



## Demographics



- 1034 STUDENTS
- REGIONAL - 3 TOWNS
- 97% WHITE
- SPED 20.2%
- 40% FREE/REDUCED LUNCH



## SCHOOL REFORM INITIATIVES

- COALITION OF ESSENTIAL SCHOOLS (1990)
- PROMISING FUTURES (1998)
- NEW SCHOOL BUILDING (2001)
- COMPREHENSIVE SCHOOL REFORM DEMONSTRATION PROJECT (1999 - 2002)
- GREAT MAINE SCHOOLS PROJECT (2003-2007)
- SMALLER LEARNING COMMUNITIES GRANT (2006 - 2011)



## SMALLER LEARNING COMMUNITIES GRANT

Working with four other Maine high schools -

Developing, implementing and supporting a systematic approach to preparing our students for college, work and global citizenship

5



High School  
**NOBLE**

*A Member of the Coalition of Essential Schools*

**At Noble, our goal is to provide a rigorous, equitable and personalized learning experience that prepares all of our students for college, work and citizenship**

- Innovative, rigorous curricula featuring challenging interdisciplinary units
- Authentic public demonstrations of student learning
- The innovative use of technology
- High quality, timely academic and behavioral supports
- Research-based, high quality instructional practice
- Small, heterogeneously grouped learning communities
- Teacher and student participation in school leadership ^

6

## Noble High School Vertical Learning Academies

	<b>ACADEMY I</b>	<b>ACADEMY II</b>	<b>ACADEMY III</b>
	<b>Dean</b>	<b>Dean</b>	<b>Dean</b>
	<b>Guidance</b>	<b>Guidance</b>	<b>Guidance</b>
<b>Grade 9</b>	<b>White Team</b>	<b>Gray Team</b>	<b>Maroon Team</b>
<b>Grade 10</b>	<b>Team I</b>	<b>Team II</b>	<b>Team III</b>
<b>Grades 11/12</b>	<b>House I</b>	<b>House II</b>	<b>House III</b>
<b>SPED/Alt. Ed.</b>	<b>Team IV</b>	<b>Team V</b>	<b>Alt. Ed.</b>



## GRADUATION REQUIREMENTS

- 5 credits of math
- 5 credits of English
- 4 credits of science
- 3 credits of social studies
- 1 credit of fine arts
- 1 credit of health
- 1 credit of P.E.
- 4.5 electives

**Total - 24.5 credits**



## Other Graduation Requirements

- Four years of daily Silent Sustained Reading
- Freshman Round Table
- Sophomore Gateway
- Junior Pathway
- Senior Project
- 60 hours of community service ^

5



## Other Projects

Power standards identified - Revamping all assessments

Common research guideline document

Interdisciplinary units - 46

Grading system has no D

Early college

Open Advanced Placement

Honors Challenge+

6

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## **Current Initiatives**

### **Improving Teaching and Learning:**

Teacher evaluation system based on Standards of Professional Practice

iWalkthroughs and Literacy Walkthroughs

One to One Laptop Initiative

Professional Development:

Cross School Seminars - Literacy, Motivation, Layered Teaching, Technology, Honors Challenge, Writing, Personalization, etc.

