

**Norwell High School
9087**

School Improvement Plan
for the period of
September 5, 2017 – September 5, 2018

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Section One: Introduction

School, community, and educational programs

Northern Wells Community Schools (NWCS) is located in the northern third of Wells County, with the district's northern boundary extending to the southern edge of the city of Fort Wayne. Wells County students who attend the district's high school, middle school, and two elementary schools live in Ossian, the northern sector of Bluffton, and the Markle area, located at the extreme western edge of the corporation. The student population also consists of a small percentage of students transferring in from other nearby districts. NWCS's boundaries encompass 168 square miles and include a large number of farms as well as small industrial areas in Ossian and Bluffton. The surrounding community of the Northern Wells district can be described as rural, predominately middle class, and economically stable.

Northern Wells Community Schools provides a quality educational experience for all students. With a population of approximately 2,400 students, the corporation is proud of its success in meeting students' individual needs and in assisting them in reaching their goals. Outstanding student achievement at the elementary, middle, and high school levels in Northern Wells Community Schools is demonstrated by scores on standardized tests, which reflect the students' success in responding to high standards and expectations. Some key statistics:

- 95.4% attendance rate
- 95.2% graduation rate

Description and location of curriculum

The curriculum for all content areas 9-12 is aligned with the Indiana Academic Content Standards and has been approved by the Northern Wells Community Schools Board of Trustees. Each teacher and principal has a copy of the approved curriculum for his/her grade level and content area. In addition, a copy of the approved curriculum for each content area and grade level is on file at the superintendent's office. Suggested assessments and instructional strategies, key vocabulary terms, and materials are included.

Assessment instruments

NHS uses the following assessment instruments:

- End of Course Assessments (ECAs) at the 9th and 10th grade is the graduation qualifying exam. Students must demonstrate an established level of proficiency in math and English to earn a high school diploma for the 2018 Cohort
- ISTEP 10 is the graduation qualifying exam. Students must demonstrate an established level of proficiency in Math and English to earn a high school diploma for the 2019 Cohort
- SAT - measures mathematical reasoning, verbal expression and writing skills.
- ACT - measures English, Mathematics, Reading, Science, and there is an optional writing portion.
- PSAT - a preliminary SAT test. Test provides an indication of how well a student is likely to score on the SAT. It also serves as the National Merit Scholarship Qualifying Test (NMSQT).
- Common assessments have been created for courses with multiple instructors.

Section Two

Purpose/Vision/Belief Statements

PURPOSE: The purpose of Norwell High School is to equip students to maximize and take ownership of their present and future success.

VISION: The vision of Norwell High School is for each of its students to graduate and transition successfully into post-secondary education, the military, or the work place and be a contributing member of an ever-changing society.

SCHOOL COMMITMENT, VALUES, OR BELIEF STATEMENTS:
A Norwell graduate will be able to...

- Be a motivated and confident individual
- Act in a respectful and respected manner
- Be a responsible and self-disciplined person
- Behave in a goal-oriented manner with perseverance
- Display a positive attitude toward learning
- Solve problems effectively
- Think in an open-minded and reflective manner
- Possess a strong work ethic
- Monitor his/her progress in a wide variety of areas
- Communicate thoughts and ideas effectively
- Speak, write, and communicate in a responsible and literate manner
- Communicate using any technology or medium necessary
- Present himself/herself in or maintain a positive appearance

Section Three

Trends about current educational programming

Curriculum

The curriculum for Northern Wells Community Schools will begin to be aligned to the recently adopted Indiana Academic Standards. The assessments, vocabulary, instructional strategies, and materials are aligned to the standards. Northern Wells encourages all students to earn a Core 40 Diploma, Core 40 with Academic Honors Diploma, or Core 40 with Technical Honors Diploma. All students, including those with special needs, are provided a complete description of all courses and requirements to enable them to choose the diploma track which matches with their individual goals. All teachers and the building principals have copies of the curriculum.

Instructional Strategies

Student achievement of the Indiana Academic Content Standards in all content areas and grade levels is supported by our teachers' use of a variety of instructional strategies that may include:

- Common assessments
- Inclusion
- Graphic organizers
- Process writing
- Modeling
- 6 + 1 writing traits
- Peer conferencing
- Literature circles
- Visualizing
- Inferring
- Note-taking
- Outlining
- Socratic seminars
- Annotation
- Close reading
- Think – Pair – Share
- Cooperative learning

Analysis of Student Achievement Data

- Student assessment data at Norwell High School is generally above the state average.
- Locally developed assessment data will continue to be collected and analyzed by individual teachers to improve learning.

Parent Participation

- Promote parent/teacher interactions via quarterly newsletter, email, school website, newspaper, and guidance/teacher contact.
- Parents have unlimited access to student grades via PowerSchool.
- Evening meeting with parents of incoming freshman.
- Evening meeting with parents of current juniors.
- Promote parental volunteerism through the choral, band and athletic boosters.
- Parents serve on multiple advisory committees, such as but not limited to SIP, vocational advisory councils, wellness committee, strategic planning, and textbook adoption.
- Parents also assist with the building level recognition programs for teachers
- Quarterly parent meeting with administration to discuss variety of topics and to gather parent feedback

Technology as a Learning Tool

The students of NHS are presented with many opportunities to use technology and the Internet as a learning tool within the curriculum for individual departments, including courses to improve reading comprehension, written communication, critical thinking, and math skills.

In the year 2014-15, NWCS implemented its 1-to1 technology initiative, which put wireless devices (iPads) in the hands of students in grades K-12. Using the online learning management system eBackpack, school staff and students coordinate assignments, perform assessments, provide feedback, track grades, collaborate, make school-wide announcements, and provide access to a wide array of other educational and developmental resources. Students can access video tutorials, audio instructions, links to helpful websites, and other lesson materials in eBackpack.

Using their iPads, students are able to not just consume but also create content. They use their devices for research projects, multimedia presentations, and online collaboration. They create documentaries, collect artifacts, and record presentations in order to critique themselves and improve their communication skills. These devices have provided students the opportunity to demonstrate their knowledge and understanding in ways that were not possible before.

