

High School Improvement Plan Report

January 2006

School Name: **Neuqua Valley High School**

Address: 2360 95th St. Naperville, IL 60564

Phone: (630) 428-6014

Principal: Dr. Michael A. Popp

School Improvement Team: Dr. Michael A. Popp, Mark Truckenbrod, Tyrone Smith, Maree Russavage and Lance Fuhrer

Enrollment and Demographic Data

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

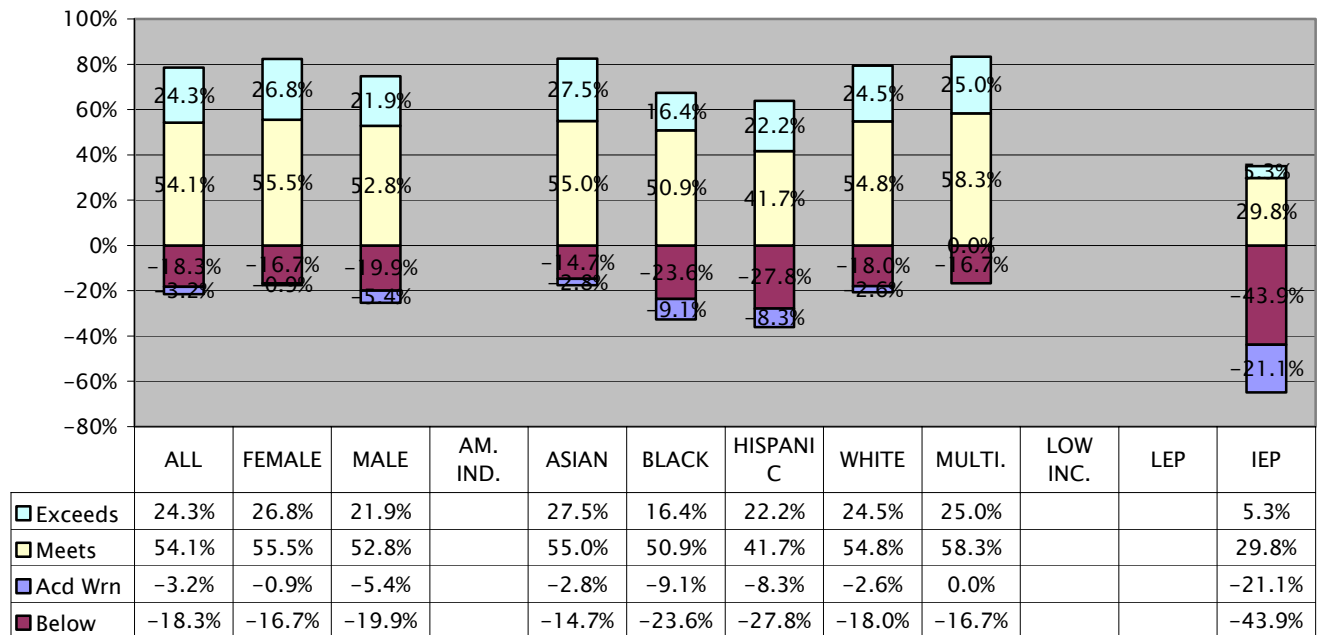
Practice and Program Audit Analysis Summary

By analyzing data from Explore, PLAN, PSAE and local assessments, including a practice PLAN and ACT test, we have identified the following areas of need:

- Effectively identifying and enrolling all students needing Reading Workshop Class.
- Infusing reading strategies in all curricular areas across grade levels.
- Continuing to research the scope and sequence of successful math programs in other schools in relation to our own.
- Modifying instruction and assessment to reflect elements of standardized tests.

