

## Naperville 203 School Improvement Summary and Plan

### Naperville North High School SIP Summary of Progress SY25

#### Academic

##### **SY26 Benchmark Goal(s) for Math & ELA: Include the metrics**

##### **Summary of progress toward literacy benchmarks and actions:**

58.9% of students met or exceeded the Evidence-Based Reading & Writing benchmark on the SAT, which was similar to last year's achievement of 59.4%. Although we didn't meet the overall goal of 63% achievement, NNHS saw 4% gains with our Black/African-American students (from 18% to 22%) and our students with disabilities (from 40% to 44%). Targeted support was provided to the identified subgroup students based on their Spring PSAT10 and Fall PSAT/NMSQT scores via the form of WIN sessions.

##### **Summary of progress toward Math benchmarks and actions:**

55.7% of students met or exceeded the math benchmark on the SAT, demonstrating a 3% gain from 52.6% in 2023. NNHS saw 10% gains with our Hispanic/LatinX students from 23% to 33% and 9% gains from our students with disabilities from 28% to 37%. Our focus on improving staff understanding of the contents of the test with the new digital format included an extensive analysis including sample questions and common distractor answers. This was provided in addition to the specific content that was common in the adaptive part of the digital exam. Targeted support was provided to the identified SIP subgroup students based on their Spring PSAT10 and Fall PSAT/NMSQT scores via the form of WIN sessions second semester. SAT-specific before and after-school tutoring was offered for all students.

##### **Accomplishments and areas for opportunities:**

To enhance SAT preparation, NNHS focused on improving staff knowledge and implemented common SAT prep strategies in all classes. Student feedback about the new digital testing format of the fall PSAT/NMSQT was solicited and shared with the Math department, including what features were helpful so they could be replicated in classes. SAT-specific before and after-school tutoring was offered for students and the organization of SAT testing was modified to ensure small groups proctored by homeroom teachers who have an established sense of belonging with students.

For the 24-25 school year, NNHS has modified the targeted subgroups for both benchmark areas to combine the prior subgroup of students with IEPs to students with disabilities to include 504 students and added an additional subgroup to include EL students. As our student body continues to change, we need to maintain the focus on all other currently identified subgroups. Given the performance last year, we have a priority goal of supporting Black/African-American students in math to increase achievement from 7.4%. To work towards all of our academic goals outlined in this plan, NNHS has committed to measuring and adjusting instructional rigor to meet a targeted level of proficiency by providing feedback to

students through success criteria to foster student ownership of learning. Outcomes of this work include establishing common scoring criteria that are aligned with proficiency benchmarks.

### SEL/Sense of Belonging

#### **SY26 Goal(s) for SEL/Sense of Belonging: Include the metrics**

#### **Summary of progress toward SEL/Sense of Belonging benchmarks and actions:**

We are pleased to share our progress in the goal area of chronic absenteeism. We improved the rate from 20.8% in 2023 to 18% in 2024, mirroring pre-pandemic rates. We saw gains in every targeted subgroup outlined in this plan ranging from 4% with our Black/African-American students to 15% with our Hispanic/LatinX students. This was accomplished by consistent policy and communication with students, families, and staff regarding acceptable social behaviors including attendance habits. Engagement in athletics and activities remained exemplary with nearly 80% of the student body participating. Gains were made with our students with disabilities (from 41% to 29%) and our EL students (from 40% to 26%). The Panorama survey indicated an increase overall in the sense of belonging from 50% to 51% with growth from 40% to 47% with our Black/African-American students and growth from 39% to 53% with our economically disadvantaged students. A Principal's Advisory Council was created to target sense of belonging specifically and was comprised of all grade levels and subgroups that comprise NNHS.

#### **Accomplishments and areas for opportunities (Paragraph form):**

Communication was clear and consistent regarding all of the benchmark areas measuring belonging. Student voice was elicited via the new Principal's Advisory Council and this year the group will message to others what belonging means from their perspective.