Best Practices Workshops - Literacy and Technology

Professional Learning Groups - Team Based and Cross Team\*

14

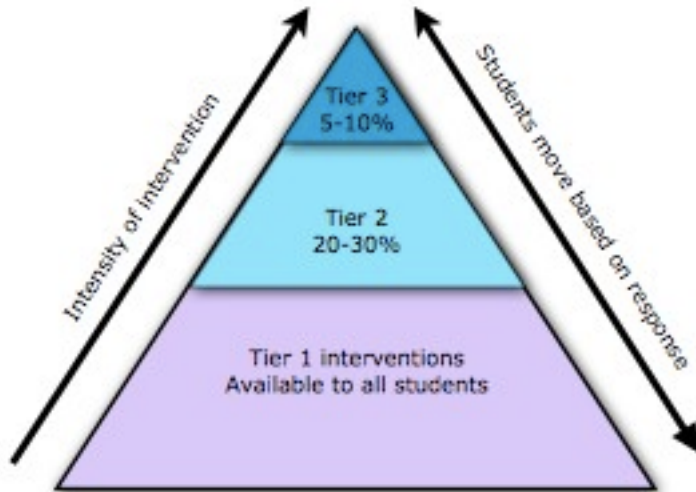
Helping All Students Succeed



# Helping All Students Succeed

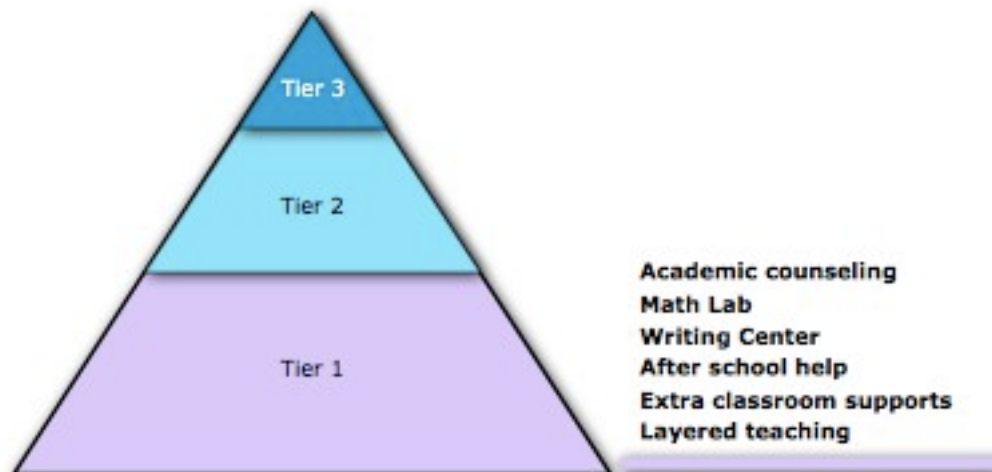
## Response to Intervention - RTI

Things to try before making special education referrals



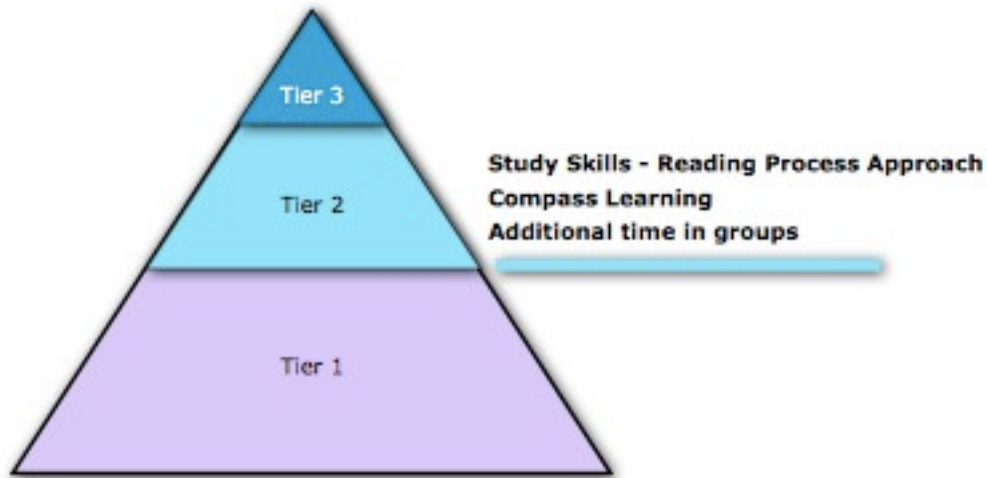
# Helping All Students Succeed

## Classroom Interventions - TIER 1



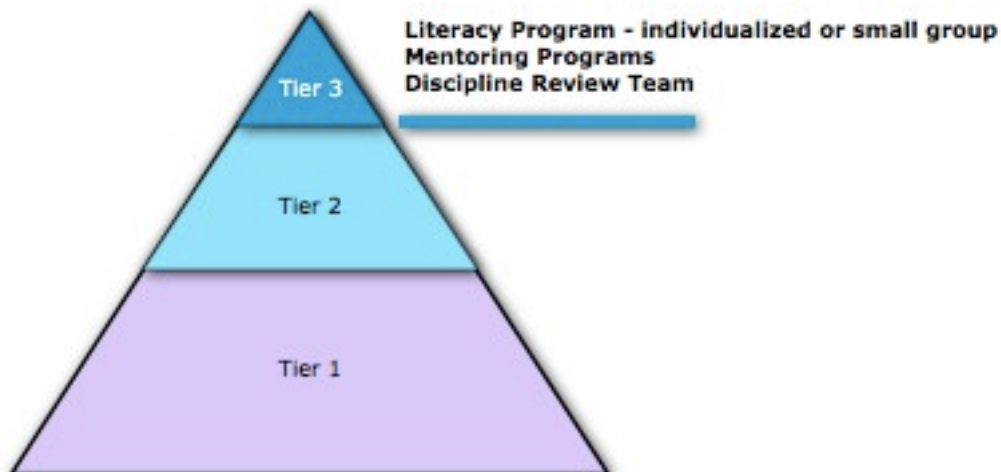
# Helping All Students Succeed

## Outside the Classroom Interventions - TIER 2 (small group)



# Helping All Students Succeed

## Outside the Classroom Interventions - TIER 3 (individualized)



# Helping All Students Succeed

## Tier 1:

1. Teacher provided in class supports:
  - Graphic organizers
  - Structured notes
  - Literacy strategies
  - Teaching of content vocabulary
  - Assignments broken down into smaller units with due dates
  - Test retakes
  - Extra exemplars provided
  - Rubrics provided
  - Alternative testing formats
2. Layered teaching
3. Professional Learning Groups focus on improving teaching and learning
4. Daily Silent Sustained Reading - 30 minutes
5. Double Grade 9 English
  - Beginning Reading Process Approach (RPA) - formerly

