



Indiana School Improvement Plan

New Albany High School

New Albany Floyd Co Cons Sch Corp

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Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The City of New Albany was founded in July, 1813 by brothers Joel, Abner, and Nathaniel Scribner, who had arrived at the Falls of the Ohio a short time earlier from New York City. Named for the capital city of the founders' home state, New Albany was platted by surveyor John Graham on land the Scribner brothers had purchased from Col. John Paul of Madison. The site was originally part of George Rogers Clark's grant from the Virginia legislature. In 1819, New Albany became the seat of government for Floyd County, which recently had been formed from portions of Clark and Harrison counties. By 1850, New Albany was the largest city in Indiana.

Indiana's first high school was in New Albany opening in October, 1853. Known as Scribner High School, it was located at West Fourth and Spring Streets. This was the beginning of New Albany High School, the oldest high school in the state, according to the records of the State Department of Public Instruction.

After only one year of operation, the high school was closed when the Indiana Supreme Court ruled that collection of taxes for high school use was unlawful. School was held irregularly from that date as funds from private sources were available. From 1859 to 1864 the school was closed completely. During this time, the high school building was leased to the United States Government as a hospital for Union soldiers. In September 1864, the high school reopened and, since then, has been in continuous operation in various locations.

The present building was opened in 1927. An addition was made to the building in 1942 and another in 1962. Between 1971 and 1982, the school experienced a four phase renovation. As the building exists today, a four year addition/renovation was completed from 1998 to 2002.

The 1998 to 2002 renovation upgraded the present facility and built additional classrooms to "bring back" the ninth grade classes from Hazelwood and Scribner Junior High Schools. These classes moved out of the junior highs and NAHS is once again a 9-12 high school. To accommodate the curriculum and growth in the student body, the number of classrooms increased from 73 to 121. This expansive renovation and addition was designed to accommodate the growing demands of the school community and should prepare New Albany High School for the twenty-first century.

With a population that is 86 percent white, New Albany is comparably homogeneous, and therefore, lacking in ethnic and racial diversity. In spite of this fact, the numbers of ethnic and racial minority residents has increased. While the black population grew by 15.8 percent, the Asian/Pacific Islanders population experienced an increase of 80.2 percent. The greatest proportional increase was among the Hispanic population, which increased by 187.6 percent between 1990 and 2000. The 2010 Census indicates that 2.2 percent of New Albany residents were born in foreign countries and that nearly half of them entered the United States between 1990 and 2000.

NAHS has a minority population of approximately 30%, of that 13% are African-American, 9% of mixed ethnicity, 2% Asian and 6% Hispanic. Over 50% of our student population qualifies for free-reduced lunches. The staff of NAHS is predominately white, with approximately 3% of the teachers and staff belonging to a minority population.

Six elementary schools feed into two middle schools which feed into New Albany High School.

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New Albany is also the home of Indiana University Southeast, a regional campus serving nearly 6,000 students with associate, bachelor, and graduate degree programs.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission Statement: New Albany High School is dedicated to developing life long learners and responsible citizens. A committee of teachers, parents, administrators and community members worked collaboratively to develop the mission statement, which remains relevant.

Vision Statement: New Albany High School recognizes learning is a lifelong process, and a strong educational program is essential to the success and vitality of our community. We strive to develop our students' abilities to gather information, think critically, and communicate effectively. We respect and celebrate the diversity of our students and provide opportunities in a safe environment for them to reach their potential.

We focus on student learning in conjunction with teaching. NAHS realizes there are challenges that face us as we plan for each school year. The faculty continues to revisit our commitment to our current vision, mission, and PLC value statements. By utilizing the Professional Learning Communities (PLC) model (Dr. Richard DuFour), we focus our efforts to ensure each student's success. As a faculty, we continue to realize that we must share a common vision, mission, values, and goals to ensure success for all students.

We are committed to visiting, revising, and sharing our vision, mission, and PLC value statements. New Albany High School is purposeful in our efforts to create pacing guides, common formative assessments, Rigorous Curriculum Design units of study, and developing academic vocabulary for each course we offer our students. The climate and culture are changing as new research-based approaches to student learning are implemented.

Our success will be achieved through (1) working collaboratively, (2) monitoring each student's learning on a timely basis, (3) using weekly scheduled data team meetings, and (4) creating systematic interventions for those students who are not yet learning. Developing academic vocabulary for each course will be valuable in addressing our goal of improved student literacy.

