

# **NOBLESVILLE HIGH SCHOOL**

## **SCHOOL IMPROVEMENT PLAN**



**2020-2021**

**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 daily.
- 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 October 2019 ADM report listed 3,051 students enrolled at the high school level. The staff includes one principal, five assistant principals, one hundred sixty-four teachers, two deans of students, ten school counselors, one testing coordinator, one social worker, and two at-risk coordinator. The Noblesville Schools system consists of seven elementary schools (K-5), two middle schools (6-8), and Noblesville High School (9-12). In January 2021, Noblesville Schools will open an alternative learning school.

Description and Location of Curriculum

The Noblesville High School curriculum was created using the Understanding by Design model based on the Indiana Academic Standards. Teachers’ lesson plans cite the standards addressed in daily plans, weekly plans, 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](http://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 University-Purdue University Indianapolis, Butler University, and Ivy Tech Community College. These dual credit, Project Lead the Way, and Advanced Placement courses include:

<b>Dual Credit</b>	
Advanced Concert Band	Emergency Medical Services EMT PARM
Advanced Manufacturing	English Composition
Anatomy and Physiology	Entrepreneurship and New Ventures
Automotive Services Technology	Geology
Biomedical Innovations	Health Science Ed II: Nursing CNA Program HLHS
Cadet Teaching	Introduction to Accounting
Calculus	Introduction to Advanced Manufacturing and Logistics
Civil Engineering and Architecture	Introduction to Engineering Design
College Entrance Preparation	Principles of Engineering
Digital Applications and Responsibility	U.S. History
Digital Electronics	

<b>Project Lead the Way</b>	
Aerospace Engineering	Human Body Systems
Biomedical Innovations	Intro to Engineering Design
Civil Engineering & Architecture	Medical Interventions
Computer Integrated Manufacturing	Principles of Biomedical Sciences
Digital Electronics	Principles of Engineering
Engineering, Design, & Development	

<b>Advanced Placement</b>	
AP Computer Science A	Microeconomics AP
AP Computer Science Principles	Music Theory AP
Art History AP	Physics C AP
Biology AP	Physics I: Algebra-Based AP
Calculus AB AP	Psychology AP
Calculus BC AP	Spanish Language AP
Chemistry AP	Spanish Literature and Culture AP
English Language and Composition AP	Statistics AP
English Literature and Composition AP	Studio Art AP 3D Design Portfolio
Environmental Science AP	Studio Art AP Drawing Portfolio
European History AP	Studio Art AP Photography
French Language and Culture AP	U.S. Government and Politics AP
German Language and Culture AP	United States History AP
Macroeconomics AP	World History AP

Ivy Tech has a community campus in Noblesville that offers evening courses for high school students. In addition, NHS offers an automotive program at Ivy Tech Noblesville, and NHS 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 2019-20 school year, nearly one-half of the senior class participated in various internships.

## Assessment Instruments

The following assessment instruments are analyzed to evaluate school improvement:

- PSAT scores
- SAT scores
- AP Scores
- ISTEP+ 10<sup>th</sup> grade test
- Locally developed formative/summative assessments

## Secondary Provisions

Noblesville High School offers educational programs leading to the following diplomas: Core 40 with Academic Honors, Core 40 with Technical Honors, Core 40, and General. In addition, students at NHS can receive a Certificate of Completion.

