

West Noble High School  
2020 School Improvement Plan

IC 2-31-5-5 and 6, and 511 IAC 6.2-3-3 outline the required components of a school improvement plan, which include the following:

- **Established objectives of continuous improvement in, at a minimum, the areas of attendance rate, ISTEP+ proficiency rates, and graduation rates for the school to achieve over a three (3) year period and how the school expects to meet these objectives, with annual review and revision if necessary to accomplish objectives.**

For the 18-19 school year, West Noble High School had an ISTEP+ rate of (not released as of this time.)

For the 17-18 school year, West Noble High School had an ISTEP+ pass rate of 56%.

ISTEP+ 17-18 school year WNHS Math 37.4% State 36.2%.

ISTEP+ 18-19 school year WNHS 28% Math, ELA 50% English 53.

For the 18-19 school year, we implemented grade level homerooms that were used in conjunction with the current mixed grade level homerooms which were used for remediation assistance. Both the English and Math departments continued to use a data driven approach to identifying struggling learners and, in particular, where the learners were struggling. Once identified, the student was assigned to either a math or English teacher during homeroom time to be tutored. The students were grouped according to standards needing improvement. This was done to maximize the time spent with the teacher. Sophomore homeroom teachers were also providing ISTEP+ test prep prior to the testing windows. We also implemented a three trimester Algebra 1 class that aided those students struggling with comprehension of subject matter. This approach allowed teachers more opportunity to spiral back to keep all standards of Algebra 1 fresh and relevant.

This strategy was met with mixed results due to multiple testing conflicts with the variety of required testing that has been placed upon the high school level. There was an issue of fidelity in the implementation of the homerooms as well as students placing less emphasis on the test due to graduation pathways that now allow a student to meet graduation requirements without passing a state standardized test.

Due to a scheduling change for the 2020-21 school year we do not offer a daily homeroom in the schedule.

For the 19-20 school year, students that have been identified as needing to pass the ASVAB test have been given one period of instruction in preparing for the rigor of the ASVAB test. This class is divided between a licensed math and licensed English teacher. Due to reduced funding to our school, it has created a teacher shortage which dictates that we will only be able to provide one section of this type of student assistance for the year. This will have a limited impact due to the small number of students affected.

Due to COVID restrictions on classroom sizes and a change of scheduling this intervention has not been inserted into the schedule. If possible the program may be added into the schedule at a later date.

At WNHS, students take Geometry during their sophomore year and teachers will be doing spiral review of Algebra 1 standards and incorporate those into the Geometry classroom standards.

Due to the pandemic school closure mandate ISTEP was not administered in the Spring so therefore there are no data for analysis.

Attendance Rate: For the 2017-18 school year, the attendance rate was 93.4% and for the 2018-19 school year, there was a slight increase to 94.24%. The attendance rate is expected to slowly increase for the 2019-20 school year.

While having a good attendance rate for the 2019-20 school year, we continue to modify and adjust policies to try to improve. The WNHS attendance policy was re-written four years ago and implemented three years ago, to include more parent communication and intervention in student attendance. We have included a more consistent program of parental phone calls in a timelier manner to ensure parents are aware of when their child is not in school and their responsibility when their child is absent. We are developing a closer working connection with the county court system to help ensure the legal obligations to enforcement of state code as it pertains to attendance.

Reviewing data from the previous year Hispanic students in general were slightly higher than their White counterparts, but EL students represented a significantly higher number of chronic absenteeism than other student groups. For the 20-21 school year we rearranged the schedule to provide a full time EL instructor and plus an additional three periods to allow for more support to the EL students. The desired outcome would be that these students would see more academic success which will enhance their self-esteem which will in turn reduce chronic absenteeism.

Covid changes in allowing virtual students has created a new set of attendance issues that are still being assessed.

All administrators take part in home visits to students that have excessive absences or patterns that suggest unnecessary absences.

Beginning in the spring of the 2019 school year, a teacher and administrator were sent to receive training for the Link Crew Program. These two were trained on how to implement a transition program for 9th grade students just starting their high school experience. The program taught these individuals how to create 11th and 12th grade mentor students who will then partner up to lead a group of ten 9th grade students.

Student leader applications were accepted in April of 2019 and forty students were designated as leaders for the 2019-2020 school year. These leaders attended a short introduction meeting in May of 2019. These students then went through a 2 day training with adult leaders at a site off school grounds. During this time, leaders received their small group assignments and worked through the training curriculum.