## Integrated Reading Program (IRP)

- Beginning to develop monthly reading comprehension assessments to monitor progress.
6. Double Grade 10 math
  7. Senior Project Classes
  8. Compass Learning
  9. Rotating after school teacher support schedule
  10. Guidance academic counseling
  11. Math Lab - voluntary

## Tier 2 Interventions:

1. Freshman Study Skills classes
2. Mandatory Math Lab
3. Writing Center
4. Summer School
5. Block 5 Credit Recovery
6. Compass Learning in a structured setting
7. Short-term counseling services
8. Credit recovery classes

## Tier 3 Interventions:

- Reading
1. Literacy Center
    - Phonemic Sequencing Program (LIPS)
    - Reading is FAME
    - Reading Process Approach (RPA)
  2. Wilson Reading
  3. Numeracy - Numeracy Center - In planning stages
  4. General Academic / Behavior
    - Pre-vocational Program
    - Social work services
    - Crisis interventions by guidance counselors
    - Behavior plans
    - Discipline Review process
    - Adult Mentor Program
    - Peer Mentor Program
    - Learning Center tutorial
    - Learning Center support during or after school
    - Alternative Education - Choices Program

17



## Goals for 2009-2010

1. Improve academic achievement
2. Reduce the drop-out rate
3. Reduce course failures
4. Increase college going rates/persistence rates
5. Improve school climate

