



# NOBLE

## Strategic Plan

### 2019-2024



# Our vision for the future

Since our inception 20 years ago, Noble has been built on an idea of “and”: love and high expectations, rigorous academics and high support. We are not limited by ideas of either/or. We can do both, we have done both. We believe that students come to school each day carrying the challenges of Chicago and that they are powerful beyond measure. We know that Noble has set the bar nationally in so many ways and we know we can and must do more.

To that end, we’ve assembled the following plan based on the input of hundreds of alumni, students, parents, community members, teachers, board members, and staff. The plan is ambitious and aspirational, it calls us to the next frontier in what we can accomplish and is honest about where we have fallen short so far. Students have grown tremendously while they’re with us and far too many have left us because their experience was not a good one. Seniors have access to a myriad of college options and many still hear a message that there is only one right choice after high school. Noble college graduation rates have led the way in Chicago for all students and we know Black students at Noble are graduating at rates below their Latinx peers.

As we set a course for the next five years of Noble we will remain true to our core focus on college preparation and college graduation. We heard from parents, students and teachers alike that this focus on college success is what draws them to Noble. It is what parents want for their children, it is what our students want for their futures.

We also know that to reach that high bar we must better understand the experience of going to school at Noble and continue to improve it. We still have much to learn, but know that the two biggest contributors to a student’s experience are the quality of their learning in the classroom and the strength of the relationships they build with

teachers and staff. We heard this directly from students in this planning process. Furthermore, the outcomes for students must not differ because of their race, gender, income or any other marker of identity - we strive for equity. We know these challenges of inequity are not unique to Noble and we know we must be a leader in addressing them.

With positive and equitable experiences as a foundation, we will recognize the agency of our students in their post-secondary choices. We will empower students with the information and support to succeed in college and lead exemplary lives. This emphasis on student agency does not lower the bar of expectations for academic preparedness nor skills growth for students at Noble. We will be vigilant so that students’ fates are not pre-determined based on adult perceptions of abilities, interest, or incoming preparedness, but rather continue to strive so that all students receive rigorous college-preparatory curriculum and skills growth that enables true choice at the end of the Noble experience.

In executing this vision Noble will set the standard as a catalyst for educational equity in Chicago and provide a model to the nation. We will live our mission to empower students with the scholarship, discipline, and honor to succeed in college and live exemplary lives.

And so our plan begins with a bold vision for our future:

**Noble will ensure that all students have equitable and positive school experiences that equip them to succeed on the path of their choice, leading to 75% of alumni completing college.**

# The path forward

The plan that follows contains specific goals and strategies for the next five years across key priorities. Undergirding all of these efforts is a focus on a transition to an equity-driven organization. To address the gaps in outcomes that persist between our Black and Latinx students we must appreciate the differences students bring which shape our school communities. And, recognizing those differences, we must equitably invest time, energy, and resources to meet the needs of our students.

To meet those needs we commit to a radically different way of funding our schools: **The Noble Equity Fund**. Noble will distribute a portion of funding to all campuses based on the needs as defined by specific challenges: serious crime near students' homes, rate of students with IEPs, rate of students in transitional living situations, quality of feeder elementary schools, and prevalence of serious crime near campus.

The Noble Equity Fund dollars will be controlled by campuses, drawing on the input and ideas of their school communities to meet the needs of students, because we believe those closest to the work are best positioned to make decisions about what students need. So, whether it be additional social work support or alumni counselors, instructional supports or after school programs — true to Noble's identity, campuses will innovate. We'll discover what works and we will scale to solve challenges across Noble.

This fund will be key to implementing the priorities and programs outlined in our full plan.

**There are six core priorities where we believe progress is essential to realizing our new vision:**

## 1. EQUITY

Deeply embed our value of diversity, equity, and inclusion across Noble so that inputs, decisions, and ultimately results are driven by and measured according to the value.

## 2. ACADEMICS + COLLEGE

Improve college completion rates significantly with a continued focus on academic rigor and social emotional skills through The Noble Classroom<sup>1</sup>, and by increasing alumni supports, while elevating student and family agency in the decision-making process.

## 3. STUDENT EXPERIENCE + RETENTION

Improve student retention rates by ensuring students are relentlessly supported, by increasingly focusing on creating positive student experiences, and by updating Noble's policies and discipline practices in favor of redemptive approaches.

## 4. STAFF EXPERIENCE + RETENTION

Develop and improve retention of highly talented teachers, especially teachers of color, through a deeper emphasis on listening and responding to the experience of teaching at Noble.

## 5. SUSTAINABLE GROWTH + HEALTHY ENROLLMENT

Maintain healthy enrollment across Noble but do not seek to add additional new campuses.

## 6. NOBLE SUPPORT TEAM

Structure the Noble Support Team efficiently to best support campuses, advance Noble's strategic ambitions, and to improve organizational clarity.

These six core priorities aren't exhaustive, nor are they meant to be. There is, of course, more work at Noble and that work continues. These priorities will focus us to deliver more fully on our core values and the commitments we make to families but do not supplant them. This plan describes a number of specific actions, but does not presume to know all of the best approaches — we will continue to rely on the ingenuity of our Noble community for ideas that will help us realize our vision.

We enter this plan at a pivotal moment for Noble, Chicago, and our country. The path ahead will be challenging. Some assume that there are limits to what our students can achieve and that Noble is already near those limits.

**They are wrong.** Our students prove what is possible every day. We remain committed in our core to this idea of "and"; that Noble has led the way for the last twenty years and we're just getting started.



A handwritten signature in black ink that reads "Constance Jones".

**Constance Jones**

Chief Executive Officer  
Noble Network of Charter Schools

<sup>1</sup> The Noble Classroom is a set of research-based tenets that define how instruction should be delivered in every classroom. Every staff member at Noble is supported to successfully bring these instructional practices into their classrooms through individualized and ongoing coaching and development.

# Context that shaped the vision and strategy

We believe that it is critical to define a vision for the next five years that reflects the beliefs, aspirations, and core values of our Noble community.

Through an examination of existing data, historical trends, and by seeking input from across our organization's many critical stakeholders, Noble brought forth a set of recommendations that were debated and decided on by a diverse representative steering committee.

Specifically, the recommendations that guided our strategy were informed by many diverse voices across our organization, including:

- 1,500+ students, parents, and alumni who participated in our survey
- 124 parents, students, community members, teachers, principals, and staff members who participated in focus groups and individual interviews

- Representatives from Noble's Board of Directors
- A Diversity, Equity, and Inclusion Steering Committee made up of 12 representatives from across Noble's schools and the Noble Support Team (NST) that specifically advised on DEI-related improvements
- A Student Retention Steering Committee made up of 15 representatives from across Noble's schools and NST that specifically advised on improving student retention

What follows is the context that was used to inform this strategy as well as the ultimate outcomes of the process.

## Table of contents

Context That Shaped the Vision and Strategy | 4

### OUR STRATEGIC PRIORITIES

Priority 1: Equity | 10

Priority 2: Academics + College Completion | 13

Priority 3: Student Experience + Retention | 17

Priority 4: Staff Experience + Retention | 19

Priority 5: Sustainable Growth + Healthy Enrollment | 22

Priority 6: Noble Support Team | 25

Financial Plan | 26



## Noble today is on track to achieve record-high college completion outcomes

Noble students complete college at high rates relative to their peers in Chicago and relative to students of similar demographics nationally. Our goals for ourselves and for our students are even higher than what we currently achieve today. We aim to ultimately close the gap in college completion between Noble graduates and students from families in the most affluent quartile.

Noble is already significantly improving results for its students. Among the Class of 2017, 66% overall persisted into their second year at the same college, indicating their likelihood to ultimately complete college, outranking even Noble's 2013-2016 average persistence rate of 61%. This success in college mirrors success at the high school level; MIT researchers found that students who attended Noble schools grew more academically than similar peers who attended selective enrollment schools<sup>2</sup>.

**61%**

of Noble classes of 2013-2016 persisted into their second year at same college

**66%**

of Noble class of 2017 persisted into their second year at the same college

<sup>2</sup> <https://nobleschools.org/2019/09/13/mit-releases-groundbreaking-new-research-on-positive-impact-of-noble-network-of-charter-schools/>

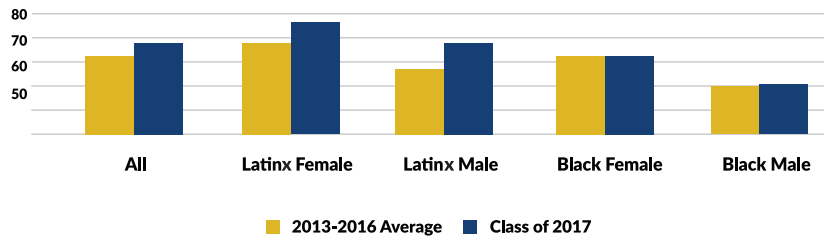
## While Noble schools perform among the best in the country, there are gaps in outcomes within Noble that particularly impact Black students

While Noble alumni are completing college at among the highest rates in the nation relative to their peer groups, gaps still persist for Noble’s Black students, particularly Black male students at Noble. In the Class of 2017, 51% of Black male alumni persisted into their second year of college, whereas Noble’s average persistence rate for that class is 66%.

