Mission: ALL STAFF WILL WORK TO CREATE A CULTURE OF CONTINUOUS IMPROVEMENT WHERE ALL STUDENTS ARE PROVIDED AN OPPORTUNITY FOR SUCCESS

GOAL STATEMENT: All students in grades K-12 will improve their performance on the state assessments and local summative assessments to be proficient or higher in all tested content areas.

Strategy A Statement (SA) High Expectations*: District staff will work to motivate students to meet higher standards by integrating high expectations into classroom practices and providing frequent feedback*

Adult Implementation Indicators:

- ➢ 100% of PK-12 staff will implement the three question instructional framework/ process.
- ● 100% of PK-12 teachers will have clear learning targets/goals (Identify what they want students to know, understand, and be able to do)
- ● 100% of PK-12 teachers will use data from local standard-based formative/ summative assessments to inform day to day instructional decisions (Know if students have learned- ongoing checks for understanding).

Student Performance Indicators:
- ➢ 100% of all K-12 students will be proficient on local standard-based assessments (STAR, Read 180, DIBELS, Vendor, SLO, LEAs-9 week, semester, EOC)
- ➢ 100% of all K-12 students will receive a GPA of 2.0 or higher each quarter (with grades being reflective of standard mastery).

Action Steps	Evidence	Responsible Parties	Resources	Timeline	Progress Monitoring
SA. A1 : **Teachers will use standard-aligned pacing guides and curriculum components to ensure a guaranteed and viable curriculum (State/ course standards, model curriculum, Test Specs/ Test Blueprints)**	Lesson Plans Walk-throughs Teacher Evaluations District Team Docs.	Principals Teachers	HSTW MMGW SST 12 OVESC ODE Model Cur.	Ongoing Quarterly Pacing Guides Current Curriculum August Pacing Guides Curr.Maps	Lesson Plans Walk-throughs Teacher Evaluations Google Docs
SA.A2: Teacher teams will select, apply, and progress monitor high-yield/ evidence-based instructional strategies, including 21st century literacy skills, to ensure learning is achieved by all student populations, with increased focus on SWD & Lowest 20% populations. The four C's are: 1. Critical thinking 2. Creativity 3. Collaboration 4. Communication	Ongoing strategy implementation /use progress monitoring in lesson plans, TBT & BLT documentation, principal observations, Student work samples, Focus Teams Shared Practices 4 C's of 21st Century Education PBL	Teachers Administrators Focus Teams	HSTW/ MMGW Model curriculum SST 12 OVESC Coach Optional Peer Review Literacy Plan/ STEM - Themes	Ongoing Quarterly Quarterly Quarterly	Principal Reports TBT/ BLT Minutes
SA.A3 Teacher assessment data (Formative, Summative, Performance) will be collected, analyzed, and shared to monitor standard alignment (DOK) and proficiency of students with special focus on:	building data documents BLT/ TBT minutes	Administrator TBTs BLTs	HSTW/ MMGW SST 12 OVESC	Ongoing Monitoring Quarterly Reporting	Principal Reports TBT/BLT Minutes RIMP plan Lists

1. SWD students; 2. Lowest 20%	Focus Team Meeting minutes	*All Instructional Staff	K-8 STAR reports (BOY,MOY,EOY) monthly as needed		RTI on Watch lists
SA.A4: Teachers will use grading practices that measure and reflect standard mastery and provide timely and direct feedback	Grade policies Grades- Progress Book entries BLT/Principal Reviews Progress Reports	Teachers Principal	OVESC SST12 HSTW MMGW	Ongoing	Progress Books Policies Conversations
SA.A5: Principals will monitor teacher PD selections and in-building implementations to ensure they support improvement needs (based on teacher evaluations, district and/or building improvement plans)	Observations Meeting Agendas, Minutes, Sign-ins TBT/BLT minutes Google Document	Principals	OTES 2.0	Ongoing	Discussions at Monthly Admin. meetings and DLT meetings

Strategy B Statement (SB): Systems of Support/ Help

District staff will create a multi-tiered system of support that includes extra help and extra time to meet the unique needs of our diverse student population as they complete a program that includes high-levels of academic and technical content.

