accessible but rigorous academic coursework.				

Academic				
Goal/Benchmark of Success: 25% of NCHS students, overall and in each subgroup, will demonstrate post-secondary readiness by completing a career pathway or earning a diploma endorsement.				

Rationale for the Goal: An important factor in making sure that students are ready for post-secondary level learning is by ensuring that students have ample opportunities to engage in post-secondary experiences while at NCHS. Success for students beyond high school takes many directions, and in an effort to prepare all students, we strive to offer an array of opportunities related to their interests and future pursuits by improving upon the number of students earning diploma endorsements and the Illinois Seal of Biliteracy (or the commendation towards biliteracy).
 	
    Class of 2022 data
      ■ 11.7% of students earned a diploma endorsement
      ■ 6.2% of students earned the commendation towards biliteracy or the Seal of Biliteracy				

Action Steps	**Tasks**	**Person(s) Responsible**	**Predicted Target Date**	**Actual Completion Date**
Development of additional career pathways and dual credit courses aligned to career pathways, as appropriate	Develop additional career pathways in these high leverage areas: ● Health Sciences ● Manufacturing & Engineering ● Communications	Steve Jeretina, CTE DC/Communication Arts DC	May 2025	
Implementation of proficiency-based benchmark testing in all WCL courses	● Application of Assessment of Performance towards Proficiency in Language (AAPPL) as end of year assessment benchmark	WCL DC	May 2024	
Implementation of 9-12 School Counseling Curriculum	● Parent engagement in learning addressed in action steps as well as student participation ● Communication plan to students and families during course selection ● Alignment of elective course selections in alignment with identified career interest areas and appropriate post-secondary options	Merigan Neben, Counseling DC	May 2023	
Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity: This goal aims to increase the number of students working towards career pathways/diploma endorsements in an effort to accelerate post-secondary learning opportunities and remove barriers to scholarship, degree, or certification attainment.				

SEL/Behavioral

Goal/Benchmark of Success: In school and out of school suspension rates will decrease by 20%, overall and in each subgroup, from the 2021-2022 school year.

Rationale for the Goal: Students are most successful when they are in educational environments facilitated by their teachers and are learning alongside their peers. We strive to maximize instructional time for all students utilizing proactive, relationship-based measures.

2021-2022 school year data (by racial/ethnic background)

In school suspensions: 92 school days missed	Out of school suspensions: 70 school days missed
○ 2+ Races = 6 days (6.5%) ○ American Indian/Alaska Native= 4 days (4.3%) ○ Asian= 11 days (12%) ○ Black/African American = 14 days (15.2%) ○ Hispanic/Latinx = 17 days (18.5%) ○ White= 40 days (43.5%)	○ 2+ Races = 4 days (5.7%) ○ American Indian/Alaska Native= 3 days (4.3%) ○ Asian= 10 days (14.3%) ○ Black/African American= 15 days (21.4%) ○ Hispanic/Latinx = 11 days (15.7%) ○ White = 27 days (38.6%)

Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
Establish the Community Resource Center, the role of Student Advocacy Specialists and implementation of the restorative continuum in collaboration with the deans	● Establish new baseline data that includes number of periods missed due to suspension or CRC ● Determine differentiated Tier 1 behavior/learning needs based on frequency of lesson topics delivered in CRC ● Implementation of restorative circles in response to student, group, class and building needs ● Implement restorative practices and interventions in partnership with behavioral consequences aligned with evidenced student need	Student Advocacy Specialists, Deans of Students	May 2023	
Professional learning for all educators on Tier 1 behavior strategies and restorative practices	● Design and implement professional learning that provides all staff members with basic understanding of restorative practices and that increases their capacity to utilize	Student Advocacy Specialists, Special Education DC	May 2024	

	• affective language and impromptu conferences appropriately in interactions with students at Tier 1 • Implement professional learning that will increase the capacity of faculty members to engage students in productive, honest conversations about sensitive topics in which all viewpoints are honored and respected. This includes the ability to employ restorative practices within the homeroom community when necessary			
Develop and implement a process used by Deans, including, Dean of Intervention, to collect, analyze, interpret and utilize data to make informed decisions regarding students who may demonstrate engagement or behavior concerns.	• Identify a system and process for referring students to receive intervention through the community resource center (CRC) • Monitor student's progress in response to the instruction received within the CRC with data reflective of the student's reason for referral • Use student's progress monitoring data from CRC intervention and data from other sources of intervention/support to identify factors that contribute to student's progress and growth as well as those who continue to demonstrate opportunity for growth • Use the data and information pertaining to students' opportunity for growth to inform continued or increased intervention in response to student's individualized needs	Deans of Students, Dean of Student Intervention, Student Advocacy Specialists	May 2023	
PL for new educators on implementation of SEL curriculum and aligned assessments	• LSC-led trainings focused on implementation of CASEL- aligned SEL strategies into instructional practice • Examination and application of District 203 SEL curriculum within instructional practice (by discipline)	Steve Jeretina, LSCs	May 2024	

SEL standards implementation alongside academic standards at the Tier one level	● As curriculum is designed across departments, purposeful implementation of SEL standards within course curriculum	Curriculum development teams	May 2025	

Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity:
The goal and related action steps implement learning, systems, and interventions aimed at building and maintaining positive teacher to student and student to student relationships, as well as address behavioral needs by minimizing exclusionary consequences and experiences for students.