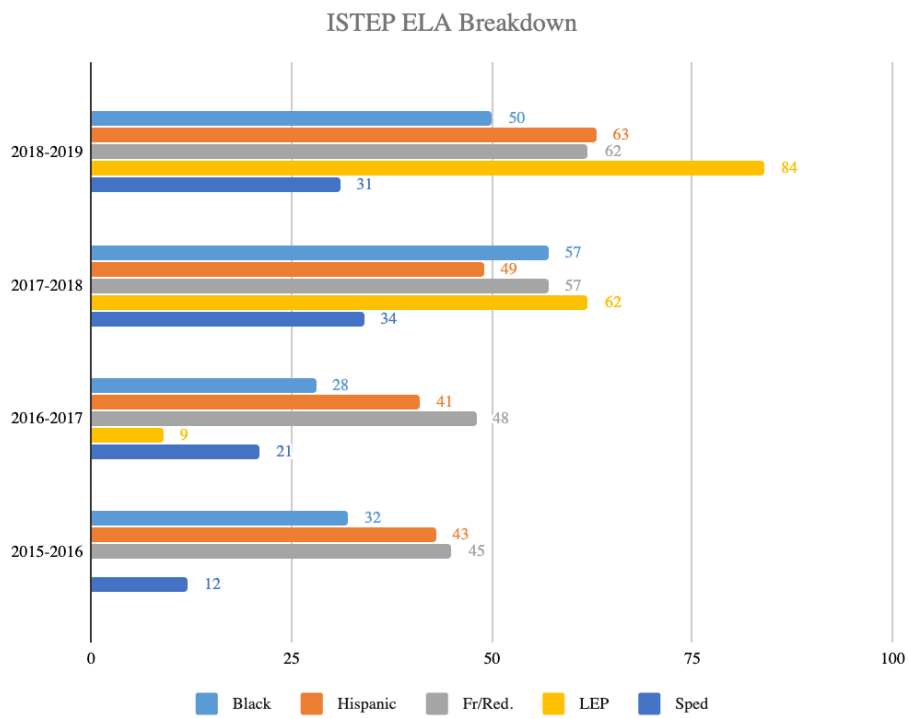
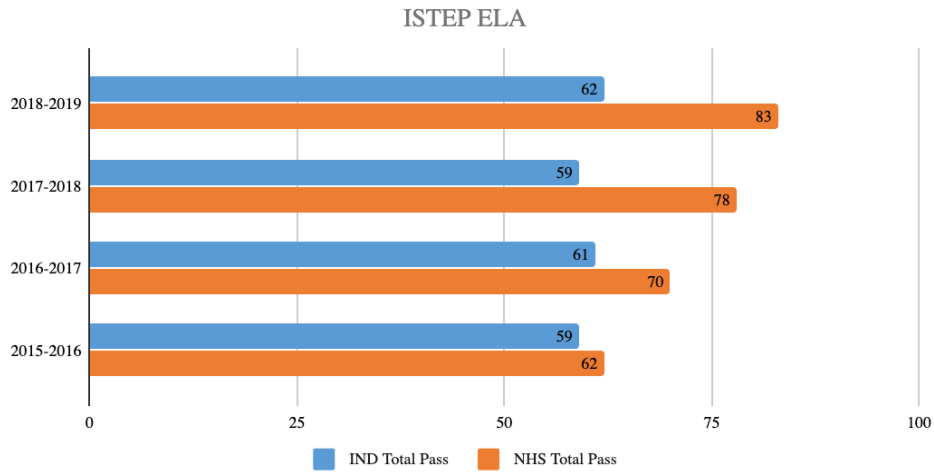
All students at NHS are encouraged to complete the Core 40 curriculum (46 credits) or earn a Core 40 with Academic/Technical Honors Diploma. A continued emphasis at NHS is reducing the number of graduation exam waivers granted to graduates.