Safe and Disciplined Environment

NHS continues to provide a safe and orderly environment. The following are our methods/strategies to ensure the safety of the staff and students:

- One building administrator will be trained as a school safety specialist. The corporation also has a safety specialist overseeing the coordination of district wide safety plans.
- All safety plans have been reviewed and updated annually.
- Fire, tornado and intruder drills are practiced in accordance with state guidelines.
- Representatives from Norwell participate in the annual county-wide table top exercises designed to review current safety procedures.
- The front door can be locked via a switch in the main office in the event of a possible intrusion.
- Identification badges are worn by all staff members. Substitute teachers and visitors also wear badges to verify that they have obtained permission to be in the building.
- Surprise searches by the area K-9 officers are performed annually.
- An anonymous safety hotline is available for the reporting of student and parent concerns.
- Administration and guidance attend bi-weekly student services meetings to discuss and address individual needs of at-risk students.
- Video surveillance of the property is monitored via computers and monitors in the main office. Review of this record can be performed directly from the computers on the desks of the administration.
- In-house surveys ask staff, parents and students for their input on the level of safety they feel at NHS.
- Monthly safety trainings will be conducted with staff members

Discipline Plan HEA 1419 Timeline

- Continue to disaggregate disciplinary data by types of referrals, grade level, genders, etc. during the 2017-2018 school year.
- Continue to report discipline behavior data and provide analysis of the data during the 2017-2018 school year to students, faculty, administration and the school board.
- Continue to provide support to staff on strategies to improve and prevent student behavior issues during the 2017-2018 school year through training of both the staff and students during roundtable.
- Ongoing review and revision of the plan.

Cultural Competency

Norwell High School strives to improve cultural competency of teachers, administrators, staff, parents, and students by cultivating a respect of diversity and understanding of the unique needs of all learners in order to become culturally responsive.

SIOP (Sheltered Instruction Observation Protocol) and WIDA Training will continue for all teachers of EL students provided by the EL Coordinator. Support will be provided to teachers and students through a coaching model to ensure English language development.

An International Night will be held to share the unique cultures and languages represented at Norwell with students, staff, families, and the community.

Professional Development

The building administrators work closely with the staff to create and evaluate the district's professional development program. The basis for professional development is our school-wide student learning goals. Norwell's plan involves the use of outside consultants and in-house experts who provide initial and follow-up training. In addition, teachers are provided substitute teachers for release days from the classroom for training and follow-up; they also attend workshops sponsored by Region 8 Educational Service Center or other agencies. If teachers participate in professional development activities after school or in the summer, they receive a stipend for those days. All professional development is scheduled through the building administrator.

In addition to the school's specific professional development, staff have the individual opportunity to participate in Northern Wells Community School corporation-wide Quality Learning training.

Section Four

Student achievement goals and objectives

During the 2017-2018 school year Norwell High School will have the following achievement goals:

1. Increase the percentage of first time test taking students passing the ISTEP+10 Mathematics and English test.

2. Students will effectively use classroom technology to enhance and to improve student learning.
3. Staff will begin to create opportunities and experiences for careers exploration and awareness for all students through a variety of methods.

Section Five

Specific areas where improvement is needed immediately

Norwell High School will:

1. Review ISTEP+10 data that will be released in mid-September 2017 school year to identify areas of weakness or trends in the data
2. Compare ISTEP+10 data to previous ISTEP+10 data of the same cohort to identify gaps in alignment with curriculum maps and blueprints

