

Naperville 203 School Improvement Summary and Plan Naperville North High School SIP Summary of Progress SY23

Academic				
SY23 Goal(s): <ul style="list-style-type: none"> NNHS 2023 SAT scores for all, both ELA and Math, will regain and/or increase to meets/exceeds percentages prior to 21-22. NNHS 2023 through 2025 SAT scores for ELA and Math will consistently improve by 10% or more (total meets/exceeds) for the subgroups of Hispanic, Black/African American, and Low Income. Increase enrollment of our underrepresented groups of students in AP courses. 10% of NNHS 12th grade students in the class of 2024 will demonstrate career readiness by completing a career pathway or dual credit course. 				
Accomplishment: NNHS 2023 SAT scores for ELA improved (total number of students who meet/exceed) for the subgroups of Hispanic, Black/African American, and Low Income as well as overall by approximately 3% (<i>*pending final results from IBSE</i>).				
Accomplishment: Increased enrollment of underrepresented groups of students in AP courses (as measured by the percentage of the senior class over their high school career).				
	<u>Overall</u>	<u>Black/African-American</u>	<u>Hispanic/Latin x</u>	<u>Low Income</u>
2021-2022	66.2%	28%	50%	40.2%
2022-2023	73.6%	42.9%	52.9%	48.2%
CHANGE	7%	15%	3%	8%
Accomplishment: 36% of NNHS 12th graders in the class of 2024 demonstrated career readiness by completing a dual credit course.				
SEL/Sense of Belonging				
SY23 Goal(s): <ul style="list-style-type: none"> NNHS will show at least a 10% decrease in missed classes due to tardiness, truancy, or suspension compared to 21-22 SY as measured by weekly attendance data from student services. Students will perceive and acknowledge an increase in a sense of belonging as measured by participation in extracurricular athletics and activities at NNHS and data on the panorama survey. 				

School Improvement Plan

Accomplishment: NNHS showed a decrease in missed classes due to tardiness, truancy, or suspension compared to 21-22 SY as measured by weekly attendance data from student services.

	<u>Overall</u>	<u>Asian</u>	<u>Black/African-American</u>	<u>Hispanic/Latin x</u>	<u>2+ Races</u>	<u>White</u>	<u>EL</u>	<u>IEP</u>	<u>Low Income</u>
2021-2022	27.8%	18.9%	45.8%	28%	20.5%	26.7%	40.8%	42.8%	47.7%
2022-2023	20.8%	13%	43.7%	41.6%	16.1%	20%	27.4%	41.4%	35.9%
CHANGE	7%	6%	2%	13.5%	4%	6.5%	13%	1%	12%

Accomplishment: Students perceived and acknowledged an increase in a sense of belonging from 44% to 49% as measured by the Panorama survey.

2023 - 2026

Academic Targets					
Common Instructional School Improvement Targets:					
<ul style="list-style-type: none"> Increased post-secondary readiness through equitable access, representation, meaningful participation & high outcomes for all students. 					
Building Specific Rationale for the Instructional Targets:					
<ul style="list-style-type: none"> Increase academic outcomes, access to and participation in post-secondary experiences that are proportionally representative of the study body at NNHS. 					
Academic Outcome Literacy Benchmarks					
Literacy 3-Year Assessment Goal: Increase the number of students overall who meet/exceed benchmarks on the Evidence-Based Reading and Writing portion of the SAT with an additional focus on decreasing achievement gaps for underperforming subgroups to ensure data is proportionally representative of the study body at NNHS.					
Literacy Benchmarks for Success:					
	<u>Overall</u>	<u>Black/African-American</u>	<u>Hispanic/Latin x</u>	<u>Economic Disadvantage</u>	<u>With Disabilities</u>
2021-2022	56.8%	21.1%	27.9%	17%	15.8% (IEP)
Projected 2022-2023	59.7%	21.8%	33.3%	33.3%	20.3% (IEP)
• 2023-2024	63%	25%	39%	43%	45%
• 2024-2025	66%	35%	45%	49%	50%
• 2025-2026	69%	45%	51%	54%	55%
Academic Outcome Math Benchmarks					
Math 3-year Assessment Goal: Increase number of students overall who meet/exceed benchmarks on the Math portion of the SAT with an additional focus on decreasing achievement gaps for underperforming subgroups to ensure data is proportionally representative of the study body at NNHS.					
Math Benchmarks for Success:					
	<u>Overall</u>	<u>Black/African-American</u>	<u>Hispanic/Latin x</u>	<u>Economic Disadvantage</u>	<u>With Disabilities</u>
2021-2022	57.3%	15.8%	29.1%	25%	18.4% (IEP)
Projected 2022-2023	52.7%	12.5%	18.9%	25.4%	12.9% (IEP)
• 2023-2024	58%	16%	29%	28%	18%
• 2024-2025	61%	26%	35%	34%	23%
• 2025-2026	64%	36%	41%	43%	29%
Access to and Participation in Post-Secondary Experiences Benchmarks					
AP 3-year Assessment Goal:					
Increase the number of students enrolled in AP courses with a focus on underrepresented subgroups to ensure data is proportionally representative of the study body at NNHS.					
AP Benchmarks for Success: (As measured by the percentage of the senior class over their high school career).					