18

## Improving Academic Achievement

### SAT Scores



## Improving Academic Achievement

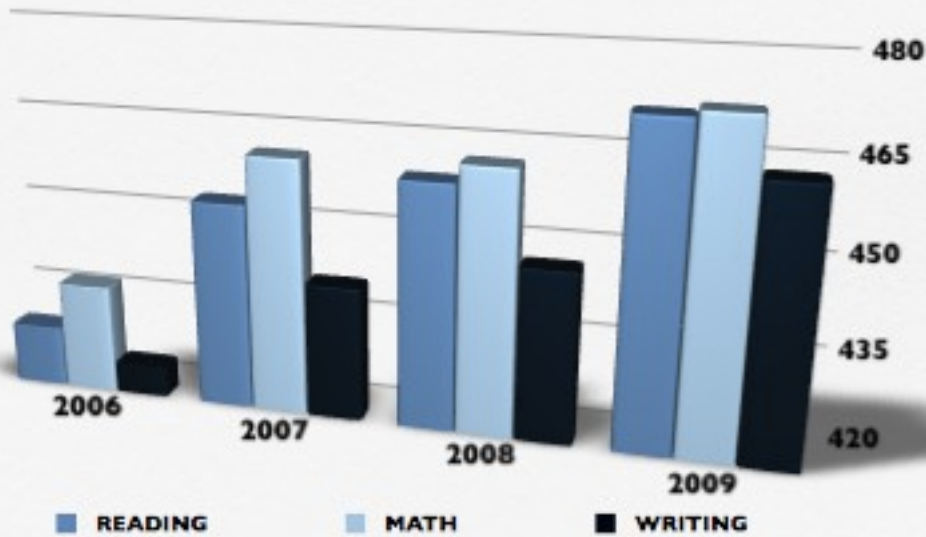
**Combined Reading and Math SAT scores  
Of 97 Maine High Schools  
Noble's Rank:**

**2006-2007: #35  
2007-2008: #19  
2008-2009: #18**

**Noble gain over 3 years: 7.65%  
State HS median gain: 2.88%**

# Improving Academic Achievement

## SAT SCORES 2006 - 2009



## Goal #2 - Reducing Dropouts



## Goal #2 - Reducing Dropouts

372

## Goal #2 - Reducing Dropouts

### Overview of the Noble High School Dropout Problem

Between 2004-2010 (6.5 school years), 372 students have dropped out of Noble leaving them:

- Unqualified for post secondary opportunities
- Less prepared for the world of work
- More likely to use drugs
- More likely to be unemployed
- More likely to be incarcerated



## Goal #2 - Reducing Dropouts

### MORE HANDS-ON, INTERESTING ELECTIVES

- Robotics
- Solar Car
- Nature Writing
- Theater
- Graphic Arts
- Asian Studies
- Geography
- Video Production
- Early College Courses

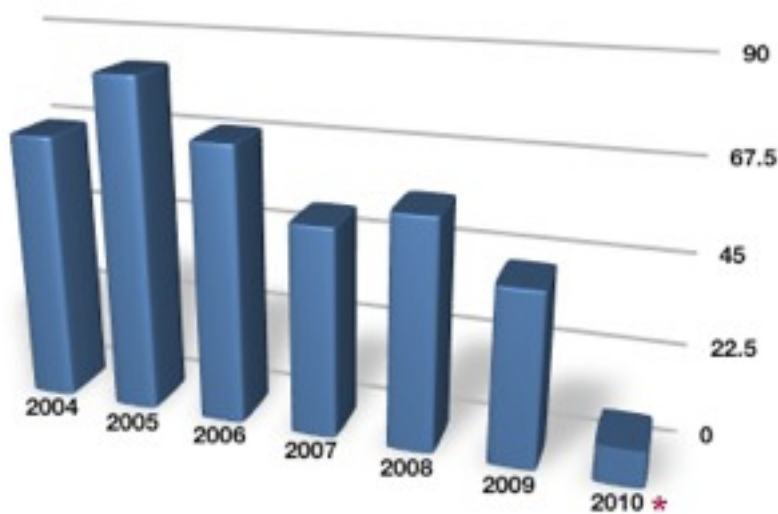


### MENTORING PROGRAMS

- Juniors mentoring sophomores
- Teachers mentoring at risk students

26

## Goal #2 - Reducing Dropouts



\* as of 4/9/10

## Goal #3 - Reducing Course Failures



## Goal #3 - Reducing Course Failures

### **MORE ACADEMIC SUPPORTS**

- Math Lab (45) - 85% passing
- After school credit recovery program
- Study Skills as Needed (35)
- Compass Learning (104)
- Credit Recovery Courses During the School Day
- Reading Process Approach in Grade 9
- Writing Center -32 students trained