This gap for Black students is driven by a number of factors, and unfortunately mirrors similar trends nationally that

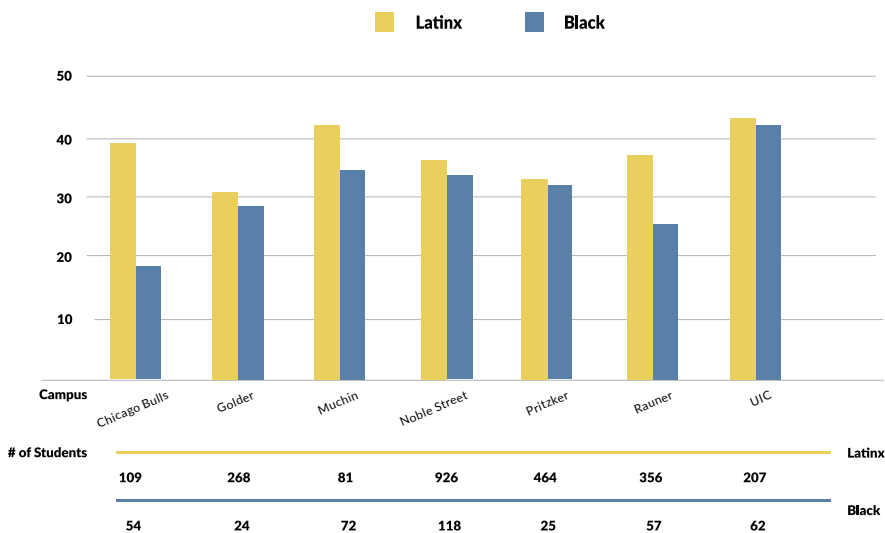
stem from deeply ingrained societal systemic racism. These persistence numbers don’t match the ambitions of Noble students - 72% of both Noble’s Black and Latinx students aspire to ultimately complete college<sup>3</sup>. Parents share this intent as well: 80% of Noble parents list college completion as their top goal for their students<sup>4</sup>. **Put simply, gaps persist in outcomes, but there is no such gap in students’ and parents’ aspirations or in students’ potential.**

Percentage of Class of 2017 Alumni Staying at Initial College for 2nd Year



**72%**  
of Noble Black and Latinx students aspire to complete college<sup>3</sup>

Historical Average 4-year Degree Completion Rate by Noble Campus



**80%**  
of Noble parents list college as their top goal for their students<sup>4</sup>

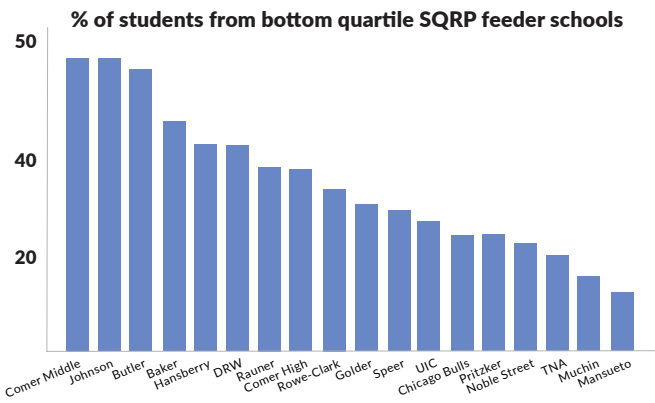
► Gaps persist even within campuses with strong college graduation results

<sup>3</sup> June 2019 Noble Student Survey  
<sup>4</sup> June 2019 Noble Parent Survey

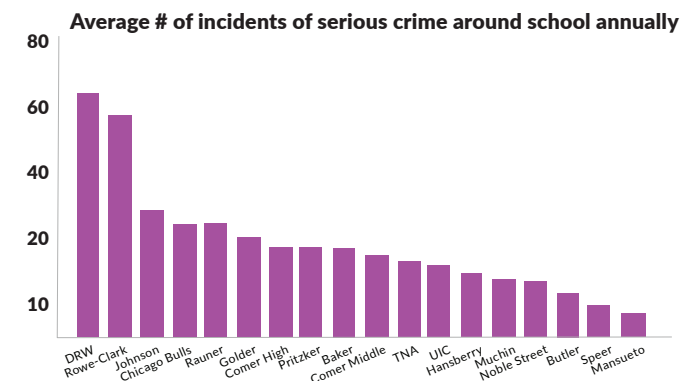
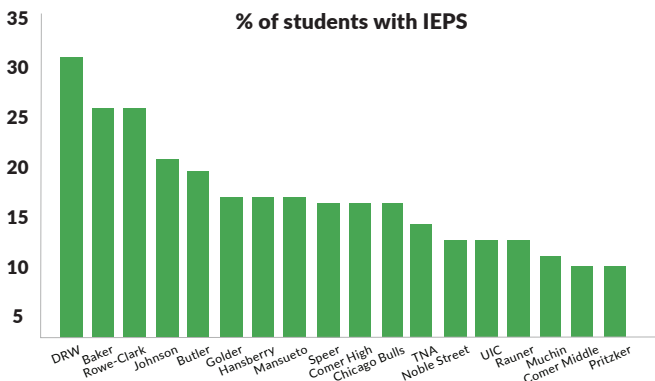
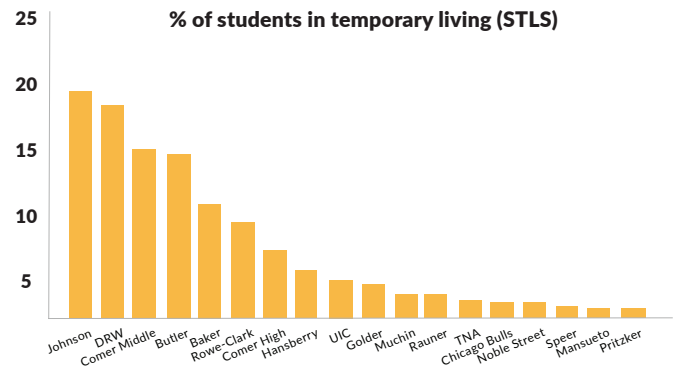
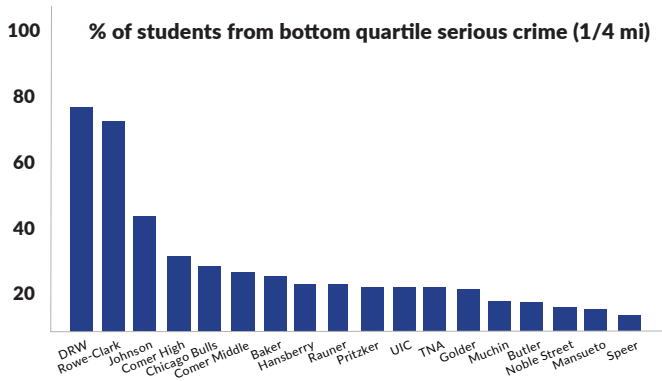
## Differences in non-school factors lead to real differences in starting points

Noble serves students that come to school each day with diverse and important strengths, as well as with significant barriers and challenges. Those challenges are not uniform across student or campus and we believe that those differential challenges, left unaddressed, explain some of the gaps in our outcomes. There are significant differences in the lived experiences of students at Noble when considering five key indicators of context and starting place:

- quality of feeder elementary schools
- prevalence of serious crime near students' homes
- rate of transitional living situations
- rate of IEPs at a campus
- prevalence of serious crime surrounding a campus

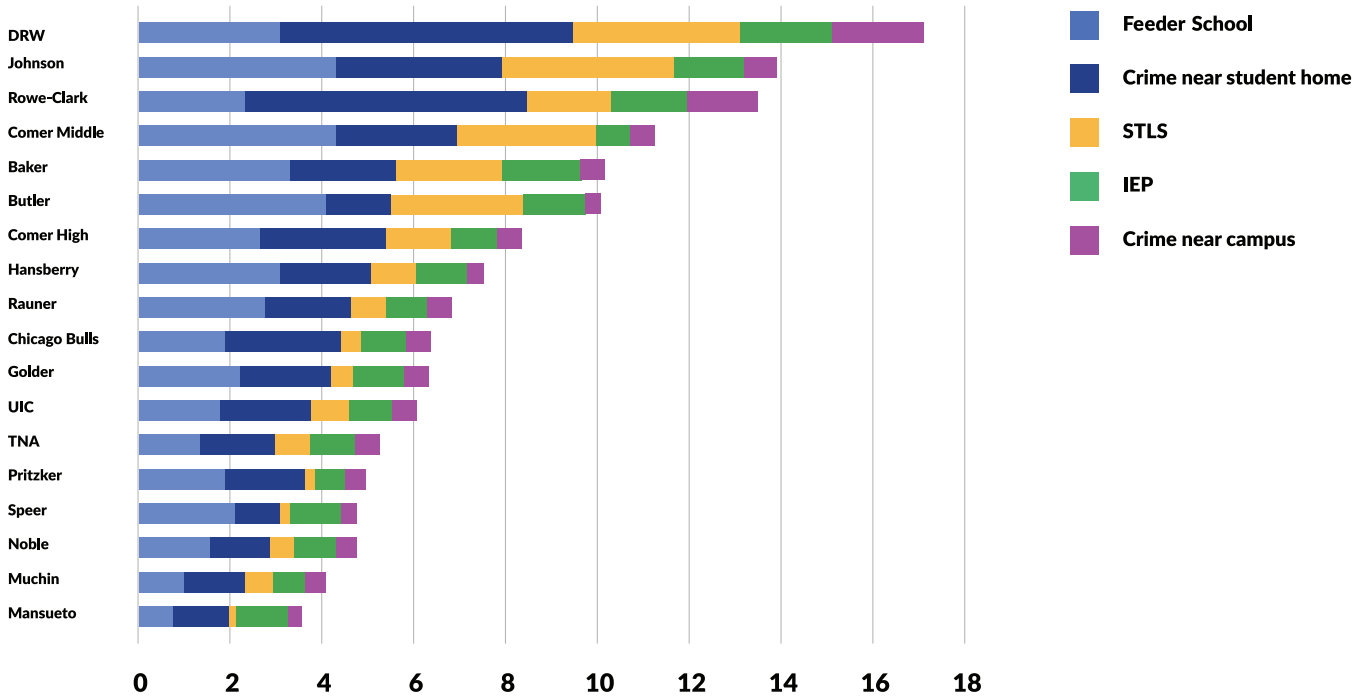


These cumulative differences in lived experiences lead to real differences in student starting points, and in subsequent needs to fulfill the full potential of all students.