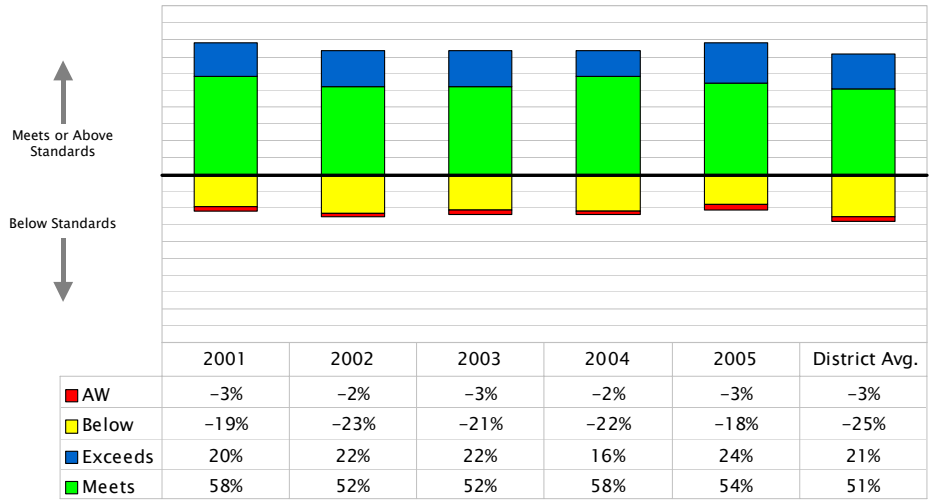
State Assessment Data and Gap Analysis

2005 NVHS 11th Grade PSAE READING NCLB

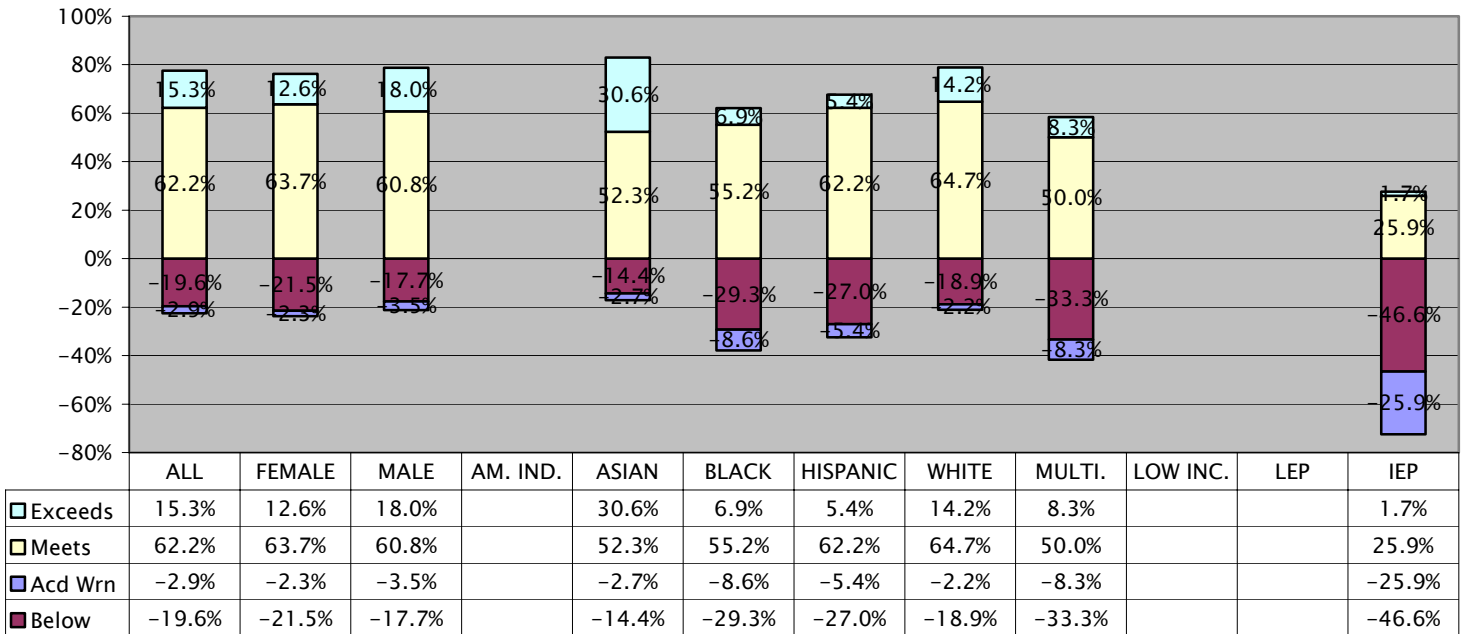


Hi-Level PSAE Reading Performance Profile.

NEUQUA VALLEY HIGH SCHOOL. Years 2001, 2002, 2003, 2004, 2005.