On the second day of school, the Link Crew team worked through a large and small group curriculum with all 9th grade students. This training took approximately 3 hours to complete during that school day. The overall emphasis for the day was really focused on solution based strategies. It included identifying common barriers to success at the high school level and followed those conversations with solution strategies in their small groups.

Since that training, all small groups have met one additional time as of September, with a plan to continue regular meetings at least once each month for the remainder of the school year. The leaders will continue to lead activities and discussions focused on the overall success of 9th grade students at West Noble High School. Data will be examined along the way to see if there is a positive impact on attendance, grades, and behavior referrals.

Please see attached data sheet for follow up data on effectiveness of the program.

All policies are reviewed on a continuous basis and are adjusted as needed.

Graduation Rate: 2017-18 93.4%, 2018-19 94.24%, 2019-20 91% State average 86.4%

WNHS has implemented several programs where student performance is enhanced and monitored. The use of Achieve 3000 allows students to be leveled at their own reading ability and then assigned articles that will challenge them and improve reading ability. The articles are assigned in social studies and science classes. The articles are integrated into their curriculum and address state standards. English uses the Achieve 300 program for the ISTEP enhancement program. We have seen an improvement in student reading levels since the use of the Achieve 3000 program. Improved reading levels improve a student's chance of passing required standardized graduation exams as well as passing classes necessary for graduation requirements. In the 2017-18 school year we implemented the program into English classrooms to preemptively intervene with students prior to state testing. The use of this program will be evaluated on a yearly basis and adjusted to meet desired outcomes.

Unable to evaluate interventions for the 2019-20 school year due to COVID cancelling testing.

By offering a wider variety of curriculum offerings students are able to choose a career tract that interests them and thus improving engagement and buy-in to their own education. We have partnered with the Impact Institute and Wawasee Area Technical Cooperative, vocational cooperatives, to create this larger curricular offering. All freshmen are taken on a visit to the programs to expose them to the potential career fields with the intentions of providing them an educational opportunity that will create engagement and continuation in education. We also hold a college and career day every year that includes different universities, junior colleges, trade schools, employers, and military representatives. All students are given the opportunity to investigate the different options available for a future career. It is the hope that students will become more focused on education when they see the possibilities for their futures.

Due to COVID restrictions we will not be able to offer the aforementioned opportunities, at least in their traditional format, for the 2020-21 school year.

For the 2017-18 school year, we experienced a drop to 84.5%. Since that point, we created an in-house summer school that was housed at our alternative learning school and supervised by the director of the alternative program. We saw several seniors complete graduation requirements through the implementation of summer school and we will make use of it in the summer of 2020. Due to the COVID shutdown we were unable to offer the summer school in its traditional format. Students were given the opportunity to enroll in IOA for their summer school. This was not as successful as the summer school that had been traditionally offered at the high school. We also made use of the APEX online curriculum to ensure that seniors would have the classes required by their graduation date. If a student was failing a class at the mid-term mark and had no mathematical chance of passing, he or she was dropped from the classroom and placed on the APEX system. This was done for one period and the students had a scheduled classroom that was supervised by a certified teacher. This required manipulating the schedule and increasing other class sizes to create this section, but it was impactful to our graduation rate. This was so successful that we have created several teacher supervised classes for the 2019-20 school year. We were able to offer 2 separate classes of APEX credit recovery and saw a student success rate of 74%. We will evaluate the current year and manipulate the schedule as needed to create opportunities for this class to operate again.

- **Specific areas identified by the school where improvement is needed immediately, and how the school will address these areas.**

Drug education is an area that is needed immediately. In the 2016-17 school year, we became aware of a drug issue that encompassed high school and middle school. Through this discovery we have put several interventions in place and have several more scheduled for implementation.

Freshman Health class has rearranged their curriculum schedule to include drug and alcohol abuse at the beginning of the trimester with the intentions of bringing awareness to problems arising from drug and alcohol use.

We have partnered with the Bowen Center to provide two free counseling sessions for students and parents identified as needing help. We have also created a partnership with Crosswinds to provide free family counseling for students with substance abuse issues.