Adult Implementation Indicator:
- ➢ 100% of buildings will adopt and implement a building level, school day, extra help plan.
- ➢ 100% of PK-12 staff will implement the three question instructional framework
- ● 100% of teachers will discuss/ document targeted and data driven instruction- enrichments/interventions (What to do for students who reached proficiency before planned or aren't learning/ achieving mastery as expected).
- ● 100% of buildings will monitor student success via 3R rubric and success plans.

Student Performance Indicators:
- ➢ 100% of all K-12 students will be proficient and/or receive a GPA of 2.0 or higher each quarter.
- ➢ 100% of all K-12 students will be proficient or higher on local standard-based assessments (STAR, Read 180, DIBELS, Vendor, SLO)

Action Steps	Evidence	Responsible Parties	Resources	Timeline	Progress Monitoring
SB.A1: Extra help building plans will be implemented and progress monitored for compliance with ongoing revisions based on student results quarterly.	Plans TBT/ BLT Minutes Failure Rates, ICU D/F list WIN lists/plans	Principals BLTs Teachers	SST 12 Assessment Data HSTW/ MMGW OVESC Progress Book	Ongoing Wkly/Monthly/ Quarterly	TBT/ BLT and DLT meeting Progress Reports
SB.A2: All teachers/ Principals will identify % of students <u>not proficient </u>and/or <u>falling below 2.0 </u>at each grade level and develop intervention plans for improvement	TBT/ BLT minutes Progress monitor # / % of Student Plans D & F List In School intervention time built into building schedules	Teachers Principals BLTs Teacher Action Team All TBTs/RTI	Progress Book Intervention Specialists Teacher Collaboration	Ongoing Wkly/Monthly/ Quarterly	TBT/ BLT and DLT Meeting Progress Reports

	Google Docs STAR REPORTS				
SB.A3: Teachers/ Principals will identify % of students considered "at risk" according to building level "student success" rubrics along with plans to intervene/ next steps (Attendance/ discipline).	BLT minutes Student Plans RIMP Plans	Teachers Principals BLTs Counselors	DASL Attendance Discipline PBIS Website	Ongoing	TBT/BLT and DLT Meeting Progress Reports

Strategy C Statement (SC): *Active Engagement*
Staff will work to engage students and community in the process of changing to a more rigorous academic program that encompases 21st century literacy and career ready skills.

Adult Implementation Indicators:
➢ 100% of teachers will differentiate instruction in response to individual student needs and 21st century literacy skills (Increased collaboration, communication, choice, creativity, critical thinking, and caring (relationships/ feedback) (UDL, PBL).
➢ 100% of teachers and counselors will incorporate career awareness, exploration, and development.
➢ 100% of buildings will adopt and implement a building level PBIS plan.
➢ 100% of principals will have parent advisory committees that will meet quarterly.

Student Performance Indicators:

➢ 100% of students will be engaged in class activities during principal walk-throughs
➢ When surveyed, 100% of students will feel cared about, value learning, like attending school, and have a career goal.

Action Steps	Evidence	Responsible Parties	Resources	Timeline	Progress Monitoring
SC. A1: Principals/ teachers will collect and analyze data on teacher instructional use/ choices (High-yield, PBL).	Data collected from walk–throughs, TBT/ BLT minutes Surveys, student work samples, Lesson Plans	Principals BLTs	Instruc. Strategies FIP Marzano,Reeves	Ongoing	Quarterly reports
SC.A2: Building PBIS plans will be progress monitored for compliance and effectiveness (based on student behavior referrals, positive reward results, and chronic absenteeism).	PBIS Plans and Rubrics Teacher Surveys TBT/BLT Minutes Interventions Data collection Sheets Absenteeism data Google Data Sheets	Principals PBIS team members BLTs	PBIS Plans and Rubrics	Ongoing according to plans	Quarterly reports at DLT Discipline Attendance Reward

