

Neuqua Valley High School Improvement Plan Report
May 2007

School Name	Neuqua Valley High School
Address	2360 95 th St. Naperville, IL 60564
Phone	(630) 428-6000
Principal	Dr. Michael A. Popp
School Improvement Team	Dr. Michael A. Popp, Mark Truckenbrod, Lance Fuhrer, Maree Russavage and Tyrone Smith

Enrollment and Demographic Data

	2002-03	2003-04	2004-05	2005-06
Total enrollment	3231	3510	3791	4130
% White	80.5	79.6	77.2	75.2
% Black	6.0	5.9	6.0	6.8
% Hispanic	4.0	4.5	4.3	4.0
% Asian/Pacific Islander	9.5	9.8	11.4	12.7
% Native American	0	0.1	0.2	0.2
% Multiracial	N/A	N/A	N/A	1.2
Low Income rate	0.5	0.9	1.3	1.6
Limited English Proficient Rate	2.0	3.9	1.8	0.9
High School Dropout Rate	0.3	0.3	0.2	0.1
Chronic Truancy Rate	0.1	0.1	0.3	0.2
Mobility Rate	7.5	5.8	12.5	14.5
Attendance Rate	97.4	95.4	93.3	93.5
% Parent Contact	100.0	100.0	100.0	99.0
Average class size high school	26.2	25.5	21.4	25.5
ACT Reading Performance	22.8	23.4	23.3	23.8
ACT Math Performance	23.5	23.4	23.3	23.9
Graduation Rate All	98.7	97.2	99.4	99.5
Graduation Rate Male	99.4	98.9	99.3	99.8
Graduation Rate Female	97.6	95.5	99.5	99.1
Graduation Rate White	99.1	96.7	99.4	99.7
Graduation Rate Black	90.3	100.0	100.0	98.4
Graduation Rate Hispanic	90.0	100.0	97.6	95.3
Graduation Rate Asian/Pacific Islander	100.0	98.4	100.0	100.0
Graduation Rate Native American	N/A	N/A	100.0	N/A
Graduation Rate LEP	100.0	100.0	100.0	100.0
Graduation Rate Migrant	N/A	N/A	N/A	N/A
Graduation Rate Students with Disabilities	66.7	100.0	100.0	91.8
Graduation Rate Economically Disadvantaged	83.3	100.0	100.0	100.0
Graduation Rate Multiracial	N/A	N/A	N/A	100.0

NEUQUA VALLEY HIGH SCHOOL IMPROVEMENT PLAN GOAL STATEMENT 2006-2007

Goal One

All assessed students will meet or exceed reading performance standards as measured by the Prairie State Achievement Examination, Illinois Measure of Annual Growth in English, and Illinois Alternative Assessment. Reading achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.

Present Level of Performance

A. Prairie State Achievement Examination

Based on April 2006 assessment data, 78.4% of eleventh grade students met or exceeded Illinois learning standards in the area of reading achievement.

The following table summarizes reading achievement performance by subgroup:

			% M/E	Student Count
			White	79
Black	57	61		
Hispanic	57	37		
Asian/Pac	84	129		
Native Am	100	<10		
Multiracial	100	<10		
LEP	75	<10		
IEP	37	78		
FRL	53	17		

Goal Two

All assessed students will meet or exceed mathematics performance standards as measured by the Prairie State Achievement Examination, Illinois Measure of Annual Growth in English, and Illinois Alternative Assessment. Mathematics achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.

Present Level of Performance

A. Prairie State Achievement Examination

Based on April 2006 assessment data, 77% of eleventh grade students met or exceeded Illinois learning standards in the area of mathematics achievement.

The following table summarizes mathematics achievement performance by subgroup:

Subgroup Math Performance		% M/E	Student Count
	White	78	748
	Black	49	61
	Hispanic	46	37
	Asian/Pac	84	129
	Native Am	100	<10
	Multiracial	100	<10
	LEP	63	<10
	IEP	29	78
	FRL	47	17

Action Plan for Improved Learning

Goal 1: **All students will meet or exceed reading performance standards as measured by the Prairie State Achievement Examination, Illinois Measure of Annual Growth in English, and Illinois Alternative Assessment. Reading achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.**

1.1.1. Objective – Area of Focus: Identify students who do not meet the standard and enroll them in intervention courses such as Reading Workshop and Academic Literacy.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Read 180 is a structured program for 9th grade students who are reading 4 or more years below grade level. These are our most struggling readers. Read 180 is a double period class and is taken in place of English I.	August, 2006 through May, 2008	Karen Pierros	<i>Academic Literacy</i> course enrollment
The Freshman Class was given the Gates-MacGinitie Reading Assessment again at the end of April 2007 to determine their progress. They were tested in their English classes. All sophomore students in reading workshop were given the Gates-MacGinitie at the end of the year as well.	December, 2006 through April, 2007	Pat Hitt and Karen Pierros	Test scores
In 2007-2008, Freshman students will be placed given their Explore Test score from 8 th grade as well as teachers' recommendations. Students that enroll during the school year will be administered the Gates-MacGinitie test to determine placement.	August, 2007 through May, 2008	Pat Hitt and Karen Pierros	Test Scores and Teacher Recommendations