As a comprehensive high school with a population of approximately 1,900 students, we realize that we must continue to analyze all forms of data in an effort to improve and create appropriate interventions for our students. New Albany High School realizes that to create interventions which improve student learning, (1) we must gather the data, (2) disaggregate the data, and (3) analyze the data. Currently we are focusing on data from Biology, English 10, and Algebra I End of Course Assessments (ECA's), AP, PSAT, SAT, ACT, and our school/district common formative and summative assessments.

New Albany High School is guided by the steering committee, which consists of five administrators, one dean, nine department chairs, two members of the Teachers Association and two PTO parents, specifically the President and Vice-President. The steering committee is a strong leadership team focused on the process of creating a Professional Learning Community based on Dr. DuFour's research. The steering committee provides the guidance for professional development for the entire school.

The professional development focus for the 2015-16 school year will be on teacher collaboration as we continue to create Rigorous Curriculum Design Units of Study, and to refine pacing guides and common formative/summative assessments for each course. Teachers and administrators will meet each Wednesday of the school year to collaborate, discuss data, and continue to build a true Professional Learning Community.

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A major component of the leadership team at New Albany High School is the use of nine department chairs, who play a major role in the implementation of (1) common formative/summative assessments, (2) collecting data and (3) interpreting the data. The department chairs are leaders in collaboration within their departments and assist with developing and monitoring professional learning community strategies through regularly scheduled department chair meetings. Department Chairs typically teach five classes and have a planning period and an additional period for Department Chair initiatives.

Teachers have been working on creating Rigorous Curriculum Design (RCD) units of study. All teachers at NAHS have been provided with professional development concerning the creation of RCD's. Teachers met during the summer in subject specific curricular groups and will continue to be provided opportunities to collaborate during the school year. Teachers also will continue constructing pacing guides and common formative/summative assessments specific to the essential skills their students must attain. Beginning the first week of school, teachers in English 9, English 10, and Algebra I will be using two short cycle formative assessments each nine week period, as well as a nine week common summative assessment to monitor student progress. Assessment for learning is one of the most powerful, high-leverage strategies for improving student learning. Our teachers have worked collaboratively to analyze state standards and to transform them into valid, high-quality common assessments they can share and interpret to benefit all students.

One of our challenges is answering the PLC question: "What will we do when ALL students don't learn?" NAHS teachers are collaborating, developing, and researching successful intervention programs. We have created fifteen mentoring and twenty-two resource study halls to help provide support during the normal school day. Students are assigned to these study halls based on recommendations from their previous school, current high school counselors, teachers or administrators. Study hall expectations and procedures were designed with input from teachers and administrators, as well as research shared from other PLC institutions. They are scripted to provide consistent support for all students enrolled.

We are determined to find interventions that guarantee that each student receives additional needed support. As educators in a PLC, we are committed to examining all of the practices and procedures in our school to ensure alignment with our fundamental purpose of learning for all students. Changes are made to our master course schedule each year to provide interventions for students. Planning to meet the needs of students begins in the students' middle school years and continues to graduation.

We believe that true Professional Learning Communities are the way to continuously improve teaching and learning, and we are committed to whatever it takes to ensure that all students learn.

"The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities." (DuFour & Eaker, 1998). As we continue our work toward becoming a Professional Learning Community (PLC) we are committed to the following (DuFour, DuFour & Eaker, 2008):

1. Shared mission (purpose), vision (clear direction), values (collective commitments), and goals (indicators, timelines, and targets) - all focused on student learning
2. A collaborative culture with a focus on learning
3. Collective inquiry into best practice and current reality
4. Action orientation: learning by doing
5. Continuous improvement
6. Results orientation

We accept the "big ideas" that drive Professional Learning Communities as follows (DuFour, DuFour & Eaker, 2008):

1. The fundamental purpose of New Albany High School is to ensure all students learn at high levels, and the future success of students will depend on how effective educators are in achieving that fundamental purpose.

2. New Albany High School cannot achieve the fundamental purpose of learning for all if educators work in isolation. Therefore, school administrators and teachers will build a collaborative culture in which we work together interdependently and assume collective responsibility for the learning of all students.

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3. We will not know all students are learning unless we look for evidence that students are acquiring the knowledge, skills, and dispositions deemed most essential to their success. We must systematically monitor student learning on an ongoing basis and use evidence of results to respond immediately to students who experience difficulty, to inform individual and collective practice, and to fuel continuous improvement.