The Noble Equity Index combines all of these factors into a single number to allow us to direct additional resources, attention, and support in equitable ways.

Composite Noble Equity Index by Campus





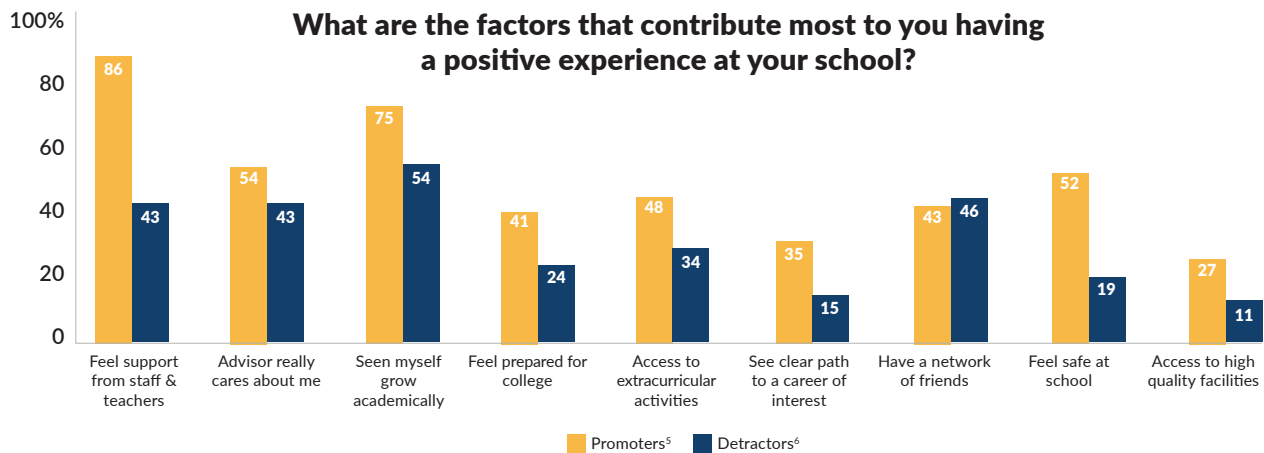
## Noble can create positive student experiences by ensuring students feel supported by staff, and by promoting high quality instruction in every classroom

Upon surveying over 1,500 students, alumni, and parents in 2019, we found that parents and alumni positively rate their experiences with Noble, and say they would recommend their schools to others.

A June 2019 student survey shows that Noble students who promote their experiences are differentially likely to experience a number of critical factors:

- Feeling supported by the adults on their campus
- Seeing a clear path to their career of interest
- Seeing themselves grow academically
- Feeling safe in their school

Noble will continue to seek to learn what drives positive experiences for students and families going forward; these factors highlighted here provide a starting place that will guide our direction.



## Students value having the opportunity to choose their future path and the vast majority want to choose college

We have heard repeatedly that students seek to be supported and recognized as individuals, and that preparing them to pursue any number of career pathways, inclusive of four year college and others, would improve their experiences.

Noble will remain unapologetically college preparatory. As stated above, 72% of students aspire to ultimately complete college, and 80% of Noble parents have that as the top goal for their students. As such, Noble will

commit to preparing all students who walk through our doors with the skills, mindsets, and knowledge to succeed in college. Only with sufficient preparation will students have true choice in post-secondary plans — this preparation and choice are both necessary to achieve our ambitious goals of college completion.

And so, grounded in Noble’s history of performance, and informed by the broad and diverse Noble community, we put forth a bold vision for our future.

<sup>5</sup> Promoters are students who said they would recommend Noble to a friend on a 9 or 10 on a 10 point scale.

<sup>6</sup> Detractors chose 6 or below. Students selected up to three options.

# PRIORITY 1

## Equity

### CONTEXT

The gaps in outcomes between groups of Noble students are similar to those of peers nationally.

**To achieve our goal of supporting 75% of our graduates to complete college, we must address those gaps head on.**

We cannot ignore the differential challenges our students face that lead to those gaps.

While all of Noble's schools serve the students of Chicago, students arrive at each campus from different starting points, with different strengths, and with different challenges. As described in the preceding context, a subset of students face additional levels of challenge. When those challenges compound both the individual student and the campuses they attend require additional levels of resources.

In addition to the fact of differing student context, like all institutions in America, Noble faces the challenges of a society that is unequal in many systemic ways. To begin developing solutions to address the practices that perpetuate

this system within our organization, Noble created a Diversity, Equity, and Inclusion (DEI) Steering Committee in December of 2018. This DEI Steering Committee was composed of 12 Noble staff from across the organization and worked to develop a set of recommendations to help Noble become a more diverse, equitable, and inclusive organization. The full recommendations of this steering committee are captured below, alongside additional recommendations from the Strategic Planning Steering Committee.<sup>7</sup>

Campus leadership will control the final decisions about how to use these funds to accomplish these goals in partnership with the Noble Support Team and informed by the diverse voices of the Noble community. This is because we expect the most effective practices to vary depending on campus context, and we believe that those closest to the work are in the best position to innovate. We will monitor the efficacy of those investments' impact on equitable and positive school experiences per the plans that follow and scale practices that demonstrate success.

### NOBLE EQUITY FUND

Noble will designate **\$5.2M annually** to be distributed to all campus budgets on a per pupil basis based on principles of equity. Called The Noble Equity Fund, the allotments will depend on each school's composite score on Noble's Equity Index, which is defined based on five component criteria:

- % of students from bottom quartile SQRP feeder schools
- % of students living in neighborhoods that experience the top quartile of serious crime incidents within ¼ mile of their homes
- % of students in temporary living situations
- % of students with IEPs
- Average annual number of incidents of serious crime in the area surrounding the school campus

**We will designate these funds specifically to meet the vision statement in this plan. It will support teachers to provide high quality instruction in the classroom, and ensure that students receive the socioemotional supports that will enable them to thrive.**

<sup>7</sup> See the Appendix for the full recommendations of the DEI Steering Committee

## STRATEGY

In addition to the Equity Fund, we have identified six additional elements of our DEI Strategy:

- Staff will bring an “Equity Mindset” to their work, prioritizing the schools and students that require additional support
- Engage students to shape a more diverse and inclusive Noble
- Identify the practices that differentially benefit Black male students, and look to scale these practices across Noble
- Develop and retain culturally competent and diverse staff who work effectively across lines of difference
- Welcome, engage, and deeply listen to families and the communities around our schools
- Ensure Noble as an organization is diverse, equitable, and inclusive

### Bring an “equity mindset” to how we prioritize and support students and schools

Every student at Noble enters within their own individual context, with varying levels of academic preparation and personal experiences that shape how they learn. Staff working in Noble schools will aim to bring an equity mindset to their work with students according to their individual needs. Rather than strive for equal treatment of all students, each should receive what they need to be successful every day.

Similarly, staff working on the Noble Support Team (NST) will recognize that the needs of each school are different and will prioritize spending time and energy with schools according to their individual needs. The degree of need of each school will often mirror its placement on the Noble Equity Index, but will also depend upon the specific function and involves staff experience and history, along with current needs for any given function.

### Engage students to shape a more diverse and inclusive Noble

Research shows that students who feel a sense of belonging are able to engage more fully in learning. By actively engaging students in shaping their schools’ cultures to be inclusive of their needs, we can create school environments wherein students feel a strong sense of belonging.

Over the next five years we plan to integrate student voice into Noble’s ongoing DEI work and ensure curricular content reflects diverse perspectives and experiences.

### Identify the practices that differentially benefit Black male students, and look to scale these practices across Noble

Over the next five years, we will seek to identify and scale the practices that differentially benefit Black males. To support these efforts, Noble will continue to disaggregate student data by race and gender across every key metric to understand where practices are most benefiting Black male students.