WNHS will use the corporation's alternative school, The Turning Point, for those students involved in substance abuse related issues in place of expulsion. Students will be able to continue education while receiving counseling and help with substance abuse problems. The Turning Point board has been approved for a grant to provide professional counseling services at their location. The grant allows for students and their families to have access to the counseling services at a need based price structure. The focus is on restoring the family structure in order to support the student's educational needs. The Turning Point board has renewed the grant for the 2019-20 school year. This pream will continue for the 2020-21 school year.

- **Description of the curriculum and information concerning the location of a copy of the curriculum that is available for public inspection.**

Class syllabi are available for parent review and can be provided in electronic or hard copy form. Parents have access to a student database management system and are able to follow student progress.

WNHS teachers have all completed or are in the process of completing Marzano Instructional Strategies training provided by the corporation instructional coach. The training is one year in duration and teachers meet approximately 4-5 times a year for all day training. Teachers design, teach and peer review instructional strategies that they must implement in the classroom. Since the introduction of 1:1, staff is now trained in Marzano Instructional Strategies focusing on the use of technology to implement the instructional strategies. This program will continue with changes and adaptations as technologies change.

All class offerings and class descriptions are available in hard copy form in the Guidance Office or online at the West Noble School Corporation website. The guide can be accessed from the high school drop down tab then guidance link. All curricular offerings are sent home with students for parental review and approval prior to enrolling in classes. Public meetings are held concerning the High Ability Curriculum and parental input is sought in the development and direction of the high ability program. Guidance and administration meet individually with 8<sup>th</sup> grade high ability students and parents to ensure parents understand rigor and sequence. Class syllabi are available for parent review and can be provided in electronic or hard copy form. Parents have access to the student database management system and are able to follow student progress.

This did not occur in the 2020 Spring trimester due to the COVID shutdown. Phone conferences were conducted in the Fall.

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based strategies. It included identifying common barriers to success at the high school level and followed those conversations with solution strategies in their small groups.

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- **Description and name of the assessments that will be used by the school in addition to ISTEP+.**

West Noble uses a variety of staff generated local assessments in Algebra 1 and English 10. These assessments are crafted to ensure that they are an accurate representation of student mastery of subject matter as outlined by state curriculum guides. From these local assessments students are assigned targeted interventions to support and reinforce learning that takes place in the regular classroom. Besides regular classroom interventions, students can be assigned to specific homerooms for academic support. The effectiveness of the assessments is gauged by student performance on ISTEP and PSAT standardized tests as well as performance in subsequent classes.

NWEA testing is used to track student progress in academic standards as well as assessing rigors of subject material.

Achieve 3000 is also used to level test students and assign reading levels. Students are assigned Achieve 3000 articles in social studies, science, and English classes that match their lexile reading level and fulfill course requirements for each discipline from which they are assigned. The readings are beneficial to all students from high ability to those EL students just beginning the process of learning English. EL students are also assigned Achieve 3000 articles as part of their EL class. Students, parents, and teachers have access to lexile levels and progress reports.

The PSAT test is given to all sophomores and juniors. Results are disseminated to math and English teachers to evaluate curriculum to ensure all aspects of student learning are being addressed effectively.

West Noble High School has been approved to offer the school based SAT twice a year. Seniors test in the Fall and juniors in the Spring. Scores can be used to contribute to the new graduation pathways.

West Noble High School has partnered with the military to offer the ASVAB test on campus. This test can be used on the new graduation pathways.

WIDA testing is administered to all EL students. Results are used to populate a spreadsheet with individual levels in each of the tested categories. Each category has a drop down window with can do indicators for modifications and accommodations for each level. All teachers have access to and are trained in the use of indicators.

Students enrolled in dual credit Ivy Tech classes are required to take the Accuplacer class to qualify for the dual credit.

- **Provision outlining how the school will address the learning needs of all students, including exceptional learners; provide courses to allow students to earn an Academic Honors diploma; and encourage the completion of the Core 40 and Academic Honors curriculums.**

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 for the remaining years of high school to progress in that pathway, 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 that they are able to take academically challenging courses as well as taking courses that will 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 the selections.

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

West Noble High School has curriculum in place to meet the requirements of all levels of student diploma requirements. High ability students have access to the Honors curriculum that includes English, math and science classes. Students after completing Honors classes have the option of taking dual credit college classes within the disciplines listed as well as in the disciplines of social studies, and agriculture. Students also can enroll in The Impact Institute or WATC, a vocational co-op, where certifications and dual credits may be earned that applies towards a technical honors diploma. The Technical Honors Diploma can also be earned at the high school through the agriculture department, welding, and industrial arts departments.