We recognize the need to ask and to answer the following questions:

1. What do we want all students to learn?
2. How will we know students are learning?
3. What will we do when all students do not learn?
4. What will we do for students who have already learned?

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

New Albany High School's graduating class of 2015 earned over \$13,100,000 in scholarships. The variety and honor of each scholarship speaks highly of the academic success of this graduating class.

The North Central Association (NCA), now AdvancED, visitation team made several recommendations during their visit in February, 2012. They recommended New Albany High School focus on implementation of the common core standards into each curricular discipline. They also suggested we develop a communication system to gather data from the entire school and community population.

In the next three years, areas of improvement include continued progress with rigorous curriculum development, student success on AP, ISTEP+, and SAT exams, and continued progress with collaboration around best instructional strategies and policies for student learning.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Indiana code 20-10.2.3 requires all schools to consider methods to improve the cultural competency of the school's teachers, administrators, staff, parents, and students. Part of the code requires schools to identify ethnicity, socioeconomic, cultural, language-minority, and exceptional learning groups that are included in the school population.

Enrollment on ADM day in 2014-15 was 2000 students. The table below illustrates the various ethnic subgroups at New Albany High School by enrollment.

Ethnicity	Number of Students	Percentage
White	1,439	71.8%
Black/Non-Hispanic	263	13.1%
Hispanic	78	3.9%
Asian	34	1.7%
American Indian	7	0.35%
Multi-Racial	179	8.95%

The remaining subgroups identified by the state code are language minority students, students who qualify for free and/or reduced lunch and special education students. Our language minority student population (54) makes up 2.7% of the total population. Our free and/or reduced lunch student population (1,131) makes up 56.9% of the total population. Our special needs student population (351) makes up 17.6% of the total population. The number of ELL students continues to grow. The data above was collected in September, 2014.

The entire school population participates in our school improvement plan. There are programs and strategies in the plan to create a successful learning environment for all students. Every student is supported to pursue, at the minimum, a Core 40 Diploma. Each of the subgroups listed above is involved in additional interventions and strategies designed to support continued and improving academic achievement.

Ethnic Minority Students

- Teachers utilize a diverse range of materials in the classroom to ensure cultural relevancy and success for all students.
- U.S. History classes incorporate a diversity unit celebrating the life of Dr. Martin Luther King, Jr.
- Bulldog Scholars, a group of high-achieving students from under represented groups in honors classes, who were identified at the middleschools, participate in additional support systems and academic experiences.
- Faculty members participate in an evening ceremony of diversity and celebration for Dr. Martin Luther King, Jr.
- Students struggling with academic achievement or earning course credits have opportunities for credit recovery through summer schoolclasses, the Extended Learning Center (ELC), Developing Opportunities for Graduation and Success (DOGS).

English Language Learner Students

- Two part-time ELL teachers teach 7 ELL classes, with students classified in Levels 1 - 4.
- Two ELL instructional aides are present to assist with students classified in Levels 1 - 4.
- Level 1 - 4 courses meet daily. There is also an ELL Resource Period each day in which students meet with the ELL teacher.

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- ELL students enrolled in traditional English classes, not ELL course classes, receive additional acceleration and support.
- The teachers instructing Level 4 ELL classified students are instructed to seek assistance from the ELL teacher for student success and achievement.
- The ELL teacher works closely with the counselors and teachers to alleviate individual challenges, and every attempt is made to cluster ELL students into like classrooms.
- All students struggling with academic achievement or earning course credits have opportunities for credit recovery through our DOGS program and summer school classes.
- Level-appropriate instruction for listening, speaking, reading, and writing skills.
- Focus on building vocabulary and improving grammar through various instructional techniques and a full scope of topics.
- Bulldog Scholars, a group of high-achieving minority students who were identified at the middle schools, participate in additional support systems and academic experiences.

Free and/or Reduced Lunch Students

- All students struggling with academic achievement or earning course credits have opportunities for credit recovery through summer school classes, ELC, DOGS.
- Bulldog Scholars, a group of high-achieving students from under represented groups in honors classes, who were identified at the middle schools, participate in additional support systems and academic experiences.

Special Education Students

- Special education students in resource English, math and science classes receive instruction from teachers who are licensed in their content area and special education.
- Most special education students receive academic and behavioral support through their teacher of record (TOR).
- Alternative assessment curriculum is offered through functional math and functional English classes.
- Adaptive physical education is available for students with specific physical needs.
- All students struggling with academic achievement or earning course credits have opportunities for credit recovery through summer school classes or our DOGS credit recovery program.

