

West Noble High School

School Improvement Plan
2022-2023



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Table of Contents

1. Objectives: Attendance Rate, Assessments, and Graduation Rate and Areas of Improvement
2. Curriculum
3. Assessments
4. Learning Needs of All, Academic Honors Courses, and Encouragement: Academic Honors and Core 40
5. Parental Participation
6. Safe and Disciplined Learning Environment
7. Technology Initiatives
8. Career Awareness and Development
9. Cultural Competency
10. Professional Development
11. Assurance

West Noble High School has an enrollment of 701 students. 53% are Hispanic, and 46% are White. 54% are economically disadvantaged. 16% are English learners. Of those English learners, 68% are WIDA levels 3 or 4.

The school earned a letter grade of B for three years but has also earned an A in the past. In the spring of 2022, juniors took the SAT as the State test for the first time. 23% of juniors met the college and career ready benchmarks for both evidence-based reading and writing and math. 41% met the evidence-based reading and writing benchmark, and 27% met the math benchmark.

The graduation rate has fluctuated over the years and was most recently at 86.2% in 2021. The projected graduation rate for 2022 is 91.1%. 89% of graduates earned the Core 40, academic honors, or tech honors diplomas.

Chronic absenteeism has improved to 13%. This percentage includes students who were quarantined.

Objectives and Areas of Improvement

Attendance

The chronic absenteeism rate for West Noble High School was 13% for the 2021-2022 school year. The objective is to be at or below the state average for chronic absenteeism and to be at or above the state average for model attendees by the year 2024.

Attendance issues will be addressed by streamlining the parent notification process. Automated notices will be sent out twice daily, allowing the attendance officer to focus on students nearing the chronic absenteeism mark. Earlier and more frequent communication to parents of students with unexcused absences is a goal. Reports with unexcused absent totals have also been automated. Resource officers and administrators will be involved early and frequently in attendance issues and will focus on home visits if needed.

Graduation Rate

West Noble High School's graduation rate is as follows:

2018	83.5%
2019	91%
2020	88.6%
2021	86.2%
2022	91.1%

The objective is to remain above 90% through the year 2025.

To address this, attendance and test scores/access to pathways need to improve. Professional development and student programs will also focus on interventions in the areas of behavior and social/emotional development. Procedures for weekly response to intervention have been put into place, and response to intervention program has been implemented for the 2022-2023 school year. This will be re-evaluated at the end of the year. Response to intervention study halls with certified teachers have also been built into the schedule.

ACT, PSAT, SAT, and ASVAB data will be shared with students and staff in an easy to read format. Areas of strengths and weaknesses will be highlighted at the building level and at the individual student level. Individual student data will be analyzed in English and math courses and in homerooms. There will be a focus on professional development and resources to address student weaknesses. Growth goals will be set. ASVAB and SAT prep courses have been built into the master schedule.

West Noble High School transitioned to a six-period schedule in the 2020-2021 school year. This allowed for more course options to fulfill pathways. Analysis of courses for pathways will continue, and the focus will be on adding more courses to fulfill this graduation requirement. Early pathway checks and parent communication will be key.

West Noble High School has an alternative school for students with special circumstances. Improvement is needed in getting students access to high school services, such as counseling, and in transitioning students to and from the high school. Improvement is also needed in the number of alternative educational services other than the alternative school.

West Noble High School added a social worker/guidance position last year. Both guidance and administration will meet regularly at the alternative school. Increased meetings between staff and shared documentation will improve transitions. Administration and guidance meet bi-weekly to discuss pressing issues and will continue to increase options for alternative educational services. An Apex classroom was added at the high school.

In general, and especially with COVID, the number of students with mental health needs, such as anxiety and depression, has increased significantly over the last few years. Along with this comes an increase in behavioral issues. Both affect the number of credits

students are earning. There is a need for screeners and baseline data. There is also a need for tier 2 and tier 3 interventions for both areas and the professional development that goes along with those.

The new social worker/guidance counselor has created screeners and organized interventions for all tiers. Tier 1 interventions will be delivered through homerooms or study halls which all students participate in. Tier 2 interventions will be through small group sessions. Tier 3 interventions will increase through this position. Professional development for staff will also focus on meeting our students' needs in these areas.

West Noble also started implementing Link Crew in the 2021-2022 school year. This is a student leadership program focusing on junior and senior mentors for freshmen. This will address issues at the tier 1 and 2 levels. The program continues to grow.

Assessments

From 2017 to 2019, pass rates on ISTEP+ in English Language Arts and Math have decreased although West Noble remained above the state average. In 2019, 52.5% of students passed the ELA Grade 10 test, and 28.7% of students passed the Mathematics Grade 10 test. The objective now focuses on the ACT, SAT, and ASVAB tests that will fulfill the postsecondary-ready competencies graduation requirement. A specific focus is on improving SAT scores for school accountability. With data from the 2022 State SAT, a baseline will be set, and a growth objective will be added. NWEA and PSAT assessments will be used for benchmark data.