## Goal #3 - Reducing Course Failures



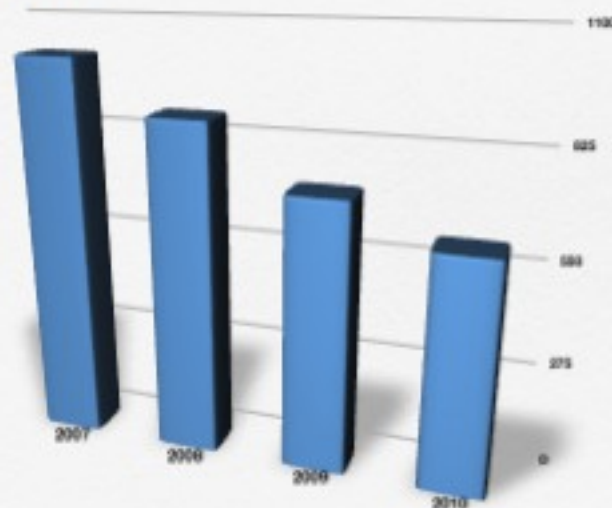
25

## Goal #3 - Reducing Course Failures

### First Semester Course Failures - NMs

2006-2007:	1010
2007-2008:	876
2008-2009:	716
2009-2010:	613

**Total reduction - 40%**



26

## Goal #4 Increase college going rates/persistence rates



## Goal #4 Increase college going rates/persistence rates

### **FRESHMAN YEAR – Establishing a Firm Foundation**

**Goals :** To ease the transition to high school for all students - To promote students' self-awareness and encourage healthy decision making - To ensure students understand graduation requirements and the earning of credits- To monitor students' academic progress

### **SOPHOMORE YEAR – Expanding Your Vision**

**Goals:** To continue the career exploration process with students - To monitor students' academic progress - To help students identify options for further education and training

### **JUNIOR YEAR – Planning Your Future**

**Goals:** To teach students how to use guidance resources for future planning - To help students develop a post-secondary plan - To inform students about college and other post-secondary options - To review students' grades and credits

### **SENIOR YEAR – Promising Futures**

**Goals:** To ensure that each senior is aware of what they need to do to meet graduation requirements - To help students understand how to implement their post-secondary plan

## Goal #4 Increase college going rates/persistence rates

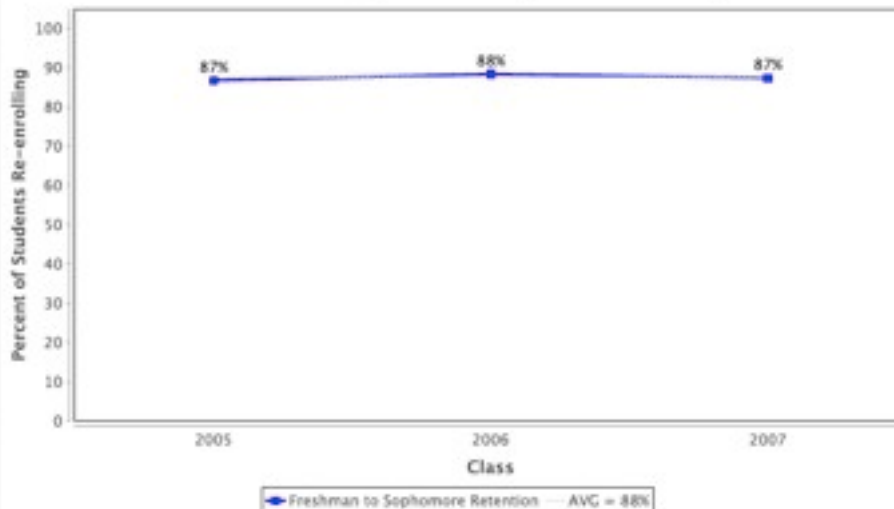
### Actual College Enrollment



33

## Goal #4 Increase college going rates/persistence rates

Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Retention)



