School Improvement Plan

School Name	East Noble High School
Local Education Agency Name	East Noble School Corporation
School Year	2021-2022

East Noble High School is located in the city of Kendallville, Indiana, next to Bixler Lake where the school has access to the lake and park facilities. It is the lone high school serving the communities of East Noble School Corporation.

The Communities of Eastern Noble County and Kendallville

East Noble School Corporation is centrally located in Kendallville, IN, which is a small city of approximately 9,916, yet the district boundaries include the eastern third of Noble County. Kendallville is the largest community in the county with Avilla and Rome City accounting for the third and fifth largest communities in the county accounting for an addition 3,500 residents. The population of eastern Noble County is a conservative, rural region composed of many small communities with traditional values. Primary employment is through the school system, Kraft Foods, Parkview Noble Hospital, manufacturing industries, small businesses, and farming. All socioeconomic levels are represented in our community, with the majority of families falling into the middle to lower levels. The racial composition of the community is approximately .5% African American, .5% Asian, 5.1% Hispanic, and 92.2% Caucasian.

East Noble School Corporation

Located approximately 20 miles northwest of Fort Wayne, Indiana, in the northeastern part of the state, East Noble School Corporation is one of three school districts in Noble County. East Noble School Corporation serves approximately 3,480 total students in five K-5th grades schools, one 6th –8th grades middle school, and one high school. There are four K-9 parochial/private schools within this school district.

East Noble School Corporation has steady enrollment in recent years with a high of 3,961 students and a low of 3,500 students in recent years with a relatively steady kindergarten enrollment over the same span of time. However, we have seen an increase in the number of students who require extensive support to succeed at school. Projections from the county census data indicate that population growth will be negligible in the near future.

To become a leading school in the area, preparing students for success in high school and beyond.

In 2019, East Noble High School was named as a Performance Qualified School for having received an "A" rating by the Indiana Department of Education and maintained it through 2021. To continue this, the high school is determined to continue to provide an exemplary academic experience for all students. This will be accomplished with having high expectations for the staff, students, and the community.

This academic excellence will continue being achieved in the following areas. The high school will continue to be a leader in the educational use of technology as this is the eleventh year of being a 1-to-1 school. Because of this, East Noble teachers and students were much more equipped for the Covid-19 quarantine than some of the other area schools. The school will continue to build and maintain interdisciplinary endeavors with community and university partnerships and will continue to build and maintain academic endeavors, alternative programs, and co/extra-curricular activities.

These goals will be maintained while providing a safe and caring educational environment for all students so they can reach their highest potential. This will also include the school's desire for a positive climate and cultural diversity.

The school's ultimate goal is to produce a well-rounded student who can function productively in the changing culture and to participate in community service and philanthropic endeavors.

Mission Statement

Inspire, Engage, Empower

Core Beliefs or Core Values

We believe...
- All students can learn.
- The learning environment must be safe and nurturing for students, teachers, and staff.
- The home-school relationship must be positive and strong.
- Each child is an individual with unique ideas and needs
- All students must have appropriate learning opportunities that will meet their individual needs and fully develop their potential.
- Staff members will use "Sources of Strength" and "Social and Emotional Learners" to help students become life-long learners.

- Teachers can (must) have a positive influence on students' achievement through presenting a positive role model, high student expectations, enthusiasm, attitude, and on-going professional development.

Student Demographics

East Noble High School currently has 1101 students enrolled in ninth through twelfth grades. Our student population is 89.8% Caucasian, 6.4% Hispanic, 1.9% Multiracial, 1.3% Asian, and less than 1% African American and other. Just less than one half of our student population, 41.4%, qualify for free or reduced lunches. School also has 4.1% of the students who have Individual Language Plan. Most of these students have Arabic or Spanish as their first language. Currently, East Noble High School has 16.3% of our student population with an Individual Education Plans. Disabilities serviced by these plans include Communication Disorder, Emotional Disorder, Learning Disorder, Mild Mental Handicap, and Moderate Mental Handicap, and Hearing Impaired. East Noble High School also houses functional life skill students and students on non-diploma track.

