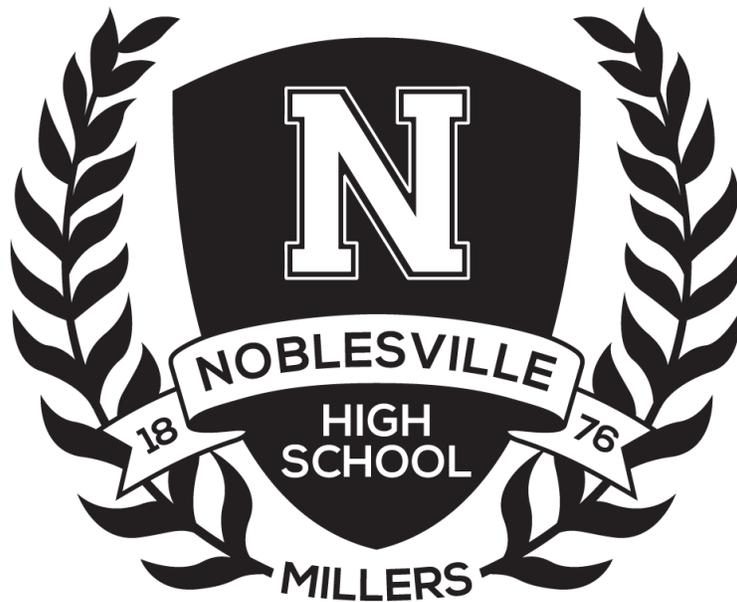


NOBLESVILLE HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN



2022-2023

Section I: School Profile

All Noblesville's schools share a common Mission, Vision, Commitments, and Framework for Learning. These foundation documents collectively define who we are, communicate what we value, guide our work, and drive our decisions as an individual school and district. They are aligned and mutually reinforcing to ensure development of the whole child and the highest levels of academic growth and achievement.

Mission

Our mission describes the everyday experiences we provide to our students, staff, and school community: *Noblesville Schools creates an inclusive, learner-centered culture that develops future-ready skills through relevant experiences supported by strong relationships that celebrate diversity and promote equity among students, staff, parents, and the community.*

Vision

Our vision describes a future we desire for our students, staff, and school community. We believe that living our mission daily will help us to accomplish this desired future: *We are engaged in intellectual pursuits, inspired to challenge the present, and empowered to adapt, innovate, and succeed today and tomorrow.*

Commitments

Our commitments describe the behaviors we believe are necessary to live our mission and accomplish our vision. Noblesville Schools is committed to:

- *Teaching students to think critically, engage in dialogue, listen, consider multiple perspectives, use their voice, and value the humanity of others.*
- *Promoting equity, access, participation, and honoring the rights of all students, staff and families through our policies, procedures, and practices.*
- *Responding to and meeting the unique needs of students, staff and families.*
- *Cultivating trust, valuing dignity, empathy, and respect for students, staff, and families through words and actions.*
- *Engaging in ongoing, relevant, equity-centered professional development to create more equitable opportunities for all.*
- *Recruiting, supporting, retaining, and continually developing a culturally competent staff.*

Framework for Learning

This Framework for Learning establishes the overall and expected organization of curriculum, instruction, assessment, and learning environments within every school and classroom in the district. All practices, professional development, and allocation of resources will directly support and promote the elements of this framework to facilitate the highest levels of academic growth and achievement.

Learning Centered and Collaborative Culture: *Professional Learning Communities facilitate a focus on learning, a collaborative culture, and results orientation. These collaborative teams*

provide the structure through which the guaranteed and viable curriculum, meaningful learning experiences, and purposeful assessment and reflection are implemented, monitored, and adjusted to facilitate continuous improvement, student learning, and growth and development of the whole child.

Meaningful Student Learning Experiences: *Meaningful student learning experiences are facilitated through consistent and effective application of clear standards of professional practice and high quality strategies for teaching, leadership, and professionalism. These standards and strategies are commonly defined through our Professional Growth and Evaluation Program, which establishes expectations for all Noblesville Schools educators, include students as active participants in their learning, and provide all students the access and opportunity to meet and exceed their potential.*

Thoughtfully Designed Curriculum: *Guaranteed curriculum in Noblesville Schools is the path of learning for a yearlong course or grade level content area, designed based on Indiana Academic Standards, by collaborative teacher teams, to achieve student learning of specific academic skills and concepts. The curriculum stems from Indiana Academic Standards and is guided by a backwards design process to create meaningful units of learning for students. Each school ensures that the necessary time is available and protected so all students have the opportunity to learn the guaranteed curriculum.*