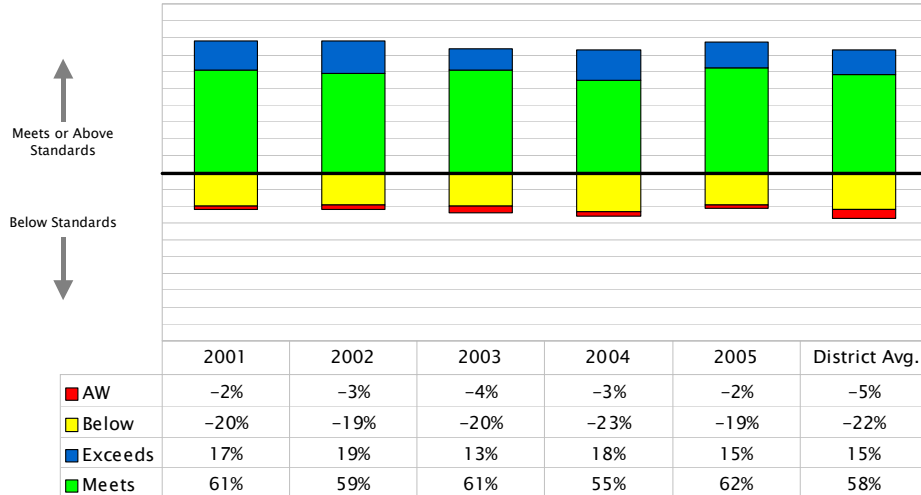


2005 NVHS 11th Grade PSAE MATH NCLB



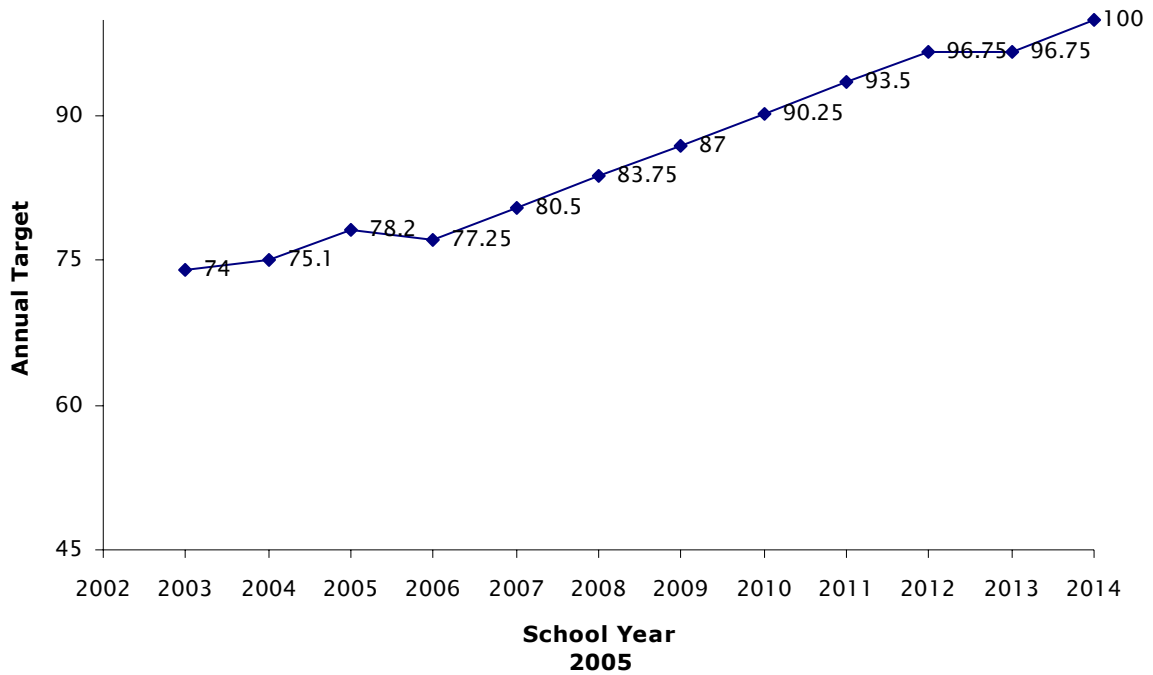
Hi-Level PSAE Math Performance Profile.

NEUQUA VALLEY HIGH SCHOOL. Years 2001, 2002, 2003, 2004, 2005.