SC.A3: Board and Parent advisory meetings will be held and information shared with BLTs/ and DLT	Meeting agendas, sign-ins and minutes	Principals		Ongoing	Quarterly DLT Reports
SC.A4: 100% of students will be surveyed each year to obtain feedback around instruction and learning. ---100% of teachers with access to student experience surveys will administer the surveys two times yearly.	Survey Data	SI Team	Survey	Ongoing	Ongoing

Research shows that teachers have a tremendous impact on student learning. A strong relationship exists between educational leadership, professional learning, teaching knowledge and practices, and professional learning is one way that school systems can support all educators, and encourage improved teaching and learning. Through ongoing professional learning, educators gain new knowledge, skills and ideas that allow them to best meet students' learning needs.

District professional development guidelines:
- **Will occur within a collaborative culture in which all share collective responsibility for continuous improvement.**
- **Be advanced by leaders who prioritize professional learning and develop the capacity and structures to support it.**
- **Be data-based**
- **Focus on specific improvement plan goals and align outcomes with existing educator and student standards.**

Noble Local's Professional Development Plan

District Name	School Name	Superintendent/ Principal Names	Plan Begin/End Dates
Noble Local	Shenandoah SES SHS	Dan Leffingwell Justin Denius Chad Miller David Milliken	2021- 2023 School Year

OIP	Professional Development	Persons Receiving	Action/Sources of Evidence
SA **SB** **SC** **SD**	Curriculum Instruction Assessment	Teaching staff as determined by Building Principals	Differentiated PD will be provided to staff across the district based on need. Goal to have all curriculums aligned to standards, all teachers using data to inform their use of research-based instructional strategies, and all teachers using assessments to monitor and measure student achievement of standards. Evidence:

			*Principals will emphasize and monitor teacher use of Ohio's Model Curriculum, Assessment Blueprints, and Performance Indicators *Math and Reading STAR data at the beginning, middle, and end of year-- focus on 50 SPG measures and instruction reports *Pre and Post assessments in all classrooms aligned with DOK levels/ Standards-- growth and achievement * Curriculum Maps/Pacing Guides updated regularly * Instructional Observation Data *PD Agendas, Sign-ins, Minutes

SA SB SC SD	*Career Exploration/Planning*	*SES, SHS (Grades 6-12) Teachers* *As determined by principals*	*Teachers will be trained on new state guidelines and provided with resources to support the work.* *Evidence:* **Student Created Backpacks* **Student Success Plans* **PD agendas, sign-ins*
SA SB SC SD	*PBIS and School Safety*	*SES, SHS as determined by the superintendent and principals*	Differentiated PD will be provided to staff across the district based on need as deemed by district superintendent and building principals. *PBIS World and Public Works will be two internet sites/platforms used routinely to provide staff with both interventions and training.* Evidence: ● Training Certificates ● PD sign-ins, agendas, minutes ● Assembly Evidence ● PBIS plans

Parental Involvement Plan

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

(A) that parents play an integral role in supporting and assisting in their child's learning;
(B) that parents are encouraged to be actively involved in their child's education at school;
(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

The following plan has been created by Noble Local for planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

Activity/ Action	Persons Responsible	Evidence
The Board Advisory Committee will discuss ways to increase parent involvement district-wide and update district policies	Superintendent	Meeting Minutes
Building Principals will create Parent Advisory Groups that will meet quarterly to both inform and include parents in decision making	Building Principals	Meeting agendas, sign-ins
Parents will be encouraged and recruited to volunteer in student classrooms, participate in parent meetings, participate in school programs, and complete surveys	Building Principals	Lists, agendas, sign-ins, newsletters, pamphlets, pictures
Parents will be encouraged to attend parent-teacher conferences (Goal to increase participation from previous year)	Building Principals	District attendance data
Principals and teachers will be asked to increase communications with parents through multiple media platforms (Phone, FB, Twitter, Remind, Progress Book, Web Pages, Google Classroom. School Messenger)	All District Staff	Copies/ Pictures of uploads