Purposeful Assessment and Reflection: *Formal and informal assessments are designed to measure desired learning results established through the guaranteed and viable curriculum. These assessment results are used to provide feedback, facilitate student reflection and goal setting, monitor progress, and inform instructional planning. This purposeful assessment and reflection promotes a collaborative and results-oriented culture focused on student learning and growth.*

Description of the Curriculum

Curriculum in Noblesville Schools is the path of learning for a yearlong course or grade level content area, designed based on Indiana Academic Standards, by collaborative teacher teams, to achieve student learning of specific academic skills and concepts. The curriculum stems from the Indiana Academic Standards and is guided by a backwards design process to create meaningful units of study for students. Certified teachers at Noblesville Schools examine the Indiana Academic Standards, use a framework to plan units, and then deliver instruction with curriculum materials that support the standards. Detailed course descriptions are available on the school's website alongside scheduling guides for secondary students and their families as they collaboratively plan a student's best pathway for learning. The [curriculum section of the Noblesville Schools' website](#) offers resources and curricular materials for the public to review, and also provides information encouraging parents/guardians to enroll as Parent Observers in the learning management system of Canvas for the most up-to-date information about the curricular content in their child's current course schedule. Several options are included for assistance in enrollment, such as [this step-by-step guide](#), and all information is available in Spanish as well.

Description and name of the assessments that will be used by the school in addition to ILEARN.

- **NWEA MAP Growth** - A nationally-normed, computer-adaptive assessment for measuring achievement and growth in Kindergarten through grade 8 math and reading.
- **WIDA ACCESS** - A state assessment for English language learner students in Kindergarten through grade 12 that measures a student's current level of English proficiency and is also used for accountability purposes.
- **Indiana SAT** - A college entrance exam used by colleges and universities to make admissions decisions. The SAT measures a high school student's readiness for college based on their performance in math, evidence-based reading, and writing. The SAT is now used as a high school accountability assessment administered in grade 11.

Section II: Description of Current Educational Programming and Learning Environment

Safe and Disciplined Learning Environment

Noblesville Schools provide a safe and disciplined learning environment for all students. Specifically, students and families have on-line access to the Noblesville High School Student Handbook that clearly defines district guidelines and expectations. Noblesville High School utilizes a multi-tiered support system, restorative practices, and neuroscience interventions to meet student needs. In addition to these school-specific support strategies, Noblesville Schools has Indiana School Safety Specialists in each of our schools that are trained to lead the development and implementation of school safety practices. Tornado, fire, and safety drills are all practiced regularly adhering to school-wide procedures. Noblesville Schools also collaborates with the Noblesville Police Department to provide three resource officers that are available at NHS school.

Address the Learning Needs of all Students

Noblesville Schools is committed to the Professional Learning Community (PLC) process. It aligns directly with our commitment to student success in the classroom and beyond. Research shows that “collective teacher efficacy” rather than teachers as individual agents has an enormous impact on student achievement. Our focus as a PLC not only strengthens teams through an accessible and equitable process, it also has the power to move us closer to our vision of success for all students and staff and keeps us aligned to our district collective commitments. PLCs are organized into a series of high-performing collaborative teams which meet on a regular basis to focus on student learning. A team is a group of people working *interdependently* to achieve a *common goal*, for which members are held *mutually accountable*. Collaborative teams are the fundamental building blocks of PLCs and include all teachers and staff in a school community. (DuFour, DuFour, Eaker, & Many, 2006. *Learning By Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN: Solution Tree). Collaborative teams work together to ensure student success.

Noblesville Schools uses a tiered approach to academics and behavior called Multi-Tiered System of Supports (Article 7, IDEA) to ensure all students achieve their highest potential. This structure provides the necessary instruction and support for all students to achieve their academic, social, emotional and behavior goals. The Noblesville Schools staff utilizes a variety of data sources in order to identify and assist students needing additional instruction and/or support. These data sources include, but are not limited to, grades, NWEA and other standardized scores, attendance, and discipline reports. Noblesville Schools believes that children do well when they can. If a student is having difficulty academically or behaviorally, school personnel work to assist the student with skills that will help them improve the skills not yet mastered. As supplemental supports become more intense, results are used to make decisions about the need for further research-based instruction and possible educational evaluation for special education services. Noblesville Schools places an emphasis on early identification through universal screenings, supplemental support, and self-advocacy support for student learning.

Parental Participation

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

Active NHS parents 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 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 typically 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.

NHS continues to adapt and keep parents informed regarding the COVID-19 pandemic. Our digital platforms allow parents to 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 Zoom/conference call format or in-person based on parent choice.

