

Naperville 203 School Improvement Summary and Plan

Naperville Central SIP Summary of Progress SY23

Academic
<p>SY23 Goal(s):</p> <ul style="list-style-type: none"> 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 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. 25% of NCHS students, overall and in each subgroup, will demonstrate post-secondary readiness by completing a career pathway or earning a diploma endorsement.
<p>Accomplishment: Over the course of the first and second semester of the SY 22-23 school year, just over 85% of Naperville Central Students earned a “C” or better in their courses. Seven of twelve subgroups also surpassed the goal of 70% of students earning a “C” or better. As 68% of NCHS graduates of the Class of 2023 earned Cs or better in all courses during their four-year high school career, we still have work to do.</p> <p>Accomplishment: Freshman student enrollment in AP Human Geography increased from 44 students in the 2021-2022 school year to 122 in the 2022-2023 school year. Similarly, freshman student enrollment in AP World History increased from 26 students in the 2021-2022 school year to 60 students in the 2022-2023 school year. Expansion of enrollment in each course can be attributed to the use of student academic performance data and junior high testing measures (IAR and MAP). More than half of the students enrolled in these courses engaged in newly created summer AP Human Geography and AP World History prep courses to onboard them to the type of coursework they would experience.</p> <p>Accomplishment: 19.6% of NCHS graduates of the Class of 2023 earned a College and Career Pathway Endorsement (CCPE), the Seal of Biliteracy, or a Global Scholar endorsement.</p>
SEL/Sense of Belonging
<p>SY23 Goal(s):</p> <ul style="list-style-type: none"> In school and out of school suspension rates will decrease by 20%, overall and in each subgroup, from the 2021-2022 school year 90% of students and staff will report that they feel included and valued at Naperville Central High School, as measured by the Panorama Survey.
<p>Accomplishment: The Community Resource Center (CRC) was established, as was the role of the Student Advocacy Specialists. Student Advocacy Specialists provided support for many NCHS students, and played a critical role in implementing behavioral intervention with students, who in cases prior the creation of the CRC, may have received out of school suspensions of longer duration. From August 2022-April 2023, 28 students were issued a total of 62.75 out of school suspension days, of which 392 periods in the CRC were also included as part of the intervention process. Collaboration between NCHS Deans and Student Advocacy specialists have and continue to collaborate to implement a restorative approach to discipline, maximizing instructional time for all students utilizing proactive, relationship-based measures.</p> <p>Accomplishment: NCHS staff engaged in learning about restorative practices on the October, January, and March institute days, building an understanding of what restorative practices are, and increasing the capacity of staff to utilize affective language and impromptu conferences appropriately in interactions with students. This work would become the basis for the Tier 1 attendance and technology expectations implemented in the 2023-2024 school year.</p> <p>Accomplishment: Student belonging, as measured by the Panorama Survey, increased by 3% from Spring 2022 to Spring 2023 (46 to 49%).</p>

NCHS School Improvement Plan: 2023 - 2026

Academic Targets

Common Instructional School Improvement Targets:

Increased postsecondary readiness through equitable access, representation, meaningful participation and high outcomes for all students.

Building Specific: Rationale for the Instructional Targets:

Based on data from the Class of 2023,

1. 68% of students at NCHS earned Cs or better in all courses during their high school career
2. 73.2% of students took an AP course during their high school career.
3. 84.7% of students who took one or more AP classes during their high school career earned a score of three or higher on their AP exam(s)
4. 34% of students took a dual credit course during their high school career.
5. 19.6% of 2023 graduates earned a CCPE diploma endorsement, the Seal of Biliteracy, or a Global Scholar endorsement.

Other

6. The need to closely evaluate the current course scope and sequence of each academic discipline to better align, and design offerings and curricula that support College & Career Pathway endorsements (and related requirements) across all seven defined areas.

Academic Outcomes

80% 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

Class of 2023 grades of "C" or better in ALL classes throughout their high school career

- Overall: 68% (424/621)
- Asian students = 69% (75/108)
- Black/African American students = 46% (6/13)
- Hispanic/Latinx = 69% (38/55)
- 2+ Races = 73% (16/22)
- White students = 68% (289/422)
- Students with IEPs = 67% (34/51)
- Students with a 504 = 67% (45/67)
- Student receiving Free or Reduced Lunch = 68% (56/81)

Class of 2024 Benchmark data (for 2024-2025)

Class of 2025 Benchmark data (for 2025-2026)

Access to post-secondary experiences

80% of students, overall and in each subgroup, will demonstrate readiness for post-secondary coursework by completing an Advanced Placement (AP) course while at NCHS.

Student Demographic	Class of 2023 AP Enrollment	AP Exam Success (score of three or higher)
Overall	460/628 (73.2%)	84.7% (332/392)
Asian	94% (102/108)	92.5% (86/93)
Black/African American	38% (5/13)	66.7% (2/3)
Hispanic/Latinx	50% (19/38)	79.3% (23/29)
2+ Races	71% (15/21)	84.6% (11/13)
White	70% (299/428)	83.0% (210/253)
Students with IEPs	24% (12/51)	77.8% (7/9)
Students with a 504	64% (45/70)	86.5% (32/37)
Students receiving Free/Reduced Lunch	63% (52/82)	76.7% (33/43)

Class of 2024 Benchmark data (for 2024-2025)

Class of 2025 Benchmark data (for 2025-2026)

50% of students, overall and in each subgroup, will demonstrate readiness for post-secondary coursework by completing a Dual Credit course while at NCHS.

