



25.26 New
Berlin High
School

School
Improvement
Plan
Data
Presentation

All Students ▾

Weighted Index Score ▾

2024 ▾

Overall Index Score
89.87
Commendable

Weighted Index = Indicator Score x Effective Weight.

ELA Proficiency
5.37/8.04%

Graduation Rate
53.57/53.57%

Chronic Absenteeism
6.57/10.00%

Climate Survey
6.67/6.67%

Math Proficiency
5.39/8.04%

9th Grade On Track
7.48/8.33%

Science Proficiency
4.80/5.36%

Indicator Weight Distribution



DATA NOT SHOWN IN DISPLAY

ELPvP

Indicators are not included when there are less than 20 Students worth of data.

All Students ▾

Weighted Index Score ▾

2025 ▾

Overall Index Score
90.91
Commendable

Weighted Index = Indicator Score x Effective Weight.

ELA Proficiency
8.04/8.04%

Graduation Rate
52.03/53.57%

Chronic Absenteeism
7.13/10.00%

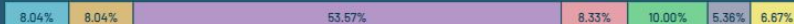
Climate Survey
6.67/6.67%

Math Proficiency
5.87/8.04%

9th Grade On Track
7.54/8.33%

Science Proficiency
3.64/5.36%

Indicator Weight Distribution



DATA NOT SHOWN IN DISPLAY

ELPvP

Indicators are not included when there are less than 20 Students worth of data.

All Students ▾

Indicator Score ▾

2024 ▾

Overall Index Score
89.87
Commendable

Indicator scores range from 0-100 as a valuation of raw performance

ELA Proficiency

66.86/100

Graduation Rate

100.00/100

Chronic Absenteeism

65.69/100

Climate Survey

100.00/100

Math Proficiency

67.14/100

9th Grade On Track

89.85/100

Science Proficiency

89.66/100

Indicator Weight Distribution

8.04%

8.04%

53.57%

8.33%

10.00%

5.36%

6.67%

DATA NOT SHOWN IN DISPLAY

ELPvP

Indicators are not included when there are less than 20 Students worth of data.

All Students ▾

Indicator Score ▾

2025 ▾

Overall Index Score
90.91
Commendable

Indicator scores range from 0-100 as a valuation of raw performance

ELA Proficiency

100.00/100

Graduation Rate

97.12/100

Chronic Absenteeism

71.31/100

Climate Survey

100.00/100

Math Proficiency

73.01/100

9th Grade On Track

90.50/100

Science Proficiency

67.90/100

Indicator Weight Distribution

8.04%

8.04%

53.57%

8.33%

10.00%

5.36%

6.67%

DATA NOT SHOWN IN DISPLAY

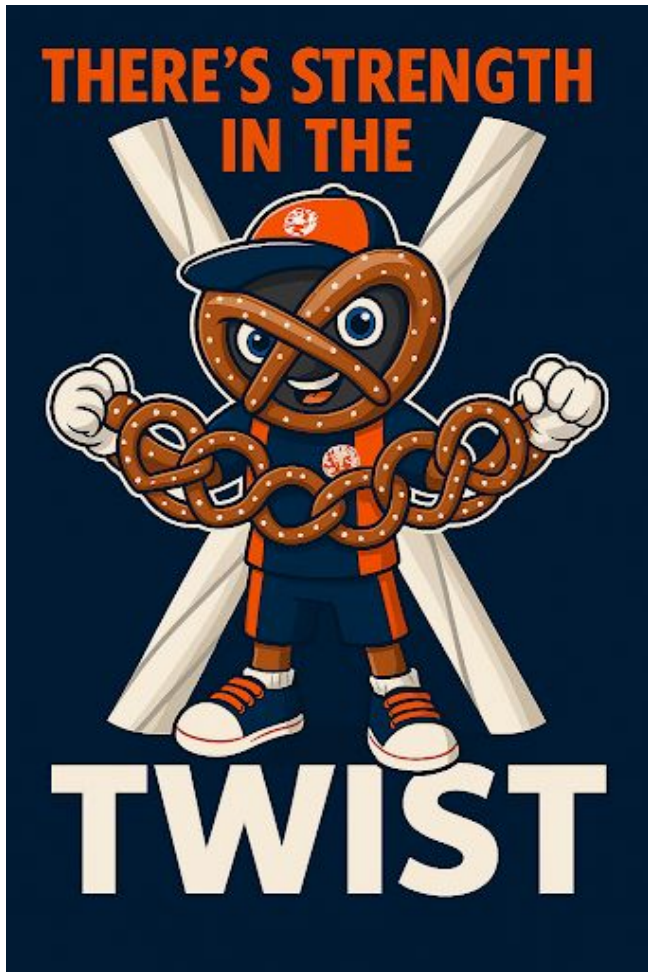
ELPvP

Indicators are not included when there are less than 20 Students worth of data.