## Core 40, Academic, and Technical Honors Diplomas

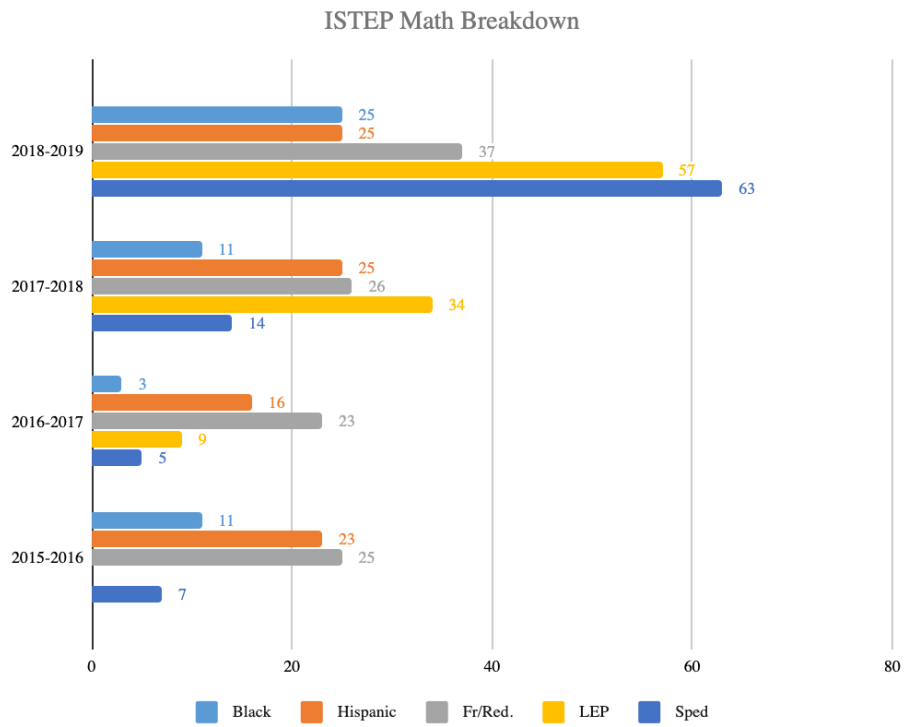
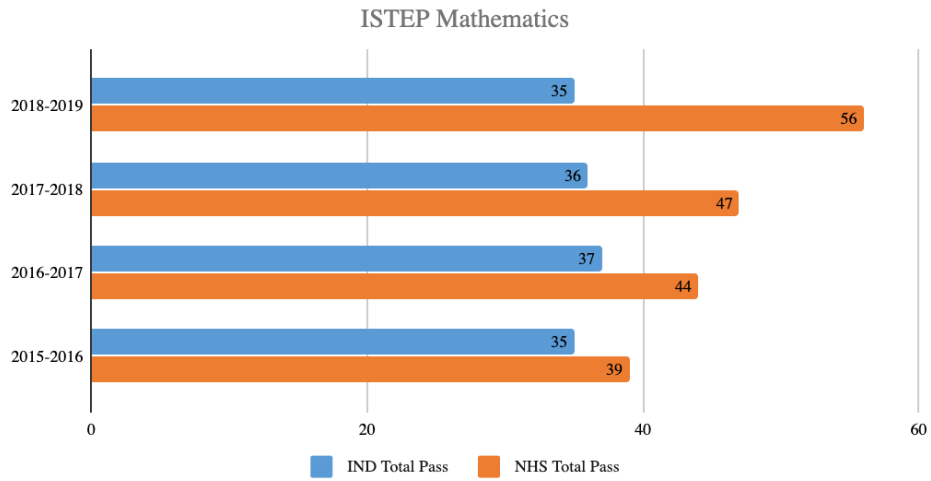
Approximately 93% of the class of 2019-20 earned Core 40 diplomas, with 39% of the graduating class earning a Core 40 with Academic or Technical Honors diplomas. Ample courses are available for students to qualify for these diplomas, including a wide offering of college preparatory courses, AP courses, dual-credit courses, and college entrance exams that provide 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