Dual credit classes offered at WNHS: Pre-calc, Calculus, Speech, Composition 1&2, English Literature, World History, US History, US Government, Psychology, Quantitative Reasoning, Biology 2, Chemistry 2, Landscape Design 1, Survey of Horticulture, Food science, Animal

Science. AP offerings include Environmental Science, Econ, Chemistry 2, and the opportunity to take the Calculus AB exam based off the instruction from the dual credit class.

- **Provision to maximize parental participation in the school.**

Parents are encouraged to email teachers, administrators, and guidance with questions or concerns about their student. Due to the work hours of the majority of WNHS parents it is difficult to connect using phone calls. Parents are also encouraged to schedule appointments with teachers and or administration. A quarterly corporation newsletter is mailed to all residents in West Noble's district in which the high school is given an opportunity to write articles to inform parents. The corporation maintains a website that has a page dedicated to the high school in which information is posted to keep parents and community informed. Several different entities, including the office, have Twitter accounts that provide information to followers. West Noble High School also maintains an Instagram account for the sole purpose of providing visual representation of the everyday lives of WNHS students as well as a high school Facebook page.

Freshman orientation is held each year prior to the first day of school during which time parents are encouraged to come to school and meet their child's teachers and become familiar with the high school. This was done on a limited scale with teachers not present in the building due to COVID restrictions. The high school also hosts parent teacher conferences in the Fall. Teachers are directed to contact struggling students' parents to schedule a meeting during conferences.

Other events include hosting financial aid night, high ability parental meetings, 8<sup>th</sup> grade parent night, senior awards, and college and career day. Homeroom teachers are required to contact parents of struggling students and document contacts as part of their evaluation. We are currently unsure whether these interventions will be possible due to COVID restriction or what form they will take.

- **Provision to maintain a safe and disciplined learning environment for all students and teachers.**

West Noble High School shares three SRO's with the corporation as a whole. The SRO's are a constant presence in the hallways, playgrounds, and at after school activities. There is a safety drop box for students to anonymously drop notes for the SRO's. Students are encouraged to email SRO's, guidance counselors, or administrators with concerns. This allows to them, the SRO'S) to communicate quickly and anonymously with safety concerns. All students have access to online student handbook and are required to read and sign a document acknowledging that they have read the student handbook, which includes discipline guidelines.

Parents also have access to the student handbook which can be linked from the school's website. All students are issued Chromebooks and school is wifi accessible which facilitates

ease of communication privacy. Teachers were informed during corporation meeting as well in the building level meeting of the reporting procedures for suspected child abuse.

All teachers are required to be present in the hallways during passing periods to ensure proper supervision. Lunch and noon activities are supervised by administrators and SRO's. Administrators perform bus supervision in mornings as students arrive at school. Teachers are assigned after school bus and parking lot supervision to ensure safe and orderly bus loading and parking lot behavior.

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, all doors are locked, which are controlled remotely and monitored by security cameras. Use of visitor passes and staff instruction to question persons not wearing passes and direct to office or notify administrator or SRO.

All administrators are School Safety Specialist certified and attend annual training to keep certifications up to date and relevant. All SRO's also attend yearly school safety and SRO training.

- **Provision for the coordination of technology initiatives.**

West Noble High School is a 1:1 school with all students issued Chromebooks for educational use. The implementation process was a span of two years with a technology team of teachers and technology personnel researching, attending tech conferences, and visiting other schools to decide on the best platform for WNHS.

WNHS receives Erate funding which is then leveraged to improve internet and infrastructure abilities. Technology plans for expanded technology use and has strived to ensure that critical issues such as bandwidth and infrastructure are adequate to supply demand.

The high school has in place a professional development program that equips a core group of teachers with support in the use of technology in the classroom. The core group of teachers attend training at the corporation level as well as off site professional development seminars in order to stay apprised of the newest and most effective trends in technology. This is designed to be a train the trainer strategy where the core group becomes the base for implementing strategies and tools throughout the building. There are also scheduled professional development days during which certain strategies are disseminated and teachers implement in the classroom. Teachers are instructed to peer observe and provide feedback. Observations are not part of teacher evaluation, however completing the observation is an expectation and is part of observing teacher's evaluation.