Section Six

Academic Honors and Core 40

Provisions to offer courses

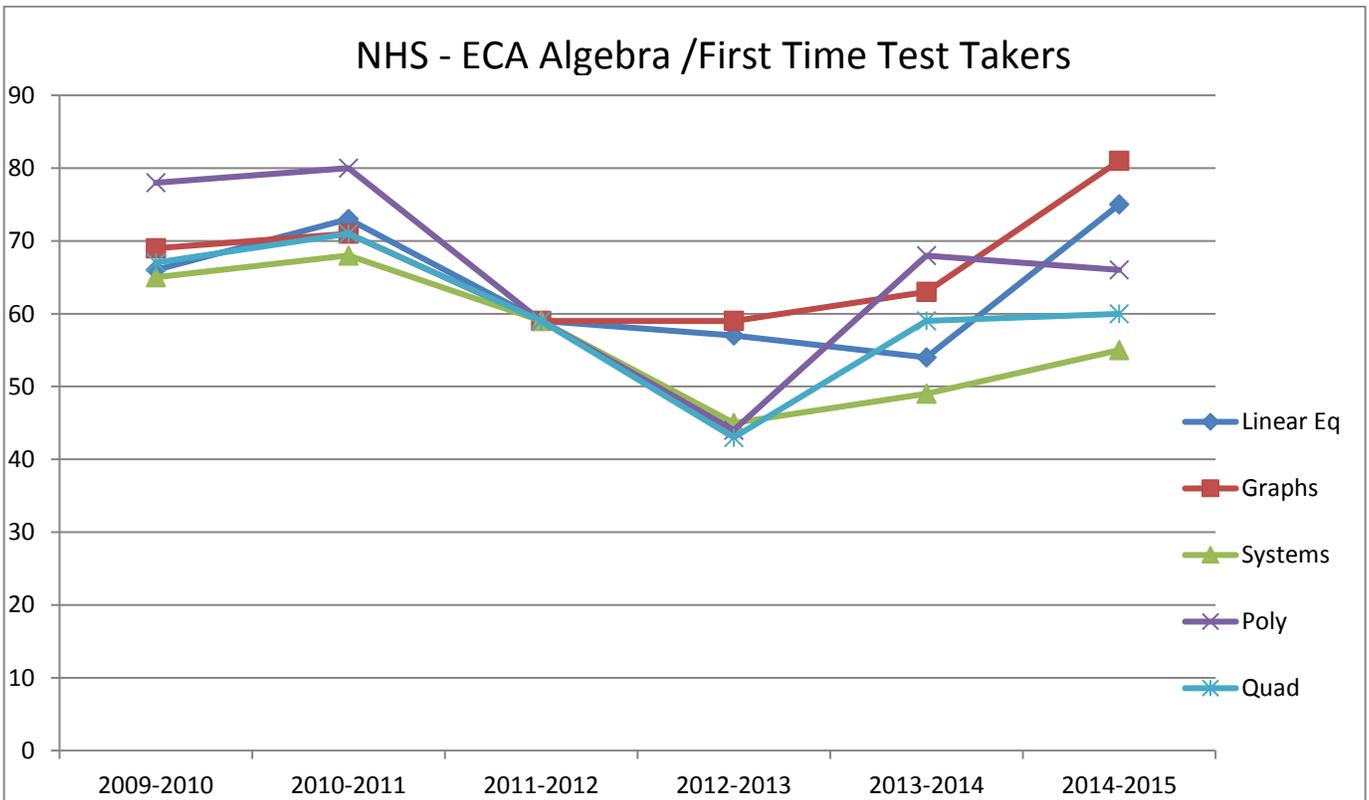
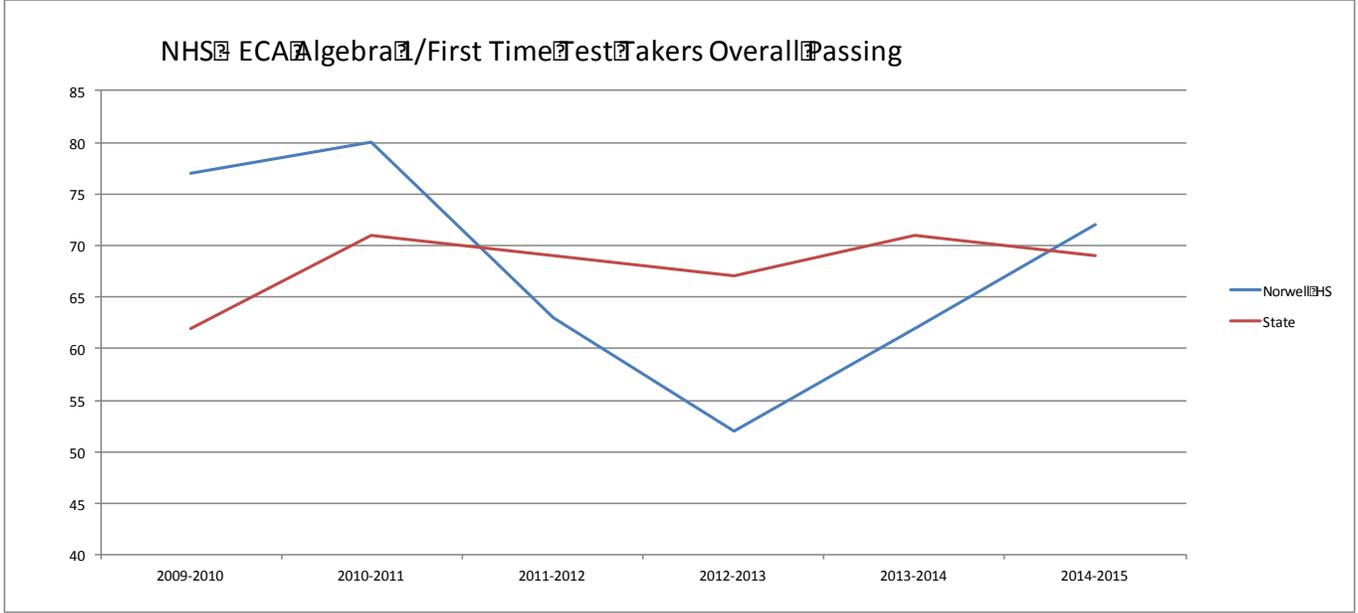
Courses that pertain to students' eligibility to earn the Academic Honors Diploma, Technical Honors Diploma and the Core 40 diploma are offered each semester to maximize opportunities for all students to successfully complete those curricula. The master schedule is developed in an attempt to minimize conflicts between courses required for each of the diploma tracks. Student progress toward their diploma goals are evaluated annually.

Provisions to encourage students

Provisions are made that encourage all students to earn the Academic Honors Diploma or complete the Core 40 curriculum. These provisions have been expanded to include the additional requirements set forth by the State of Indiana for these two diplomas. The new Core 40 diploma with Technical Honors is also being addressed through these provisions. Students meet with guidance counselors annually to assess diploma progress. Students are encouraged to pursue the highest level of diploma attainable.

Section Seven Data

*Algebra – HS First Time Test Takers
(test no longer given)*



English 10 – HS First Time Test Takers
(test no longer given)