Staff Demographics

East Noble High School has 81 educators with full credentials in secondary education in all curricular areas. Years of teaching experience is a mixture of veteran and young teachers with 28% of teachers having 20+ years' experience, with 49% of the teachers in the 6-19 years' experience range, and 23% of the teachers in the 0-5 years' experience range. There is one full time registered nurse, 16 instructional assistants, five full time administrators, and a half time athletic director.

ENHS employs four full time guidance counselors who provide individual, small group, and classroom counseling lessons. We also have two instructional assistants employed as media specialists who in addition to overseeing the daily functions of a library also troubleshoot technology issues. In addition, there is one peer technology coach who provides technological and instructional support for all teachers and students.

The staff serve on a variety of committees to support and enhance student learning. The committees include department chairs, school safety, and school improvement. East Noble High School staff members have had opportunity for professional development in the areas of English language learners, standards-based grading, differentiated instruction, classroom management, assessment, and technology.

One area of academic data available for analysis is the recent 2021 ISTEP data. Each year we compare East Noble High School to the state average. Below are the results of this comparison since 2017. Scores from 2019-2020 are not included due to COVID-19 shutdown. State averages for 2020-2021 were not available upon completion of this document.

10th grade English Language Arts			
	State Average	ENHS	Difference
2017	60.5%	55.8%	-4.7%
2018	59.0%	59.2%	+0.2%
2019	50.9%	58.8%	+7.1%
2021	NA	47.64%	NA
10th grade Math			
	State Average	ENHS	Difference
2017	36.8%	48.1%	+11.3%
2018	36.2%	53.9%	+17.7%
2019	39.2%	44.4%	+5.2%
2021	NA	35.6%	NA

Summary of Core Curricula

East Noble High School's curriculum is solely based on the Indiana State Standards. All departments have developed a scope and sequence for their curriculum and common assessments based on the Indiana Standards.

Summary of Formative and Summative Assessments

East Noble High School staff members use various formative and summative assessments to evaluate the mastery of standards for each of their students. Formative assessments include quick checks for understanding and for practicing of daily skills that help guide the instruction for the following lesson. Summative assessments include classroom developed assessments that test at the higher levels of depth of knowledge and meet the state standards.

In addition to the East Noble High School curriculum, the following programs, services, and resources are utilized:

Academic Lab

Every student is assigned to a 25-minute academic lab that meets four days a week. Most labs are assigned by grade level. The purpose is for each student to have a study hall. However, many students use this time to make up tests and quizzes, seek remedial help from teachers, and for class and club meetings. The teachers of the labs are also responsible for various activities and a once-a-week grade check. The students are assigned the same teacher for the duration of their schooling to build relationships. Data from these weekly grade checks is collected, evaluated, and shared. Weekly updates are shared with the students and the staff. The staff collaborates on the data at least once a trimester.

Besides the regular lab groups, students with multiple failing grades can be assigned to an academic probation lab. These labs are smaller so the teachers can offer more assistance to the students. Grade checks are done more frequently as well.

English Study Tables

The English department offers after school study tables on a regular basis. The study tables is voluntary, but teachers can suggest it for make-up work. Recognizing the benefit derived from additional teacher directed support after school, ENSC provides two additional Activity busses to assist students and parent's transportation needs.

Online Classes

East Noble High School offers online course for remediation and acceleration. Those students who have fallen behind in credits can opt to remediate and increase the number of credits using EdGenuity. The program offers a wide enough range of courses. Because of this, students are able to take regular course that do not fit into the student's regular schedule.

More Opportunities for Students with Various Needs

East Noble High School has moved more of the instructional assistants out of the special needs classroom and into the regular classroom with a higher concentration of special needs students. This not only is happening in math and language arts, but also in other required classes to support students directly in the classroom.

The Algebra I classes have modified the mastery Algebra program. There are some classrooms that are more self-paced to allow students to meet mastery at a faster pace than other classmates. This is extremely helpful for students who are repeating the classes so they may be able to recoup more credits.

East Noble High School offers unified classes. These classes pair a general education student with a special needs student. Unified classes include physical education, band, choir, theater, and art.

East Noble High School adopted a class in English as a New Language. Students were chosen for this class based on their WIDA scores, NWEA data, and exposure to the English language. The course is in addition to their English Language Resource and includes instruction in listening, speaking, reading, writing and comprehension as well as meeting the Language Arts state standards.