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	47.8 (Ave Score 16.6)		
Math Proficiency - 8.04	72.85	67.14	73.01 (Ave Score 17.7)		
Composite Graduation Rate - 53.57	82.19	100	97.12		
Chronic Absenteeism - 10	67.20	65.69	71.31		
9th Graders on Track to Graduate -8.33	91.06	89.85	90.5		
Climate Survey - 6.67	100.00	100	100		
Science Proficiency - 5.36	100.00**	89.66	67.9 (Ave Score 18.3)		
Overall	83.07 Commendable	89.87 Commendable	90.91 Commendable		

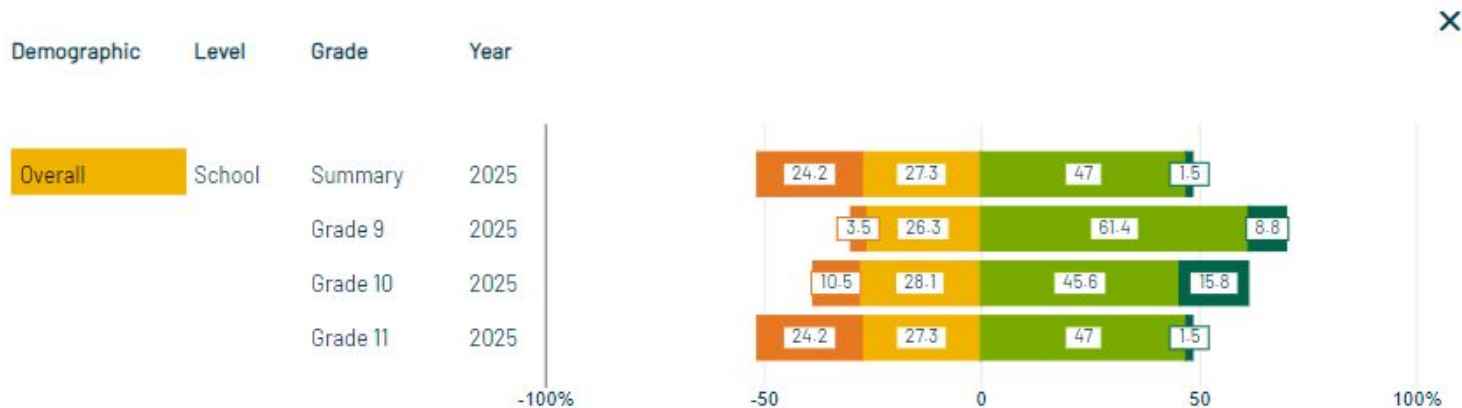


NBHS Goal 1 Reading

During the 2025-26 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.

25.26 ACT Suite of Assessments - ELA

Below Proficient Approaching Proficient Proficient Above Proficient



		2025			
		Below Proficient	Approaching Proficient	Proficient	Above Proficient
Demographic	Grade	School	School	School	School
Overall	Summary	24.2	27.3	47	1.5
	Grade 9	3.5	26.3	61.4	8.8
	Grade 10	10.5	28.1	45.6	15.8
	Grade 11	24.2	27.3	47	1.5