National evidence shows that mentoring programs differentially benefit Black male youth<sup>8</sup>. We do not yet know all of the practices this will require, but we plan to continue to expand promising Noble-originated programs that we believe help students build pride in their identities. We anticipate the need to invent additional new approaches and that many of those will come from incredible educators within Noble as well as also replicate other promising practices from practitioners across the country.

Noble will also work more broadly to reduce or eliminate other disparate outcomes that are currently predictable for other subgroups, but additional emphasis is placed here for Black male students because of the opportunity for almost a quarter of the students we serve and the existing gaps that currently exist.

<sup>8</sup> Wimer and Bloom, “Boosting the Life Chances of Young Men of Color: Evidence from Promising Programs.” MDRC, June 2014.

## Develop and retain culturally competent and diverse staff who work effectively across lines of difference

To create supportive learning environments, we aim to have a diverse body of staff who are culturally competent and who reflect the population of our student body. We are proud of the progress we have made to date, and we look forward to continuing to grow our capabilities in this area. Over the next five years, we aim to:

- Deepen staff’s awareness and understanding of core DEI concepts
- Build staff’s capacity to apply DEI knowledge to their classroom contexts
- Strengthen the ability of all staff to work productively across lines of difference

## Welcome, engage, and deeply listen to families and the communities around our schools

Noble aims to create school environments that are the hubs of their communities, and where parents and families especially are welcomed and engaged in the school. The evidence is well-documented that parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school<sup>9</sup>.

Going forward, Noble aims to not only involve parents in its schools, but to listen deeply to parents and the broader community to understand what they want their students to get from their educational experiences, and look to increasingly evolve our schools to better fit these needs. Over the next five years, Noble will:

- Engage the perspectives of families to inform ongoing DEI efforts and decision-making
- Provide all families with equal access to staff, programming, and communication
- Invest significantly in engaging parents and the community around our schools<sup>10</sup>



## Ensure Noble, as an organization, is diverse, equitable, and inclusive

Noble aims to continue to uphold an organization that is transparent to all stakeholders and accountable for results. Noble will continue to work to ensure that its policies, practices, and procedures are designed with an eye to foster diversity, and equity, and inclusion, specifically by:

- Ensuring policies and procedures are equitable and inclusive
- Providing consistent opportunities for advancement and promotion
- Creating and codifying rituals and practices that create a more welcoming community
- Partnering with local, values-aligned suppliers
- Building diverse pipelines for classroom and administrative roles
- Driving accountability and progress through resource allocation, goals, and tracking
- Establishing transparent and consistent communication regarding DEI goals and progress for students, staff, families, and other stakeholders

<sup>9</sup> National Coalition for Parent Involvement in education. 2006. Research Review and Resources. Retrieved September 16, 2011, from [www.ncpie.org/WhatsHappening/researchJanuary2006.cfm](http://www.ncpie.org/WhatsHappening/researchJanuary2006.cfm)

<sup>10</sup> See Priority 5 for more details on some of our community engagement investments

## PRIORITY 2

# Academics + College Completion

## CONTEXT

One of Noble's greatest strengths is our ability to deliver best-in-class academic growth and outcomes for all students, regardless of the barriers the world has placed in their way. As such, a key piece of this plan is the continuation of our focus on preparing our students for college through consistent, high-quality academic preparation. The Noble Classroom defines the standards that characterize good instruction, and act as the backbone by which all of our staff are supported to deliver outcomes.

Over the past few years, we have made strides towards this ambitious goal, with the Class of 2017 persisting at the same college for sophomore year at rates five percentage points higher than previous classes (66% vs. 61% average across the Classes of 2013-16). While we are proud of these important gains, disaggregation of this data shows that it is predominantly Noble's Latinx population that is benefiting most from these efforts, while persistence for Black alumni has remained relatively flat.<sup>11</sup>

While Noble's college completion rates continue to outpace the national average for both Latinx and Black students<sup>12</sup>, we hold ourselves to a higher bar. Our goal is to not only raise outcomes for everyone, but to also close the gaps that currently exist between students.

- **Regardless of their long-term pathway, alumni say that their social-emotional skills are critical to their success. In looking at Noble's alumni who continue their education after high school, these alumni differentially say the following skills are most beneficial to them in entering college and their career pathways<sup>13</sup>:**
- **Developing positive personal relationships and support systems**
- **Setting, managing, and achieving goals**
- **Becoming agents of their own path**
- **Being able to communicate effectively**

## STRATEGY

Based on this ambition and the current needs we identified, we will be making four specific investments over the next five years to improve college completion rates:

- **Continue to improve the quality of instruction by aligning training and coaching to The Noble Classroom**
- **Scale our alumni counselor program to achieve a 150:1 student-to-counselor ratio to replicate the success of the Pritzker Access Scholarship**
- **Begin to selectively partner with other organizations that have talent and partnerships with colleges in place now in recognition of the pace needed to scale internally**
- **Prioritize supporting students to develop social-emotional skills that will enable greater success in college through additional curricular supports**

<sup>11</sup> See chart on page 6

<sup>12</sup> 6-year completion rates for Latinx students are 33% for Noble and 21% nationally. For Black students at Noble, 32% complete vs. 22% nationally. Noble data are percentages of the 2013 graduating class earning bachelor's degrees in 6 years. National data from: KIPP Public Schools, The Promise of a Choice-Filled Life. 2019. [https://www.kipp.org/wp-content/uploads/2019/05/Higher\\_Ed\\_Report\\_Executive-Summary.pdf](https://www.kipp.org/wp-content/uploads/2019/05/Higher_Ed_Report_Executive-Summary.pdf)

<sup>13</sup> June 2019 Alumni Survey

## Continue to improve the quality of instruction by aligning training and coaching to The Noble Classroom

The purpose of The Noble Classroom (TNC) is to drive exemplary results for students through collaboratively defining, analyzing, reflecting on, and improving classroom instruction. Noble began working on TNC in the Fall of 2017, and started to fully integrate its eight classroom tenets into all network-wide training in the 2019-2020 school year. Additionally, campuses will be supported in using these tenets in coaching conversations, observation rubrics, and other practices that improve the quality of instruction.

### The Noble Classroom Tenets:

1. **Safe & Supported:** Students feel safe and supported in the classroom.
2. **Standards Based & Data Driven:** Students experience classroom curriculum driven by standards and informed by data.
3. **Connected:** Students experience learning that connects rigor and relevance.
4. **Intentional Time:** Students use their time intentionally towards daily and long term goals.
5. **Invested:** Students want to do the work.
6. **Empowered:** Students take ownership of their learning and feel authentic success.
7. **Cognitive Lift:** Students do the majority of the cognitive lift.
8. **Quality Responses:** Students provide quality responses.

We will continue to leverage this framework to align professional development, identify excellent teaching, and advance academic rigor and outcomes for Noble students.

Our aim is high: for 75% of our graduates to complete four-year college degrees. We have set this lofty target for a number of reasons:

1. **Some Noble students are already achieving at this level;** 72% of our nonselective Pritzker Access Scholars<sup>14</sup> currently project to complete college, signifying what can be possible more broadly.
2. **This target reflects the desires of our parents and students -** in a Noble-wide survey, 72% of students and 80% of parents identified college graduation as their ultimate goal for their time at Noble.<sup>15</sup>
3. **It is a social and moral imperative of our mission.** Achieving this target would mean that Noble students achieve outcomes on par with kids from high-income families in the United States.

“

“I really think that attending a Noble school was worth it because the academics were very good and helped me to thrive in college, and the support that I’ve received from all of my teachers have helped me to become the confident person that I am today.”

- ALUMNA

“

“While I understand that test scores and grades are important, there were many times when I felt more like a number than a student. I did not feel like I had any agency when it came to decisions made on my behalf.”

- ALUMNA

<sup>14</sup> The Pritzker Access Scholarship is awarded each year to graduates of Noble schools who are undocumented students and accepted to 4-year universities. Undocumented status prevents students from obtaining government-sponsored financial aid that is otherwise available to students of similar income demographics. The Pritzker Access Scholarship is designed to close this gap and also provides one-on-one support from Noble staff.

<sup>15</sup> June 2019 Student, Alumni, and Parent Survey

## Scale our alumni counselor program to achieve a 150:1 student-to-counselor ratio to replicate the success of the Pritzker Access Scholarship

Our Pritzker Access Scholarship (PAS) program currently represents best practice alumni supports within our schools, **resulting in college completion rates of 72% for its scholars** - a rate that not only represents the highest bar of success within Noble, but that is also a standout nationally. Therefore, one investment we will make over the next five years is to scale the practices of this program throughout Noble.

PAS students are academically no different than the average Noble student. The PAS Class of 2015 had a final high school GPA of 3.08, which is only 0.01 points higher than Noble's most recent class as a whole. Test score averages between the two groups are also similar. Additionally, the family cost of college for PAS scholars is equal, on average, to that for other Noble students. The scholarship merely replaces federal funding that PAS students are ineligible to receive. Finally, as Dreamers who came to the United States as undocumented minors, PAS students have also faced substantial institutional barriers as well as both overt and implicit racism in society - providing a powerful example of what can be possible even for students who face extreme barriers.

