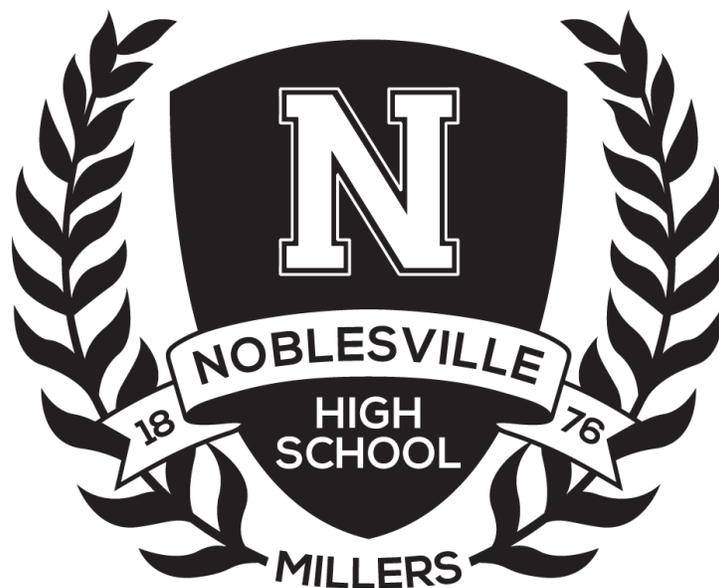


NOBLESVILLE HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN



2017-2018

**NOBLESVILLE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
VISION, MISSION, AND BELIEF**

STATEMENT OF VISION

Our students are:

- engaged in intellectual pursuits
- inspired to challenge the present
- empowered to adapt, innovate and succeed today and tomorrow.

STATEMENT OF MISSION

Noblesville schools creates a learner-centered culture that seamlessly fosters future-ready skills through authentic, interdisciplinary experiences supported by strong relationships among students, staff, parents, and the community.

BELIEF STATEMENT

We believe that:

- All individuals have equal value
- People should treat others with dignity
- People are responsible for the choices they make
- Learning is important, and all people can learn

**NOBLESVILLE HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
SCHOOL AND COMMUNITY PROFILE**

INTRODUCTION

School, Community, and Educational Programs

Noblesville High School is the single public high school located in Noblesville, IN, a suburban community located just north of Indianapolis, IN. The September 2016 ADM report listed 2,898 students enrolled at the high school level. The staff includes one principal, four assistant principals, one hundred sixty-eight teachers, two deans of students, and nine guidance counselors. The Noblesville Schools system consists of seven elementary schools (K-5), two middle schools (6-8), and Noblesville High School (9-12).

Description and Location of Curriculum

The Noblesville High School curriculum was designed using the Understanding by Design model based on the Indiana Academic Standards. Teachers’ lesson plans cite the standards addressed in daily, weekly, and unit plans. Courses are briefly described in the NHS Course Planning Guide and more fully on the Noblesville High School website, www.noblesvilleschools.org.

NHS offers various opportunities for students to earn college credits at the same time they earn high school credits. Students may earn credits from Indiana University, Purdue University, Vincennes University, Indiana Purdue University at Indianapolis, Butler University, and Ivy Tech Community College. These dual credit courses include

Design Processes	English Composition
Introduction to Engineering	Calculus
Principles of Engineering	Elementary Chemistry
Civil Engineering and Architecture	Geology
Principles of the Biomedical Sciences	Historical Geology
Web Page Design	US History
Business Computer Applications	Microeconomics
Accounting	College Readiness
Personal Financial Responsibility	Advanced Composition
Computer Programming	Speech
Anatomy and Physiology	Automotive Services
Human Body Systems	Biomedical Innovations
Medical Interventions	Aerospace Engineering
Engineering Design and Development	Cadet Teaching
Advanced Band	Certified Nursing Assistant

Ivy Tech has a community campus in Noblesville that offers evening courses for high school students. In addition, NHS offers an automotive program at Hare Truck Center, and is partnered with Associated Builders and Contractors (ABC), through which students can receive industry-recognized certification and complete one year of an industry-specific apprenticeship program. NHS students may also enroll in vocational courses at the J. Everett Light Career Center. Many JEL courses offer dual credit, and some JEL programs culminate in area certification or licensure.

Seniors at NHS may choose to participate in an internship program with local partnering businesses. These opportunities are available to all students, including those with disabilities. The Project Work program was developed to provide opportunities for students with special needs to gain experience in the workforce with additional support. Comprehensive Special Education services are provided at NHS in all of its programs. Internship participation has increased dramatically at NHS and continues to grow. During the 2016-17 school year, nearly one-third of the senior class participated in various internships.