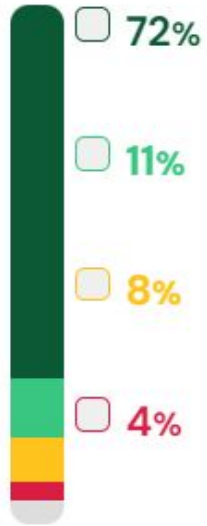
25.26 iReady - ELA

ELA Coursework

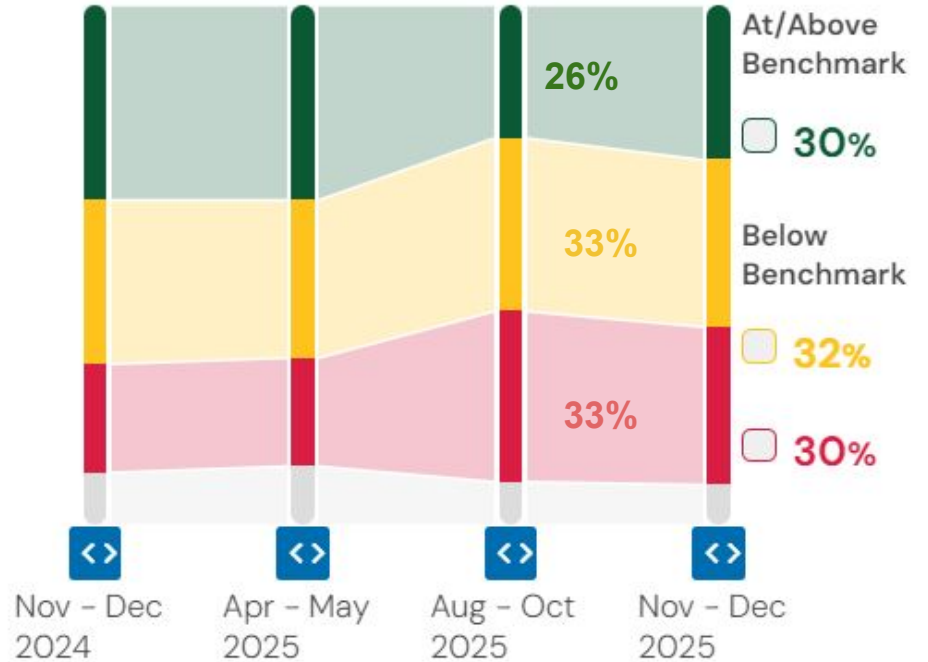


PSAT ...

i-Ready Reading Diagnostic



Year-to-date



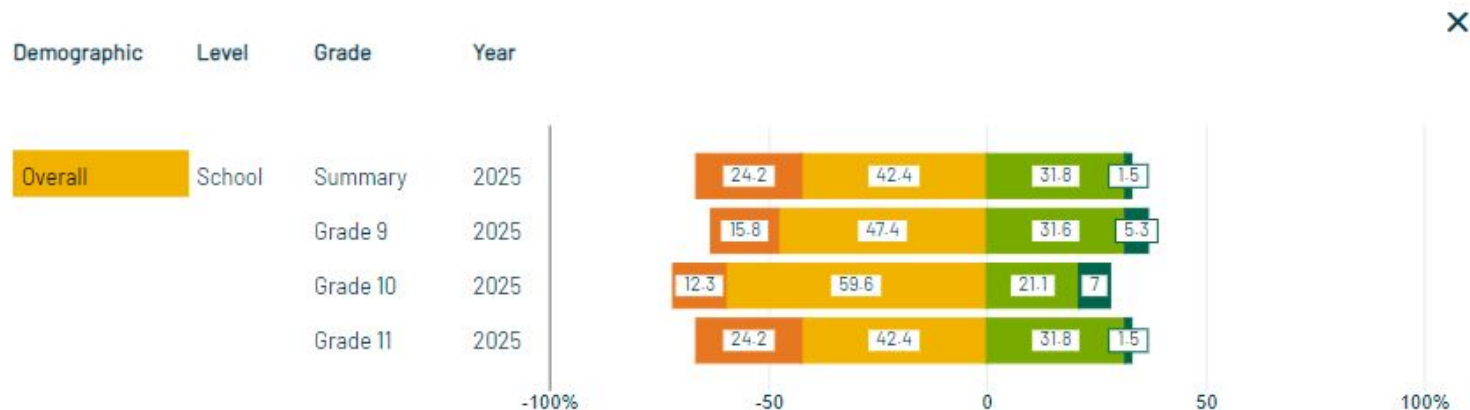


NBHS Goal 2 Math

During the 2025-26 school year, we will increase the number of students performing at or above grade level by 25% from fall to spring on the iReady Math Diagnostic.

25.26 ACT Suite of Assessments - MATH

Below Proficient Approaching Proficient Proficient Above Proficient



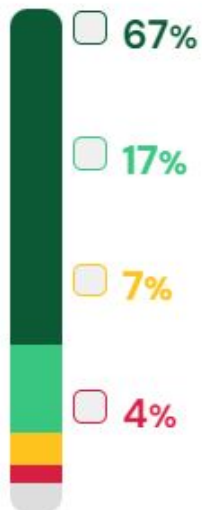
		2025			
		Below Proficient	Approaching Proficient	Proficient	Above Proficient
Demographic	Grade	School	School	School	School
Overall	Summary	24.2	42.4	31.8	1.5
	Grade 9	15.8	47.4	31.6	5.3
	Grade 10	12.3	59.6	21.1	7
	Grade 11	24.2	42.4	31.8	1.5

25.26 iReady - MATH

Mathematics Coursework [?]