List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

East Noble High School offers a wide range of programs for students during the school day and after school. These programs are intended to meet the social, emotional, and academic needs of our students. Programs include:
- Sources of Strength
- Robotics Club
- FCCLA
- FFA
- Student Council
- NHS
- Science Olympiad and Bi/Phy/ Chem Teams
- Spell Bowl/Academic Superbowl
- Yearbook
- Online Newspaper
- Art Club
- DECCA
- Foreign Language Clubs
- Key Club
- Interact Club

Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

East Noble High School prides itself on finding quality candidates that are skilled teachers and also individuals who can create positive relationships with our students. Candidates complete an application with our human resource department through an online application tool. The school's hiring committee analyzes the applications, completes reference checks on quality candidates, and then completes the interview process.

Once a staff member is hired, he/she is connected with the department to begin the induction process. This process includes becoming familiar with the building, resources available, and answering any questions they may have before starting.

New staff members are also assigned to a mentor teacher. The new teachers complete a district wide new teacher program. This program is run by the assistant superintendent and is designed to help the new staff members become more familiar with district initiatives.

Summary of Teacher and Staff Professional Learning Opportunities

East Noble School Corporation believes that teachers are the key to improving student learning. What happens day-to-day in the classroom matters far more than a specific textbook, piece of software, or computer hardware. Teachers are supported through a strong professional development program that provides current research-based information on effective teaching and learning. All activities are tied to a district, school, or individual improvement.

Professional development is designed using standards for effective adult learning and is job-embedded, continuous, and meets the individual learning needs of each teacher. Integrating technology as an important teaching/learning tool that is stressed. Faculty collaboration is scheduled to support teachers as they strive for improvement.

The East Noble High School staff participates fully in professional development opportunities provided through the district. In the past school years, the district level professional development has focused on curriculum mapping, subject planning time, new teacher mentoring, project-based learning, standards-based grading, and 6+1 writing. The building level professional development has also focused on curriculum mapping as well as standard based grading and data analysis to drive curriculum and instruction.

Beginning with the 2020-2021 school year, the staff will be given intensive training in implementing SAT materials and instruction in their coursework to meet the new graduation requirement for juniors beginning with the class of 2023. Students are expected to complete the SAT in March beginning in 2022.

East Noble teachers have 45 minutes of collaboration each Monday morning with a delayed start time for students. These sessions usually deal with student safety, student social and emotional needs, SAT preparation, school improvement goals, and departmental work for curriculum and assessment.

Summary of Teacher and Staff Coaching and Evaluation Model

Teachers are evaluated each school year by the school's administration. Teachers that are new to the district or have less than five years of experience are evaluated using a modified RISE evaluation tool. Teachers that have taught for more than five years are evaluated using an alternative teacher evaluation tool. This tool allows staff members to self-reflect on the evaluation standards and focus on one to two goal areas of improvement for the school year.

Summary of Key Family and Community Engagement Strategies

East Noble High School envisions our families, staff, and community working together to help our children succeed. This is a shared responsibility. We are committed to exploring and developing new

strategies for our school community that will help us and our children to meet the challenges of a fast-paced, ever-changing world.

Recognizing that parental involvement is one of the greatest contributors to student success in school, our staff encourages numerous opportunities for parent participation in the educational process. Several current activities emphasizing parental contributions to students' educational visions are listed below:

- Parent/Teacher/Student conferences in the fall and winter trimesters
- School-wide communication via school website, telephone calls, e-mails, and School Messenger
- Use of social media to promote ENHS
- PowerSchool access for all parents to provide access to student grades
- Parent/Community Volunteers
- Back to School Night
- Music and theater performances through the year
- Freshmen orientation in the summer
- Booster club for both athletics and the arts
- Athletic Events
- The Spring Berhalter Art Show (students from the entire corporation)
- Community arts performances in the Cole Auditorium

Involvement of parents at East Noble High School has proven a valuable resource to student learning. These activities impact student achievement throughout the school in a way that supports our vision for the students.