Our College Team has already begun to scale elements of the PAS model to more Noble campuses, likely a driver of recent persistence gains. The key remaining difference from other alumni is the greater level of support PAS receives from our alumni counselors; these counselors support students on a 150:1 ratio, whereas other alumni currently receive less direct support, with an average ratio closer to 300:1. Over the next five years, we will accelerate the growth of our alumni counselor supports so that Noble can maintain a 150:1 ratio of alumni to counselors across our campuses. This investment will ramp up incrementally over the next three years, with a goal of hiring four new alumni counselors each year - for a total of 38 alumni counselors by 2023 to support approximately 12,000 active alumni.<sup>16</sup>

## Begin to selectively partner with other organizations that have talent and partnerships with colleges in place now in recognition of the pace needed to scale internally

We recognize there will be limitations to how rapidly we can scale our internal supports, and therefore, we are also committed to exploring the potential for new external partnerships to address near-term gaps. Noble Forward is an example of a key partnership focused on helping alumni progress toward degrees. In this program, students can

“

We need better support for advisories. We do a lot of academics in this school, but our kids need more support dealing with everything they go through... Advisory needs a curriculum.

- NOBLE TEACHER

“

Noble is so structured, but life isn't, so we can't constantly be making all the decisions for our students. They need to be able to make their own choices.

- NOBLE PRINCIPAL

<sup>16</sup> Support will be focused primarily on the youngest half of those students, allowing coverage at the target ratio.

## PRIORITY 2: ACADEMICS AND COLLEGE COMPLETION

attend an online, competency-based program with Southern New Hampshire University, in which they are provided with support through weekly 1-to-1 coaching as well as a peer cohort. Almost 100 students have begun this program since its inception in March 2019 and we plan to grow until hundreds more are taking advantage of this opportunity to earn their degrees.

We will begin to explore more prospective partnerships with organizations that have demonstrated similar or higher rates of college completion, ideally with existing programs at schools that Noble alumni frequently attend. We plan to begin this investment in the form of pilots to test efficacy and feasibility with each new partner, starting with one university and one class in the first year and building from there.

### **Prioritize supporting students to develop socioemotional skills that will enable greater success in college through additional curricular supports**

In addition to academic subject areas, students need support in developing a range of skills and mindsets commonly referred to as non-cognitive, metacognitive, or character-based in nature. During the summers of 2013-2016, Noble developed research-based standards, diagnostic assessments, and sample lessons to help Noble students develop these skills and mindsets in the classroom. Collectively, they are the College Completion Standards (full standards are available in the appendix).

We heard demand for greater focus on developing students' non-cognitive skills consistently across conversations with stakeholders as part of this planning process.

Staff across Noble identified advisory classes as one lever to deepen students' non-cognitive skills. Echoing the successful model in core academic contents, we will invest in the creation of a baseline curriculum and aligned set of teacher trainings that can be used in advisory and are aligned to Noble's College Completion Standards. While one expectation for these materials is that they can be used in advisory, each campus has a different context and we expect campuses to experiment with other methods of delivering this material.



“

We need some kind of curriculum - where we are developing the whole child. Students deal with so many issues - violence, broken families, lack of food - we don't really deal with that. We need to teach them how to handle stress and overcome those obstacles to be successful. Some of those obstacles become the very reason why they can't complete their four years - it has to be done in advisory.

- NOBLE TEACHER

“

There has to be more conversation when students are seniors about things beyond academics that they will deal with.

- NOBLE TEACHER

“

Noble prepared my daughter academically for college, but there are aspects of the college experience she had to figure out on her own... over the past 3 weeks, there has been some racist stuff going on [at her college]... our students of color go on to predominantly white institutions, are we preparing them for that culture shift?

- NOBLE PARENT



## PRIORITY 3

# Student Experience & Retention

## CONTEXT

Noble has historically outperformed Chicago Public Schools when it comes to student retention. By every publicly reported measure - student mobility, graduation rates and drop-out rates - Noble schools are keeping, graduating and sending more students to college. In recent years Noble has also improved exclusionary practices markedly; our expulsion and suspension rates hover around the district average.

### And, we know that is not enough.

When we examine the data more closely, too many students that start with Noble do not end up finishing with us. When we look at the Freshmen from our SY14 & SY15 cohorts,

only 59% of them graduated from Noble. Our data shows that this is primarily driven by students being held back: of those students who are required to repeat a grade only 3% of students end up graduating with Noble. Driven by the need to better support our students, in the Spring of 2019 Noble convened a diverse committee of representatives from across Noble into a Student Retention Steering Committee to evaluate and reform Noble's policies and practices.

As a result, Noble is embracing a more redemptive discipline approach, which is already rolling out across Noble<sup>17</sup>. There is room to grow, not just in policy and practice, but in a holistic look at improving the student experience at Noble.

## STRATEGY

The strategy for addressing student retention falls into a number of categories:

- Focus on measuring and creating positive student experiences
- Improve and scale best practices in multi-tiered student support
- Disciplinary policy and practice shifts, supported by data systems that monitor student retention
- Embed DEI as a central focus of student experience by listening more to the students, families, and communities around our schools

### Focus on measuring and creating positive student experiences

Educators at Noble are deeply concerned with creating a positive experience for the students we serve. However, until now we have not had specific practices to measure student experience and to use that data to improve. Noble will pilot and implement measurements of student experience and

data systems that will allow all staff at Noble to understand our progress in this area. As we execute this strategy, we are confident that this will also contribute significantly to improving student academic outcomes and our student retention rate.

<sup>17</sup> The full set of recommendations and analysis from the Student Retention Steering Committee are in the Appendix.

## PRIORITY 3: STUDENT EXPERIENCE & RETENTION

Although we have not had ongoing surveys of this, we know from the surveys conducted during this strategic planning process that our students say the three most critical drivers of positive experiences are supportive relationships with teachers, academic growth, and extracurriculars (e.g., The Noble League, clubs, etc.)<sup>18</sup>. This emphasis on classroom relationships is echoed in The Noble Classroom tenets of “Connected, Empowered and Invested.” To that end, we will continue to build professional development on instructional practices that build positive student experience and drive academic outcomes. Here, again, our core value of diversity, equity, and inclusion will be woven in.

### Improve and scale best practices in multi-tiered student support

Best practice student support systems already exist in pockets across Noble campuses. When functioning at the highest levels, campuses use data at their fingertips to inform quick action and intervention. Strong systems allow campuses to tier support depending on student need for attendance, academics, and discipline. This allows all students to be present and engaged in school, experience academic success, and demonstrate strong character.

For example, when a student shows a pattern of absenteeism, school support personnel engage in dialogue with families to understand the root of the issue. If a student exhibits a series of poor choices, adults with whom the child has a strong relationship provide the support necessary to understand why and establish strategies for positive behavior change. When systems are working well, all adults are able to band together for the support of students at the earliest signs of slipping. Those campus best practices - of systems and interventions - must be captured and scaled so that the levels of support felt by a struggling student at any campus are equitable.

### Policy and practice shifts, supported by data systems that monitor student retention

The Student Retention Steering Committee issued a set of eleven recommendations including discipline policy changes, suggested scaling of best practices, and implementation of new data tracking systems<sup>19</sup>. In short, policies have evolved to be more redemptive and less punitive. There are now more and better paths to persist at Noble regardless of



disciplinary struggles a student might experience early in their tenure.

Beyond policy changes, Noble must scale the best practices for student retention identified by the steering committee and implement improvements to the data systems that help better monitor student retention. The more advanced metrics we will add to our data systems will allow Noble staff to more quickly and effectively identify moments where we are falling short and intervene earlier and more effectively.

### Embedding DEI as a central focus of student experience by listening more to the students, families, and communities around our schools

To better support and retain our students, we are committed to listening and engaging more with students, parents, and communities to create educational experiences that meet the needs of our communities. Over the next five years, we will invest differentially in engaging the broader communities around our schools to build relationships and shape our schools to reflect their desires for what will create positive educational experiences for students<sup>20</sup>.

This new emphasis on listening is also critical to our new focus on diversity, equity, and inclusion (DEI), which we believe will ultimately improve outcomes for students and improve their experience<sup>21</sup>.

<sup>18</sup> See our analysis on the drivers of positive student experience on page 9.

<sup>19</sup> The details of those recommendations are available in the appendix.

<sup>20</sup> See Priority 5 for details on the investments we will make in community engagement.

<sup>21</sup> To see the full set of investments we will make related to DEI, see the details in the Priority 1 section of this narrative.

## PRIORITY 4

# Staff Experience & Retention

## CONTEXT

In 2016, we partnered with The New Teacher Project (TNTP) to conduct a full assessment of the teaching experience at Noble. The result was a comprehensive five-pillar strategy to address the most significant pain points for teachers across Noble: **Compensation, Time, Vision, Recognition, and Career Pathways**. Over the past few years, we have made positive strides towards implementing new initiatives in service of that strategy, including an updated pay scale for increased transparency and the Distinguished Teacher program that recognizes our most effective and transformative teachers.

Alongside the TNTP strategy, we sought to understand what would drive greater retention of our teachers. A Noble-wide survey conducted last school year by Promise 54 found that 55% of current staff expect to be working at Noble three years from now. We have also seen equity implications in this challenge, with campuses with the highest equity scores

experiencing higher rates of turnover compared to the rest of Noble (see graphic on the following page). The challenge Noble faces echoes the broader education landscape of teacher shortages, which are particularly acute in special education and STEM fields. Recognizing that the progress toward our ambitious vision will be driven by the people at Noble, we have an intense interest in continuing to improve the experience of working at Noble and, by extension, the recruitment and retention of incredible educators.