Assessment Instruments

The following assessment instruments are analyzed to evaluate school improvement:

- SAT scores
- AP Scores
- ISTEP+ 10th grade test
- Locally developed skills assessments (performance tasks)

Secondary Provisions

Noblesville High School offers educational programs leading to Core 40 with Academic Honors, Core 40 with Technical Honors, Core 40, and basic diplomas.

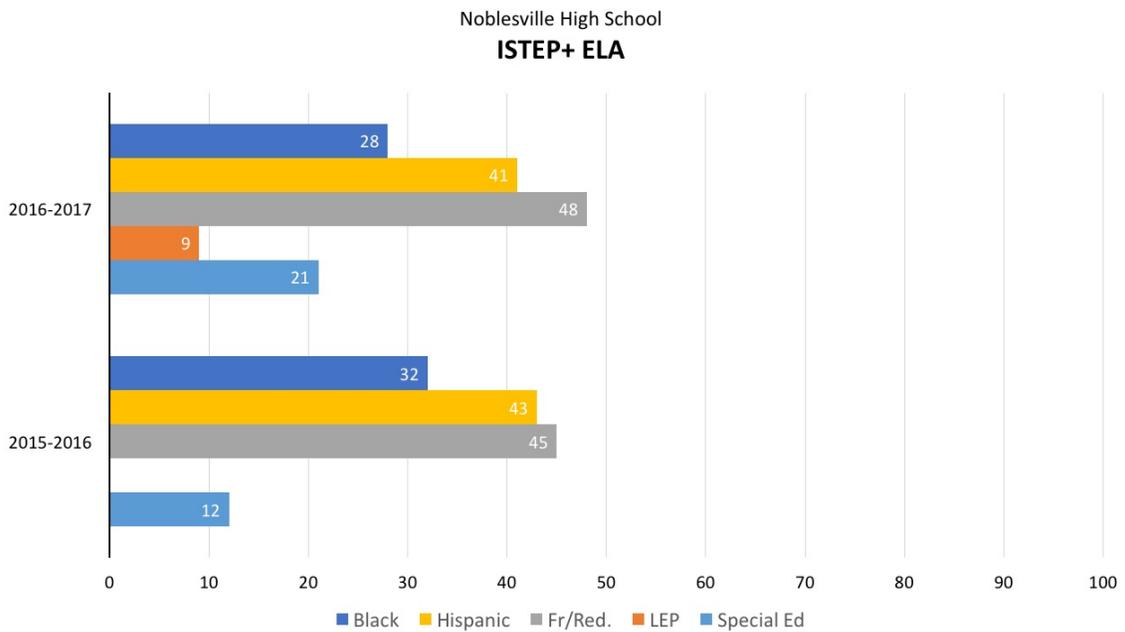
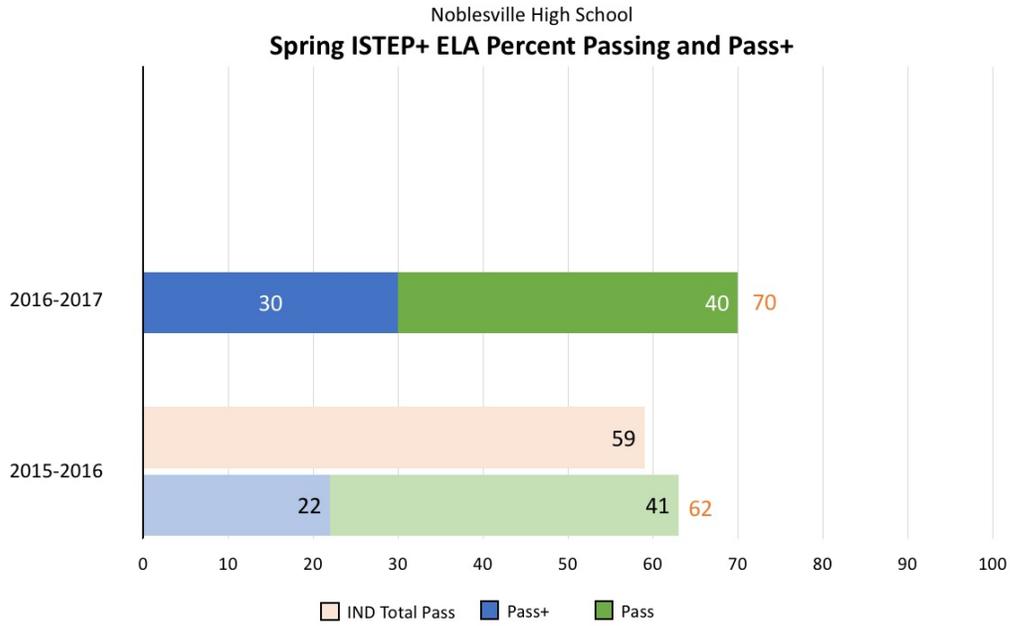
All students at NHS are encouraged to complete the Core 40 curriculum or earn a Core 40 with Honors Diploma. A continued emphasis at NHS is on reducing the number of graduation exam waivers granted to graduates.