SIP Development Team Members

Name	Stakeholder Group(s)	Role(s)
Kathryn Longenbaugh	Administration	
Joshua Schocke	Administration	
James Graham	Administration	
Lindy Munson	Counselor	
Charles Barber	Co-chair	
Jen Wells	Co-chair	
Michele Schmidt	English department chair	
Amy DeWitt	Math department chair	
Mark Liepe	Science department chair	
Katie David	Social Studies department chair	
Amy Barnes	Business/Practical Arts department chair	
Chris Mettert	Music and Art department chair	
Kelli Ohms	Special Education department chair	

Review of Focus Area 1

Description of Focus Area 1:
One focus area for East Noble High School for the 2021-2022 school year, will be the growth of English Language Learners Levels 1-4 in listening, speaking, reading and writing on the WIDA assessment. Growth will be analyzed annually based on spring WIDA scores and data from student growth targets.

Goal 1:
For the 2021-2022 school year, 70% of English Language Learners Levels 1-4 will show growth in their overall score in listening, speaking, reading and writing competency in English as outlined in the WIDA (World-class Instructional Design and Assessment) standards.

Description of key findings for Focus Area 1 (strength or area for growth)	Root causes for key findings from Focus Area 1
For the 20-21 school year, 65% of our English Language Learners increased their overall language proficiency.	WIDA test scores of 9th-11th graders showed that 76% were at proficiency levels 1.0-3.9. 24% exceeded 4.0 proficiency level.

Review of Focus Area 2

Description of Focus Area 2:
Focus area 4 for East Noble High School for the 2021-2022 school year, will be the continued growth of the East Noble High School graduation rate.

Goal 2:
For the 2021-2022 school year, ENHS will Improve the graduation rate by 1% to ensure post-secondary success and be above the state graduation rate average.

Description of key findings for Focus Area 2 (strength or area for growth)	Root causes for key findings from Focus Area 2
ENHS has consistently been raising our graduation rate over the past four years.	Desiring to raise the graduation rate to match new Department of Education expectations.

Review of Focus Area 3

Description of Focus Area 3:
Focus area 3 for East Noble High School for the 2020-2021 school year, will be the growth of "model attendees" at the high school level which is defined as students with 7 absences or less.

Goal 3:
For the 2021-2022 school year, ENHS will meet the model attendance rate of 80% or higher from the 2019-2020 rate of 61.8% by increasing the number of students who are in attendance 96% of the 180 days or who have increased attendance by 3%.

Description of key findings for Focus Area 3 (strength or area for growth)	Root causes for key findings from Focus Area 3
For the 2019-2020 school year, an estimated 38.2% of 9th-12th high school students would **not** be considered model attendees.	Desiring to raise the attendance rate to match the Department of Education expectations.

Review of Focus Area 4

Description of Focus Area 4:
Focus area 4 for East Noble High School for the 2021-2022 school year will be the implementation of more in-depth SAT preparation activities and experiences.

Goal 4:
For the 2021-2022 school year, ENHS will raise the rate of exposure to SAT practice opportunities.

Description of key findings for Focus Area 4 (strength or area for growth)	Root causes for key findings from Focus Area 4
More exploration is needed to determine the best programs to meet the state cut rate for the SAT.	The Department of Education has adopted the SAT as a graduation requirement for all students beginning with the class of 2023. Teachers need to be prepared to implement tactics and methods into their coursework to aid students with preparation for the SAT.

Evidence-Based Interventions for Focus Area 1

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

- Professional development training for all teachers every trimester
- Adopted an English New Learners course for students with low WIDA scores and low NWEA data.
- Level 1.0-3.4 students will have 70 minutes daily with a certified ELL teacher
- Level 3.5-4.0 students will have 25 minutes four times a week with a certified ELL teacher
- Support for students in the general education classroom with an ELL Instructional Assistant who may translate information
- Toolbox of ELL classroom strategies shared on Google drive
- Create bench marking assessments to monitor student growth throughout the year

Evidence-Based Interventions for Focus Area 2

Summarize the strategies from the core components in SIP Phase 2 that address this focus area:

- CTE courses
- AP/Dual credit courses
- Career related clubs—robotics, FFA, FCCLA, Student Publications, Art
- Project Based Learning
- Career counseling
- Round Table Café
- 17 Dual Credit Courses at EN
- 56 Dual Credit Courses at IMPACT

- 1 Certification at EN
- 15 Certifications at IMPACT
- 10 AP Courses
- 32 Career Pathways
- 6 Project Lead the Way Courses at EN