High-Achieving Students

- Advanced Placement - see data from course offerings.
- Honors classes - courses are offered in Mathematics, English, Science
- New Albany High School is the 26th International Baccalaureate Diploma School in Indiana. The IB classes offered at NAHS began in 2013-14.
- A weighted grading scale is in place to encourage all students to pursue the most rigorous courses.
- AP/IB Teachers meet monthly to discuss philosophy, rigor and course expectations.

Teachers and Staff

- Teachers and instructional support staff participate in staff development opportunities aimed at improving academic achievement for all students.
- Department Chairs read Raising the Bar Closing the Gap by DuFour, DuFour and Eaker, Focus by Schmoker, as well as Transforming School Culture by Anthony Muhammad.
- Teachers and counselors have read Focus by Schmoker and On Your Mark by Thomas Guskey.
- Teachers, counselors, and administrators actively participate in collaboration and data team meetings each Wednesday afternoon from 2:35pm - 3:25pm.
- Teachers participate in professional development each year related to instruction of ELL students, provided by faculty of I.U.S.

An extension of an approved waiver for Physical Education for students enrolled in Naval Junior Reserve Officer Training Corps (NJROTC) is being requested.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Leadership Information

New Albany High School has an active Steering Committee. Each member brings passion and willingness to work to assist NAHS in meeting its school improvement goals. One characteristic in the make-up of the committee is department chairs serving on the steering committee.

The Steering Committee has scheduled meetings for 2015-16 to review professional development plans and implementation of the school improvement strategies. The committee has actively participated in planning and leading how to successfully implement our instructional strategies in the classroom. Meetings take place during the school day, fourth period. Teachers on the committee have two periods without students assigned to them, assisting with the scheduling of meetings and collaboration.

The current membership of the Steering Committee Meeting dates

Janet Page	Principal	July 28, 2015
Michelle Ginkins	Assistant Principal	August 5, 2015
Nancy Givens	Assistant Principal	September 2, 2015
Ryan Apple	Assistant Principal	October 21, 2015
Don Unruh	Assistant Principal	November 4, 2015
Dutch Vigar	Dean of Students	December 2, 2015
Jackie Amend	PTO Vice-President	January 6, 2016
Michelle Borruga Baker	PTO President	February 3, 2016
Angela Wicoff	Special Education teacher	March 2, 2016
John C. Kaiser	Math teacher	April 6, 2016
Sharon Allen	Family & Consumer Sciences Teacher	May 4, 2016
Linda DeRungs	Performing Arts teacher	
Ashley Manger	Social Studies teacher	
Stephanie Lone	Science teacher	
Jamie Crick	World Language teacher	
Nathan McGarvey	English teacher	
Natalie McGarvey	Counselor	
Mimi Rittenhouse	English teacher	
Lucie Cissell	Library/Media Specialist	

In July, 2015, 30 staff members volunteered to attend a PLC conference to continue strengthening the PLC at New Albany High School. Prior to and following the conference, staff began meeting to review data, improve policies and procedures, share ideas, and implement changes. A variety of topics have been and will continue to be discussed, including student attendance policies, interventions, and goals. All staff members are welcome to participate in the discussions, now taking place monthly. Meetings have been and continue to be well attended.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

New Albany High School's leadership team is the catalyst for implementing the School Improvement Plan (SIP). The Steering Committee is made up of nine department chairs, two association members, two PTO members, five building administrators, and one dean. The Steering Committee will meet regularly throughout the year to create and implement the professional development plan. The committee is dedicated to school improvement.

The staff has been asked to post copies of the four PLC questions in their rooms and to continually talk with their students and reflect on their commitment to the PLC goals. Teachers and administrators wrote and continue to extend our knowledge related to our own professional development handbook, "Sharpening our PLC Tools." The Steering Committee has actively worked on implementing the school's action plan.

Scheduled Faculty Collaboration for the 2015-16 School Year:

Will be held each Wednesday from 2:35pm - 3:25pm, as well as the fourth Thursday of each month during planning periods.

November 3, 2015 and February 15, 2016 will be utilized as a corporation wide, building based collaboration days.

Department Chairs, all of whom serve on the Steering Committee, have a common planning period, as well as an additional period to work collaboratively as a team and to serve as a coach for teachers in their departments.