For the 24-25 school year, NNHS staff will consistently and explicitly teach and integrate Tier 1 Academic Behaviors based on the identified CASEL competencies, including responsible decision-making, self-management/awareness, and relationship skills. Attendance and behavior will be tied to social privileges and participation in school events.

## Naperville North High School Improvement Plan 2024 - 2027

### Common Instructional School Improvement Targets:

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

### Building Specific Rationale for the Instructional Targets:

- Achievement is inconsistent among student subgroups. Our charge is to enhance academic outcomes and broaden access to postsecondary experiences, ensuring they are representative of the NNHS student body's diversity and demographics.

### Academic Outcome Literacy Benchmarks

**Literacy 3-Year Assessment Goal:** Increase the number of students meeting or exceeding benchmarks on the English & Reading sections of the ACT, with a specific focus on reducing achievement gaps among underperforming subgroups.

#### 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>	<u>EL</u>
2021-2022	56.8%	21.1%	27.9%	17%	15.8% (IEP)/30.2%	6.9%
2022-2023	59.4%	18.4%	39.4%	35.1%	19.3% (IEP)/40.2%	0%
2023-2024	58.9%	22.2%	29.9%	29.7%	44.1%	5.6%
● 2024-2025	63%	25%	33%	33%	47%	10%
● 2025-2026	66%	35%	45%	49%	50%	15%
● 2026-2027	69%	45%	51%	54%	55%	20%

### Academic Outcome Math Benchmarks

**Math 3-Year Assessment Goal:** Increase the number of students meeting or exceeding benchmarks on the Math section of the ACT, with a specific focus on reducing achievement gaps among underperforming subgroups.

#### 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>	<u>EL</u>
2021-2022	57.3%	15.8%	29.1%	25%	18.4% (IEP)/35.3%	13.8%
2022-2023	52.6%	13.5%	23%	26.2%	11.5% (IEP)/28.6%	17.9%
2023-2024	55.7%	7.4%	33.3%	26.7%	37.6%	16.7%
● 2024-2025	59%	15%	43%	30%	41%	20%
● 2025-2026	61%	26%	48%	33%	44%	24%
● 2026-2027	64%	36%	53%	36%	47%	28%

### Access to Postsecondary Experiences Benchmarks

**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: 5.6%

- 2024-2025: 9%
- 2025-2026: 12%
- 2026-2027: 15%

### 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 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:

- Belonging survey data, participation and attendance data is inconsistent among student subgroups. Our charge is to enhance Tier 1 Academic & Social Behaviors to foster a sense of belonging that is representative of the NNHS student body's diversity and demographics.

### 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>	<u>EL</u>
2021-2022	27.8%	45.8%	41.6%	47.6%	42.8%	16.8%
2022-2023	20.8%	43.7%	28%	35.9%	41.4%	40.7%
2023-2024	18%	27.7%	24%	30.6%	29.8%	26.4%
● 2024-2025	15%	15%	20%	25%	19%	21%
● 2025-2026	11%	24%	16%	20%	15%	16%
● 2026-2027	6%	14%	12%	15%	11%	11%

**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>	<u>EL</u>
2022-2023	79.9%	61.1%	57.8%	58%	50%	36%
2023-2024	79.6%	61.4%	59.2%	58.4%	68%	56%
● 2024-2025	80%	66%	65%	64%	71%	66%
● 2025-2026	85%	71%	70%	68%	74%	76%
● 2026-2027	90%	76%	75%	72%	78%	86%

**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>	<u>EL</u>
2021-2022	44%	36%	36%	39%	38%	48%
2022-2023	49%	40%	47%	39%	46%	59%
2023-2024	51%	47%	44%	53%	44%	51%
● 2024-2025	54%	54%	47%	56%	47%	55%
● 2025-2026	58%	58%	50%	59%	50%	59%
● 2026-2027	62%	62%	53%	62%	53%	63%

**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.