Coordinate Technology Initiatives

All Noblesville schools coordinate technology initiatives under the guidance of the district Technology Plan. The district Technology Plan is developed in collaboration with stakeholders from across the school community. Representatives from each school work in conjunction with district leadership to ensure that the plan reflects the individual needs of each school.

Career Awareness and Career Development Education Curriculum

Noblesville Schools recognizes that each student, regardless of background, has unique abilities, skills, interests and goals, which will lead to future career pathways. Preparing all students for future career pathways begins in elementary school and spans through high school graduation. Noblesville Schools’ career awareness and career development education curriculum is comprehensive in scope, developmental in nature and is focused on preparing our students for the ever-changing needs of today’s workforce. The learning progression focuses on self-concept and awareness, career awareness and exploration, acquiring employability skills, career preparing and planning. Elementary students begin their journey through self-concept and career awareness activities and lessons. In middle school, students continue to explore the world of work and further identify their interests, abilities, specific career clusters and postsecondary plans. As students enter high school, career exploration continues and preparing and planning becomes a priority as students near graduation.

Courses for Eligibility to Receive an Academic Honors Diploma

The courses offered at Noblesville High School provide robust opportunities for all students to work towards an academic honors diploma starting their freshman year. College-preparatory courses, dual-credit courses, and AP courses all provide 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. The goal of all opportunities and supports is to encourage all students to complete the Core 40 and honors curriculum. All information related to scheduling, diploma pathways, and course descriptions are made available to students and families on [the school’s website](#).

Section III: Summary of Data

Student Evidence-Based Reading and Writing (EBRW) Achievement Results

| State Assessments | 2021-2022 | | | | | |
|-----------------------------------|-------------|-------------|--------|-------|--------|-------|
| | School | State | School | State | School | State |
| SAT ELA Overall Proficient | | | | | | |
| Overall | 67.1 | 50.5 | | | | |
| Paid Meals | 71.0 | 59.8 | | | | |
| Free/Reduced Price Meals | 49.6 | 33.8 | | | | |

| | | | | | | |
|------------------------------|------|------|--|--|--|--|
| General Education | 73.8 | 55.5 | | | | |
| Special Education | 24.5 | 15.6 | | | | |
| Non-English Language Learner | 68.3 | 52.2 | | | | |
| English Language Learner | 7.7 | 7.3 | | | | |
| Asian | 71.4 | 62.1 | | | | |
| Black | 33.3 | 24.5 | | | | |
| Hispanic | 33.9 | 33.5 | | | | |
| Multiracial | 63.2 | 46.2 | | | | |
| White | 72.1 | 57.9 | | | | |

Scores reflect all Graduation Cohort 2023 SAT testers during Indiana state administration.

***Less than 10 students in the group. Results have been suppressed to protect student privacy

Student Math Achievement Results

| State Assessments | 2021-2022 | | | | | |
|------------------------------------|-------------|-------------|--------|-------|--------|-------|
| | School | State | School | State | School | State |
| SAT Math Overall Proficient | | | | | | |
| Overall | 49.2 | 31.1 | | | | |
| Paid Lunch | 53.9 | 40.0 | | | | |
| Free/Reduced Lunch | 27.9 | 15.2 | | | | |
| General Education | 55.2 | 34.7 | | | | |
| Special Education | 11.2 | 6.6 | | | | |
| Non-English Language Learner | 50.1 | 32.2 | | | | |
| English Language Learner | 7.7 | 5.5 | | | | |
| Asian | 71.4 | 53.0 | | | | |
| Black | 7.4 | 9.7 | | | | |
| Hispanic | 28.8 | 16.1 | | | | |
| Multiracial | 47.4 | 25.1 | | | | |
| White | 52.6 | 37.1 | | | | |

Scores reflect all Graduation Cohort 2023 SAT testers during Indiana state administration.

***Less than 10 students in the group. Results have been suppressed to protect student privacy

Attendance

| | 2019-2020 | 2020-2021 | 2021-2022 |
|---|-------------|-------------|-----------|
| Overall | 96.6 | 96.4 | |
| Model Attendee <i>Students who are either persistent or improved attendees</i> | 78.4 | | 48.0 |
| Persistent Attendees <i>Students who were in attendance for at least 96% of the school year</i> | 74.6 | | |
| Improved Attendees <i>Students whose attendance rate improved by at least 3 percentage points from the preceding school year</i> | 13.0 | | |

Panorama Student Survey Data

Panorama is a student survey that measures student's interpretations of support and school environment. The National Benchmark summarizes the percentile at which the school compares to schools across the nation through Panorama's national dataset.