PSAT ... ▾

i-Ready Math Diagnostic ▾

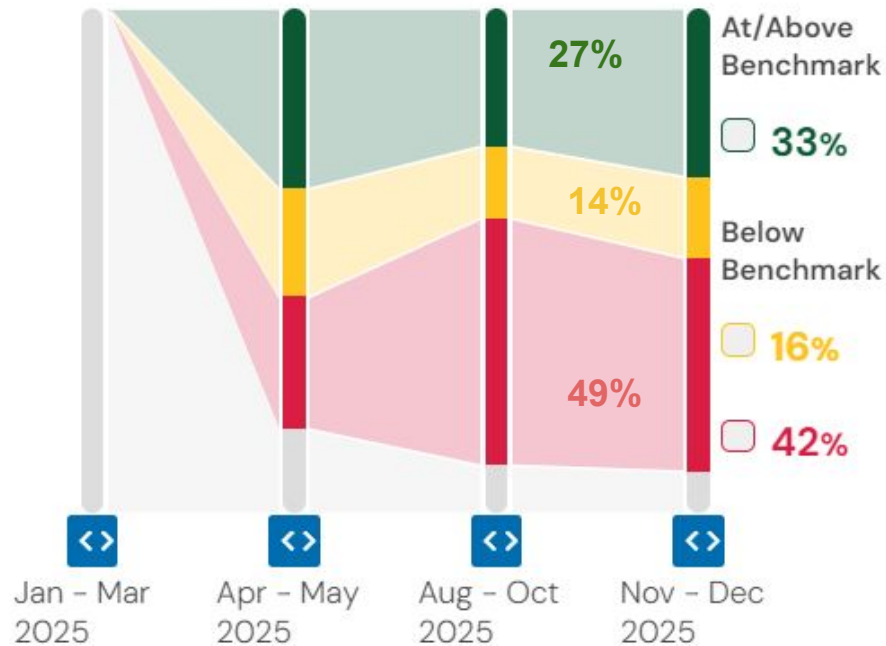


Year-to-date

0%

0%

0%





NBHS Goal 3 Successful Transition to Adulthood

During the 2025-26 school year, we will increase the percentage on each of our College and Career Readiness Indicators to meet the projected targets for this year.

25.26 CCRI Goals
Components of the College and Career Readiness Indicator

	2025 Report Card Data	State Targets (Spring)	Actual Outcome
% with 95% Attendance Jr/Sr Year	96%	95%	
GPA Category >3.75 2.8-3.34 <2.8 No GPA	30% 48% 20% 2%		
% of Students Meeting Min ACT Composite	20%		
1 Academic Indicator - ELA	64%	>57.38%	
1 Academic Indicator - Math	88%	>90.16%	
% ID Career Area by Sophomore Year	94%	>96.6%	
% Earned Career Ready Indicator 3+ 2 1 0	62 24 10 4		
Pathway Endorsement	0		

Academics

What is the Academics indicator?

The Academics indicator identifies each student's lowest grade for each subject in the selected timeframe. This can help you determine which students may benefit the most from academic intervention or support.

Show subjects ▾

What do the colors and labels mean?

Excelling
Student is excelling in all subjects this year.

- Their lowest grades over the course of this year are:
 - A
 - S+
 - G
 - P
 - B

On track
Student is on track in all subjects this year.

- Their lowest grades over the course of this year are:
 - S
 - C

At risk ⚠️
Student is at risk in at least one subject this year.

- Their lowest grades over the course of this year are:
 - D
 - S-

Critical 🚨
Student is critical in at least one subject this year.

- Their lowest grades over the course of this year are:
 - X
 - N
 - NI
 - E
 - F

Expand
Expand to see more details in this category.

Attendance

What is the Attendance indicator?

This indicator provides a quick view of students' status based on their Attendance. This can help you determine which students need the most intervention or support.

What do the colors and labels mean?

On Track for College/Career Readiness 🟢
Student has attended 95% or more of school days this year.

On Track for Graduation 🟡
Student has attended 90% or more, and less than 95% of school days this year.

At Risk 🟠
Student has attended 80% or more, and less than 90% of school days this year.

Critical 🔴
Student has attended less than 80% of school days this year.

Behavior

What is the Behavior indicator?

This indicator provides a quick view of students' status based on their Behavior. This can help you determine which students need the most intervention or support.

What do the colors and labels mean?

On Track for College/Career Readiness 🟢
Student has not had any incidents this year.

On Track for Graduation 🟡
Student has had incidents on 1–2% of school days this year.

At Risk 🟠
Student has had incidents on 3–5% of school days this year.

Critical 🔴
Student has had incidents on more than 5% of school days this year.

College and Career Readiness Targets Through Panorama Student Success

CCR/Well-Being

What is the CCR indicator?

The CCR indicator summarizes information from students' assessments of their own College and Career Readiness Skills (CCR) well-being. Keep in mind that this data is self-reported; a student with high scores may need just as much support as a student with low scores. Click into students' profiles to see how they self-assessed on each CCR topic.

What do the colors and labels mean?

Each color indicates how many topics are considered a strength for a student, based on their survey responses.

Reported All Strengths
Student has reported a strength in all CCR topics through this year.

Reported Many Strengths
Student has reported a strength in at least half of the CCR topics through this year.

Reported Some Strengths
Student has reported a strength in less than half of the CCR topics through this year.