## Goal #5 - Improving School Climate



35

improving  
school  
climate

## Goal #5 - Improving School Climate

### Structures that support positive behavior

- Students stay on the same academy for four years - teachers know students well
- Students have the same Dean for four years
- Students stay with same counselor for four years
- Lockers are in team areas
- Deans supervise their academies at lunch\*



36

## Goal #5 - Improving School Climate

### Discipline Review Committee



"Let's try it again. And this time, don't cross your fingers."

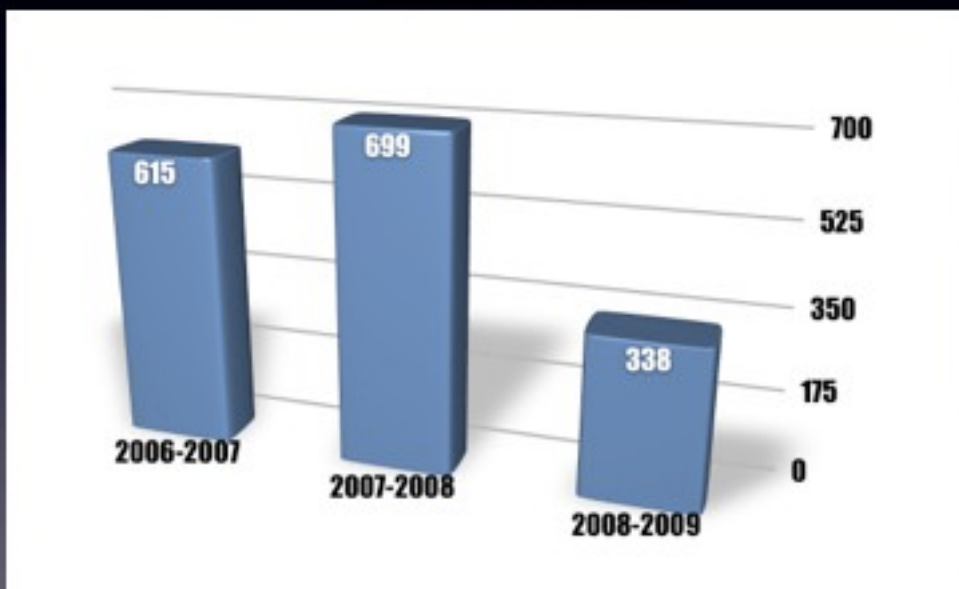
#### PURPOSE:

1. To ensure a safe learning environment
2. To involve parents, the student and a team of volunteer teachers in a meaningful and helpful disciplinary process
3. To develop effective action plans to promote improved student behavior and a safer school