First and foremost, we will continue to pursue the pillars laid out by TNTP assessment. This calls for continual evaluation of our total compensation, involvement of teacher voice in decision-making, clear expectations and vision for schools, transparent career pathways, and a focus on sustainability. This strategy is already having an impact and has been in process for several years.

## STRATEGY

To further ensure our staff can thrive at Noble, we will:

- **Provide all teachers with differentiated professional development supports**
- **Retain and celebrate top performing teachers through the Distinguished Teachers program**
- **Continue a specific focus on recruiting and retaining teachers of color**

These priorities, as well as other new and innovative approaches we expect to hear from our staff, will aim at making work at Noble more sustainable. This will ensure that the most transformational educators can continue to have an impact on the lives of the students we serve.

PRIORITY 4: STAFF EXPERIENCE & RETENTION

**Provide all teachers with differentiated professional development supports through The Noble Classroom (TNC) trainings, with a special focus on supporting new teachers**

To ensure Noble teachers can succeed in their roles for the long term, we are committed to ensuring that our teachers receive high quality professional development so they can thrive in the classroom.

Supported by decades of research on effective professional development, we believe that the best way to support our teachers is to ensure they can maximize their opportunities for in-classroom development, complemented by coaching and specific feedback on ways they can individually improve. This ultimately stems from a shared definition of high-quality instruction on which teachers receive continuous coaching: The Noble Classroom (TNC).<sup>22</sup>

In addition to classroom-based learning, we have created and will continue to refine a series of trainings that are available to teachers tied to TNC tenets. Each training is

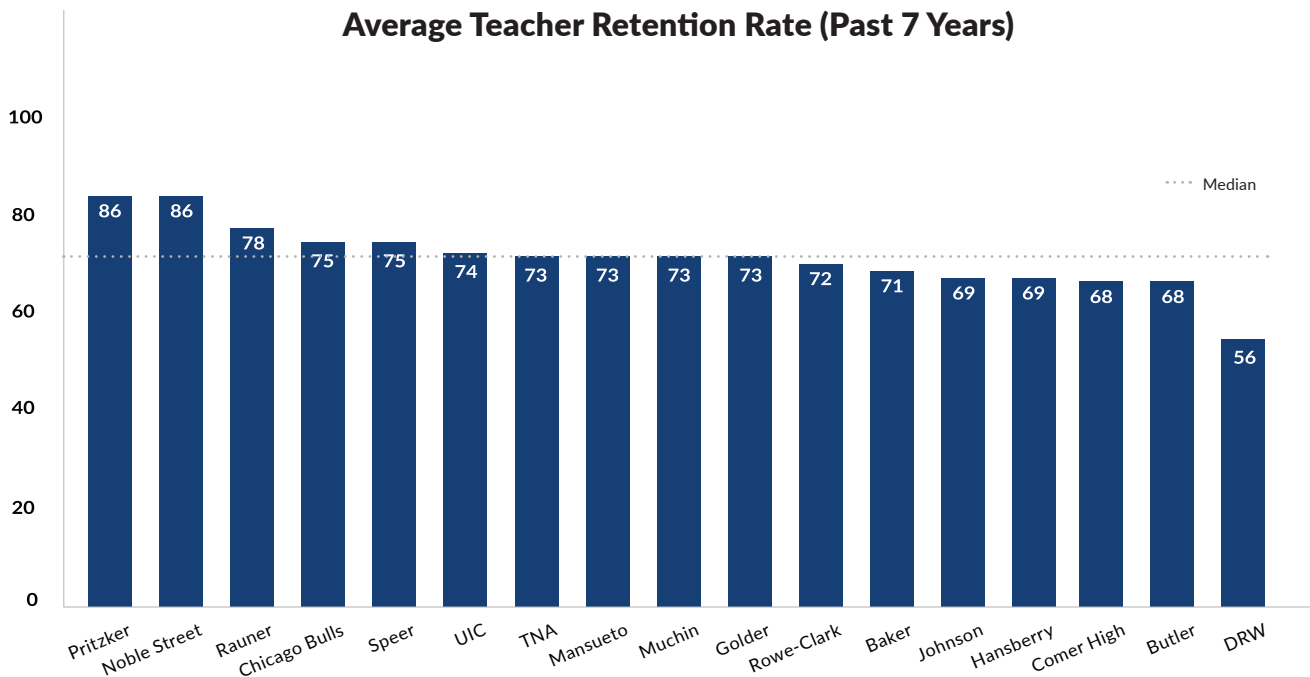
offered at different skill levels in order to support teachers at various experience levels. To ensure individuals are connected to the best fit trainings, principals and deans of instruction will recommend specific trainings to each teacher based on their individual needs.

We are particularly focused on supporting our growing cadre of new teachers at Noble. Given the shifts in the external job market, these past few years we have hired a greater percentage of individuals who are new to the teaching profession: as of January 2019, 19% of Noble staff have fewer than 2 years of teaching experience.

In addition to TNC trainings, further investments to provide high-quality coaching for our teachers include:

- Hiring a central coach for deans of instruction to provide greater support for instructional coaching across Noble
- Providing each school with additional resources to create more opportunities for development (e.g., via professional learning communities or classroom observations and direct coaching)

**Average Teacher Retention Rate (Past 7 Years)**



<sup>22</sup> See Priority 2 and the Appendix for more on The Noble Classroom.

## Retain and celebrate top performing teachers through the Distinguished Teacher program

To ensure students are supported to succeed, it is critical that we develop and retain high performing teachers. We launched our Distinguished Teacher Program in 2019 to identify, recognize, and reward a select group of Noble teachers who have achieved exceptional results for students at Noble for at least three years and during that time exemplified the five key questions laid out in the Distinguished Teacher framework:

- Students achieve exceptional academic growth
- Students feel invested, empowered, and connected
- Approach to instruction pushes students' cognitive lift, quality responses, and intentional use of time
- Classroom is inclusive of and relevant to the student body
- Instruction creates impact for the school and the broader community

We will continue to invest in this flagship effort to recognize and reward those teachers that have repeatedly committed to Noble and are delivering extraordinary results for our students. As this cohort grows, teachers across Noble will have greater access to examples of exceptional teaching as defined by TNC.

## Continue a specific focus on recruiting and retaining teachers of color, given their differential value to supporting students of color

Teachers of color play an outsized role in supporting and empowering students of color by providing visible role models for students and by bringing a better understanding of their identities and backgrounds to the classroom.<sup>23</sup> A focus on recruiting and retaining teachers of color will be critical for us to achieve our goals of creating a positive experience and sense of belonging for all of our students. We have made great strides in this over recent years, going from 26% instructors of color in 2012 to 50% in 2019. Of our Noble staff as a whole, 59% identify as people of color. We aim to continue to grow and retain a diverse team.

We have already started to explore ways in which our culture and processes may create unintentional barriers or unwelcome environments for staff of color, and we will continue to expand those efforts to ensure all our staff can thrive at Noble. Potential examples of future investments include increased availability of bias and cultural competency training for our recruiting team, or the creation of a standardized rubric for hiring processes. For the full set of investments we will make related to diversity, equity and inclusion, see the details in the Priority 1 section of this narrative.



<sup>23</sup> A New York Times article cited that, "When black children had a black teacher between third and fifth grade, boys were significantly less likely to later drop out of high school, and both boys and girls were more likely to attend college." Miller, Claire Cain. "Does Teacher Diversity Matter in Student Learning?" The New York Times. 10 September 2018. <https://www.nytimes.com/2018/09/10/upshot/teacher-diversity-effect-students-learning.html> (Report: Gershenson, Seth, et. al., The Long-Run Impacts of Same-Race Teachers, IZA Institute of Labor Economics, March 2017, <http://ftp.iza.org/dp10630.pdf>)

## PRIORITY 5

# Sustainable Growth + Healthy Enrollment

## CONTEXT

**Current demographic and political conditions in Chicago are unfavorable for further growth for the next five years.**

Enrollment across Chicago Public Schools has declined annually since 2002, and in 2017 and 2018 CPS experienced record-level drops, losing 11,000 and then 10,000 students district-wide.<sup>24</sup> Despite fewer students across CPS, more students and families are coming to Noble. As of the 2018-19 school year, Noble served 11.4% of Chicago Public Schools students.<sup>25</sup> Despite this overall growth, Noble is not immune to the broader population declines in the city: where some Noble campuses reside in neighborhoods suffering from systemic disinvestment and population loss we have experienced open seats.

Local political conditions may further add to the enrollment challenges in the next five years. Illinois Governor J.B. Pritzker announced plans to curtail charter school growth, which was backed publicly by Chicago Mayor Lori Lightfoot.<sup>26</sup>

This political environment is at odds with the choices of Chicago families who continue to choose Noble. Given the demographic and political conditions, Noble has no plans to

open additional campuses in the near future. With continued strong academic and college success and an increased focus on a vision prioritizing positive and equitable student experience and agency, Noble hopes and expects to have the privilege of serving an increasing percentage of the city's students as a result in the next five years by welcoming more students to our existing campuses.