Reported No Strengths
Student has not reported a strength in any CCR topics through this year.

Expand
Expand to see more details in this category.

Which topics are included?

Background Questions



Emotion Regulation
Students with strong emotion regulation stay relaxed and calm, even when things go wrong.



Self-Efficacy
Students with strong self-efficacy believe they can do a good job on their work.



Social Awareness
Students with a strong social awareness get along well with classmates and teachers.



Classroom Effort
Students with strong classroom effort try their hardest to do well in school.



Growth Mindset
Students with a growth mindset know that if they work hard they can learn anything.



Self-Management
Students with strong self-management are calm and focused on their work.

Which topics are included?



Challenging Feelings
Students who infrequently feel challenging feelings have few negative experiences and rarely feel upset. Note: For all topics, higher scores are more positive; for this topic, that means students with higher scores report fewer challenging feelings.



Supportive Relationships
Students with supportive relationships have people who they can be themselves around and count on for help.



Positive Feelings
Students who frequently feel positive feelings have many positive experiences and feel happy.

25.26 CCR - Panorama Student Success

	Academics			Attendance			Behavior			CCR/Well-Being		
	BOY	Projected	EOY	BOY	Projected	EOY	BOY	Projected	EOY	BOY	Projected	EOY
2029	71%	80%		89%	90		84%	85		65	>65	
2028	83%	80%		84%	90		97%	85		66%	>66	
2027	74%	80%		78%	95		87%	85		68%	>68	
2026	84%	80%		79%	95		99%	85%		63%	>63	
Overall	79%	80%		82%	90%		92%	>92%		66%	>66	

25.26 SIP Strategies

MTSS Team Monthly Problem-Solving Meetings

Academics <ul style="list-style-type: none"> Missing Assignment Reports Lunch Support After School Support Tutoring 	Attendance <p>This year we have a change to the Exam Exemption Coupons - 95% Attendance or greater instead of 8 periods or less missed.</p>	Behavior <ul style="list-style-type: none"> Interventions for students with 5 or more major referrals Get out of Here Incentives for Good Behavior Exam Coupon for Good Behavior 	Health/SEL <ul style="list-style-type: none"> Pretzels with a Purpose SEL Sessions Social Work Support
--	--	--	---



25.26 New
Berlin Jr. High
School

School
Improvement
Plan
Data
Presentation

All Students ▾

Weighted Index Score ▾

2024 ▾

Overall Index Score

89.99

Exemplary

Weighted Index = Indicator Score x Effective Weight.

ELA Proficiency

8.04/8.04%

ELA Growth

26.79/26.79%

Chronic Absenteeism

14.08/20.00%

Climate Survey

5.00/5.00%

Math Proficiency

8.04/8.04%

Math Growth

22.69/26.79%

Science Proficiency

5.36/5.36%

Indicator Weight Distribution



DATA NOT SHOWN IN DISPLAY

ELPiP

All Students ▾

Weighted Index Score ▾

2025 ▾

Overall Index Score

78.30

Commendable

Weighted Index = Indicator Score x Effective Weight.

ELA Proficiency

8.04/8.04%

ELA Growth

20.04/26.79%

Chronic Absenteeism

14.77/20.00%

Climate Survey

5.00/5.00%

Math Proficiency

8.04/8.04%

Math Growth

17.06/26.79%

Science Proficiency

5.36/5.36%

Indicator Weight Distribution



DATA NOT SHOWN IN DISPLAY

ELPiP



NBJH Goal 1 - SEL

During the 2025-2026 school year, we will increase the percentage of students showing many strengths in College and Career Readiness Skills (CCR) well-being (in at least half of the CCR topics) in the Panorama Survey by 5% and in addition, will maintain a 90% Attendance rate per grade level per month.

What is the CCR indicator?

The CCR indicator summarizes information from students' assessments of their own College and Career Readiness Skills (CCR) well-being. Keep in mind that this data is self-reported; a student with high scores may need just as much support as a student with low scores. Click into students' profiles to see how they self-assessed on each CCR topic.

What do the colors and labels mean?

Each color indicates how many topics are considered a strength for a student, based on their survey responses.



Reported All Strengths

Student has reported a strength in all CCR topics through this year.

Reported Many Strengths

Student has reported a strength in at least half of the CCR topics through this year.

Reported Some Strengths

Student has reported a strength in less than half of the CCR topics through this year.

Reported No Strengths

Student has not reported a strength in any CCR topics through this year.

Expand

Expand to see more details in this category.

CCR/Well-Being

What is the Well-Being indicator?

The CCR indicator summarizes information from students' assessments of their own College and Career Readiness Skills (CCR) well-being. Keep in mind that this data is self-reported; a student with high scores may need just as much support as a student with low scores. Click into students' profiles to see how they self-assessed on each CCR topic.