Beginning in the 2014-15 school year, 9 locations throughout the building were specifically designated as Departmental Offices. Teachers within common subject areas have common plan time, in order to facilitate weekly collaborative efforts.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final plan was shared electronically with all staff members and additional stakeholders. Progress is monitored and addressed during weekly collaboration meetings, as departments review, analyze, and adjust instruction based on assessment data. Additionally, progress monitoring and adjustments take place during monthly planning period professional development sessions, building committee meetings, and department chair meetings.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements past and present •Documentation is available on the many collaborative efforts that take place to support the mission and vision of New Albany High School. These encompass individual student needs, academic opportunities, community service, curriculum, stakeholder involvement, leadership opportunities, and school policies and procedures. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Documentation is available, including evidence of diverse course levels offered for students, rigorous curriculum design units, technology integration, academic teams, and acceleration opportunities. 	Level 3
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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> •Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show twoway communication to staff and stakeholders •The school continuous improvement plan •Documentation is available, including PLC brainstorming session agendas, teacher collaboration meetings, CFA data documents and discussions, and RCD writing and implementation. 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

Cite sources of evidence External Review team members may be interested in reviewing.

There is much evidence to support the clear communication and support of the school's purpose. Areas of strength include the various systems in place to ensure consistency and equity of learning for students in a safe environment, multiple opportunities for stakeholders to be involved in decision making and continuous improvement, and a wide range of learning opportunity for students. In an effort to maintain these strengths, PLC brainstorming meetings will continue, as well as building committee, collaboration, department chair, and PTO meetings. While the opportunities for stakeholders to be involved exist, more should be done to gather a diverse group of stakeholders who

are involved in the many initiatives of the school community. Opportunities for stakeholder involvement will be included in parent newsletters, daily announcements which are e-mailed to stakeholders, and WNAS.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks •Staff and student handbooks clearly state policies and practices for effective operation of the school and student learning environment. These are shared with all students and staff at the start of the school year. School Board meeting minutes speak to the focus on instruction and equitable, challenging learning experiences for all students. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Board policy documents expectations of members in regards to ethics, conflict of interest, and professional growth. School Board meeting minutes document Board's Bylaws and their relation to Indiana Law, nondiscrimination policies, and evaluation policies related to the law. 	Level 3
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Indicator	Statement or Question	Response	Evidence	Rating
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2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Agendas and minutes of meetings •Board policy states that the Superintendent is responsible for the development, supervision, and operation of the school program and facilities. This leads to district and building-level collaboration in the areas of learning and instruction, as well as day-to-day operations in the school. Changes in policies are efficiently communicated to school leadership. The Board welcomes stakeholder feedback through various meeting venues. 	Level 2
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Indicator	Statement or Question	Response	Evidence	Rating
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2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •Collaboration is intentional and focused on instruction and learning. Multiple groups exist to collaborate on various initiatives, offering leadership opportunities to staff (PLC brainstorming, Building Committee, Steering Committee, HELEn Strategic Planning). A two-year new teacher orientation program is in place to provide professional growth and leadership capacity in incoming teachers. The master schedule is built with a focus on collaboration opportunities for teachers. 	Level 3
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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Involvement of stakeholders in a school improvement plan •Effective communication takes place with many stakeholders. Administrators, teachers, support staff, and parents receive communication in a variety of methods. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
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2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports •Board policy clearly describes the evaluation of the Superintendent and staff, with a focus on improvement and strengthening the educational goals of the Corporation. Schoolbased professional development relates to classroom observations and annual evaluation data. 	Level 3
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Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Collaboration is an area of strength. Weekly collaboration among departments, monthly PLC brainstorming meetings, HELEn Strategic Planning meetings, new teacher orientation, buliding committee, Steering Committee, administration collaboration with ELL, ELC, and study hall teachers, as well as administration collaboration with counselors via weekly meetings all speak to the focus on staff and administration collaboration.

Another area of strength with stakeholders is the New Albany High School PTO, which makes a difference in our school and for our students. Our organization has several committees that provide incentives to students, support the administration, faculty, and staff, as well as make parents more visible in the school. The membership of the PTO totals 350 families and, working with the community and staff at NAHS, has a positive impact on the educational lives of students. PTO committees that are actively involved at New Albany High School include:

- Teacher Appreciation Committee: is a group of volunteers who donate food for several teacher/staff recognition programs.
- Success Cards Committee: rewards students with treats after each 9 weeks based on good grades.
- Merchandise Sales Committee: volunteers sell NAHS logo merchandise during sporting events in the evenings.
- Sam's Big Shot Committee: sells chances at basketball games to fans who wish to try to win money by making a half-court shot during a game.
- Awesome Attendance Committee: recognizes students with outstanding attendance.
- Student of the Month (PAWS) Committee: is a way for faculty and staff to recognize some of their students each month for doing a good job.
- Dog Dads Committee: is a group of men who volunteer at various events throughout the school year. They serve as mentors and guides to the young men and women at NAHS.