In the next 1-2 years, Noble aims to exceed its current enrollment of just over 12,000 students, by ultimately exceeding 13,000 students per year in the next 2-4 years. This degree of enrollment would allow us to fully utilize the classroom space available across our existing 18 campuses.

Given our ambitious vision to realize record-levels of college completion for students and to close attainment gaps, we will prioritize our focus on academic growth over the next five years, rather than focusing on growing the number of campuses that we operate. As we make progress toward our academic goals after five years, and as political conditions shift, we will re-evaluate whether to grow.

## STRATEGY

To ensure sustainable growth and healthy enrollment, we will:

- Focus on student retention
- Invest in developing a student recruitment team
- Create positive experiences for students and families and engage deeply with our communities
- Equitably support our schools to deliver excellent instruction
- Ensure school safety
- Seek to achieve equity in the facilities we provide our students

<sup>24</sup> Juan Perez Jr., "Chicago Public Schools Enrollment Drops by 10,000 students," Chicago Tribune, October 26, 2018

<sup>25</sup> CPS high school enrollment in 2019 was ~106,000 students. 12,200 of those students were Noble students. [https://cps.edu/About\\_CPS/At-a-glance/Pages/Stats\\_and\\_facts.aspx](https://cps.edu/About_CPS/At-a-glance/Pages/Stats_and_facts.aspx)

<sup>26</sup> Chalkbeat (2018): Signalling waning enthusiasm for charters, Chicago officials move to deny all new applications. Chicago Sun Times (2018): Why charter school supporters worry about the next mayor of Chicago. CBS Chicago (2017): West Side alderman stands firm against charter school expansion. CPS (2018): Annual regional analysis 2017. CPS (2018): Annual regional analysis 2017: Greater Stony Island. CPS (2018): Annual regional analysis 2017: West Side. "Fourteen candidates responded to a written prompt, "What is the appropriate role of charter schools within the CPS system?"

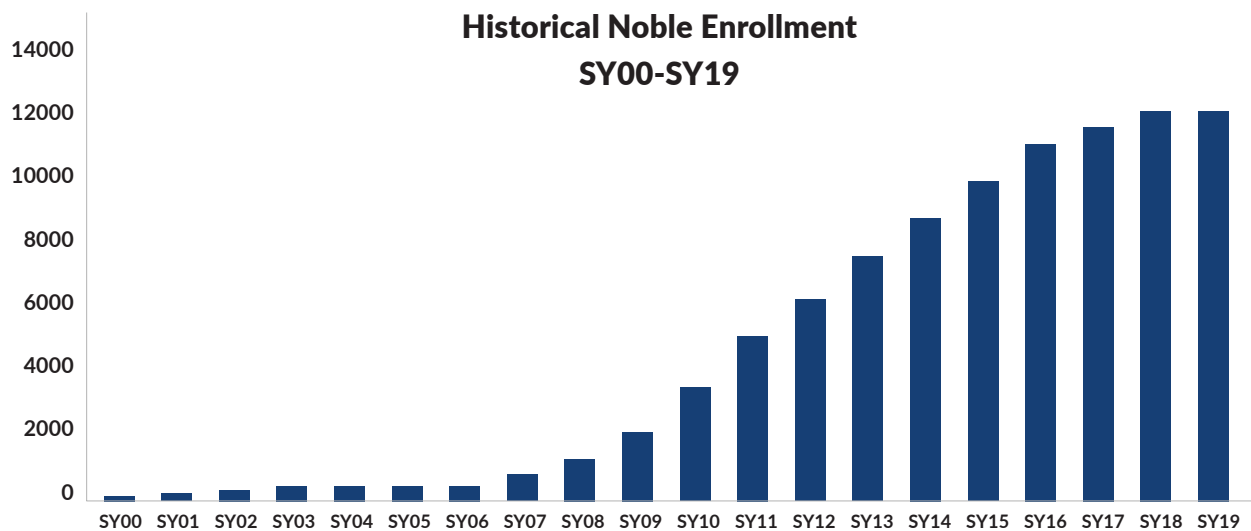


### Focus on student retention

Schools that have faced declining enrollment have struggled particularly with retention. Keeping students in our schools is our top priority and a key strategy to ensure we meet our enrollment goals. For more details on our student retention strategy, see Priority 3.

### Invest in developing a student recruitment team

To ensure that all of our schools continue to attract a large number of students in the midst of declining overall enrollment in CPS, we will invest in creating a full-time student recruitment team. This team will have individuals dedicated to promoting Noble across all of Chicago for all campuses, and will also invest in individuals who are dedicated to supporting specific schools that have recently faced enrollment challenges.



### **Create positive experiences for students and families and engage deeply with our communities**

By focusing on creating positive experiences for students and families, we believe that students will be more likely to not only thrive in school, but to promote their experiences to others as well. This will help to ultimately attract more students.

A critical piece of this will be in engaging more deeply with the communities around our schools, particularly the schools that have recently faced declines in enrollment. We will work intensively over the first year of this strategy to understand what our schools can provide to create more positive experiences for students. This will involve a year-long series of community reviews and listening sessions to identify community priorities for our schools, seeking input on a range of issues from facilities to academics to extracurricular and community-level programs. These community reviews will culminate in recommendations for additional investments to improve student experiences. We are budgeting funding annually, starting in 2020-21, to invest in these recommendations.

### **Equitably support our schools to deliver excellent instruction**

What we know to be true is that the best thing we can do for students is to provide them with excellent educational experiences that prepare them to succeed on the paths of their choice. We aim to ensure that every school is equitably supported so that every student who comes to Noble can thrive. Providing more equitable supports will have an outsized impact on the schools that have recently faced challenges in enrollment. For more on our approach to equitable funding, see Priority 1.

### **Prioritize school safety**

Feedback from students and parents in our 2019 review indicated that feeling safe on our school campuses is a key contributor to students choosing and having a positive experience in school. We will prioritize continuing to create safe environments at our campuses, and will institute practices such as Safe Passage at our schools to ensure that students feel safe both on campus and in transit to and from school.

### **Seek to achieve equity in the facilities we provide our students**

As we look across Noble and across Chicago broadly, we realize that school facilities play an important role in determining students' experiences in school. Facilities could include athletic fields, STEM labs, theaters and arts facilities, and other enhancements that contribute to positive student experiences. We ultimately seek to create equitable and positive experiences for our students, and as a result seek to achieve equity in our school facilities. Alongside parents and community members, Noble will continue to advocate to local and state agencies to create equitable facilities for our students in the future.





## PRIORITY 6

# Noble Support Team

## CONTEXT

The Noble Support Team (NST) has developed over time to serve the needs of campuses as those needs have evolved. As Noble grew from one campus to multiple campuses the NST added functions to support those operations - facilities and food service to manage an increasingly complex building and meal infrastructure, a finance team to manage budgeting and payments, an academics team to manage the implementation of standardized interim assessments and network-wide professional development and so on. **The central goal of NST is and continues to be service to campuses: to break down barriers and create support systems so that students, teachers, and staff can do their best work.**

With that focus, satisfaction ratings among principals and campus representatives have improved over the past ten years: from 2.50 to 3.75 on a four-point scale. We know that this is an imperfect measure and will continue to refine the ways in which we capture quality and impact of service as we move forward. Noble spends ~13% of its budget on

NST, which is in-line with or slightly smaller than other high-performing charter schools nationally.

NST's evolution to date has been marked by a "start-up mentality," building new roles and departments as needs arose, with many staff and teams serving multiple functions. This organic growth was excellent at being responsive to campus needs, but there is now an opportunity to improve efficiency and impact. Specifically, some functions are performed in multiple parts of the organization and communication across teams can be improved. Additionally, in pockets of the organization, management spans are too large for effective support and execution.

Moving forward, we aim to ensure that NST's size stays about the same as a proportion of total budget, to ensure that we can effectively balance being large enough to meet student's needs, while staying lean enough to maximize the dollars that go directly to our campuses. To the extent roles are added at NST they will be tied to strategic priorities.

## STRATEGY

Strengthening NST moving forward will require three different strategies:

- **Strengthening cross-functional decision making**
- **Ensuring key leaders are placed to execute the strategy**
- **Clarifying roles to avoid duplication of activities and consolidating functions that exist across multiple teams**

### Strengthening cross-functional decision making

A critical piece to maturing effectively as an organization is creating a system that facilitates effective cross-functional

decision-making. This can be difficult without a clear understanding of roles, or when a team is too large to have meaningful group discussions that lead to critical decisions.

To improve decision-making, we think a critical next step is reducing the CEO's management span. **The role of**

## PRIORITY 6: NOBLE SUPPORT TEAM

**President** will better support the leadership team and will be chiefly responsible for successfully executing the goals of this Strategic Plan.

The President and the CEO, along with the Head of Schools, will continue to rely on the leadership team to solicit input on critical decisions from a variety of perspectives. The leadership team will also continue to seek input across a wide range of stakeholders on key decisions, building from Noble's strong practices in inclusive decision-making.