ENROLLMENT	<u>Overall</u>	<u>Black/African-American</u>	<u>Hispanic/Latin x</u>	<u>Economic Disadvantage</u>	<u>With Disabilities</u>
2021-2022	66.2%	29.6%	50%	41.2%	10.9%
2022-2023	73.6%	42.9%	52.9%	48.2%	5.6%
● 2023-2024	75%	53%	56%	55%	10%
● 2024-2025	78%	63%	59%	62%	15%
● 2025-2026	80%	73%	63%	69%	20%

Dual Credit 3-year Assessment Goals:

Increase the number of students enrolled in dual credit courses with a focus on underrepresented subgroups to ensure data is proportionally representative of the study body at NNHS.

Dual Credit Benchmarks for Success: (As measured by the percentage of the senior class over their high school career).

ENROLLMENT	<u>Overall</u>	<u>Black/African-American</u>	<u>Hispanic/Latin x</u>	<u>Economic Disadvantage</u>	<u>With Disabilities</u>
2021-2022	34%	4%	9%	13%	7%
2022-2023	36%	14.3%	24.3%	26.5%	27.8%
● 2023-2024	38%	24%	34%	27%	35%
● 2024-2025	40%	36%	38%	35%	38%
● 2025-2026	42%	42%	42%	42%	42%

Diploma Endorsements 3-year Goal: Increase the number of students receiving a diploma endorsement.

Diploma Endorsements Benchmarks for Success: (As measured by the percentage of the senior class over their high school career).

(Pilot* 2021-2022: 2%) 2022-2023: 5.7%

- **2023-2024: 6%**
- **2024-2025: 9%**
- **2025-2026: 12%**

District Alignment

Alignment to Ongoing Strategic Plan Commitments:

- Strategic focus 1: Design and implement effective practices that enhance academic, social-emotional, and college, career and post-secondary readiness for all students.

Alignment to MTSS, SEL, and/or Equity:

- Our district, by 2025, has pledged to decrease academic gaps by 9% for several student groups in our comprehensive equity plan. By making these resources available to all students, while also targeting students who fall below the meets/exceeds benchmarks, we will raise our overall academic achievement. This opens additional opportunities for students to access post secondary experiences, institutions and follow career paths with a more solid academic foundation.
- The Postsecondary & Workforce Readiness (PWR) Act applies a student-centered and competency-based approach to support Illinois students in preparing for postsecondary education and future careers. These strategies were developed through an inclusive, multi-year process led by the P-20 Council's College and Career Readiness Committee to address key barriers to the successful transition of Illinois high school students into college and careers.

SEL/Sense of Belonging Targets (Internal and BOE)

Common Instructional School Improvement Targets:

- Staff will consistently and explicitly teach and integrate identified Tier 1 Academic & Social Behaviors in all content areas in order to increase student belonging and achievement.

Rationale for the Instructional Targets:

- Survey and participation data indicates that students, particularly in underrepresented subgroups, do not feel as connected to North as the overall student body.
- Attendance and behavior data is not proportionally representative of the study body at NNHS.

SEL/Sense of Belonging Benchmark

SEL 3-Year Assessment Goal:

- Decrease the number of students missing classes due to tardiness, truancy and/or suspension (chronic absenteeism) and target overrepresented subgroups to ensure data is proportionally representative of the study body at NNHS.
- Increase student sense of belonging via engagement in school with a focus on underrepresented subgroups to ensure data is proportionally representative of the study body at NNHS.

SEL Benchmarks for Success as measured by Chronic Absenteeism:

	<u>Overall</u>	<u>Black/African-American</u>	<u>Hispanic/Latin x</u>	<u>Economic Disadvantage</u>	<u>With Disabilities</u>
2021-2022	27.8%	45.8%	41.6%	47.6%	42.8%
2022-2023	20.8%	43.7%	28%	35.9%	41.4%
• 2023-2024	16%	34%	18%	23%	35%
• 2024-2025	11%	24%	12%	15%	25%
• 2025-2026	6%	14%	6%	10%	15%

SEL Benchmarks for Success as measured by student engagement in athletics & activities:

	<u>Overall</u>	<u>Black/African-American</u>	<u>Hispanic/Latin x</u>	<u>Economic Disadvantage</u>	<u>With Disabilities</u>
2022-2023	79.9%	61.1%	57.8%	58%	50%
• 2023-2024	83%	71%	67%	68%	60%
• 2024-2025	86%	76%	72%	73%	65%
• 2025-2026	90%	81%	77%	78%	70%

SEL Benchmarks for Success as measured by Panorama:

	<u>Overall</u>	<u>Black/African-American</u>	<u>Hispanic/Latin x</u>	<u>Economic Disadvantage</u>	<u>With Disabilities</u>
2021-2022	44%	36%	36%	39%	38%
2022-2023	49%	40%	47%	39%	46%
• 2023-2024	54%	46%	56%	41%	51%
• 2024-2025	59%	55%	59%	47%	56%
• 2025-2026	64%	59%	62%	53%	61%

District Alignment

Alignment to Ongoing Strategic Plan Commitments:

- Strategic Focus 2: Foster an equitable and high performance culture focused on student learning, well-being, and engagement.

Alignment to MTSS, SEL, and/or Equity:

- By 2023, in our comprehensive equity plan for district 203, we should visually see a positive trend for our non-majority identity groups in the areas of discipline, advanced classes and extracurricular activities.