Belonging

Goal/Benchmark of Success: 90% of students and staff will report that they feel included and valued at Naperville Central High School as measured by the Panorama Survey.

Rationale for the goal: Using the outcomes of the 2021-2022 Panorama Survey, we aim to increase a sense of belonging by evaluating current levels of student involvement, further developing SOAR Homeroom to build relationships among students and with staff, and seeking input from students on current practices within the educational environment.

2021-2022: 80% of students who completed the Panorama Survey (2,090 students) reported being involved in an activity at NCHS
- 9th: 78.8% of students involved in an extracurricular activity or sport
- 10th: 80% of students involved in an extracurricular activity or sport
- 11th: 80.5% of students involved in an extracurricular activity or sport
- 12th: 78.5% of students involved in an extracurricular activity or sport

March 2022 Panorama Survey questions of focus:

Overall, how much do you feel like you belong at your school?	*How connected do you feel to the adults at your school?*

● 31% of students responded 'belong somewhat' to this question
 ● 55% of students responded 'favorably' to the question
    ○ Favorable response by student demographics
      ■ Asian students = 57%
      ■ Black/African American students = 36%
      ■ Hispanic/Latinx = 47%
      ■ 2+ Races = 45%
      ■ White students = 58%
      ■ Students with IEPs = 52%
      ■ Student receiving Free/Reduced Lunch = 50%
	● 43% of students responded 'somewhat connected' to this question
	 ● 31% of students responded 'favorably' to the question
	    ○ Favorable response by student demographics:
	      ■ Asian students = 29%
	      ■ Black/African American students = 27%
	      ■ Hispanic/Latinx = 26%
	      ■ 2+ Races = 26%
	      ■ White students = 33%
	      ■ Students with IEPs = 38%
	      ■ Student receiving Free or Reduced Lunch = 24%

Action Steps	Tasks	Person(s) Responsible	Predicted Target Date	Actual Completion Date
Establish baseline data for participation in athletics and activities through IC rostering and attendance processes	• Gather attendance data points at three intervals within the season for both Athletics and Activities	Carrie McFadden	May 2023	
SOAR Homeroom implementation	• Model and cultivate healthy, supportive relationships in a small, inclusive community • Implementation of consistent practices across all NCHS Homeroom settings • Build student awareness of school practices and expectations that contribute to a safe community	Homeroom PLC	May 2023	
Community Resource Center data	• Collect voluntary and required student attendance in the CRC including voluntary participation in lunchtime support and discussion opportunities	Student Advocacy Specialists	May 2023	
Examine student representation in Tier 1 curricula	• Engage each department in audit of curriculum and required resources to examine representation • Implementation of a PLC question 5 - "Who is benefiting from this instruction?" and using data as an answer to this question to inform the curricular audit process	Steve Jeretina, DCs, curriculum teams	May 2024	
Cultivate a culture of inclusivity	• Purposeful messaging, schoolwide displays, celebrations, and student activities • Institute a Diversity & Inclusion Board in which student leaders will plan schoolwide learning and events for each month of the school year	Dean of Student Activities, Principal	May 2024	
Develop opportunities for student voice and reflection	• Expand implementation of the student interview process that was developed in 2021-2022	Principal, Homeroom PLC	May 2024	

in curriculum and school community events	● Develop Tier 1 learning outcomes in alignment with the Comprehensive Equity Plan and informed by needs learned through the interview process ● Develop Principal's Advisory Council			
Support students and staff in the effort to refrain from use of language that alienates or marginalizes any person or group of people	● Curate a resource that communicates inclusive language/terms as well as asset-based descriptors ● Provide PD for all members of the NCHS staff to utilize the resource and practice use of inclusive, strengths-based language	Principal, APs, LSCs	May 2024	

Specific ways this goal is aligned with our focus on MTSS, SEL, and/or Equity:
The goal and related action steps strive to evaluate current resources and learning experience to ensure that students of all backgrounds are represented. Additionally, the goal seeks to evaluate the extent to which NCHS students feel a sense of belonging, and promote additional opportunities to ensure that all students have a connection to adults and experiences throughout their high school career.