Core 40, Academic, and Technical Honors Diplomas

Approximately 95% of the class of 2016 earned Core 40 diplomas, and 43% of the same group earned Core 40 with Academic or Technical Honors diplomas. Ample courses are available for students to qualify for these diplomas: in addition to a wide offering of college preparatory courses, AP courses, dual-credit courses, and college entrance exams allow students various routes to earn diplomas with Academic Honors. Students may earn Core 40 diplomas with Technical Honors through vocational programs at the J. Everett Light Career Center.

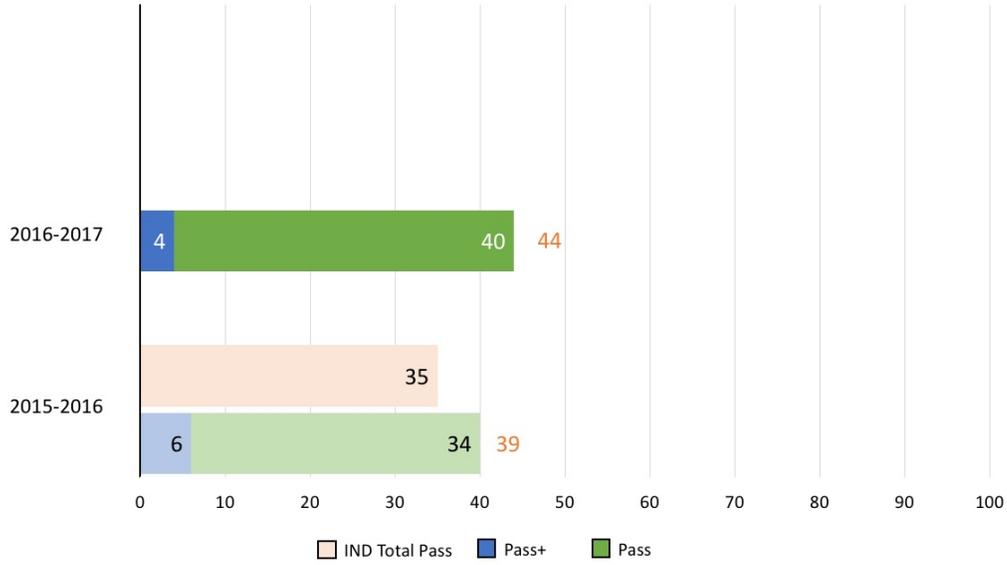
Summary of Data

English Standardized Testing

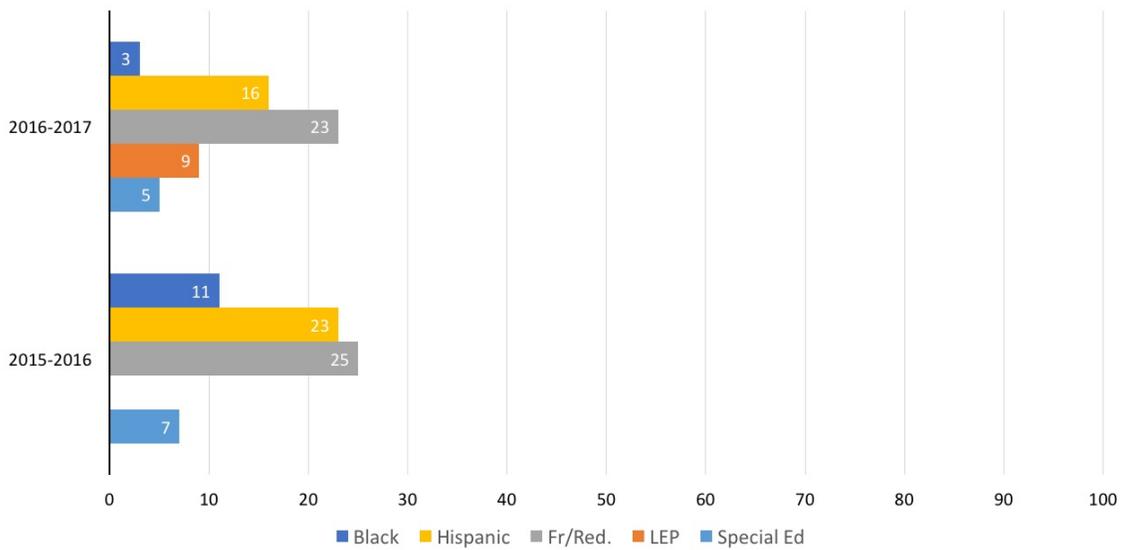


Mathematics Standardized Testing

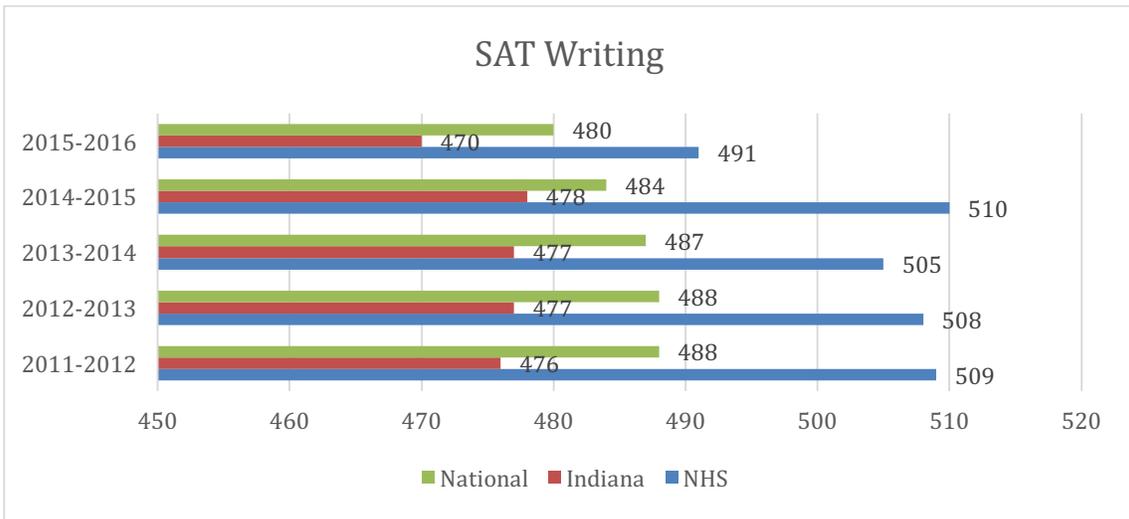
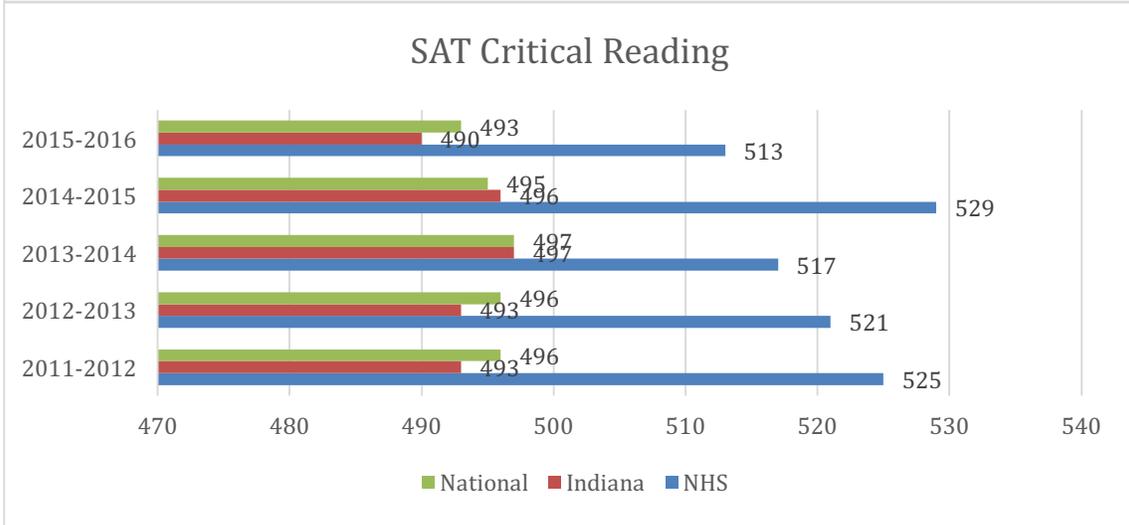
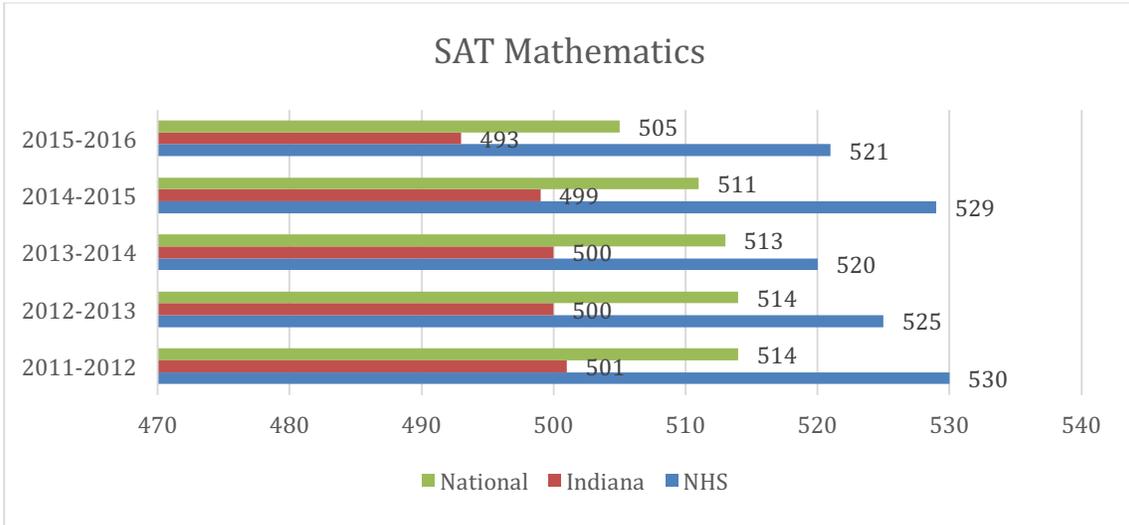
Noblesville High School
Spring ISTEP+ Math Percent Passing and Pass+