Student Demographic	<u>Class of 2023 Dual Credit enrollment</u>	<u>Class of 2024 Dual Credit enrollment (for 2024-2025)</u>	<u>Class of 2025 Dual Credit enrollment (for 2025-2026)</u>
Overall	34% (214/628)		
Asian	26% (28/108)		
Black/African American	23% (3/13)		
Hispanic/Latinx	42% (24/57)		
2+ Races	28% (6/21)		
White	36% (153/428)		
Students with IEPs	20% (10/51)		
Students with a 504	30% (21/70)		
Students receiving Free/Reduced Lunch	32% (26/82)		

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 ensuring opportunities, resources, and support are known by and available to all students, while also targeting students who fall below the meets/exceeds benchmarks for Tier 2 and Tier 3 support, we will raise our overall academic achievement. These efforts open additional opportunities for students to access post secondary experiences, institutions and explore career paths with a more solid academic foundation.

SEL/Sense of Belonging Targets (Internal and BOE)

Common Instructional School Improvement Targets:

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:

In the 2022-2023 school year,

1. Nearly 92% of NCHS students were present on a daily basis.
2. As of April 2023, 18.7% of students missed 10+ days, a 10% increase from April 2018
3. As reported by staff from a May 5 feedback session, 87% identified attendance as a significant challenge to student learning, and 83% identified cell phone usage as a significant challenge to student learning.
4. 83 out of school suspensions were assigned.
 - a. Black/African American and Hispanic/Latino students comprised 59% of all out of school suspensions, and students with IEPs comprised 38.5% of all out of school suspensions
 - b. 14 students had more than one out of school suspension
5. 75.6% of Naperville Central students participated in an extracurricular sport or activity.

SEL/Sense of Belonging Benchmark

Increase average daily attendance rates in the 2023-2024 school year to 95% overall.

SEL Benchmarks for Success:

Overall full day average for the 2022-2023 school year = 92.06%	Overall full day benchmarks for the 2023-2024 school year: 95%
<ul style="list-style-type: none">● Grade 9 = 94.62%● Grade 10 = 92.86%● Grade 11 = 91.47%● Grade 12 = 89.76%	<ul style="list-style-type: none">● Grade 9 = 96%● Grade 10 = 96%● Grade 11 = 95%● Grade 12 = 93%

- **2024-2025**
- **2025-2026**

Implement behavioral systems and supports that proactively and responsively address root causes of student behavioral needs to minimize exclusionary consequences and experiences for students.

Behavior intervention Benchmarks for Success:

2023-2024

- Implement an updated (Be)³ campaign emphasizing the purpose behind updated Tier 1 attendance and technology expectations, learning, and interventions.
- Regular and consistent learning related to attendance and technology expectations in all NCHS classrooms.
- Use of behavior intervention report to identify trends and needed learning for students and staff
- Collaboration with students and families to maximize learning opportunities in Tier 1 environments at NCHS.
- Implementation of updated Tier 2 and Tier 3 supports for attendance and technology use that reinforce targeted learning through a restorative lens to address individual student situations.
- Continued development of responses to tier 2 and tier 3 behavior incidents/needs with progressive supports using a restorative approach.

2024-2025

2025-2026

Leverage strategies for establishing and maintaining a strong sense of belonging for every student

Belonging Benchmarks for Success: Students will report that they feel included and valued at Naperville Central High School as measured by the Panorama Survey, specifically in the “Sense of Belonging” section of the survey.

2022-2023 baseline data: Overall favorable student responses for “Sense of Belonging” section of the Spring, 2023 survey = 49%

- **2023-2024:** 55% of students will respond favorably in the “Sense of Belonging” section of the Panorama Survey
- **2024-2025:** 60% of students will respond favorably in the “Sense of Belonging” section of the Panorama Survey
- **2025-2026:** 65% of students will respond favorably in the “Sense of Belonging” section of the Panorama Survey

Belonging Benchmarks for Success: In 2022-2023 , 75.6% of Naperville Central students participated in at least one extracurricular sport or activity.

- Grade 9 = 81.12%
- Grade 10 = 78.8%
- Grade 11 = 73.2%
- Grade 12 = 69.4%
- Asian students = 82.7%
- Black students = 51.1%
- Hispanic students = 61.9%
- Students who identify as 2 or more races = 67.5%
- White students = 76.2%
- Students who qualify for FRL = 55%
- Students with a 504 plan = 68.7%
- Students with an IEP = 56.9%

2023-2024: Increase the percentage of Naperville Central students participating in at least one extracurricular sport or activity by 4.4%, from 75.6% to 80%.

2024-2025:

2025-2026:

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:

The Naperville Central SEL/Sense of Belonging targets (and related tasks) 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.