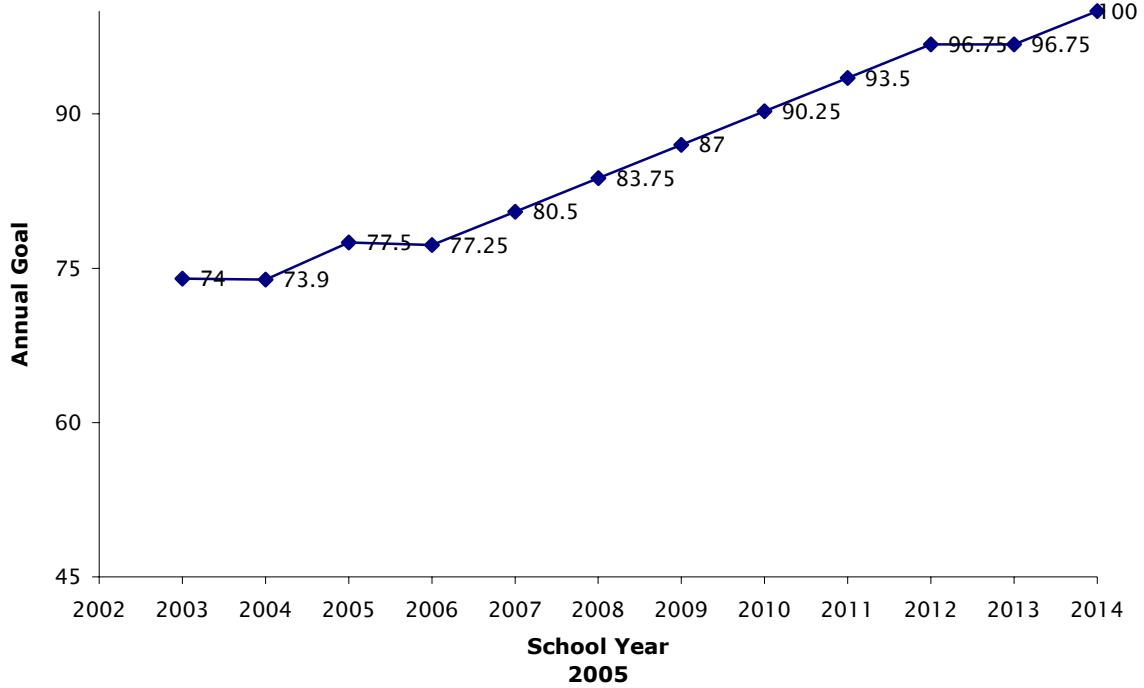


NCLB Adequate Yearly Progress Composite

NVHS Reading Goal-Equal Step Model to 100%



NVHS Math Goal-Equal Step Model to 100%



Action Plan

Goal 1: All students will meet or exceed reading standards as measured by the Illinois State Assessments.

Evidence of Need: In 2004 PSAE reading proficiency percentage of all students was 74.6%. Subgroup PSAE reading proficiency percentages are as follows: Asian/Pacific Islander 65.7%, Black Non-Hispanic 51.0%, Hispanic 65.8%, White 78.0%, LEP 14.3%, IEP 35.2%.

1.1 Objective: Identify students who do not meet the standard and enroll them in a Reading Workshop Class.

Activities	Timeline	Responsibility	Evidence Source
1.1.1 Utilize EXPLORE scores, other standardized tests, and teacher recommendations to identify students for placement.	2004-2006	Karen Pierros Lance Fuhrer	August 2004
1.1.2 Monitor placements through in-class assessments.	2004-2005	Reading Specialists	Quizzes, Tests, Semester/Final Exams
1.1.3 Monitor placements utilizing Gates-MacGinitie pre and post assessments.	2004-2005	Reading Specialists	Test scores

1.2 Objective: Infuse reading strategies in all curricular areas.

Activities	Timeline	Responsibility	Evidence Source
1.2.1 Assign reading specialists to consult with each department.	2004-2006	Karen Pierros	Completed August 2004
1.2.2 Develop content specific reading strategies.	2004-2006	Reading Specialists	SIP Day Agendas & materials; Staff Development offerings
1.2.3 Review Freshman Gates-MacGinitie reading scores.	2004-2006	Reading Specialists	Completed September 2004
1.2.4 Provide staff development in utilizing content-specific reading strategies.	2004-2006	Reading Specialists	SIP Day Agendas & Materials

Goal 2 All students will meet or exceed mathematics standards as measured by the Illinois State Assessments.

Evidence of Need: In 2004 PSAE math proficiency percentage of all students was 73.3%. Subgroup PSAE math proficiency percentages are as follows: Asian/Pacific Islander 90.0%, Black Non-Hispanic 32.7%, Hispanic 47.4%, White 76.3%, LEP 57.2%, IEP 16.7%.

