

2024 - 2025 NBHS School Improvement Plan

Mission

The mission of CUSD #16 is to serve our communities by equipping students with the skills and tools needed to achieve their personal best and demonstrate Pretzel **PRIDE**--

Perseverance

Respect

Integrity

Discipline

Empathy

Vision

New Berlin graduates strive to be the best, be engaged, ready to lead and serve future generations of Pretzels

Values & Beliefs

We believe all students have individual talents.

We believe all students have an equitable opportunity to learn and achieve their academic and personal best.

We believe in our teachers' passions.

We believe learning extends beyond the classroom.

We believe our schools serve as a safe and secure environment for all students.

We believe in Pretzel Pride.

We believe in the value of every person.

We believe everyone working together will result in positive and collaborative working relationships that make the community stronger.

We believe that character counts.

We believe that Pretzels serve others and achieve their dreams.

District Strategic Goal

PRETZEL SUCCESS FOR EVERY STUDENT

District Theme for the Year

Team Pretzel: Together Everyone Achieves More

School Improvement Team Members

Instructional Leadership Team

Lindsay Johnson, Jon Rees, Kristen McGuire, Neil Holderread, Maggie McClarey, Joe Viola, Shelly Kennedy, and Abi Magrath, Hattie Llewellyn, Principal

Building Leadership Team

Tanner Shafer, Lana Keen, Casey Spears, Megan Delai, Alex Kruckeberg, Brian Bandy, Aimee Gray, Olga Lopez, Kimberly Hepperly, Hattie Llewellyn, Principal

Goal 1

Student Achievement in Reading: During the 2024-25 school year, we will increase the number of students performing on or above grade level by 25% from fall to spring on the iReady Reading Diagnostic.

| Proposed Action/Activity (What is going to be done to address this goal?) | RATIONALE FOR STRATEGIES/ACTIONS (Explain how best practices and research justify activity) | MEASURES OF SUCCESS (Evidence) | TIMELINE | PERSON(S) RESPONSIBLE |
|---|--|--|---------------------------|----------------------------------|
| Proficiency in ELA will improve through the implementation of IXL ACT/PreACT Secure Practice Skill Plans during Advisory | | CCRI Data | 2024-25 School Year | Advisory Teachers |
| Implementation of IXL in ELA Curriculum to support skills being taught. | Savvas is aligned to IXL skills at all grade levels. | Course grades IXL Reports | | ELA Teachers |
| Students below the 40th percentile in Reading will complete the IXL Diagnostic and be placed in intervention 4 times a week for 30 minutes during Advisory. | Research based program to improve reading skills. | IXL Diagnostic Benchmark and Growth Data iReady Growth Data | Fall to Spring Benchmarks | ELA Teachers |
| Students failing a course are assigned to that teacher during Advisory until they are passing. | Research shows this is a best practice of Reinforcement/reteaching of content | Weekly Grade Checks Academic Support Roster Intervention Rosters Panorama Student Success Reports | 2024-25 School Year | All Teachers |
| Continued use of School 21(Math) and Reading Plus (Reading) Programs | Research based intervention programs | Program Reports iReady Reports Panorama Student Success Reports | 2024-25 School Year | Specialized Instruction Teachers |

in Direct Instruction Classes

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

The Instructional Leadership Team will meet monthly to develop professional development on instructional strategies that target reading and math literacy skills.