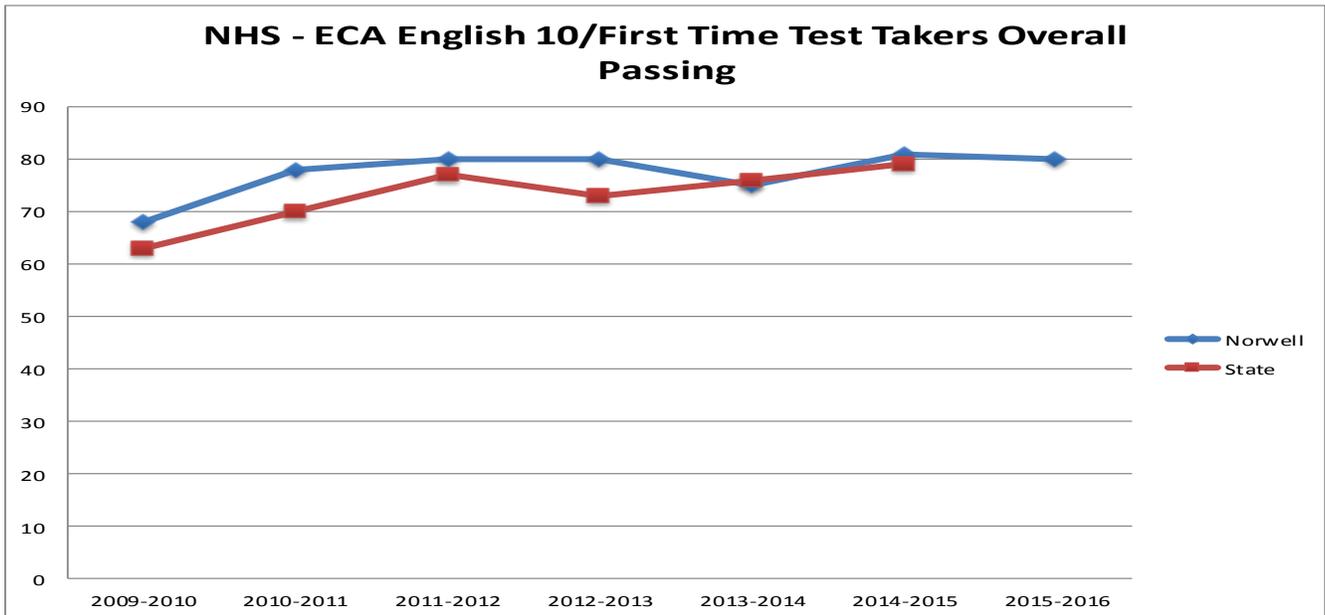
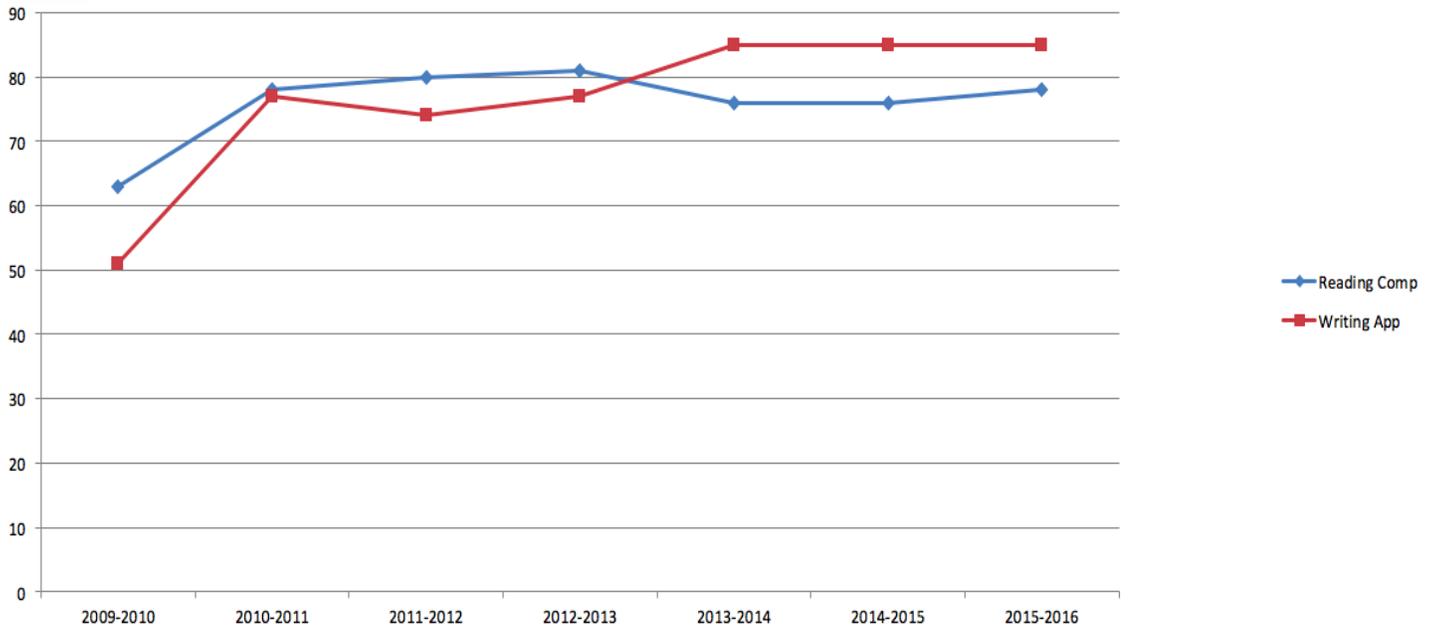
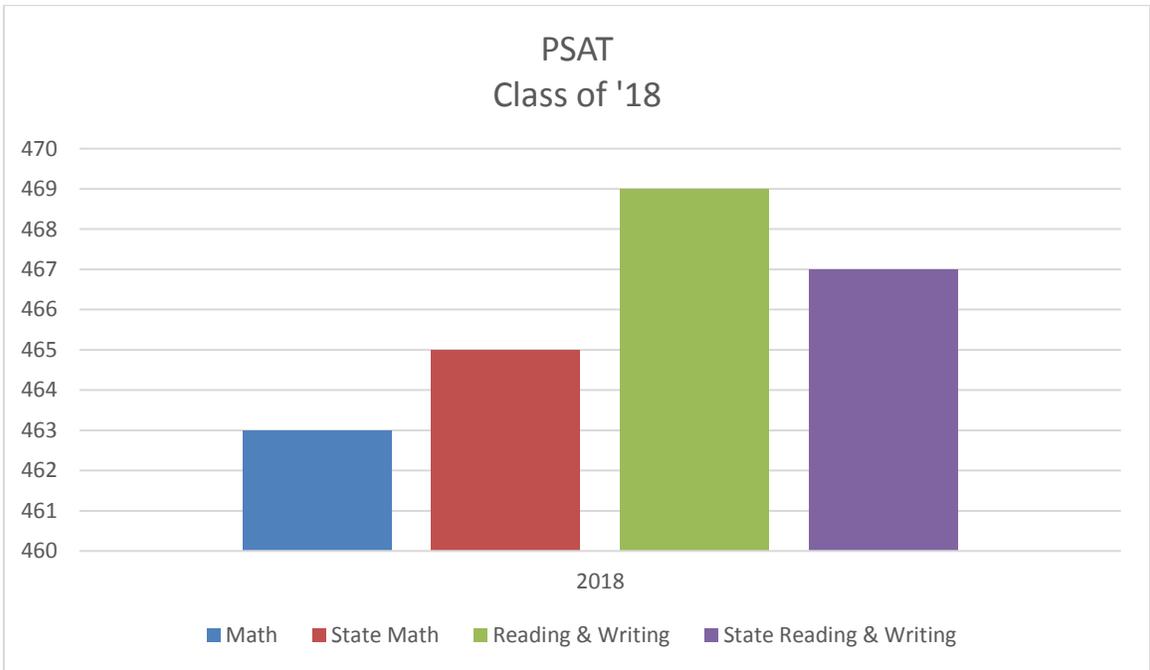