2. Objective – Area of Focus: Infuse reading strategies in all curricular areas.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
The Reading Teachers consult with other teachers so that they can teach skills regarding reading a textbook effectively, taking notes and test-taking strategies in addition to close reading. We integrate these strategies	August, 2006 through May, 2008	Sandi Flanders	SIP Agendas, articulation documents and consultation

into classrooms and teach lessons to students in Social Studies, English, Business and Science.			logs
PQRST has been introduced. We are hoping this will become the Neuqua Valley strategy for reading a textbook. This is new for the 2006-2007 school year.	August, 2006 through May, 2008	Sandi Flanders and Department Reading Liaisons	SIP Agendas, articulation documents and consultation logs
Reading staff are engaged in Literacy Coaching, which has been established in two courses.	August, 2006 through May 2008	Susan Lynch and Sandi Flanders	Consultation logs and Summative Evaluation documents

Goal 2: All students will meet or exceed mathematics performance standards as measured by the Prairie State Achievement Examination, Illinois Measure of Annual Growth in English, and Illinois Alternative Assessment. Mathematics achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.

1. Objective – Area of Focus: Study current program sequences, review alignment and develop diagnostic and prescriptive measures.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
After accumulating data on standards-based assessments, we began the process of designing and re-structuring courses that target specific groups of students to help them improve in Mathematics. Beginning in 2007-08, at our lowest level, we will have a sequence of three, one-year math courses, covering arithmetic skills, pre-algebra and algebra, and geometry concepts, as required by the state. We also re-organized our current two-year Algebra into a one-year block class for 2007-2008. Many of our students with IEPs are supported in teams which include Special Educators and Math educators in many of the course sections mentioned above.	Summer, 2006 through May, 2008	Vanessa Liveris and Dr. John Rhodes	Curriculum documents, assessments, Program Planning Guide
Test a pilot program targeting specific students to take two math classes concurrently: Geometry survey and	August, 2006 through	Vanessa Liveris	TBA, based on state return of

Algebra 2, with the same instructor. Efforts are made to help these students get better prepared for state assessments and for concept application.	May, 2008		PSAE scores
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2. Objective – Area of Focus: Modify instruction and local assessments to include elements reflecting those of state assessments.

Strategies/Interventions	Timeline	Responsibility	Evidence Source
Continued the revision process of assessments given in all courses to have staff instruct students in content mastery as well as familiarizing students with question types, including stems and detractors. Reading and critical thinking strategies have been discussed with staff and are being implemented in all levels of Math courses. We continue to give students the opportunity for assessment, remediation, and mastery of objective concepts. Conceptual understanding including application and analysis of concepts remain a focus.	August, 2005 through May, 2008	Vanessa Liveris	SIP Agendas and articulation documents

Progress Summary

Neuqua Valley continues to make significant progress in regards to teaching and learning. It should be noted that our composite ACT score has risen .4. Staff evaluated our progress the previous year and instituted these goals:

Goal 1: All students will meet or exceed reading performance standards as measured by the Prairie State Achievement Examination, Illinois Measure of Annual Growth in English, and Illinois Alternative Assessment. Reading achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.

- Read 180 is a structured program for 9th grade students who are reading four or more years below grade level. These are our most struggling readers. Read 180 is part of a double-period class and is taken in place of English I. There are many assessments built into the structure of the program.

- This year's Freshman Class was given the Gates-MacGinitie Reading Assessment in December of their 8th grade year for placement purposes. The Freshman Class was given the Gates again at the end of April 2007 to determine their progress. All sophomore students in reading workshop were given the Gates in their English classes at the end of the year as well. Also, any student who is new to Neuqua Valley High School took the Gates when they enroll so that we could properly place students should they need Reading Workshop.
- The Reading Teachers consult with other teachers so that they can teach and reinforce skills regarding reading a textbook effectively, taking notes and test-taking strategies in addition to close reading. We integrate these strategies into classrooms and teach lessons to students in Social Studies, English, Business and Science.
- Reading staff are engaged in Literacy Coaching, which has been established in two courses.
- PQRST was introduced using a Train-the-Trainer model with every department. This is becoming the school-wide strategy for reading a textbook. This was new for the 2006-2007 school year.

Goal 2: All students will meet or exceed mathematics performance standards as measured by the Prairie State Achievement Examination, Illinois Measure of Annual Growth in English, and Illinois Alternative Assessment. Mathematics achievement will improve for all students; the gap between the highest and lowest achieving students will narrow.

- After accumulating data on standards-based assessments, we have begun the process of designing and re-structuring courses that target specific groups of students to help them improve in Mathematics. Beginning in 2007-08, at our lowest level, we will have a sequence of three, one-year math courses, covering arithmetic skills, pre-algebra and algebra, and geometry concepts, as required by the state. We are also re-organizing our current two-year Algebra sequence into a one-year block class for 2007-2008.
- Many of our students with IEPs are supported in teams which include Special Educators and Math educators in many of the course sections mentioned above.

- In 2006-2007, we tested a pilot program targeting specific students to take two math classes concurrently, Geometry survey and Algebra 2, with the same instructor. Efforts are made to help these students get better prepared for state assessments and for concept application.
- We continue the revision process of our assessments so that staff can instruct students in content mastery as well as familiarizing students with question types. Reading and critical thinking strategies are being implemented in all levels of Math courses. We continue to give students the opportunity for assessment, remediation, and mastery of objective concepts. Conceptual understanding including application and analysis of concepts remain a focus.