Digital citizenship and literacy is taught at several different levels. All classes are given instruction in digital citizenship and literacy by the media center specialist. This instruction is

supported by classroom teachers through training and stressing the importance of digital citizenship and literacy in the classroom.

- **Professional development program that includes a narrative of student learning data, strategies, programs and services to address student learning needs, activities to implement such strategies and an evaluation of the impact of such strategies; and an assurance that the professional development program complies with the State Board's core principles for professional development.**

West Noble High School implemented the use of NWEA testing. There was a schedule of professional development for staff to understand the test, analyze data, and implement change from results attained. We utilized a flex day to have an in-service training with Dr. Becca Lamon on the structure of the test and the different areas it is designed to assess. The training also covered instruction on how to analyze these data in the raw format and from the results to develop goals for student learning. From the goals for student learning staff were taught how to develop instructional strategies for targeted students' learning. The targeted areas will be identified through the use of NWEA data.

- **Methods to improve cultural competency of teachers, administrators, staff, parents and students, including the identification of all racial, ethnic, language-minority, cultural, exceptional learning and socioeconomic groups represented in the school's student population; culturally appropriate strategies for increasing educational opportunities and educational performance for represented groups that are incorporated in the school's plan; and areas identified in need of additional professional development to increase cultural competence in the school.**

We realized that the Hispanic student population was not being adequately represented in enrollment numbers at the post secondary level. It was determined that many of the parents were first or second generation immigrants to the United States and therefore were not aware of the opportunities

West Noble High School hosts Hispanic Night twice a year to help the Hispanic parents become more aware of opportunities provided by the school, community, state, and post secondary education. Students are taken to participate in Hispanic day at the State Legislature. Unsure if this will be offered due to the COVID restrictions.

As students with specific needs, such as needing to pray at certain times of the day, affected staff are given training in how to support the student with education while being cognizant of the differing circumstances.

Guidance schedules regular meetings with students and parents who qualify for the 21st Century Program to go over the options that they may not be familiar with due to their SES.

·	<b>Racial/Ethnic</b>	
·	Hispanic	50.2
·	White	48.6
·	Multiracial	.4
·	Black	.3
·	Asian	.1
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**Language Minority**

·	ELL	13.6%
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(For the 2019-20 school year we have had 17 students enroll that are Level 1 ELL, which will tax an already strained system due to lack of funding to fully support public schools)

·	<b>Exceptional Learning</b>	
·	Special Education	14.1%
·	<b>Socioeconomic</b>	
·	Free Meals and reduced	50.8%

A need recognized by the guidance department is the need for counseling of senior students and their families program is already in existence for all students, if the parents do not speak English and if the student is the first generation to attend college. These families need help in the college and scholarship application process and in making decisions regarding college. There are also opportunities specifically for these families the guidance department needs to be more aware of. In response to these needs, and in working with Goshen College, monthly Spanish Pathway to College nights will be held for each step of the senior process in preparing for college. These are held in Spanish (not translated into Spanish) and match due dates for major steps along the way. For example, the first meeting deals with signing up for SAT's, choosing a college, and applying during College Go Week when many applications are free.

There is also a major focus on building relationships with families and the community. Counselors are participating in scholarship recommendation programs geared to helping first generation minority students get accepted to college. Counselors are trained in identifying and selecting candidates for the various scholarship programs, and helping each student through the application process. Additionally, counselors and administrators are participating in Latino Summit Groups, which provide resources for Hispanic students who are the first in their family to go to college.

Another need targeted by the guidance department is the need for connecting West Noble families with mental health information and resources in the area. Also monthly, West Noble is working with The Bowen Center and The Northeastern Center to create presentations on topics that apply to parents, such as back-to-school tips or suicide prevention. These meetings also facilitate relationships between mental health providers and parents and make the intake process easier and more accessible. The goal is to alleviate some of the issues we see as obstacles for our students. With the help of guidance counselors and homeroom teachers, families can be directly invited, but meetings are also open to all parents.

Attached is an excel sheet that demonstrates where the employability standards are being met within the school. Areas that are not marked will be addressed between the various departments and classrooms.

The 2020-21 school year is one that is full of challenges in providing a quality education for students due to the many uncertainties and changes being forced upon parents, students, teachers, and schools by the COVID pandemic.