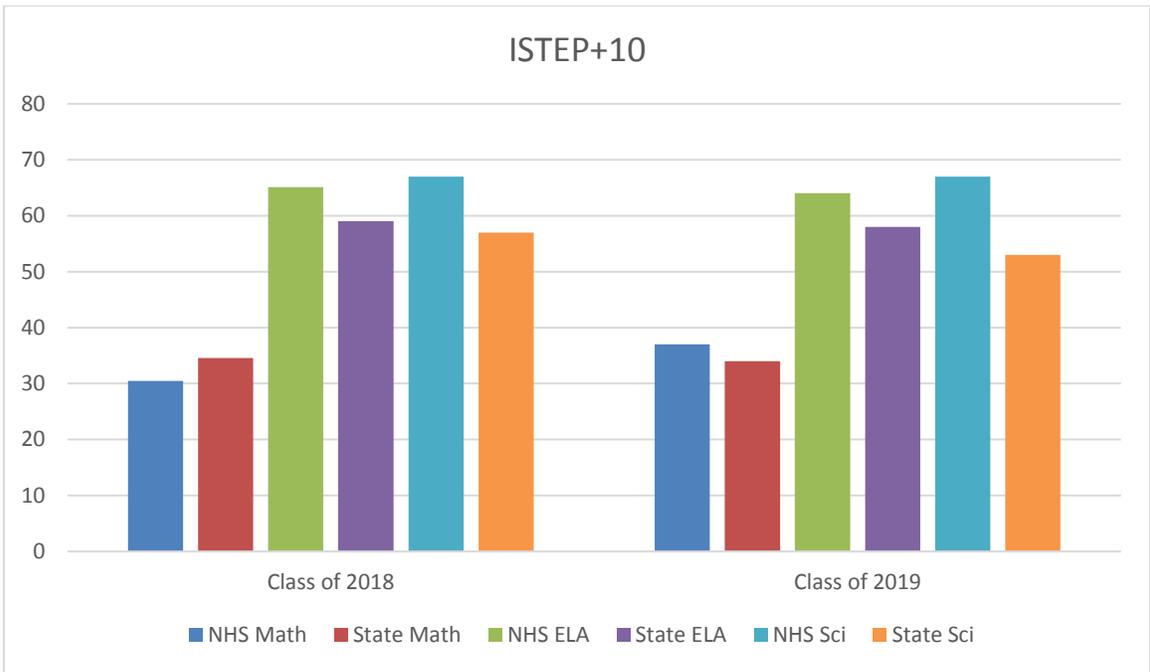
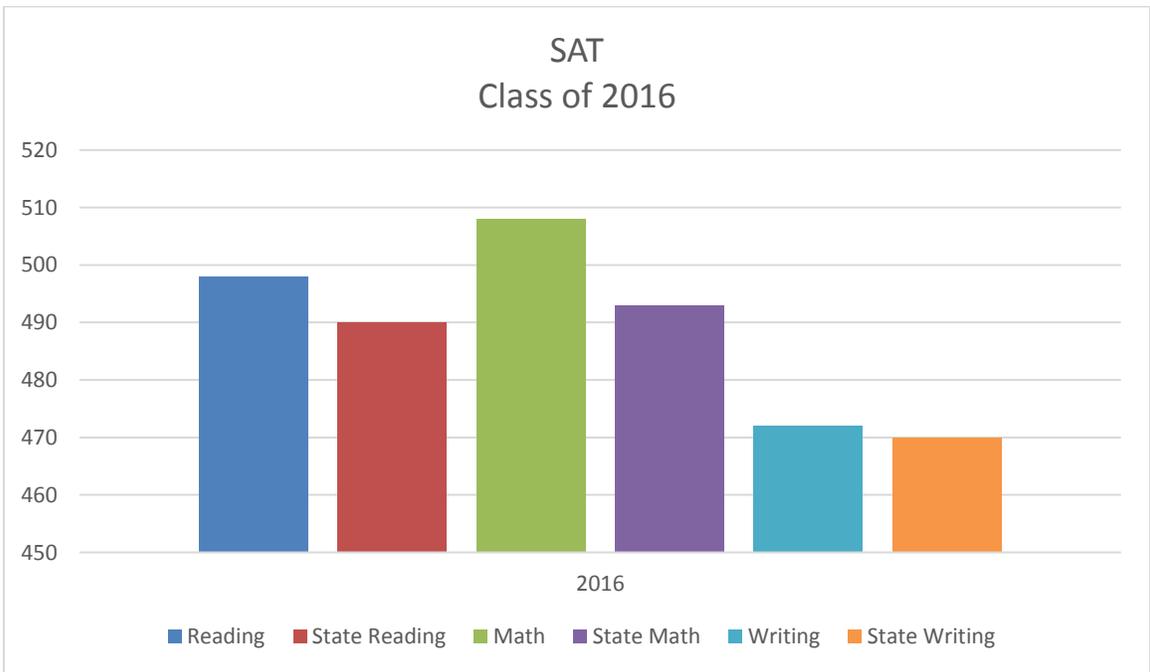
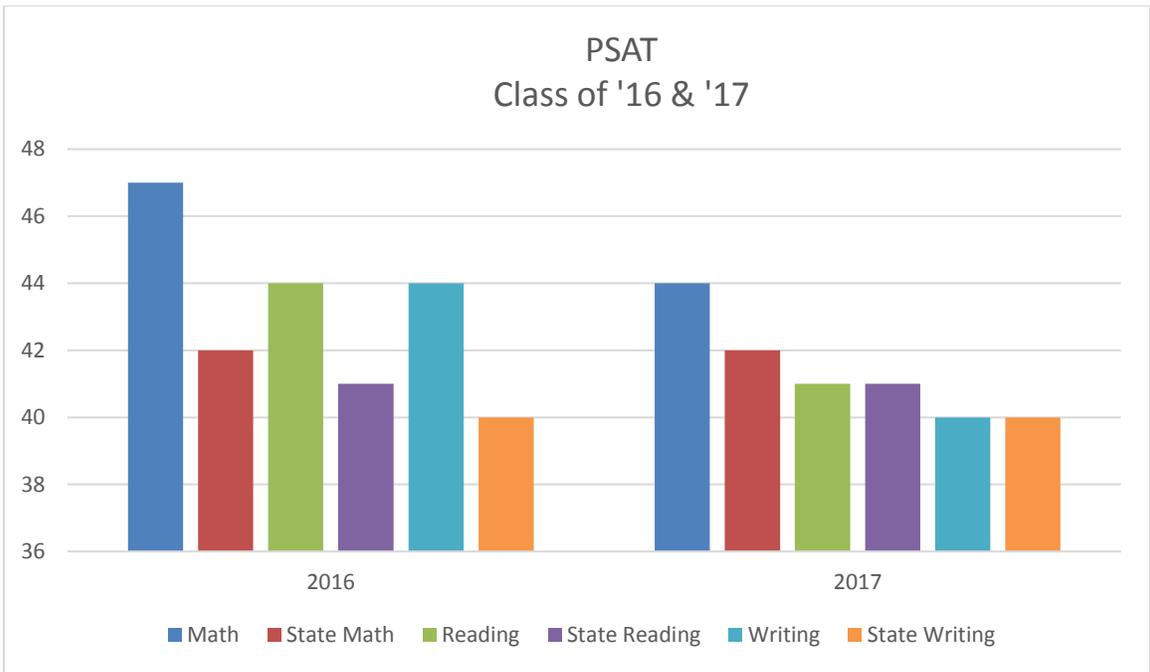