| | Spring 2022 | | | | | |
|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | School % Favorable | National Benchmark | School % Favorable | National Benchmark | School % Favorable | National Benchmark |
| Sense of Belonging | 34 | Near 10th | | | | |

| | | | | | | |
|--------------------|----|-----------|--|--|--|--|
| Emotion Regulation | 46 | Near 50th | | | | |
|--------------------|----|-----------|--|--|--|--|

Demographic Data

| | 2019-2020 | | 2020-2021 | | 2021-2022 | |
|----------------------------------|-----------|----------|-----------|----------|-----------|----------|
| | School | District | School | District | School | District |
| Percent Free/Reduced Lunch | 20.8 | 23.2 | 20.6 | 22.2 | 20.5 | 20.9 |
| Percent Special Education | 14.6 | 15.4 | 14.8 | 15.7 | | |
| Percent English Language Learner | 1.9 | 3.6 | 2.4 | 4.1 | | |
| Percent Asian | 2.3 | 2.5 | 2.7 | 2.6 | 2.5 | 2.6 |
| Percent Black | 3.3 | 4.1 | 3.3 | 4.2 | 4.0 | 4.6 |
| Percent Hispanic | 6.1 | 7.0 | 6.9 | 7.5 | 7.5 | 8.2 |
| Percent Multiracial | 3.3 | 2.9 | 3.3 | 3.4 | 3.0 | 3.5 |
| Percent White | 84.8 | 83.2 | 83.4 | 81.9 | 82.6 | 80.7 |

**District results are grades K-12 combined*

Language Proficiency for English Learners

English language proficiency measures whether students learning the English language are on target to develop or attain English language proficiency within six years. Student Growth Percentiles (SGPs) are used to determine whether students are making adequate growth annually to meet these targets. SGPs describe a student's learning as compared to other students sharing the same performance history as the student, or the student's 'academic peers.' English language proficiency is measured based on performance and growth on the WIDA ACCESS 2.0 assessment. Only students identified as English learners who spend most of the school year enrolled at the school are included when reporting the proficiency and growth.

| | 2019-2020 | 2020-2021 | 2021-2022 |
|---------------------------------------|-----------|-----------|-----------|
| Met or Exceeded Annual Growth Target | | | 8.6 |
| Achieved English Language Proficiency | | | |
| Level 1 - Entering | 6.3 | | |
| Level 2 - Beginning | 4.2 | | |
| Level 3 - Developing | 43.8 | | |
| Level 4 - Expanding | 43.8 | | |
| Level 5 - Bridging | 2.1 | | |
| Level 6 - Reaching | | | |

****Suppressed due to small population*

High School Graduation Rate

| | 2019-2020 | 2020-2021 | 2021-2022 |
|------------------------------|-------------|-------------|-------------|
| Overall | 96.9 | 98.3 | 98.2 |
| Non-Waiver | - | 81.0 | |
| Paid Meals | 97.7 | 99.1 | |
| Free/Reduced Price Meals | 93.5 | 96.7 | |
| General Education | 99.2 | 99.0 | |
| Special Education | 80.5 | 92.4 | |
| Non-English Language Learner | 97.3 | 98.4 | |
| English Language Learner | 72.7 | 91.7 | |
| Asian | 100.0 | 100.0 | |
| Black | 89.3 | 95.0 | |
| Hispanic | 89.5 | 95.0 | |
| Multiracial | 100.0 | 100.0 | |
| White | 97.5 | 98.5 | |

Other pertinent school data

- SAT evidence-based 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 stays consistent.
- The NHS graduation rate is significantly higher than the state average and remains consistent from year to year.
- Our attendance rate remains above the state average.

Specific Areas of Needed Improvement

- Chronic Absenteeism
 - Identify students and build relationships

Narrative of student learning data.

- Student achievement on the SAT EBRW ranks in the 92 percentile; student achievement in Math ranks in the 95 percentile.
- Student performance on the SAT EBRW and Math among subgroups, with the exception of Asian students, is disproportionately lower than the rest of the student population. For example, Black students had a pass rate of 33.3% in 2022 for EBRW and white students had a pass rate of 72.1%.
- While our graduation rate overall is 98.2%, our graduation rate for students without a waiver is 81%.
- Attendance continues to be a strength with a consistent rate of 96.4.