The 2022 State assessment SAT was given for the first time in the spring of 2022 to all juniors. In the spring of 2022, juniors took the SAT as the State test for the first time. 23% of juniors met the college and career ready benchmarks for both evidence-based reading and writing and math. 41% met the evidence-based reading and writing benchmark, and 27% met the math benchmark. The goal of West Noble High School is to match the state average percentage meeting the benchmarks or proficiency levels set by the state by the year 2025.

In ERW, West Noble's scores are weakest in the component of Expression of Ideas in comparison to state scores. Scores are strongest in Words in Context. In Math, West Noble's scores are weakest in the component of Passport to Advanced Math with

significant percentage differences in comparison with the state. Percentage differences range from 11%-19% over the last two years. Scores are strongest in Heart of Algebra.

Curriculum

West Noble High School curriculum information is available in the guidance office at the high school and online at <https://www.westnoble.k12.in.us/1/home>. Class syllabi are available for parent review and can be provided in electronic or hard copy form. All curricular offerings are sent home for parental review and approval prior to enrolling in classes. Public meetings are held concerning High Ability Curriculum, and parent input in the development and direction of the high ability program. The guidance department meets individually with eighth grade high ability students and parents to ensure parents understand rigor and sequence. All parents have access to the student database management system, Skyward.

Assessments

West Noble High School will use the following assessments:

- PSAT (grades 10 and 11)
 - Data will be used to focus on student strengths and weaknesses and to prepare students for the state SAT.
- SAT (grade 11)
 - Past data will be used to address school-wide strengths and weaknesses and focus on areas of improvement. This will be tracked and used to determine if students meet the post-secondary ready competency component of graduation.
- ACT
 - Past data will be used to address school-wide strengths and weaknesses and focus on areas of improvement. This will be tracked and used to determine if students meet the post-secondary ready competency component of graduation.
- ASVAB
 - Past data will be used to address school-wide strengths and weaknesses and focus on areas of improvement. This will be tracked and used to determine if students meet the post-secondary ready competency component of graduation.
- NWEA (grades 9, 10, and 11)

- This will be used as benchmark data to track student progress in academic standards as well as assessing rigors of subject material.
- WIDA
 - The EL committee regularly uses data from WIDA (at the individual student level and school-wide level) to address needs, train staff, and advocate for students.
- Knowledge Assessment for Math and Science
 - Students enrolled in dual credit Ivy Tech classes are required to take this to qualify for dual credit.

Learning Needs of All, Academic Honors Courses, and Encouragement: Academic Honors and Core 40

Each freshman will meet with their counselor to develop a Career Plan/4 Year Plan. Students will select a career cluster or pathway, identify academic interests, and select courses to progress in that pathway. They will also discuss training and educational options during and after high school and identify community activities and extracurricular options to strengthen that pathway. Their counselor will help them balance their four years of high school so they are able to take academically challenging courses as well as taking courses that allow them to explore their career interests. Parents are asked to sign career plans and are encouraged to call with questions or set up an appointment to discuss their student's career plan. Career plans may be changed as interests and goals develop or alter. Each year of high school the student, his/her parents, and a school counselor need to review a student's career plan to determine if the student is progressing toward fulfillment of the career plan. All enrollment forms need to be signed by the parent after all questions have been answered to show approval of selections.

All students requesting a change in diploma tracks must meet with a guidance counselor, principal, and parent to discuss the impact the change will have on the student's future career aspirations. Students must present credible reasons for a change.

West Noble High School has a curriculum in place to meet all levels of diploma requirements. High ability students have access to Honors curriculum that includes English, math, and science classes. Students have the option of taking dual credit college classes within these disciplines as well as in social studies and agriculture. Students can also enroll in the Impact Institute or WATC for vocational programs where certifications

and dual credits may be earned that apply towards a technical honors diploma. A technical honors diploma may also be earned at the high school through the departments of agriculture, welding, and industrial arts.

Dual credit courses offered at West Noble High School include: Pre-calculus, Calculus, Speech, Composition 1 &2, English Literature, World History, U.S. History, U.S. Government, Psychology, Quantitative Reasoning, Biology 2, Chemistry 2, Landscape Design 1, Survey of Horticulture, Food Science, and Animal Science.

Parental Participation

Parents are encouraged to email teachers, administrators, and guidance counselors with questions or concerns about their student. Parents are also encouraged to schedule appointments with teachers or administrators. A quarterly corporation newsletter is mailed to all residents in West Noble's district which includes a high school informational section. The corporation maintains a website that has a page dedicated to the high school in which information is posted to keep parents and community members informed. West Noble School Corporation and West Noble High School maintain Facebook accounts to showcase student learning and engagement and to post information. Beginning in the 2021-2022 school year, the alert feature in the Skyward program was utilized to send information to parents and students. This will be used at the individual level, such as daily attendance calls and emails, and at the group or school-wide level. Promotion of parent events, such as freshman orientation, parent-teacher conferences, and FAFSA night, will be sent through this. This gives the school the ability to send video and voice messages to all parents of registered students.