Chart Area

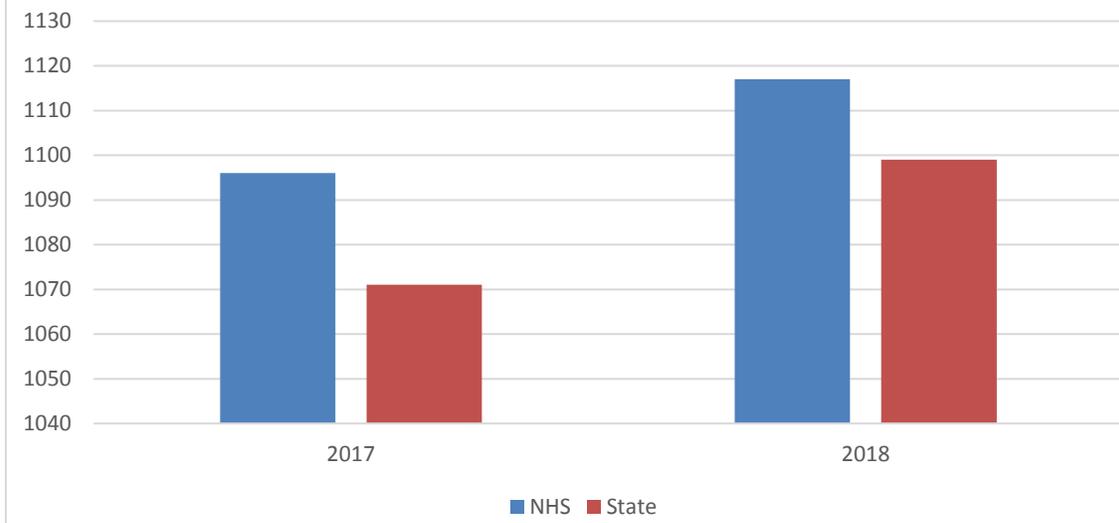
NHS - ECA English 10/First Time Test Takers - Breakdown