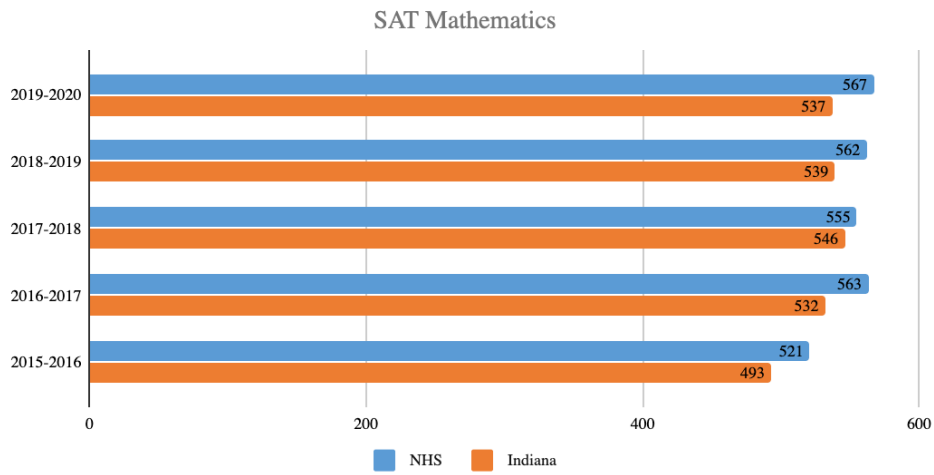
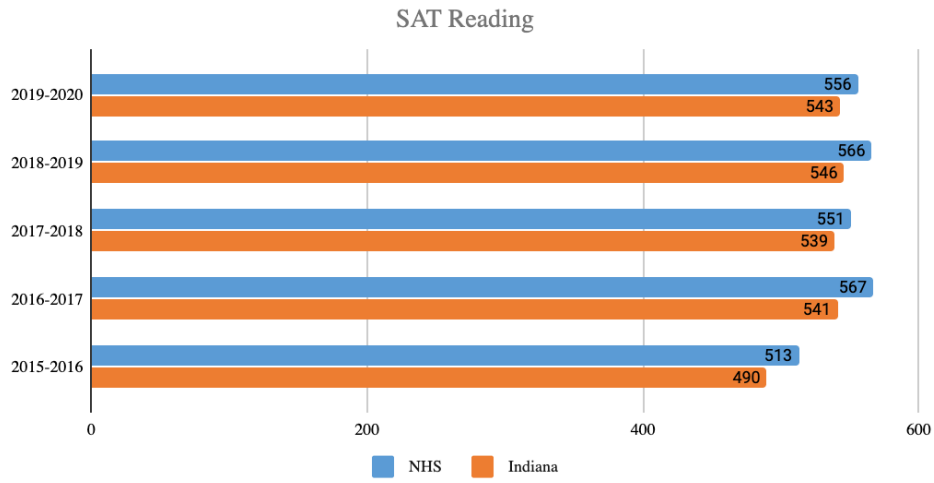
### English Standardized Testing



# Mathematics Standardized Testing

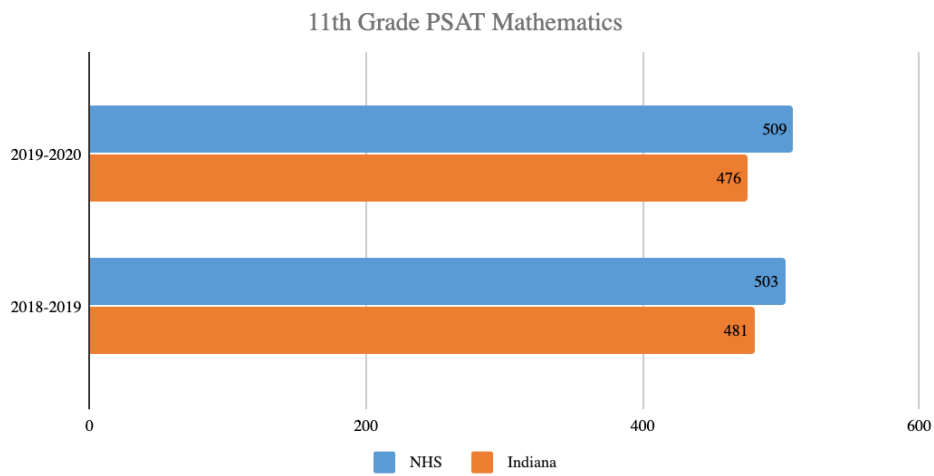
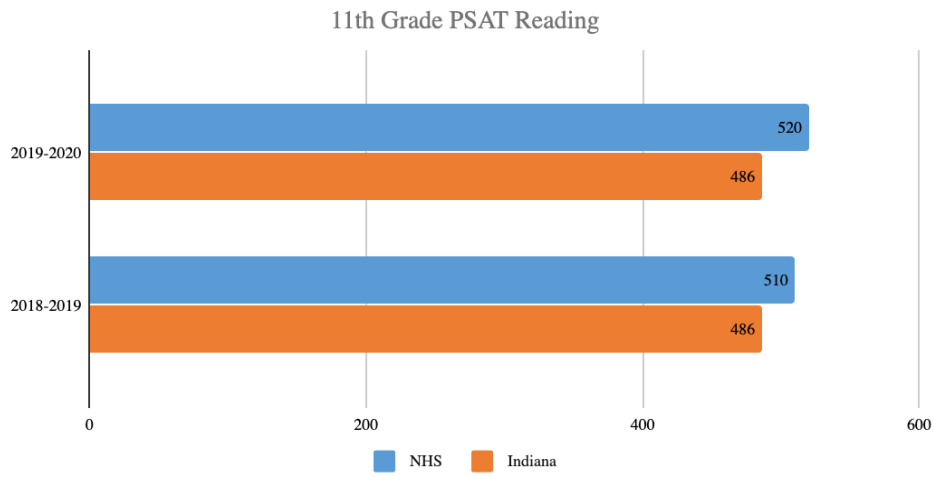