What do the colors and labels mean?

Each color indicates how many topics are considered a strength for a student, based on their survey responses.



Reported All Strengths

Student has reported a strength in all Well-Being topics through this year.

Reported Many Strengths

Student has reported a strength in at least half of the Well-Being topics through this year.

Reported Some Strengths

Student has reported a strength in less than half of the Well-Being topics through this year.

Reported No Strengths

Student has not reported a strength in any Well-Being topics through this year.

Expand

Expand to see more details in this category.

Which topics are included?



Background Questions



Classroom Effort

Students with strong classroom effort try their hardest to do well in school.



Emotion Regulation

Students with strong emotion regulation stay relaxed and calm, even when things go wrong.



Growth Mindset

Students with a growth mindset know that if they work hard they can learn anything.



Self-Efficacy

Students with strong self-efficacy believe they can do a good job on their work.



Self-Management

Students with strong self-management are calm and focused on their work.



Social Awareness

Students with a strong social awareness get along well with classmates and teachers.

Which topics are included?



Challenging Feelings

Students who infrequently feel challenging feelings have few negative experiences and rarely feel upset. Note: For all topics, higher scores are more positive; for this topic, that means students with higher scores report fewer challenging feelings.



Positive Feelings

Students who frequently feel positive feelings have many positive experiences and feel happy.



Supportive Relationships

Students with supportive relationships have people who they can be themselves around and count on for help.

SEL - CCR Goal

	Fall Data Benchmark	Spring Projection (5% Projection)	Actual Outcome (Spring Final Result)
6th Grade	69% (38 out of 55)	74% (41 out of 55)	% (XX out of 55)
7th Grade	77% (41 out of 54)	82% (34 out of 54)	% (XX out of 54)
8th Grade	70% (40 out of 61)	75% (46 out of 61)	% (XX out of 61)

Attendance

	Aug	Sept	Oct	Nov	
6	95.32	95.41	94.09	94.46	
7	97.88	95.68	93.57	94.25	
8	95.96	94.87	96.92	94.35	
School Avg.	96.39%	95.32%	94.86%	94.35%	



NBJH Goal 2 - Reading

During the 2025-2026 school year, NBJH will increase the percentage of students at each grade level (6-8) performing at *on or above grade level* by 10% on i-Ready assessments

(last year = 5%).

Reading

	Fall Benchmark	Spring Projection (10%)	Winter Results	Final Spring Results
6th Grade	38% (21 out of 56)	48% (27 out of 56)	48% (26 out of 54)	% (XX out of 54)
7th Grade	27% (15 out of 56)	37% (21 out of 56)	% (18 out of 53)	% (XX out of 53)
8th Grade	44% (27 out of 61)	54% (33 out of 61)	55% (33 out of 60)	% (XX out of 60)

Diagnostic Growth

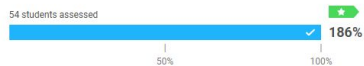
Subject: Reading School: NEW BERLIN JR/SR HIGH Grade: 6 Class/Report Group: All Reading Students [Clear Filter](#)

Comparison Diagnostic

Winter 2025

11/14/25 - 02/27/26

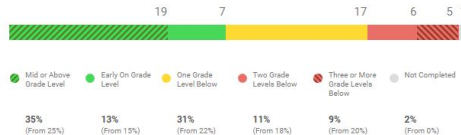
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this group is 186%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)

Diagnostic Growth

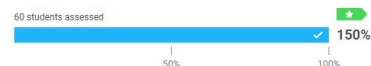
Subject: Reading School: NEW BERLIN JR/SR HIGH Grade: 8 Class/Report Group: All Reading Students [Clear Filter](#)

Comparison Diagnostic

Winter 2025

11/14/25 - 02/27/26

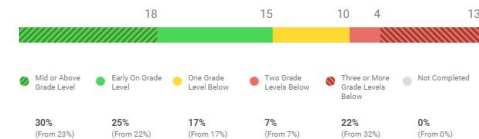
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this group is 150%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)