Fall Data Benchmark:

| Grade | Reading |
|-------|---------|
| 9 | 39 |
| 10 | 33 |
| 11 | 21 |

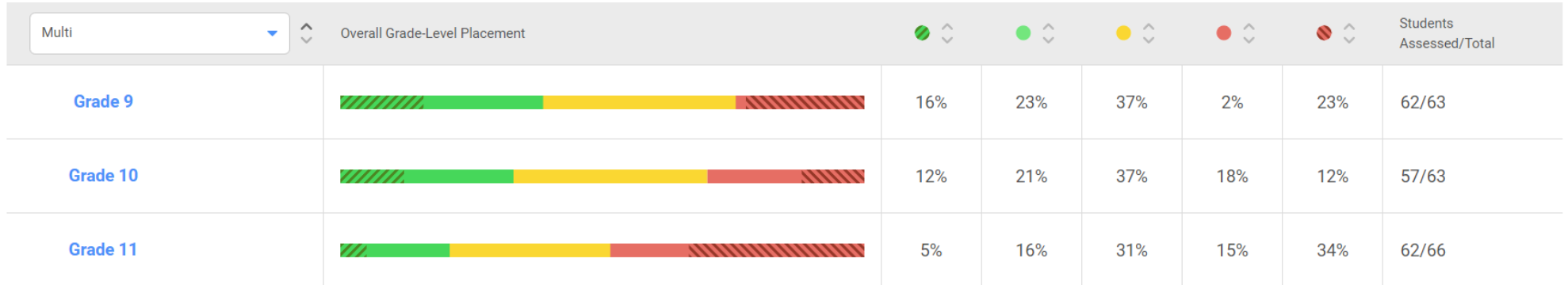
Winter Data Benchmark

| Grade | Reading |
|-------|---------|
| 9 | 35 |
| 10 | 37 |
| 11 | 29 |

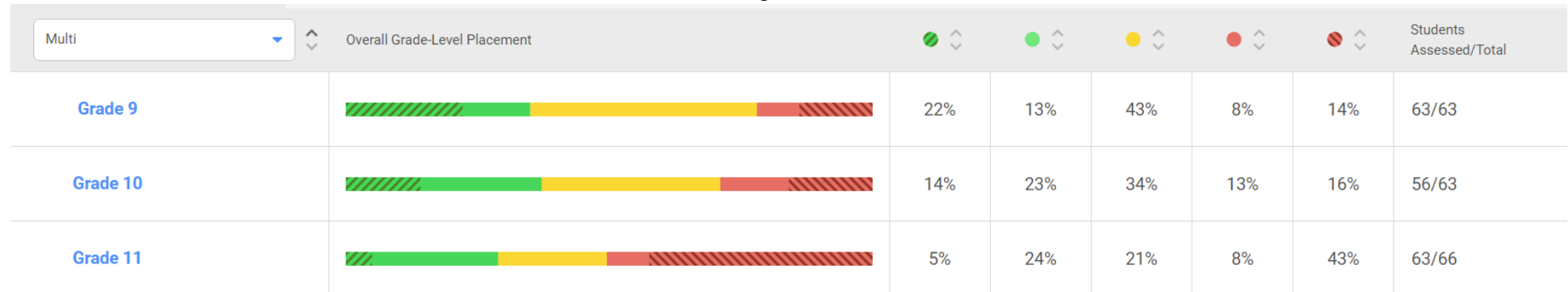
Actual Outcome (Spring Final Result)

| Grade | Projected | Final |
|-------|-----------|-------|
| 9 | 49 | |
| 10 | 41 | |
| 11 | 26 | |

Fall Reading Benchmark Data



Winter Reading Benchmark Data



Spring Reading Benchmark Data

Goal 2
 Student Achievement in Math: During the 2024-25 school year, we will increase the number of students performing on or above grade level by 25% from fall to spring on the iReady Math Diagnostic.