Safe and Disciplined Learning Environment

West Noble High School shares three school resource officers with the corporation. They are a constant presence in the hallways, lunch, and at after school activities. They know the students well and form relationships that begin in kindergarten. A school resource officer is in charge of the school safety plan. Students are regularly encouraged to contact SRO's, guidance counselors, and administrators with concerns. There is a form for students to fill out who need to see a counselor. All students and parents have access to the online student handbook. This is highlighted in class meetings and videos with expectations and tips are regularly shared in homerooms. Teachers are trained in reporting child abuse.

All teachers are required to be present in hallways during passing periods to ensure proper supervision. Lunch and noon activities are supervised by administrators and SRO's. Administrators and teachers supervise the parking lot and bus drop off/pickup before and after school.

School is accessible during the school day only by requesting access and being vetted by one of the secretaries. Entrance is through one of two doors and all doors are locked, which are controlled remotely and monitored by security cameras. Visitors passes are issued, and staff and students are instructed to report anything out of the ordinary.

All administrators are school safety specialists and attend annual state training to keep certifications. All SRO's also attend yearly school safety and SRO training.

Technology Initiatives

West Noble High School is 1:1. All students are issued Chromebooks and teachers use Google Classroom as a learning platform. Individual courses also use technology to differentiate instruction and keep students engaged. Professional development focuses on how instructional strategies are enhanced by technology, and teachers are encouraged to reflect on lessons using SAMR and to reach levels of modification and redefinition. For virtual learning, digital lesson expectations for teachers are shared and revisited regularly.

Career Awareness and Development

All West Noble High School students take Preparing for College and Careers. This course addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, careers, and life. Students explore self, careers, college or post – secondary options, making decisions and a plan, personal skills, and employability skills. Also, each freshman will meet with their counselor to develop a Career Plan/4 Year Plan. Students will select a career cluster or pathway, identify academic interests, and select courses to progress in that pathway. They will also discuss training and educational options during and after high school and identify community activities and extracurricular options to strengthen that pathway.

Cultural Competency

West Noble High School is very diverse. The student population is 53% Hispanic. 16% of students are English Learners. 54% of all students are economically disadvantaged. This diversity is a great strength, but this also comes with challenges. To ensure cultural competence with all stakeholders, data is shared regularly and disaggregated to focus on culturally appropriate strategies for increasing educational opportunities. Important meetings are held in Spanish, such as FAFSA night. The school has also partnered with the Indiana Latino Institute to meet with students individually and with parents. Certain meetings are held or offered in Spanish. Meetings are also offered multiple times and at varied times to allow access for parents who work different shifts or multiple jobs. As often as possible, meetings will be recorded and posted for parents who cannot attend. Guidance counselors regularly meet with students and parents who qualify for the 21st Century Program to go over options that may not be familiar to them due to their SES.

Resources from the IDOE will be utilized to ensure different groups have a voice. For example, administrators will participate in the Shadow a Student Challenge and report back to staff. (<https://dschool.stanford.edu/shadow-a-student-k12/>) EL students will also complete a biography paper to be shared with all teachers. Professional development will focus on classroom strategies but also on cultural competence and our students' experiences and needs.

Professional Development

West Noble High School has two virtual (Flex) days planned for professional development. Mornings are also used. There is a minimum of one whole staff professional development each month with focus meetings on specific topics added in as needed.

Goal #1

EL

West Noble High School has an EL committee that provides professional development at least once per month, focusing on the needs of our EL students. WIDA data is shared, and teachers receive training on instructional strategies and accommodations. The EL committee has created a system to ensure all EL students are receiving what they need and to assist teachers. This system is shared and revised through the year through professional development. EL teachers are also available for one-on-one training throughout the year.

Goal #2

MTSS

A team from West Noble High School completed a Multi-Tiered System of Supports audit. The team analyzed evidence-based practices and assessments at the levels of tier 1, tier 2, and tier 3 for the following areas: academic, behavior, and social/emotional. Areas of strength are tier 1 and tier 2 academic practices, tier 1 academic assessments, and tier 3 behavior practices. Professional development will focus on sharing strengths and weaknesses from this audit and on how to address weaknesses. The new social worker position will be key in addressing weaknesses in the areas of behavior and social/emotional. The main focus for the 2021-2022 school year will be Tier 1 practices through homerooms and increasing assessments at all levels for both behavior and social/emotional. Baseline assessments will be created for both as well in order to track progress.

Goal #3

RTI/Accountability

School data will be shared frequently, and teachers will reflect on this data. This includes graduation rate, attendance, EL data, and assessment scores. From this, teachers, administrators, and guidance counselors will form goals together. Goals will include training and future professional development teachers need in order to meet students' needs. The first area to be addressed is PSAT/SAT data. Teachers will learn how our students have scored in the past, what components are their strengths and weaknesses, and what needs students have before the junior SAT in the spring.

Data will be used weekly to track individual students and increase interventions, especially at the tier 3 level. Certain changes to the master schedule, such as increased elective classes and RTI study halls have already been implemented.

Goal #4

Instructional Strategies Training

Professional development will be focused on researched-based instructional strategies, such as highly effective engagement techniques. Training will be linked to the RISE rubric and based on data.