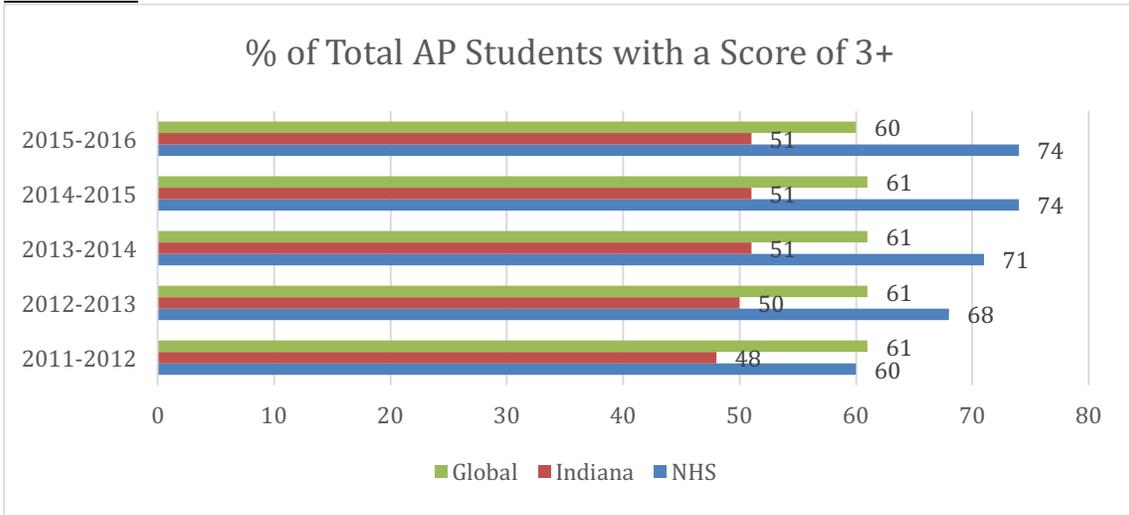
Noblesville High School
ISTEP+ Math



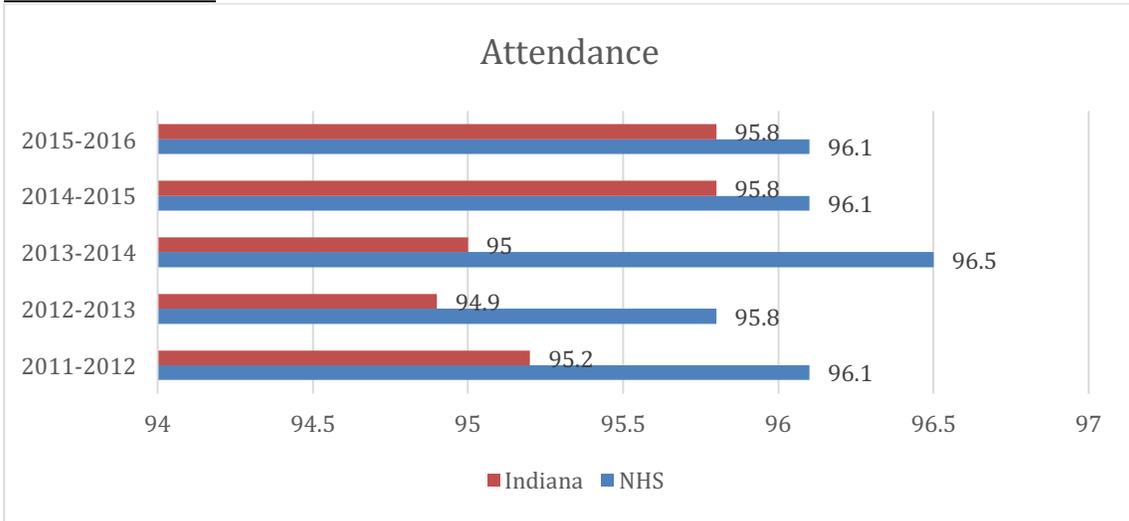
SAT Scores



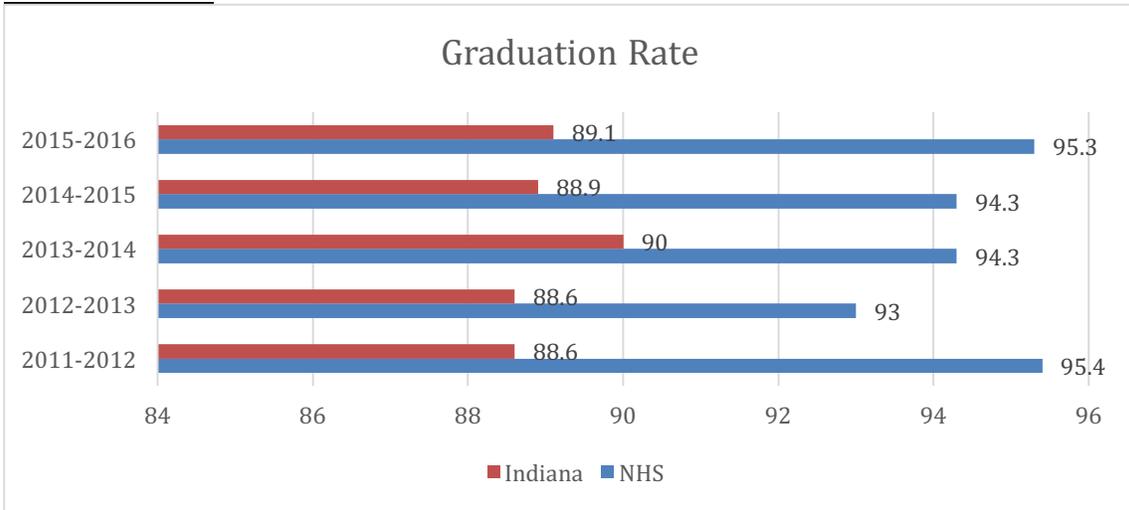
AP Scores



Attendance Rate



Graduation Rate



Data Statements:

Strengths:

- (ISTEP) English scores exceed the state average.
- SAT Critical reading and writing exceed national and state averages.
- SAT Math scores exceed national and state averages.
- AP 3+ pass rate exceeds global and state averages.
- As the population of students taking AP tests has grown, the pass rate has stayed consistent.
- The attendance rate at NHS has consistently been above the state average.
- The NHS graduation rate is significantly higher than the state average and remains consistent from year to year.

Challenges:

- ISTEP+ English scores improved 7% over the previous year but still do not meet expectations.
- ISTEP+ Mathematics scores improved 5% over the previous year but still do not meet expectations
- The subgroups identified as of academic concern on the ISTEP+ (black, Hispanic, free/reduced lunch, LEP and Special Ed.) have mirrored a similar downward trend on the previously assessed ECA.