2008 - 2010: Thirty-five Discipline Review Meetings have been convened

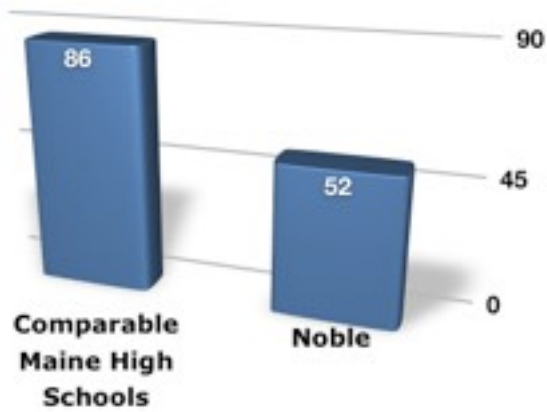
## Goal #5 - Improving School Climate

### Disciplinary Infractions Days Suspended



## Goal #5 - Improving School Climate

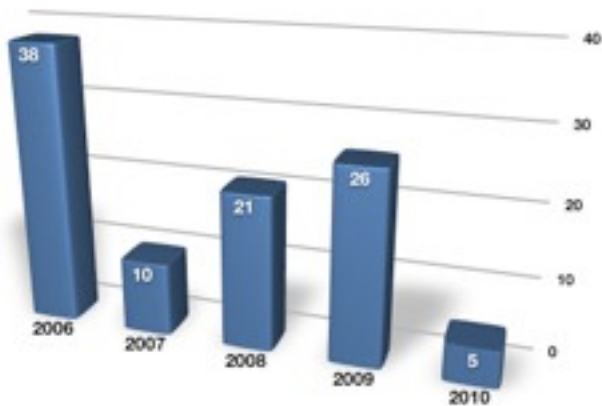
### Average Number of Drug/Alcohol Violations 2006-2009



39

## Goal #5 - Improving School Climate

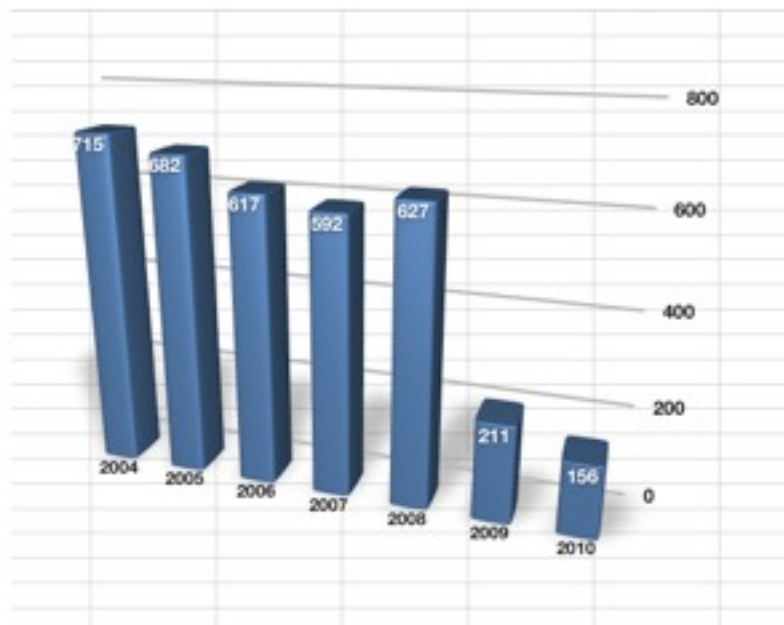
### Drug or Alcohol Incidents



40

## Goal #5 - Improving School Climate

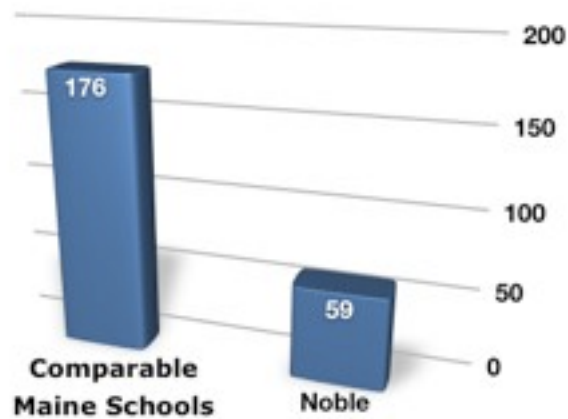
### Suspensions from School



41

## Goal #5 - Improving School Climate

### Average Number - Acts of violence



### **Structures and Practices that Support our Work**

- External Support - Smaller Learning Communities Grant, Great Schools Partnership and School Coach, Other High Schools
- Data Collection and Analysis - iWalkthroughs, Literacy Walkthroughs, NWEA scores, PSAT and SAT scores, etc.
- Professional Development - Cross School Seminars, Best Practices Workshops, Summer Retreats and Full-day Workshops
- Common Planning and Teaching Time
- District-wide Literacy Initiative
- Professional Learning Groups - School-wide and Team
- District-wide commitment to heterogeneity
- Annual action plan development and implementation