Section IV: Continuous and Strategic School Improvement Action Plan



Noblesville Schools Continuous School Improvement Action Plan

Schoolwide Improvement SMART Goals:

- *Proficiency in ELA, as referenced by the evidence-based reading and writing portion of the SAT, among all students will increase by at least 3% annually, and Special Education, Black, and Hispanic student population proficiency rates will increase by at least 7% annually for an overall achievement level of 83.6% by 2027.*
- *Proficiency in Math, as referenced by the SAT, among all students will increase by at least 5% annually, and Special Education and Black student population proficiency rates will increase by at least 9% annually for an overall achievement level of 74.6% by 2027.*
- *Black student population, free lunch student population, and English language learners student population will improve attendance by 0.5% in each sub group per year over the next three years.*
- *Over a three year period, the percentage of students graduating without a waiver will increase from 81% to 90%, which includes an annual increase of graduation without waivers by 2027.*

| Strategies and Action Steps | Who is Responsible | Target Date or Timeline | Evidence of Effectiveness |
|---|--|-------------------------|--|
| Teachers across specialized content areas will provide professional development in instructional strategies to promote content area literacy. | Administration, Instructional Coaches, Content Specific Departments | 2022-23 School Year | Teacher surveys and feedback, changes in content area literacy practices |
| Instructional coaches, department chairs, and curriculum staff will work to plan professional learning for content area literacy, and content area PLCs will work to embed more authentic content area skills and writing strategies. | Department Chairs PLC Leaders Instructional Coaches District Secondary Curriculum Coordinator | 2022-23 School Year | Teacher surveys and feedback, changes in content area literacy practices |
| ELA teachers, department chair, instructional coach will continue to unpack writing standards into learning targets for each unit and discuss/agree upon criteria for proficiency. PLC lead teachers will receive professional development in writing instruction from consultant Kate Roberts. | Department Chair PLC Leaders PLC Instructional Coaches District Secondary Curriculum Coordinator | 2022-23 School Year | Discussion and analysis of student writing and norming for consistent proficiency Teacher reflections and discussions of instructional practices. |
| Math department chair and math teachers will have professional development in NCTM's 8 Effective Math Teaching Practices over the course of the school year. | Math Department Chair, District Secondary Curriculum Coordinator | 2022-23 School Year | PLC conversations with a focus on member feedback and reflection on the four questions |
| Algebra I Every Day will be implemented for students who will benefit from additional support. Teachers will be given support and resources for planning. | Math Department Chair, Algebra Every Day Teachers, AP over Math Department | 2022-23 School Year | PLC conversations with a focus on member feedback and reflection on the four questions |
| Teachers will develop, within their PLCs, high quality formative assessments to | Administration, Instructional Coaches, Department | 2022-25 School Year | PLC minutes Review of curricular resources. |

| | | | |
|---|--|---------------------|------------------------------|
| measure learning, to provide actionable feedback, and to adjust instruction. | Chairs, PLC Leaders, PLCs | | |
| Department Chairs, Instructional Coaches and the School Improvement Committee will complete a book study on <i>Learning by Doing</i> in order to create a common understanding of the PLC process. | Administration, School Improvement Committee, Department Chairs, Instructional Coaches | 2022-23 School Year | Minutes and discussion notes |
| School will identify students with chronic absenteeism and monitor the process of student and parent communication based on the attendance framework designed administration. | Dean over attendance Administration Social workers, Behavior Specialists, Counselors | 2022-23 School Year | Attendance rates |
| Data for demographics of students receiving waiver will be analyzed with the school team. Admin over Special Education will work with district level Secondary Special Education Director to develop a plan of support for students on diploma track who are struggling in core classes. | Admin over Special Education, Secondary Special Education Director, Special Education teachers | 2022-25 School Year | Graduation rates |

| Methods to Improve Cultural Competency | |
|---|--|
| Culturally appropriate strategies for increasing educational opportunities and educational performance. | Areas identified as requiring additional professional development to increase cultural competence in the school. |
| Establishing an equitable and inclusive school culture through the PLC process of focusing on student achievement at all levels. Attendance data, academic data, and student survey results will inform the effectiveness of the process. | Implicit Bias |

| | |
|---|--|
| <p>Increasing a sense of belonging for students and staff through faculty and student surveys with targeted supports based on survey results.</p> | <p>DEI & SEL Integration Guidance - Strategies and resources will be provided to support student-centered conversations.</p> |
| <p>Students' learning differences and needs are viewed through an inclusive lens within the framework of the PLC process that fosters collaboration and interdependence for student achievement at high levels.</p> | <p>Collaborative Conversations: Collaboration with staff within PLC school community to identify student needs and appropriate supports.</p> |
| <p>Students are provided with what they need to succeed (academics, SEL, and mental health). Tiered supports will be implemented by teachers, counselors, social workers, and administration.</p> | <p>DEI & SEL Integration Guidance - Strategies and resources will be provided to support student-centered conversations.</p> |

All professional development programs and activities included in this plan comply with [local school board policy](#).