| Proposed Action/Activity (What is going to be done to address this goal?) | RATIONALE FOR STRATEGIES/ACTIONS (Explain how best practices and research justify activity) | MEASURES OF SUCCESS (Evidence) | TIMELINE | PERSON(S) RESPONSIBLE |
|---|---|---|---------------------|--|
| Proficiency Math will improve through the implementation of IXL ACT/PreACT Secure Practice Skill Plans | | CCRI Data | 2024-25 School Year | ILT-Improvement of Instruction All Teachers |
| Math Consultant Training, Teacher Observations and Fidelity Checks on implementation of best practices in math instruction | | Evaluation Data Student Achievement Data Observation Feedback | 2024-25 School Year | Math Consultant Math Department Admin Team |
| Implementation of new math curriculum with traditional course offerings: Geometry in the 24-25 school year, and Algebra II and PreCalculus/Trig in the 25-26 school year. | Savaas is a research-based program. The teachers will be trained on best practices through Savaas as well as the math consultant. | iReady Data ACT Data Courses Passed VS Failed | 2024-25 School Year | Math Department |
| Implementation of IXL in Math Curriculum to support skills being taught. | New math curriculum is aligned to IXL skills at all grade levels. | Course grades IXL Diagnostic Reports | | Math Teachers |

| | | | | |
|---|---|--|----------------------------------|----------------------------------|
| Students below the 40th percentile in Math on the iReady Assessment will complete the IXL Diagnostic and be placed in intervention 4 times a week for 30 minutes during Advisory. | Research based program to improve reading and math skills. | IXL Diagnostic Benchmark and Growth Data iReady Growth Data | Fall to Spring iReady Benchmarks | Math Teachers |
| Students failing a course are assigned to that teacher during Advisory until they are passing. | Research shows this is a best practice of Reinforcement/reteaching of content | Weekly Grade Checks Academic Support Roster Intervention Rosters Panorama Student Success Reports | 2024-25 School Year | All Teachers |
| Continued use of School 21(Math) and Reading Plus (Reading) Programs in Direct Instruction Classes to address the Achievement Gap | Research based intervention programs | Program Reports Panorama Student Success Reports | 2024-25 School Year | Specialized Instruction Teachers |

**Monitoring Plan: How will you monitor the effectiveness of your strategy/action?
The Instructional Leadership Team and MTSS Team will meet monthly to develop professional development on instructional strategies that target reading and math literacy skills.**

| Fall Data Benchmark: | | Spring Projection: | | Actual Outcome (Spring Final Result) | | |
|----------------------|------|--------------------|------|--------------------------------------|-----------|--------|
| Grade | Math | Grade | Math | Grade | Projected | Actual |
| 9 | 46 | 9 | 54 | 9 | 57 | |
| 10 | 26 | 10 | 43 | 10 | 32.5 | |
| 11 | 3 | 11 | 22 | 11 | 4 | |

Fall Math Benchmark

| Multi | | Overall Grade-Level Placement | | | | | | Students Assessed/Total |
|----------|--|-------------------------------|----|-----|-----|-----|-----|-------------------------|
| Grade 9 | | | 4% | 42% | 11% | 18% | 26% | 57/63 |
| Grade 10 | | | 2% | 24% | 28% | 14% | 33% | 58/63 |
| Grade 11 | | | 3% | 5% | 25% | 21% | 46% | 63/66 |

Winter Math Benchmark

| Multi | | Overall Grade-Level Placement | | | | | | Students Assessed/Total |
|----------|--|-------------------------------|-----|-----|-----|-----|-----|-------------------------|
| Grade 9 | | | 2% | 52% | 8% | 14% | 24% | 63/63 |
| Grade 10 | | | 7% | 36% | 24% | 17% | 17% | 59/63 |
| Grade 11 | | | 11% | 11% | 19% | 19% | 39% | 62/66 |

Spring Math Benchmark

Goal 3 Successful Transition to Adulthood
 College/Career Readiness Indicators:
 During the 2024-25 school year, we will increase the percentage on each of our College and Career Readiness Indicators to meet the projected targets for this year.