CONCLUSIONS

Student performance at NHS is high. With the recent changes in state-wide testing, trend data is inconclusive. With additional growth in student diversity at NHS, a forward moving emphasis must include all student sub-groups. The overall NHS four-year graduation rate is respectable, but rates for subgroups of students deserve further analysis and action. The attendance rate has consistently been above the state average for high schools, and, in recent years, and has improved to NHS all time highs.

Support for Indiana Academic Standards

Teachers' lesson plans cite the standards addressed in daily, weekly, and unit plans. Teachers individually and in Professional Learning Communities (PLCs) work to align curriculum, instructional strategies, and performance task assessments with the Indiana Academic Standards using the Understanding by Design framework. Additionally, the School Improvement Committee is collecting performance task mastery data for each PLC to establish trend data to support our school-wide critical thinking improvement goal.

Parental Participation and Community Involvement

Parents and other community members are involved in NHS activities through many informal means and, formally, through the PTO and other parent groups.

Parents in NHS work on behalf of clubs, academic and athletic teams, and performing arts groups such as band and choir. The Miller Backers, Band Boosters, and Choir Parent Organizations assist students and school personnel in various extracurricular and co-curricular activities.

Other parent and community groups active in Noblesville Schools include the Miller Ambassadors, Noblesville Education Foundation, Noblesville Alumni Association, School Safety Committee, Wellness Committee, Broad-based High Ability Committee, and Autism Resource Committee. Each of these district committees involves NHS personnel, parents, and/or community members to promote a particular component of the educational program.

Parents are included in NHS educational activities through an annual Open House; meetings with teachers, counselors, and administrators; teacher, school and district websites; parent access to students' grades and attendance through PowerSchool Student Information System; Canvas Learning Management System; electronic newsletters; social media; and automated emails and voicemails. Evening events conducted by the Guidance Department include Junior Goals Night, Academic Success Night, Financial Aid Night, and Eighth Grade Orientation. In addition, NHS hosts the Noblesville Schools Learning Showcase, which highlights technology and learning at NHS as well as other schools in the district.

School and community representatives work together on several projects. The city's annual fireworks display takes place on the NHS campus, and the NHS Marching Millers band participates in the Fourth of July parade. The annual Homecoming parade follows a route from the school to the courthouse square; city fire trucks lead the parade, residents line the parade route, and businesses lend convertibles for parade entries. Commercial interests donate time, money, and prizes for fundraisers. NHS, the single high school in the city and township, remains a focal point for community activities, and school and community personnel cooperate in many events of mutual interest. We recognize the need, however, for an organized group of parents to communicate, assist and have input in the school and its initiatives as a whole.

Safe School Environment

NHS continues several safety precautions that were implemented when concerns for school safety first became common. NHS has security cameras, and monitors at the single entrance that is unlocked during the school day, and all visitors are screened through the Safe Visitor national database. Student Resource Officers are onsite, and provisions are in place for hallway, restroom, and cafeteria supervision by teachers, administrators, and other school personnel.

NHS conducts various drills throughout the school year, including drills for fire, tornados, earthquakes, and manmade crises. All NHS staff members are trained in the A.L.I.C.E. protocol. A detailed crisis response manual, along with a flip chart outlining immediate actions to be taken in different kinds of emergencies, is provided to each staff

member. These emergency guidelines are reviewed and updated annually, as are the student and teacher handbooks.

A student code of conduct describes expected behaviors and consequences, which are applied for disrupting the school environment; teacher handbooks describe procedures for maintaining a safe and orderly school environment. A confidential school email account, monitored by the school At-Risk Coordinator, is available for reporting dangerous and destructive behavior.

Technology

Numerous technology-based courses are available to students, especially in the Business Department, Science and Technology Department, and Fine Arts Department. Numerous Project Lead the Way courses utilize sophisticated software in pre-engineering and biomedical sciences instruction. The use of technology for creating and curating, including multimedia presentations, is encouraged throughout the NHS curriculum.

NHS is a 1:1 building with iPads as our core device. The use of this device, along with our learning management system, Canvas, seamlessly integrates the use of technology into instruction and learning. Additional labs support the PLTW program, business courses, piano courses, and the credit recovery program.