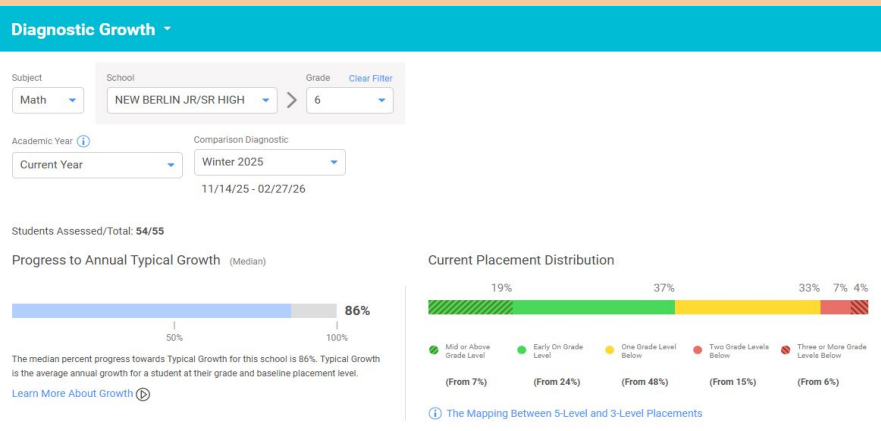
NBJH Goal 3 - Math

During the 2025-2026 school year, NBJH will increase the percentage of students at each grade level (6-8) performing at *on or above grade level* by 10% on i-Ready assessments

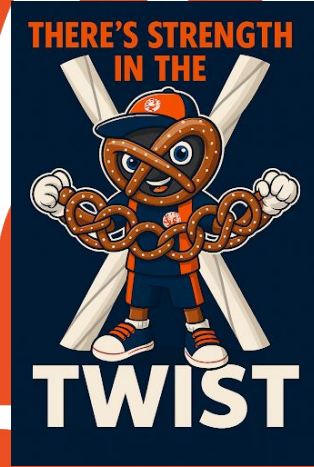
(last year = 5%).

Math

	Fall Benchmark	Spring Projection (10%)	Winter Results	Final Spring Results
6th Grade	34% (19 out of 56)	44% (25 out of 56)	56% (30 out of 54)	% (XX out of 54)
7th Grade	29% (16 out of 56)	39% (22 out of 56)	% (17 out of 53)	% (XX out of 53)
8th Grade	27% (13 out of 61)	37% (23 out of 61)	% (16 out of 60)	% (XX out of 60)



New Berlin Elementary



**2025-2026 School Improvement Plan
Evidence of Goals Met**

Building Our NBE SIP House

All Students ▾

Weighted Index Score ▾

2024 ▾

Overall Index Score
61.04
Commendable

Weighted Index = Indicator Score x Effective Weight.

ELA Proficiency
8.04/8.04%

ELA Growth
13.45/26.79%

Chronic Absenteeism
15.61/20.00%

Climate Survey
5.00/5.00%

Math Proficiency
8.04/8.04%

Math Growth
5.72/26.79%

Science Proficiency
5.20/5.36%

Indicator Weight Distribution

8.04% 8.04% 26.79% 26.79% 20.00% 5.36% 5.00%

All Students ▾

Weighted Index Score ▾

2025 ▾

Overall Index Score
80.81
Commendable

Weighted Index = Indicator Score x Effective Weight.

ELA Proficiency
8.04/8.04%

ELA Growth
26.11/26.79%

Chronic Absenteeism
16.10/20.00%

Climate Survey
5.00/5.00%

Math Proficiency
8.04/8.04%

Math Growth
12.40/26.79%

Science Proficiency
5.13/5.36%

Indicator Weight Distribution

8.04% 8.04% 26.79% 26.79% 20.00% 5.36% 5.00%



Goal 1 SEL: During the 2025-2026 school year, we will achieve an 85% fidelity average towards Implementation of Whole Brain Instruction, and we will maintain a 92% attendance rate per grade level.

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

The Building Principal will monitor Attendance Reports and collect, record, and report on Whole Brain Instruction Strategies, use the BEEP model applied via observations to determine an average of the overall implementation of Whole Brain Instruction, and introduce a building wide Student Engagement Average spreadsheet that tracks the application of strategies.

**Fall Baseline
Data:**

**Winter
Benchmark:**

**Spring Final
Results:**

**K-5 Fidelity:
35 %**

**K-5 Fidelity:
60%**

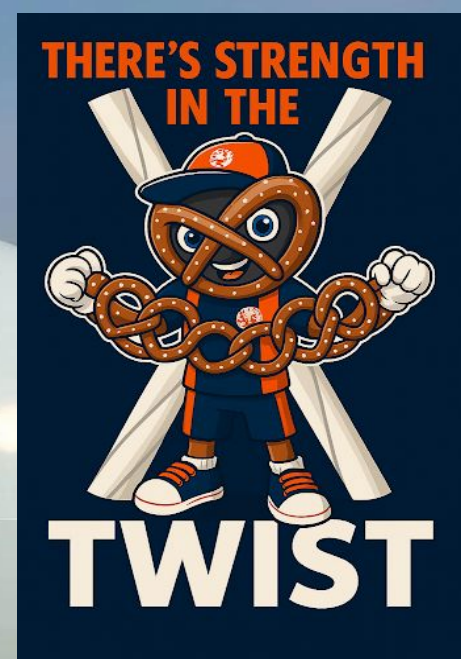
**K-5 Fidelity:
TBD**

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

The Administrative Team will monitor monthly attendance (at or above 92%) with check-ins, attendance incentives,