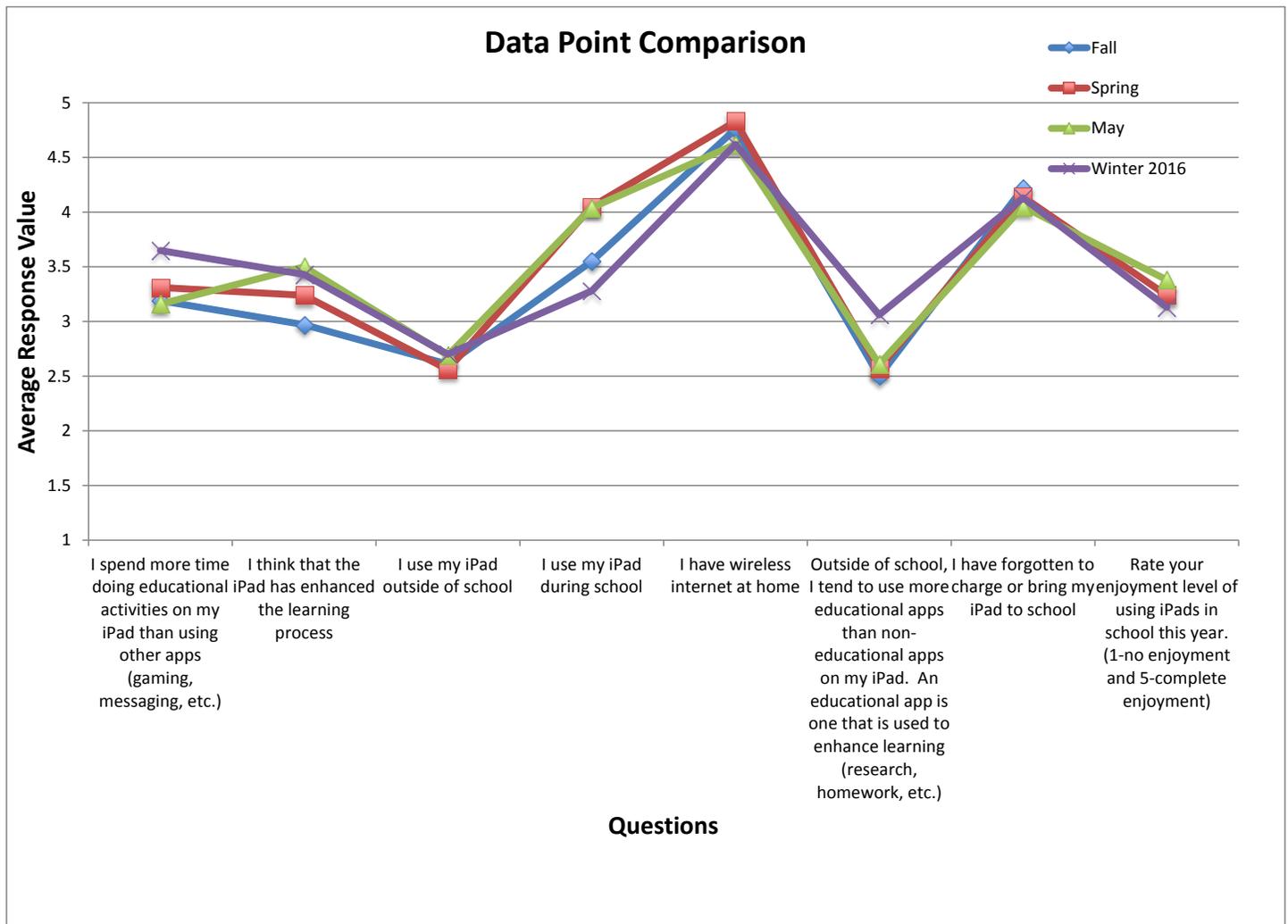
SAT Class of '17 & '18



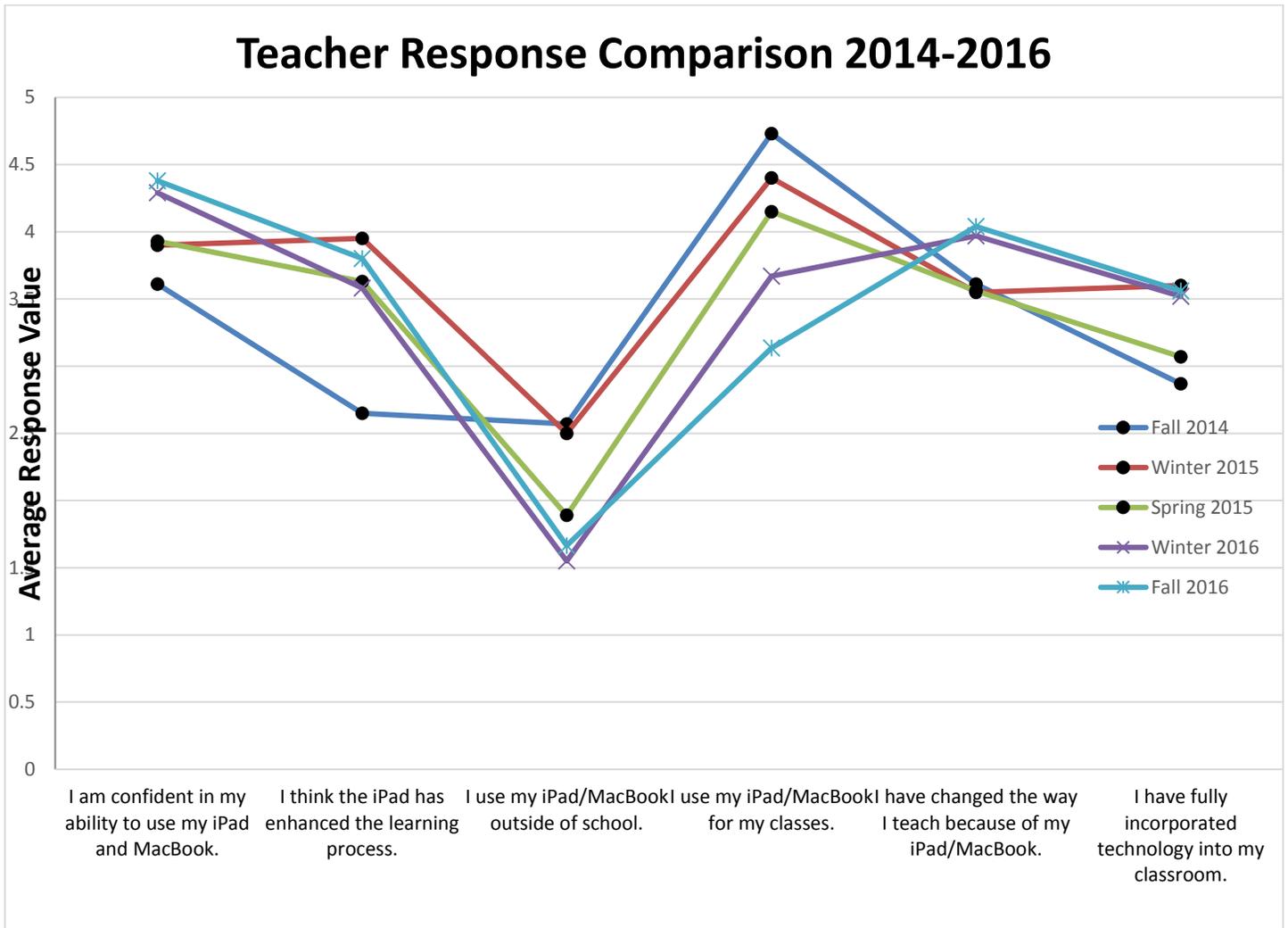
Students' effectiveness of using Technology

During the 2014-2015 school year base line data was collected in order to analyze progress towards meeting our goal. Our results of both the teacher and student surveys are graphed below. Norwell High School will continue to gather data during the 2017-2018 school year to monitor growth in each of the categories. After four data points, two areas that NHS will closely monitor is "I use my iPad during school" and "enjoyment level" for those two have a one-time drop in results.