2.1 Objective: Study current program sequences reviewing alignment with standards acquisition.

Activities	Timeline	Responsibility	Evidence Source
2.1.1 Investigate successful math instructional models and courses that address all students in other schools.	2004-2006	Vanessa Liveris Mike Popp	Course catalogs; Final report to IC
2.1.2 Track progress of each student taking each sequence of classes.	2004-2006	Vanessa Liveris/Math Department	Completed
2.1.3 Identify students who did not meet standards in the area of math. Prescribe activities to address areas of weakness for each individual student.	2004-2006	Vanessa Liveris/Math Department	Summary Report
2.1.4 Align Geometry Survey sequence to the standards	2004-2006	Vanessa Liveris	Curriculum Revision

2.2 Objective: Modify instruction and local assessments to include elements reflecting those of state assessments.

Activities	Timeline	Responsibility	Evidence Source
2.2.1 Analyze PSAE sample questions.	2004-2006	Math Department	Summary Report
2.2.2 Analyze IPLAN/IACT results disaggregated by question type to modify instruction thereby addressing areas of weakness.	2004-2006	Math Department	Summary Report
2.2.3 Develop and include PSAE-type questions in local assessments.	2004-2006	Math Department	Sample Assessment Questions

Progress Summary

Neuqua Valley continues to make significant progress in regards to teaching and learning. Staff and students evaluated our progress the previous year and instituted these two goals:

Goal 1: All students will meet or exceed reading standards as measured by the Illinois State Assessments.

1.1 Objective: Identify students who do not meet the standard and enroll them in a Reading Workshop Class.

Through a battery of assessments, we will have successfully identified struggling readers performing below mandated levels of acceptance and enroll them in the Reading Workshop class. This class, when taken concurrently with an English I class, will enable and empower students to attack reading passages in varied situations. The Gates/MacGinitie Test, EXPLORE Test, and careful monitoring of students through classroom assessments will be the measure by which we will assess both placement and progress.

1.2 Objective: Infuse reading strategies in all curricular areas.

We have enlisted the professional services of our Reading Specialists to present strategies-based content to the staff during the School Improvement Days. Direct Instruction takes place, as does consultation periods with specific courses and departments. Already in place in many content areas, their direct and pragmatic suggestions make it possible for students to manage and manipulate close reading passages similar to those found on nationally recognized standardized tests. Many departments have already responded in kind by using close passages as a part of their regular curriculum and as measures of mastery in both unit and semester exams.

Goal 2: All students will meet or exceed mathematics standards as measured by the Illinois State Assessments.

2.1 Objective: Study current program sequences reviewing alignment with standards acquisition.

After analyzing the trend-data, we have proposed a realignment of the pre-Algebra courses to offer students a more effective path to meeting state requirements. By condensing these course options for the students not meeting standards, we hope to provide an earlier saturation of concepts that will lead to a more efficient acquisition of material.

2.2 Objective: Modify instruction and local assessments to include elements reflecting those of state assessments.

Built within the current curriculum will be increasing attention to the format and style of state assessments. By investing question stems, we will better equip our staff to instruct students not only in mastering the content but also in familiarizing them with question types. This familiarity will then lead to categorizing areas of focus which will allow students to develop the critical thinking skills to achieve success. Within the proposed curriculum will be built multiple and varied skill assessment to ensure that students have had an opportunity for assessment, remediation, and mastery of objective concepts.



Summary of Progress

- Neuqua continues to increase the overall number of students who Meet or Exceed standards in Reading and Math.
- The Federally-defined Subgroup of Black/Non-Hispanic Students made great gains in the areas of Reading and Math compared to their peers who took the test in previous years.
- Students with Disabilities also made significant improvement in Mathematics.
- Neuqua Valley made Adequate Yearly Progress (AYP) in both Reading and Math, meeting the standards set forth by the No Child Left Behind legislation.

School Improvement Goals 2005-2006

We will continue to reinforce our focus on Reading, Math and Vertical Teaming as core academic functions of the school by:

- Creating assessments that are products of our curriculum and use the results to both diagnose student strengths and weaknesses and make appropriate adjustments to the curriculum;
- Creating and distributing, by department, documents that support the above objectives;
- Use current technology to assist in the analysis of our local assessments and work to acquire state of the art software designed for this process.