### Ensuring key leaders are placed to execute the strategy

Given our expanded commitment to Diversity, Equity, and Inclusion, NST will hire a **Chief Equity Officer** to lead a team focused on the design and execution of DEI-related policies, programs, and partnerships.<sup>27</sup>

To ensure Noble has sufficient support for its campus leaders, NST has added an **additional Managing Director of Schools** for this coming school year to reduce the management span of the Head of Schools team and provide greater support to Noble's principals.

To bolster enrollment and better understand the broader community's needs, NST has hired **four additional Student Recruitment leads** to support under enrolled campuses as they move closer to full enrollment.

To foster a more inclusive culture that creates more positive experiences for students, NST will hire a **Manager of Culture**. To aid in the process of identifying new Distinguished Teachers and ensuring existing ones can share their influence across Noble, NST will hire a **Manager of Academic Operations**.

### Clarifying roles to avoid duplication of activities and consolidate functions that exist across multiple teams

To date, personnel working on key data systems for Noble exist across multiple teams. To maximize efficiency and synergy across data systems, Noble will **hire a Chief Data & Innovation Officer and house all data and software development personnel under them**. This will provide greater clarity to the team and to Noble broadly while also providing the opportunity to develop even better tools for our teachers and staff.

There are likely other opportunities to better align and consolidate efforts when it comes to the work of NST, and as such the President and the CEO, in consultation with leaders from across the organization, should consider where certain functions and the related budget lie each year through the duration of this plan.

## FINANCIAL PLAN

We are proud of the breakthrough results our schools and students have already achieved, and are excited to ensure that even more students are able to pursue the pathways of their choice, leading to even more graduating from four-year colleges.

To ensure that we can continue to support students throughout varying financial climates, we remain laser-focused on maintaining a financially healthy organization with sufficient reserves. In order to support our strategy going forward, we plan to invest additional funds in the

next three years, with plans to hold a mid-point review in year three to evaluate how we may need to adjust our funding based on the success of our investments to date. Noble will continue to advocate alongside parents, alumni and our staff for additional funding and resources in the pursuit of this mission.

<sup>27</sup> See Priority 1: Equity for further details

# Conclusion

**Thank you to all of the people who contributed their time, thoughts, and energy to making this strategic planning process so successful. We are incredibly grateful for the dedication that each of you has shown to making Noble the best that it can be.**

Over the past 20 years, Noble has grown into one of the highest-performing schools in the country. We are proud of the accomplishments of our schools and students, and are excited by the potential we have to learn and grow over the next five years.

We are confident in our path forward because of the diverse perspectives and expertise of the Noble community that informed this plan. We believe it echoes the idea on which Noble was founded - that we can lead with both love and high expectations, that our alumni have achieved so much and are capable of so much more.

In this plan we will build on our areas of strength, and improve where we have room to grow. We are committed to this continuous learning and improvement, and will monitor our progress against this plan and adapt as needed. We are driven by this vision for our future - that we will ensure that students at Noble have equitable and positive experiences so they may succeed on the paths of their choice. In college graduation and otherwise, Noble students will prove what is possible. **We remain committed in our core to this idea of “and”; that Noble has led the way for the last twenty years and we’re just getting started.**



## Thank you to the thousands of people who informed this plan

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Allison Clements  
Allison Walsh  
Allison Ware  
Alyssa Salette  
Amy Armstrong  
Amy Hynes

Chanelle Bell  
Chase Johnson  
Chelsea Emond  
Chivon Ford  
Christina Ginardi  
Christopher Goins  
Cicele Bennett  
Claudia Rodriguez  
Conor Quinn  
Constance Jones  
Courtney Tarver  
D. Green  
Dalonte Burns  
Dane Maodush-Pitzer  
Darko Simunovic  
Darryl Patteson  
David Weinberg  
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Deb Wach  
DeJuan Henderson  
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James Troupis  
Janelle Jenkins  
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Jasmin Ruvalcaba  
Jasmine Guy  
Jasmine Robinson  
Jason Moore  
Jason Ronai  
Jeanette Acevedo  
Jen Cotton  
Jenna Mullen  
Jenna Selgrad  
Jennifer Reid  
Jennifer Wilson  
Jenny Song  
Jeremy Allen  
Jerwane Ford  
Jessica Montanez  
Jessie Bylander  
Jessie Weingartner  
Jill Gottke  
Jill Kohlberg  
Joe Pinkston  
Joe Ravesloot  
John Butler  
Jonas Cleaves  
Jonathan Reinsorf  
Joni Rogers  
Jordan Kruger  
Josh Pilz  
Judy Castellanos  
Julian Kidd  
Julie Dreifuss  
Julie Hess  
Julie Horning  
Justin Pitts  
Kameshia Ward  
Karla Arce  
Kashawndra Wilson  
Kasie McElroy  
Kate Gilligan  
Kate Lilley

Lisette Garcia  
Lyndsay Cowles  
Lynne Stanko  
Maggie Antonelli  
Maria Luna  
Maria Onaindia  
Maricruz Montero  
Maritza Francois

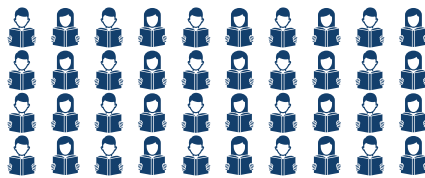
Quiana Jones  
Rachel Powers  
Rajeeyah Muhammad  
Rashad Davis  
Rhonda Cohen  
Richard Mosley  
Ron Berry  
Rose Colgan



**338 parents surveyed**

Mark Hamstra  
Mary Arrigo  
Masrura Faruque  
Matt McCabe  
Matt Niksch  
Matthew Brown  
Matthew Gerber  
Megan Camacho  
Meredith Mersits  
Michele Ybarra  
Michelle DeBrincat  
Michelle Sharkey  
Miguel Acosta  
Mike Madden  
Miquel Lewis  
Miracle Moss  
Mollie Griffin  
Molly Janney  
Monica Bromber  
Monique Krohm  
Nancy Golder Northrip  
Natalie Arroyo  
Nicholas Jones  
Nick Caputi  
Nikki Cavitt  
Nikki Desgrosellier  
Nora Lawrence

Rose Traubert  
Ross Hunefeld  
Roxana Flores  
Ryan McBride  
Samantha Meyer  
Samantha Siro  
Samantha Zimmerman  
Sara Kandler  
Sarah MacCallum  
Sarah Strachan  
Sarah Weidinger  
Sean Healy  
Shannon Gunty  
Shela Lopez  
Shiyi Van Gorden  
Sigourney Starks  
Sirena Mota  
Solly Thomas  
Steve Denza  
Steve Sullivan  
Susan Poser  
Tanya Klinkhachorn  
Taylor Beale  
Teneisha Wortham  
TeNia Hutcherson  
Terrence Pruitt  
Tierionna Pinkston  
Tiffany Pahnke  
Tiffany Witt  
Tim Jefferson  
Tony Briscoe  
Tonya Milkie  
Trent Epley  
Tressie McDonough  
Troy Ratliff  
Vanessa Ruiz  
Vanita Rockford  
Veleta Spruille  
Victoria Luna  
Vince Gay  
Vondale Singleton  
Wendy Erskine  
Whitney Carson  
Wildanette Mollfulleda  
Winnie Cheung  
Yesenia Santoyo  
Yoseline Huerta  
Yvette Ruth



**700 students surveyed**

Ana Mejia  
Angelica Stapert  
Anne Mueller  
Antonio Ayala  
Ashley Norris  
Ashley Ochoa  
Audrey Borling  
Audrienna Lampkins  
Ayanna Banks Harris  
Ayanna Pearson  
Barbara Speer  
Becki Stone  
Becky Baker  
Becky Wessels  
Ben Gunty  
Bianca Severino  
Brad Johnson  
Brenda Cora  
Brendan Bedell  
Brennan Lawler  
Brian Krahulec  
Brian Riddick  
Brittany Mather  
Brooke Semel  
Byron Adams  
Camille Auguste  
Caroline Ryden  
Carrie Spitz  
Cassandra Hannah  
Catherine Ryan  
Cecilia Alcaraz  
Celise Bonet

Dominika Villena  
Dragana Gole  
Dustin Tatroe  
Ebonie Durham  
Elise Sivaja  
Ellen Metz  
Emily Browne  
Emily Mason  
Emmanuel Jackson  
Ennis Bynum  
Eric Rapp  
Erin Cowgill  
Erin Greenfield  
Erin Nelson  
Estèe Kelly  
Freddy Corral  
Gaylord Minett  
Genesis Jelkes  
Geomele Moya  
Guy Comer  
Hamza Salameh  
Hans Gehrke  
Harriette Coleman  
Harvey Medvin  
Hector Gonzalez  
Hillary Knutsen  
Isabella Giorno  
Ivory Duncan  
Jack Greenfield  
Jack Pruitt  
Jackie Arroyo  
Jackie Ekberg



**461 alumni surveyed**

Kelly Dean  
Kelsey Klupchak  
Kyle Cole  
Kyle Worthman  
Laura Balsewich  
Laura Rodriguez  
Lauren Feldman  
Lauren Fifolt  
Lela Day

Norma Gutierrez  
Onel Abreu  
Paige Moran  
Pam Johnson  
Patty Arroyo  
Patty Pena  
Paul DeStefano  
Paul Hughes  
Phillip Davis