43

### **State Policies/Practice Initiatives that Support this Work**

- Maine Learning Results
- RTI regulations
- *Promising Futures* document

### **Major Action Steps**

- Formed a Strategic Planning Group
- Formed a representative Leadership Team
- Developed agreed upon long-range goals
- Enlisted support of the Board and the superintendent
- Developed Annual Action Plans
- Established teams to do the work
- Monitored progress - Report to the school board

44



## **Challenges**

- Creating a Shared Vision
- Agreeing on a Plan
- Finding People to do the Work
- Analyzing the Data
- Sustaining the Work

45

## **Successes:**

- 1. Teaming**
- 2. Professional Learning Groups**
- 3. Heterogeneous Grouping**
- 4. Course failures are declining**
- 5. SAT scores are improving in all areas**
- 6. Discipline problems continue to decline**

## **Challenges:**

- 1. Increasing the graduation rate**
- 2. Implementing a comprehensive RTI plan to help improve student behavior and academic performance**
- 3. Analyzing data**

## Things we would like to Learn

- How to track RTI interventions
- How to increase student aspirations
- How to increase our graduation rate

## Standards of Instructional Practice

### Over-Arching Practices

1. **Content Rich Environment** - Teachers implement a variety of strategies to foster a content rich environment.
2. **Student Choice** - Teachers provide students with opportunities for appropriate choices that help provide appropriate challenge to personalize learning.
3. **Meaningful Thinking & Learning** - Teachers provide students with learning tasks that demand deep, logical, creative, and independent thinking.
4. **Integrated Technology Use** - Teachers integrate appropriate and relevant technology to support student learning.
5. **Metacognition** - Teachers explicitly name and teach the skills that students are expected to learn.
6. **Gradual Release of Support** - Instructional tasks are designed to lead students towards independent mastery of skills and content. A common format for gradual release includes direct instruction, guided instruction, collaborative learning, and independent work.
7. **Authentic Reading & Writing** - Teachers provide students with frequent opportunities to read and write meaningful texts throughout the learning process.
8. **Using Student Data** - Teachers use formative and summative assessments to tailor instruction to meet students' learning needs.

### Early Instruction Practices

9. **Pre-Assessment** - Teachers use a variety of strategies to pre-assess students' knowledge and skills prior to instruction in order to determine what needs to be taught and how.
10. **Building & Activating Prior Knowledge** - Teachers use various strategies to encourage students to build and activate prior knowledge before asking them to engage in learning tasks.
11. **Setting a Purpose for Learning** - Teachers make the purposes of learning tasks clear and explicit.
12. **Modeling** - Teachers use a variety of strategies to model skills and processes and provide exemplars of work.
13. **Explicit Instruction** - Teachers explicitly introduce and teach new concepts and skills.

### During & Post Instruction Practices

14. **Engagement in Processes** - Teachers provide students with consistent opportunities to engage in the essential processes of the discipline.
15. **Practice** - Teachers use strategies that provide students with multiple opportunities to practice and reinforce learning.
16. **Differentiation** - Teachers use a variety of strategies that provide students with appropriately challenging tasks.
17. **Student-Owned Discourse** - Teachers use a variety of strategies that foster a classroom environment in which the students influence a significant portion of the academic discourse in appropriate ways.
18. **Mentoring** - Teachers use a variety of coaching strategies to support student learning while students engage in specific tasks and processes in the classroom.
19. **Formative Assessment** - Teachers regularly assess students in a variety of ways to determine the extent to which students are forming skills and appropriating knowledge.
20. **Feedback** - Teachers provide prompt and specific feedback to students.