## SAT Scores

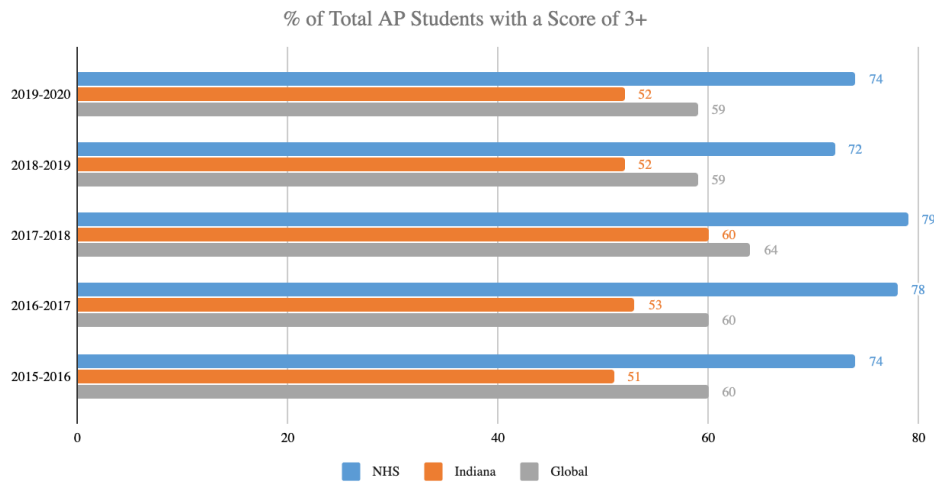




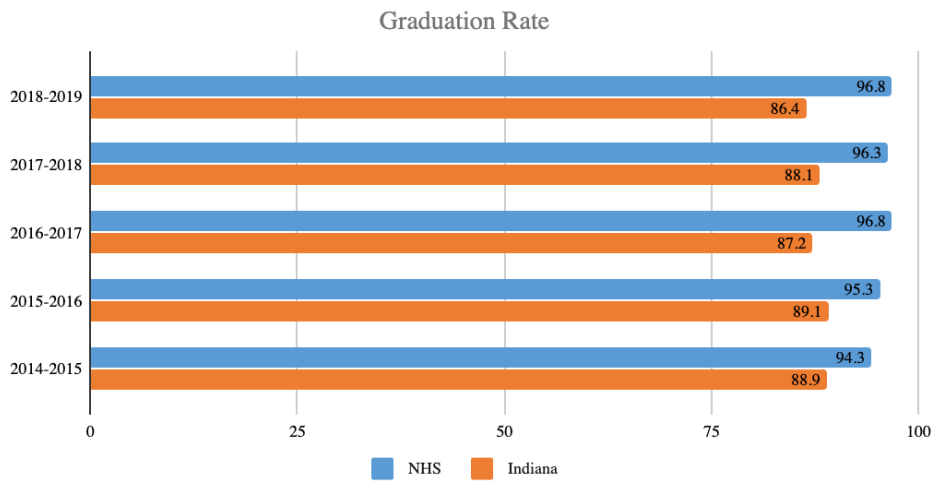
## PSAT Scores



## AP Scores



## 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 grows, the pass rate stayed consistent.
- The NHS graduation rate is significantly higher than the state average and remains consistent from year to year.

### Challenges:

- ISTEP+ English scores improved 13% since 2017. While the scores remain above the state average, they still do not meet expectations.
- ISTEP+ Mathematics scores improved 14% since 2017. While the scores remain above the state average, they still do not meet expectations.
- The subgroups identified for academic concern on the ISTEP+ (black, Hispanic, free/reduced lunch, LEP and Special Ed.) mirror a similar downward trend on the previously assessed ISTEP+.

## **CONCLUSIONS**

Student performance at NHS is high. With the recent changes in state-wide testing and the COVID-19 pandemic, trend data is inconclusive. With additional growth in student diversity at NHS, a forward moving emphasis must include all student sub-groups (black, Hispanic, free/reduced lunch, LEP and Special Ed.). The overall NHS four-year graduation rate is respectable, but rates for subgroups deserve further analysis and action.

### Support for Indiana Academic Standards

Teachers' lesson plans cite the standards addressed in daily plans, weekly plans, and unit plans. Teachers individually and in Professional Learning Communities (PLCs) work to align curriculum, instructional strategies, and summative assessments with the Indiana Academic Standards using the Understanding by Design framework. Additionally, the School Improvement Committee collects summative 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 (suspended for 2020-21 due to COVID-19 pandemic); 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 School Counseling 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 (suspended for 2020-21 due to the COVID-19 pandemic).

NHS continues to adapt and keep parents informed during the COVID-19 pandemic. All resources have been moved to a digital platform so parents can remain involved. The School Counseling department has a Canvas course for parents and students. In addition, annual case conference and 504 plan meetings have shifted to a Zoom and/or conference call format.