Professional Development (PD)

Professional development at NHS continues to focus on curriculum development and instructional best practices and is conducted primarily through PLCs made up of teachers assigned to a common course. PLCs develop a common curriculum and administer common performance tasks, analyze results, and research and implement best instructional practices. Three times each semester, students at NHS participate in eLearning days. Students learn outside of school using their iPads and Canvas. Our teachers spend part of these days working on curriculum, sharing best practices for implementing technology, and meeting as PLCs. The remainder of the day is used for online office hours with students. In addition, three times each semester NHS students are dismissed thirty minutes early to allow teachers fifty minutes for professional development, and monthly faculty meetings are frequently devoted to PD as well. Many teachers have attended trainings for Advance Placement courses, as well as Project Lead the Way and various other workshops and seminars as funds allow.

SPECIFIC IMPROVEMENT AREAS

Data from the 10th grade ISTEP+ assessment will be analyzed for specific instructional areas or student subgroups that require special interventions.

Graduation and attendance rates, along with student scores on ISTEP and AP exams, also remain as points of emphasis for improvement.

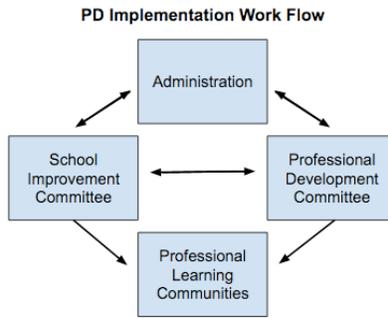
NHS staff will focus on improving student literacy through engaging in intentional reading, writing, speaking and problem-solving.

STATUTES AND RULES TO BE WAIVED

None.

TIMELINE FOR IMPLEMENTATION

The NHS School Improvement Plan is reviewed and revised annually. The School Improvement Committee (SIC) monitors the implementation of the School Improvement Plan and directs its review and revision. Each year the SIC considers directives from the Indiana Department of Education as well as corporation initiatives, reviews student data, and revises the plan accordingly.



**Noblesville Schools
School Improvement Action Plan**

Goal	All students will be able to demonstrate transfer and/or application skills across all disciplines as shown by locally developed performance tasks.
Benchmarks (3 years)	85% of students taking locally developed Performance Tasks will demonstrate mastery across all disciplines.
Supporting Data	NHS locally developed performance task pass rate – 83%.
Targeted Subgroups	Special education students Students receiving free and reduced-priced lunches

Instructional Strategies (Teachers will. . .)	Learning Outcomes (Students will. . .)
Teachers will emphasize transfer and application over discrete knowledge and skills.	Students will shift learning focus from knowledge to transfer and application skills.
Teachers will design high quality performance tasks that require students to demonstrate transfer and application of skills and knowledge.	Students will identify a problem, analyze the various components of the problem and offer a viable solution.
Teachers will plan and implement learning experiences that emphasize the 4Cs (critical thinking, collaboration, creativity, and communication).	Students will strategically employ the 4Cs (critical thinking, collaboration, creativity, and communication) to address and solve real world

	problems.
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Research Supporting Instructional Strategies	<u>Understanding by Design 2.0</u> , Wiggins & McTighe <u>Essential Questions</u> , Wiggins & McTighe <u>Understanding by Design Guide to Creating High Quality Units</u> , Wiggins & McTighe <u>Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units</u> , Wiggins & McTighe "Seven Practices for Effective Learning," McTighe & O'Connor <u>Focus</u> , Schmoker
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Professional Development	
Action	Timeline
<ul style="list-style-type: none"> All PLCs will identify benchmarks for student mastery of transfer and applications skills. PLCs will collect data of student mastery on performance task benchmarks. Continued PD for teachers on stage 2 (assessment) and stage 3 (planning) of Understanding by Design curriculum mapping via all meetings. PD on effective technology integration College and Career Readiness course 	<ul style="list-style-type: none"> Ongoing Ongoing Ongoing Ongoing 2017-18 school year

Professional Development to Improve Cultural Competency of School Stakeholders	
Action	Timeline
<ul style="list-style-type: none"> Diversity training Teacher led EL modifications training MTSS training for teachers College and Career Readiness course 	<ul style="list-style-type: none"> During employment Select eLearning days Select eLearning days 2017-18 school year

Monitoring System	
Action	Review and Revision
<ul style="list-style-type: none"> Professional evaluation Professional learning communities Professional development plan SIC data collection 	<ul style="list-style-type: none"> Semester Bi-weekly Quarterly Semi-annually

Assessments: Standardized and/or locally developed measures of progress toward the goal
<ul style="list-style-type: none"> Locally developed performance tasks ISTEP+ SAT AP Exams