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- EPISA Committee (Educators Promoting Student Achievement): invites teachers to apply for a \$50 grant per year to fund an idea/activity to enhance student achievement in their classrooms.
- Registration/Open House Committee: helps collect membership, sells merchandise, assists administration with surveys, distributes important information, and offers any other assistance needed during these two important events.
- Century Club Committee: makes contact with community partners and area businesses for monetary donations. This support is valuable to the staff and students at NAHS.
- "NAHS Nights" at... Committee: coordinates with area restaurants to sponsor New Albany High School nights for a percentage of the restaurant's profit from all sales on that night. The percentage of profit is given back to NAHS in the form of money or product.

While there is a strong group of stakeholders who are taking part in school initiatives, such as PTO, Alumni Association, Booster Club, increasing the number of stakeholders taking an active role is an area for growth.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Lesson plans •Graduate follow-up surveys •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques •The collaborative culture of the NAHS PLC is centered around curriculum and learning experiences-pacing guides, common formative assessments, rigorous curriculum design units. Collaboration takes place at the school, department, and course level. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Collaboration incorporates rigorous curriculum unit design, based on pacing guides and including common formative assessments. Teachers review the data from CFA's and discuss instructional strategies in response to the results. This takes place school wide for some results (i.e. ECA, PSAT), at the department level (i.e. CFA), at course level (i.e. common Algebra assessments), and within groups (i.e. monthly IB/AP meetings). 	Level 2
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Indicator	Statement or Question	Response	Evidence	Rating
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3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects •Pacing guides, RCD units and the included engaging scenarios and lessons, CFA's, checks for understanding, rubrics, IEP adherence, individual teacher's lessons and differentiation strategies, technology embedded in lessons and performance tasks, classroom policies and procedures, ELL supports, teacher collaboration, and observation and evaluation indicators over instruction, assesment, technology, interventions support this standard. 	Level 3
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Indicator	Statement or Question	Response	Evidence	Rating
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3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •The teacher evaluation tool focuses on instruction and learning. Planning period professional development focuses on results and information gathered via classroom observations and discussions, including technology, instruction, results, and assessment. Monthly meetings are held to discuss IB and AP curriculum. Administrators gather data discussion notes from departments and collaborate regarding those notes and related data. 	Level 2
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Indicator	Statement or Question	Response	Evidence	Rating
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3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration •Staff participate in scheduled weekly and monthly collaboration and professional development. Teachers within departments have common planning periods to facilitate time for additional daily collaboration. Teachers have received professional development on the creation and implementation of RCD's and CFA data discussions, which promotes discussion about student learning. Department chairs and teacher mentors coach their peers, supplied with guidelines and supports for that process. 	Level 3
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Indicator	Statement or Question	Response	Evidence	Rating
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3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •RCD's and CFA's guide instruction and the big ideas and essential questions inform students of learning expectations and standards of performance. A variety of assessments (CFA's, common tests among departments, daily reviews, tests, quizzes, writing assignments, and performance tasks provide students with feedback about their learning. 	Level 2
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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •A program for first and second year teachers (new to NAHS, not just to the profession) supports new teachers and provides monthly professional development. Teachers in the building mentor the new staff members, in addition to the role of Department Chairs as coaches. An Engagement Coach is also present and provides coaching and support to all staff. 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Our online student information system allows real time access to student information for families. Counselors, administrators, and teachers maintain contact with families regarding student progress. Progress reports are provided every 4.5 weeks. Teacher syllabi inform parents of classroom expectations. Parents are encouraged to attend Open House at the start of the year. The PTO offers multiple opportunities for parental involvement. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
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3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures •Multiple avenues are available for students to be paired with adults in the building to provide support for student needs. Some of the student/adult matches take place voluntarily. Others are structured via collaboration among high school and middle school administrators and counselors or high school counselors, administrators, and teachers. 	Level 2
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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting •Consistency in grading policies, procedures, and reporting has been a focus. Data collection on current practices has taken place, professional development is taking place, guided by On Your Mark by Thomas Gusky. Teachers from each department are members of the district grading committee, continuing that collaboration within their departments. RCD collaboration supports common grading and reporting, based on criteria that represent the content knowledge and skills. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
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3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> •Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction •Professional development is tied to needs voiced during PLC brainstorming sessions, noted during classroom observations, shared with and by department chairs and mentors, tied to assessment results and student progress. Many staff members participate in non-required professional development opportunities to further their own learning. 	Level 2
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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •Data is collected on NAHS students beginning in their middle school years to plan for student needs and provide appropriate support systems. Data collection and incorporation of support systems continue throughout students' high school years. Professional development for new teachers and all staff incorporate research related to student learning and meeting the needs of all students. 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