### 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.

Prior to the 2020-21 school year, barricading devices were installed at all schools in the district. Other major safety upgrades the district implemented recently include tripling the number of

school resource officers for coverage at all times in all schools, introducing gun-detecting safety dogs, creating a full-time safety director, enhancing safety technology tools, hardening doors and windows, and implementing more rigorous visitor checks and procedures.

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.

Due to the COVID-19 pandemic, several other changes have been made to address the safety of all staff and all students. NHS students can choose to participate in 100% online learning or a 50% in person and 50% virtual hybrid schedule. For the hybrid schedule, NHS students attend school in-person for 2 days and then attend a synchronous class virtually from home the next 2 days. Students and staff social distance in classrooms, on buses, and at lunch. Masks are also a requirement 100% of the time. NHS increased its disinfecting procedures by having students and staff clean classrooms during passing periods. Finally, no outside visitors are allowed, which enables NHS to keep students and staff socially distanced while maximizing instructional time and ensuring that NHS continues to offer a wide variety of classes to its students.

### 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 its core device. The use of this device, along with the 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 Professional Development is conducted primarily through PLCs made up of teachers assigned to a common course. PLCs develop a common curriculum and administer common summative assessments, analyze results, and research and implement best instructional practices. Under the current NHS hybrid schedule due to the COVID-19 pandemic, students at NHS participate in eLearning days one time per week. Students learn outside of school using their iPads and Canvas. NHS 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. Many teachers have and will continue to attend trainings for Advanced Placement courses, Project Lead the Way, and various other workshops and seminars as funds allow.