| Proposed Action/Activity (What is going to be done to address this goal??) | RATIONALE FOR STRATEGIES/ACTIONS (Explain how best practices and research justify activity) | MEASURES OF SUCCESS (Evidence) | TIMELINE | PERSON(S) RESPONSIBLE |
|---|--|-----------------------------------|---------------------|-------------------------------|
| Implementation of Pretzels with a Purpose - NBHS Program we have developed | All activities are focused on preparing students for | Skyward Reports | 2024-25 School Year | BLT MTSS Teams HS Admin |

| | | | | |
|--|--|--|---------------------|--|
| that is aligned to our PaCE Framework, College and Career Readiness Indicators, and Social/Emotional Learning Goals. | college, career, and transitioning to adulthood for life after graduation. | Panorama Student Success Reports | | DOSS |
| Development and Implementation of a senior level Transitional Math Course to reinforce and support math skills for college readiness. | Students entering college that do not meet the recommended Accuplacer score have to take remedial math and do not earn college credit for this | | | ILT - College and Career Readiness Math Teachers |
| Development and Implementation of Portrait of an NBHS Graduate | | Completed Document | 2024-25 School Year | ILT All Teachers |
| Graduation Rate- Students at risk for not graduating will be identified and provided with academic and attendance support through SCLA and the Truancy Interventionist. | | High School Graduation Rate Increases. | | BLT - Pretzel Success MTSS Teams HS Admin DOSS All Teachers |
| Freshmen on Track- Students that fail a course S1 will be placed in Credit Recovery to recover that credit prior to the end of the year. | | Skyward Reports | | MTSS HS Admin DOSS All Teachers |
| Chronic Absenteeism - Implementation of updated Attendance Guidelines The ROE Truancy Interventionist will work with students to improve attendance. If there is no improvement, students will appear before the Truancy Review Board. | | Skyward Reports | 2024-25 School Year | MTSS HS Admin Attendance Secretary ROE Truancy Interventionist |

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

CCRI Indicators - Instructional Leadership team will monitor English and Math Proficiency, Graduation Rate, Freshman on Track, The MTSS Team will monitor college and career ready indicators through the Panorama Student Success Program to implement behavior, academics, health (SEL), and attendance interventions to improve college and career readiness skills from critical/at-risk to ready.

| Fall Data Benchmark (Q1): | | | | | Winter Data Benchmark (S1) | | | | Full Year Final Result | | | |
|---------------------------|------|--------|--------|--------|----------------------------|--------|--------|--------|------------------------|--------|--------|--------|
| Grade | Acad | Attend | Behav. | Health | Acad | Attend | Behav. | Health | Acad | Attend | Behav. | Health |
| 9 | 72 | 83 | 86 | 69 | | | | | | | | |
| 10 | 77 | 86 | 88 | 73 | | | | | | | | |
| 11 | 69 | 78 | 98 | 64 | | | | | | | | |
| 12 | 87 | 85 | 98 | 63 | | | | | | | | |
| Overall | | | | | | | | | | | | |

| | Fall Data Benchmark - From 2024 School Report Card | Spring Projection - Still Waiting for Targets to be Released | Actual Outcome (Spring Final Result) |
|-----------------------------|--|--|--------------------------------------|
| ELA Proficiency | 28.3% | 40% | |
| Math Proficiency | 26.4% | 40% | |
| Graduation Rate | 87.7% | 95%* | |
| Achievement Gap ELA | | | |
| Achievement Gap Math | | | |
| Freshmen On Track | 97% | 100% | |
| Student Attendance | 93.1% | 95% | |
| Chronic Absenteeism | 19.9% | Less than 10% | |

Trend Data Tracker

Summative Designation Indicator Scores - Illinois School Report Card

| Category & Weighted Index | 2023 | 2024 | 2025 | 2026 | 2027 Target |
|--|----------------------|----------------------|------|------|-------------|
| ELA Proficiency - 8.04 | 85.28 | 66.86 | | | |
| Math Proficiency - 8.04 | 72.85 | 67.14 | | | |
| Composite Graduation Rate - 53.57 | 82.19 | 100 | | | |
| Chronic Absenteeism - 10 | 67.20 | 65.69 | | | |
| 9th Graders on Track to Graduate -8.33 | 91.06 | 89.85 | | | |
| Climate Survey - 6.67 | 100.00 | 100 | | | |
| Science Proficiency - 5.36 | 100.00** | 89.66 | | | |
| ELPtP | | | | | |
| Overall | 83.07 Commendable | 89.87 Commendable | | | |