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The content taught is based on the Indiana College and Career Readiness Standards. Our district has spent the last five years working on pacing guides, common formative and summative assessments for every discipline. Teachers are currently working as individuals, in departments, and as a district to construct RCD units of study. Teachers in all subject areas have met during the last year to construct and revise common formative and summative assessments that will be utilized during the 2015-16 academic year.

Professional development days were previously utilized at the building level to break down the Indiana CCR Standards for each discipline. Teachers were involved in a "Bulls-eye" activity where they determined the essential curriculum for each discipline as well as identifying suggested enrichment topics. Planning period meetings were held with every teacher at NAHS to provide background information and professional development concerning the implementation of the ICCRS. The essential curriculum, pacing guides, and CFA's are located on the school corporation computer networking system, as well as having physical copies with each department chair. All teachers and administrators have access to the pacing guides and testing materials through regularly scheduled weekly collaboration and department meetings.

During the summer of 2014, English and mathematics teachers worked to revise pacing guides and CFA's. A select group of teachers received HELEn Training in preparation for the corporation technology initiative scheduled for implementation in 2015-16. This group of teachers will serve as the core group of trainers for Google Classroom, Nearpod, Remind, and other technology initiatives during the 2015-16 school year.

DOGS Program

Developing Opportunities for Graduation and Success

During the 2015-16 school year, NAHS will continue to provide opportunities for credit recovery. Built into our master schedule are two computer labs each period of the day that will host our credit recovery program. One computer lab places an emphasis on students experiencing a typical seven period day schedule, while the other lab services students on an alternative half-day schedule.

In 2010-11 students recovered 1,600 credits, in 2011-12 students recovered 1,207 credits, in 2012-13 students recovered 1,509 credits, in 2013-14 students recovered 757 credits, and in 2014-15 students recovered 1,009 credits using the DOGS Program. Ultimately we will reduce our need for credit recovery to just those students who transfer to NAHS and are deficient in requirements for graduation. Labs are staffed using two facilitators.

The staff and administration at New Albany High School are taking several steps to address Academic Honors, Technical Honors, and Core 40 provisions. As the diploma requirements increase, students at New Albany are being offered an increasing number of support systems. Because students will be required to complete Algebra II and pass the Algebra I ECA to earn a Core 40 diploma, the NAHS math teachers have started offering free, after-school tutoring for students. Free before and after-school tutoring is also offered for students who are struggling in any other course to get additional help. In order to keep parents well-informed of the various diploma requirements, parents of incoming freshmen are invited to the high school during the time their eighth-grade students are planning their schedules for their freshman year. New Albany administrators and counselors discuss the diploma requirements and course choices available at NAHS with the parents and students. Counselors at New Albany meet with their students periodically to discuss their credits and diploma requirements. Professional development for teachers and support systems for students are also being implemented and are evolving for our International Baccalaureate students.

The NAHS HELEn team and strategic planning committee lead with a focus on improving learning through the use of technology. Their help in planning for the effective integration of technology into the curriculum and administrative functions helps to ensure that all money is spent wisely and that students realize the full benefits of the investments. Indiana's adoption of the College and Career Readiness Standards has

placed a renewed emphasis on technology in the classroom. We share the vision that all teachers must be able to plan and design effective learning environments and experiences that are supported by technology. The HELEn Team determines goals, actions, and needs for professional development each year.

2015-2016

Technology Strategic Plan Vision: All NAFC high school teachers will have a working understanding of what effective technology integration in the classroom looks like at NAFC schools by the end of the year. This is defined by the teacher learning targets (Remind, Nearpod, Google Classroom).