Student results



Teacher results



Section Eight Proposed interventions

- Continue inclusion
- Alternative school
- After school tutoring
- Round table remediation sessions
- Peer tutoring
- Online test prep
- Continue an ECA/ISTEP+10 Mathematics remediation course
- Continue an ECA/ISTEP+10 English 10 remediation course

- Credit recovery program
- Bi-weekly department collaboration time focused on student learning
- Departmental focus areas from Algebra 1 & English 10 ECA blueprint and/or ISTEP+10
- Continued focused on Quality Learning implementation as methodology into classrooms

Section Nine

Professional development

Our professional development will focus on the following:

1. Continued work on curriculum maps that align with state standards and ISTEP+10 blueprints by way of learning experiences
2. Continued training for classroom technology (i.e. iPads, Google docs, the Cloud, eBackPack, or another LMS, etc)
3. Developing and growing a careers opportunities and awareness for all students

Focus 1

Curriculum Maps – All Subject areas

- Review/Update previous standards work
- Align standards to ECA and/or ISTEP+10 blueprint
- Continued incorporation of learning experiences into curriculum maps
- Incorporation of careers into curriculum maps

Focus 2

Technology

- All teachers will continue to move up on SAMR Model (Substitution, Augmentation, Modification, Redefinition) of technology implementation

Focus 3

Career Awareness and Opportunities

- Roundtable trainings
- Use/training on Indiana Career Explorer
- Incorporation of careers into curriculum
- Involving community business leaders to assist
- Vertical and Horizontal alignment with elementary and middle school

Accomplishing the focus of professional development will involve, but not limited to, the following:

1. Use of stipend pay for staff attending approved professional development
2. Use of release time for staff
3. In house experts leading professional development sessions
4. Use of outside consultants

Section Ten

Two-year timeline for implementation, review, and revision

This SIP provides a framework for staff and student growth through 2018. The ongoing attention to skills needed for success on both the ECA and/or ISTEP 10 will continue to be reviewed and revised as needed. Departments will begin to analyze action plans during the first semester of 2017. Identify needed changes based on the results of the 2016 and 2017 ISTEP+10 test, along with comparison of ISTEP+10 blueprint. Once analysis is complete, departments then will begin implementation of action plan. This review will be coordinated by administration utilizing student assessment data and staff input.

The focus area for professional development that addresses the needs of students will be implemented throughout this plan. Teacher growth will be assessed throughout this training program to provide data as to the effectiveness of the training. The timeline for this training will be adjusted as needed to assure that the professional growth is being transferred to classroom practice. Specific details of this two-year plan can be viewed in other portions of this document, specifically Section 9: Professional Development and Section 10: Action plans.

Section Eleven Action Plans

Goal: Increase the percentage of first time test takers meeting or exceeding the passing score on the mathematics ISTEP+10					
Support Data (used to select the goal):		Summative Assessments			
ISTEP+10 Performance		Standardized	Local		
Graduation rate		ECA	IXL results		
8th grade ISTEP		SAT	Local Algebra 1 assessments		
Teacher Surveys		ACT	Local Algebra II assessments		
ISTEP+10 Participation		PSAT	Student survey		
Interventions					
Roundtable remediation					
Mathematics ISTEP+10/ECA remediation course					
Departmental focus areas from ISTEP+10 blueprint					
After school tutoring					
Online test prep					
Indiana Academic Standards alignment					
Order of mathematics course work changed based on student performance					
Activities to implement the intervention		Assessments	Timeline	Person(s) accountable	Standard
Calculations including Algebraic proportions and solving word		homework/test	ongoing	Science Dept	2 & 7
Graph data from demonstrations		lab report	ongoing	Science Dept	3 & 4
Generate formula describing slope		lab report	ongoing	Science Dept	3 & 4
Measuring techniques - figuring percentages		projects/quiz	ongoing	FACS Dept	1
Operations with real numbers - pythagorean theorem		quiz/test	ongoing	Tech Ed Dept	1
Basic math calculation		drawings	ongoing	Tech Ed Dept	9
Use of historical data charts with statistics		PPT	ongoing	Social Studies Dept	3 & 4
Reading of timeline graph		creation of timeline	ongoing	Social Studies Dept	1
Implementation of Mathematical Processes		ECA	ongoing	Math Dept	1

Goal: Increase the percentage of students high school first time test takers meeting or exceeding the passing score on the English ISTEP+10

Support Data (used to select the goal):	Summative Assessments	
	Standardized	Local
ISTEP+10 Performance		
Graduation rate	ECA	IXL results
8th grade ISTEP	SAT	Local writing assessments
Teacher Surveys	ACT	Local reading assessments
ISTEP+10 Participation	PSAT	

Interventions
 Roundtable remediation w/ IXL
 English 10 ECA/ISTEP+10 remediation course
 Departmental focus areas from English ISTEP+10 blueprint
 After school tutoring
 Online test prep
 Indiana Academic Standards alignment

Activities to implement the intervention	Assessments	Timeline	Person(s) accountable	Standard
Use of word walls for unit vocabulary	vocab quiz	ongoing	Science Dept	1
Read text for key concepts	reading comp. act.	ongoing	Science Dept	2
Writing - observation/data of labs	lab report	ongoing	Science Dept	5
Find & read up-to-date periodicals on relevant topics	written reviews	ongoing	FACS Dept	2
Vocabulary development	quiz/test	ongoing	FACS Dept	1
Writing prompts	journaling	ongoing	FACS Dept	5
Use of primary documents	group discussion	ongoing	Social Studies Dept	2
Historically relevant writing prompts	quiz/test	ongoing	Social Studies Dept	4 & 5
Rewriting historical documents into modern vernacular language	presentation	ongoing	Social Studies Dept	6
Vocabulary development	vocab quiz	ongoing	All Departments	1
Understand parts of speech, conjugate verbs, sentence creation	quiz/test	ongoing	Foreign Lang. Dept	4
Common Core Standards alignment training	survey	year 1	Admin	