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

- Continue implementation of East Noble District attendance policy
- Share weekly attendance rate with students and staff on school email announcements
- Increasing parental awareness about the importance of school attendance, arriving on-time, and the resources/supports available
- Rewarding students who achieve perfect (no absences) each trimester or near perfect (less than 3 absences) attendance each trimester
- Daily phone calls made to parents who do not report an absence
- Power Announcements sent home twice daily for students who are reported absent by teacher attendance
- Letters sent home when absences total 3
- 2nd Letter sent home when absences total 5
- Guidance Counselor Meeting resulting in an attendance agreement, all administration notified and documentation in PowerSchool when absences total 7
- School Social Worker Completes home visit when absences total 9
- Involvement of the district attendance officer when student attendance is unaccounted for
- Involvement with the county probation officer when unexcused absences exceed 10 days
- Phone calls made by administration to discuss individual student absences

Summarize the strategies from the core components in SIP Phase 4 that address this focus area:

- Provide teachers with staff development multiple times a month during weekly collaboration time.
- Train master of trainers teachers from English and Math departments to be reference points for staff.
- Provide teachers with resources to use in the classroom.

	Set Goals	

Given the school's improvement priorities (e.g., strategies for its core components and evidence-based interventions) define goals for this professional development plan. Provide a brief rationale for each professional development goal in relation to one or more of the school's focus areas.

PD Goal #	Goal Description	Goal Rationale
1	To provide support for staff with professional development related to the needs of SPED and ELL learners in their classrooms.	To continue to grow as professionals through collaboration with outside SPED and ELL resources and from fellow teachers in our building and district.
2	Strengthen technology practices amongst departments within the building to enhance eLearning and remote learning.	Strengthen technology practices amongst departments within the building to enhance eLearning and remote learning.
3	Foster individual professional development with a focus on areas of improvement and other staff member's strengths.	An educator needs to continue to grow each year as a teacher to meet their students' needs.
4	To provide support for staff to implement SAT related materials into their daily classwork.	With the new state graduation requirement of the SAT for juniors starting with the class of 2023, teachers need to be able to successfully implement materials that help students become prepared for the rigor of the exam.

	Professional Development Offerings	

For each of the school's professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.

PD Goal #	Initial Professional Development	Follow-up Professional Development to Support Implementation
1	Create an ongoing SPED and ELL plan that serves the needs of teachers as it relates to providing for the educational needs of SPED and ELL students.	Providing a "toolbox" of instructional strategies from outside SPED and ELL partners, district resources and collaboration with peers.

2	Create an ongoing technology plan that serves the needs of teachers as it relates to providing for remote learning education.	Offer online training opportunities through Knights in training, common collaboration form to submit to administration after each department collaboration.
3	Revise our common instructional framework for the building.	Staff members identify three areas of improvement and three areas of strengths. Three areas of strengths for each staff member is shared with the whole staff. During the course of the year, teachers can collaborate and learn from others whose strengths are their weaknesses. This collaborating includes classroom visits while teaching is taking place.
4	SAT preparation	Sending teachers to Region 8 SAT training. Purchasing books for teachers to use as a reference tool

Professional Development Resources		

For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.

PD Goal #	Resources Needed for Initial PD	Resources Needed for Follow-up PD to Support Implementation
1	NA	NA
2	NA	NA
3	NA	NA
4	NA	NA

Professional Development Evaluation		

For each of the school's professional development goals, define the method(s) for measuring the impact of the associated professional development. Map out an evaluation plan by identifying the individual(s) responsible for collecting, analyzing, and facilitating the review of data to assess the impact of the professional development as well as when this evaluation will occur.

PD	Method(s) for Measuring PD Impact	Plan for Measuring PD Impact

Goal #		
1	Gather data following state and WIDA assessments and data on how many students meet their academic goals	Analyze growth data on state assessments and WIDA assessments. Analyze the number of students who meet their academic goals.
2	Walk-through observations	Are teachers implementing instructional strategies learned through professional development?
3	Survey End of year meetings	Staff members will complete an end of year survey regarding their level of professional growth during the year. Teachers will also meet with their evaluator at the end of the school year to discuss their professional development during the course of the school year.
4	SAT monitoring	Evaluator will monitor LMS and observe in walk-through observations to assure teachers are adding SAT based materials to their classes.

Kathy Longenbaugh, ENHS Principal

Charles Barber, ENHS Teacher Representative