College and Career Ready Indicators

| | | 2023 | 2024 | 2025 | 2026 | 2027 Target |
|---|---|------|-------|------|------|-------------|
| % of Students with 95% attendance Jr/Sr Year | | | 95.1% | | | |
| % of Students in Each GPA Category 1 - >3.75 2 - 2.8-3.75 3 - <2.8 | 1 | | 36.1 | | | |
| | 2 | | 47.5 | | | |
| | 3 | | 16.4 | | | |
| SAT/ACT Composite Minimum | | | 16.4% | | | |
| At Least 1 ELA Academic Indicator | | | 57.4% | | | |
| At Least 1 Math Academic Indicator- % of Juniors in Math III with a C or higher | | | 90.2% | | | |
| % of Students Who Have Identified a Career Area of Interest by Sophomore Year | | | 93.4% | | | |
| % of Students who have earned a 1, 2, or 3+ | 0 | | 9.8% | | | |

| | | | | | |
|--|-------|-------|--|--|--|
| career ready indicators | 1 | 8.2% | | | |
| | 2 | 18% | | | |
| | 3 | 63.9% | | | |
| College and Career Pathway Endorsement | | 0% | | | |
| Student Participation in Fine Arts | | 50.2% | | | |
| Teacher Qualification in Fine Arts | | 97.6% | | | |
| Overall CCRI Rating | 27.1% | | | | |

Behavior & Attendance Data - Illinois School Report Card

| | 2023 | | 2024 | | 2025 | 2026 | 2027 Target |
|---------------------------|----------|-----------|----------|-----------|------|------|-------------|
| All Discipline Actions | Students | Incidents | Students | Incidents | | | |
| In-School Suspension | 6 | 8 | 8 | 10 | | | |
| Out-of-School Suspension | 4 | 5 | 1 | 1 | | | |
| Removals to alt. settings | No Data | No Data | No data | No Data | | | |
| Student Attendance | 94.1% | | 93.1% | | | | |
| Chronic Absenteeism | 16.5% | | 19.9% | | | | |
| Truancy | 8.7% | | 12.9% | | | | |
| Chronic Truancy | Redacted | | 5.2% | | | | |

Academic Progress - Illinois School Report Card

| | 2023 | 2024 | 2025 | 2026 | 2027 Target |
|------------------------|-------|-------|------|------|-------------|
| ELA Proficiency | 31% | 28.3% | | | |
| SAT ELA Meet/Exceeds | 31.6% | 28.8% | | | |
| SAT Average ELA Score | 495.1 | 500.2 | | | |
| Math Proficiency | 24.1 | 26.4% | | | |
| SAT Math Meet/Exceeds | 24.6% | 25% | | | |
| SAT Average Math Score | 479.5 | 465.4 | | | |
| Science Proficiency | 59.6% | 52% | | | |

| | | | | | |
|---|--------------|---------------|--|--|--|
| 9th Graders on Track to Graduate | 97% | 96.6% | | | |
| Career and Technical Education (Perkins Measures) | | | | | |
| Graduation Rate | 87.7 | 100% | | | |
| Academic Proficiency (Reading) | 31 | 30.9% | | | |
| Academic Proficiency (Math) | 24.1 | 26.4 % | | | |
| Academic Proficiency (Science) | 58.6 | 51.2% | | | |
| Non-Traditional Program Enrollment | | 26.5% | | | |
| Post Program Placement | | 77.8% | | | |
| Program Quality % Graduating w/Postsecondary Credits | | 97.6% | | | |
| Graduation Rate | 87.7% | 98.3% | | | |