**Attendance
Mean through
December
2025 - 95.78**

**Attendance
Mean
through May
2026 - TBD**



NBCUSD #16 Monthly Attendance Percentages

	August	September	October	November	December	January	February	March	April	May
K	95.83	95.89	96.68	95.27	93.44					
1	96.86	97.43	97.05	95.77	93.07					
2	96.39	96.56	96.6	94.79	93.29					
3	97.71	97.14	97.73	96.51	94.88					
4	94.84	95.01	93.66	92.73	90.58					
5	97.59	97.88	98	96.64	94.91					
School	96.54	96.72	97	95.28	93.56					



Goal 2 ELA: 1. Implement Evidence-Aligned Literacy Instruction. By May 2026, 100% of ELA classrooms (K–5) will implement evidence-aligned literacy practices with 95% fidelity.

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

The Building Principal will report on the implementation of evidence-aligned literacy practices throughout the year using BEEP model observations, recording PD development, guidance during ILT meetings, monitoring through grade level team meetings, and inventorying literacy resources.

Fall Baseline Data:

Winter Benchmark:

**Spring Final
Results:**

K-5 Fidelity: 70%

K-5 Fidelity: 85%

K-5 Fidelity: TBD

THERE'S STRENGTH
IN THE



TWIST

Goal 3 Math: During the 2025-2026 school year, NBE will increase the percentage of students at each grade level (K-5) performing at early on grade level by 3% according to i-Ready assessments. In addition, each grade level will maintain their current percentage of early on grade level and mid or above grade level based on the Fall baseline. Said increase will result in at least three more students per grade level achieving early on grade level. Finally, the total early on grade level for K-5 will be a minimum of 11.3% while holding at least 3% for mid or above grade level. In short, NBE will add a minimum of 12 students to early on grade level by the Spring i-Ready Assessments.

Subject

School

Math

NEW BERLIN ELEMENTAR...

Academic Year

Diagnostic

Prior Diagnostic

Current Year

Fall 2025

None

08/18/25 - 08/29/25

3-Level Placement

Enhanced

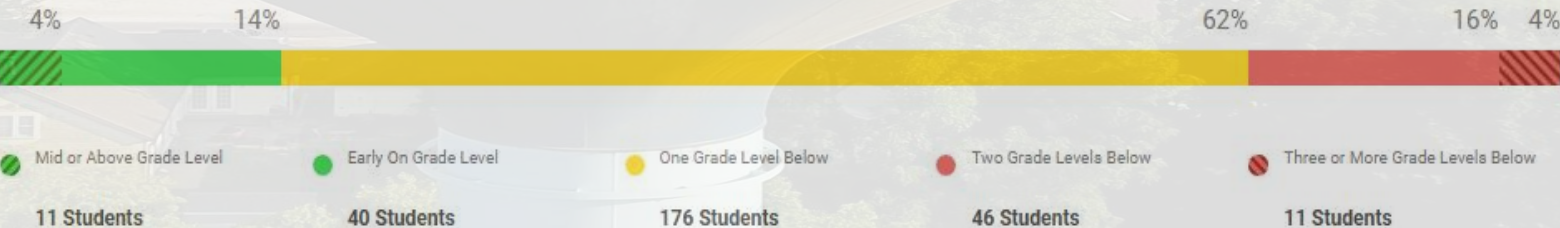
5-Level Placement

Projected Proficiency

Criterion Referenced

Overall Placement

Students Assessed/Total: 284/381



Subject

Math

School

NEW BERLIN ELEMENTAR...

Academic Year

Current Year

Diagnostic

Winter 2025

Prior Diagnostic

None

11/14/25 - 02/27/26

3-Level Placement

Enhanced

5-Level Placement

Projected Proficiency

Criterion Referenced

Overall Placement

Students Assessed/Total: 365/381

14%

20%

57%

7% 2%



Mid or Above Grade Level

52 Students



Early On Grade Level

72 Students



One Grade Level Below

209 Students



Two Grade Levels Below

26 Students



Three or More Grade Levels Below

6 Students

iReady Math scores to date.

We are well beyond our projected goals.

Building Leadership Team will reassess and reproject.

September 2025 Baseline Data		December 2025 Winter Benchmark		Spring Projection 2026		May 2026 Spring i-Ready Results	
Grade	% Early on Grade Level	Grade	% Early on Grade Level	Grade	% Early on Grade Level	Grade	% Early on Grade Level
K	2	K	14	K	reassess	K	
1	7	1	11	1	reassess	1	
2	7	2	11	2	reassess	2	
3	13	3	25	3	reassess	3	
4	21	4	27	4	reassess	4	
5	27	5	30	5	reassess	5	