## **SPECIFIC IMPROVEMENT AREAS**

Data from the 10<sup>th</sup> grade ISTEP+ assessment will be analyzed for specific instructional areas or student subgroups that require special interventions. This data will only include current seniors (class of 2021) and juniors (class of 2022). Due to the COVID-19 pandemic, there is no ISTEP+ data from the 2019-2020 school year; therefore, this data is incomplete.

Graduation rate and student scores on ISTEP, PSAT, SAT, and AP exams, will also remain as points of emphasis for improvement.

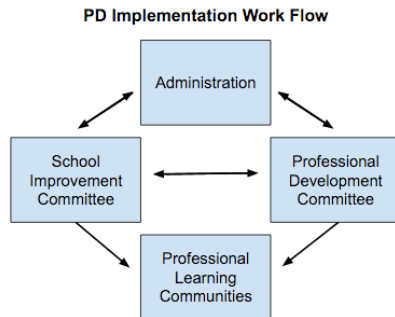
NHS staff will focus on improving student literacy through engaging in intentional reading, writing, speaking, and numeracy skills.

## **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 its 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

<b>Goal</b>	All students will improve their literacy skills in all content areas.
<b>Benchmarks (3 years)</b>	60% of students will pass the 2020-21 ISTEP+ Math assessment. 86% of students will pass the 2020-21 ISTEP+ English assessment. 11 <sup>th</sup> grade students will score an average of 530 on the PSAT Reading/Writing. 11 <sup>th</sup> grade students will score an average of 515 on the PSAT Mathematics.
<b>Supporting Data</b>	2018-19 ISTEP+ data: <ul style="list-style-type: none"> <li>● English assessment: 83% pass rate</li> <li>● Math assessment: 56% pass rate</li> </ul> 2019-2020 11 <sup>th</sup> grade PSAT data: <ul style="list-style-type: none"> <li>● Reading &amp; Writing: 520</li> <li>● Math: 509</li> </ul>
<b>Targeted Subgroups</b>	Special Education Students Students receiving free or reduced lunches

Instructional Strategies (Teachers will. . .)	Learning Outcomes (Students will. . .)
Teachers will emphasize literacy (deep and purposeful reading, writing, speaking and numeracy) in conjunction with discrete content knowledge.	Students will develop and use literacy skills to explore numeracy problems and communicate their thinking.
Teachers will develop, within their PLCs, high quality formative assessments to measure learning, to provide actionable feedback, and to adjust instruction.	Students will track their progress toward learning goals, adjust their learning as necessary, and plan future goals based on their results.
Teachers will design high quality summative assessments that require students to transfer literacy skills and knowledge.	Students will use literacy skills to demonstrate content-specific knowledge and understanding.

<b>Research Supporting Instructional Strategies</b>	<u>Art and Science of Teaching</u> , Marzano <u>Invisible Classroom</u> , Olson <u>Collective Efficacy</u> , Donoho <u>Teaching Literacy in the Visible Learning Classroom</u> , Fisher, Frey, Hattie, Thayre <u>Learning by Doing: A Handbook for Professional Learning Communities at Work</u> , DuFour, Dufour, Eaker, Many, Mattos <u>Visible Learning</u> , Hattie <u>Taking Action</u> , Boston, Dillon, Smith, Miller (NCTM) Other content specific literature
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Professional Development	
Action	Timeline
PLCs will identify critical literacy skills and proficiency within their content areas.	2019-20
PLCs will develop common formative assessments to track data and to provide feedback on student progress.	2019-20
PLCs will adjust learning plans and instructional strategies based on formative assessment data.	2019-20 (ongoing)

### Professional Development to Improve Cultural Competency of School Stakeholders

Action	Timeline
Diversity training	Ongoing
Teacher led EL modifications training	Ongoing
Neuroscience training	Ongoing

Monitoring System	
Action	Review and Revision
Professional Learning Communities	Weekly for select PLCs
PLC formative/summative assessment data review	Continuous

Assessments: Standardized and/or locally developed measures of progress toward the goal
ISTEP+ PSAT SAT AP Exams Graduation Rate

9/11/2020