Goal: Update all installed equipment and train all teachers in effective use of all installed interactive technology by May, 2016.

Strategies:

- Survey teachers to determine needs for more training on newly installed equipment, then provide training.
- Update installed equipment with new software.
- Continue to seek funding for interactive technologies for instructional purposes.

Goal: Improve student achievement through effective use of our student information system (INOW) where all teachers would be involved in training 2 to 3 times a year.

Strategies:

- Determine INOW software updates and training needs.
- Request INOW changes/updates and train staff.

Goal: Facilitate Google Classroom, Nearpod, and Remind

Strategies:

- Specific training objectives outlined for each scheduled collaboration.
- Revise training objectives through teacher requests, interest or surveys.

Goal: Deploy and implement student iPads (grades 10 and 11) in instruction and learning

Strategies:

- Deploy iPads to sophomores first semester and to juniors second semester, including parent meetings and communications.
- Quarterly training sessions with all English 10 and English 11 teachers.
- Revise training objectives through teacher requests, interest or surveys.

In the areas of teaching and assessing for learning, New Albany High School shows strengths in collaboration, data collection, and rigorous curriculum design. Those areas continue to be strengthened through intentional planning for collaboration and response to what is gained from that collaboration. Areas in need of improvement include vertical alignment, family engagement, and consistency in grading. A possible second engagement coach for the district, allowing one to be assigned full time to NAHS, would assist in sustaining and further improving these areas.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.57

Indicator	Statement or Question	Response	Evidence	Rating
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Indiana School Improvement Plan

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4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •Board policies clearly explain policies, processes, and procedures related to hiring professional and support staff. An online resource, Applitrack, is used to search for qualified applicants. 	Level 2
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Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •School calendar •Scheduling decisions are focused on maintaining maximum instructional time. Resources are allocated to support various interventions and acceleration opportunities for students. Examples include staffing for mentor and resource study halls, ELL study sessions, ELC credit recovery labs. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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Indiana School Improvement Plan

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4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •Building administrators maintain communication of building needs related to a safe, clean, healthy learning environment with central administration. Daily classroom policies and procedures focus on maintaining safe, orderly learning environments. School leaders and staff collaborate to resolve any concerns related to the school environment. 	Level 3
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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Multiple staff members assist in the acquisition and dissemination of information and media resources for both students and staff. These human resources are available throughout the school day to provide assistance to students and staff. The many technology initiatives in place have lead to growth in this area. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Policies relative to technology use •The BYOD initiative that took place this school year was preceded by pilot programs the previous school year, allowing time to assess infrastructure and policy needs. The HELEn strategic planning committee meets quarterly to continue the planning of needs in this area. Technology policies are shared with staff, students, and teachers. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students •There are many programs built into the school schedule to support students. Several community agencies also work with New Albany High School students and staff. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process •There are many services available to students. Evaluation of those services is not clear. 	Level 2
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Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

Cite sources of evidence External Review team members may be interested in reviewing.

Instructional time is a strength of NAHS. Though schedules are altered to allow for some programs, a focus on optimal instructional time is maintained. While there has been much growth in the area of technology, continued evaluation and response to infrastructure and operational needs is a must. Though many programs are offered to support student needs, evaluation of programs should be frequent and systematic.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 1.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free •A variety of assessments are implemented and systematic discussions take place regarding the results and responses to the data. Time to review the assessments and edit the assessment tools and/or the related 	Level 2

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			instructional practices is scheduled systematically.	
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Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Processes and procedures for collecting and analyzing data are in place and part of the annual school calendars. Comparisons between teachers within the school and district are embedded in the tools. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
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Indiana School Improvement Plan

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5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none">•Policies specific to data training•Professional learning schedule specific to the use of data•Documentation of attendance and training related to data use•Training materials specific to the evaluation, interpretation, and use of data•Multiple means exist for gathering and reporting data. Results are used when building the master schedule and including supports for learning. Use of the data should take place when creating and implementing RCD units.	Level 1
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New Albany High School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •Data on student learning is collected in a variety of ways, from a variety of sources. Data analysis incorporates Wednesday departmental collaboration, planning period professional development, and book studies. Data is used to determine acceleration for students, such as AP study sessions stemming from analysis of AP exam scores, ELL study sessions based on analysis of ELL students' results. Data is also used for student scheduling and post-secondary goals (JAG, AP per AP Potential, ASVAB). 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
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Indiana School Improvement Plan

New Albany High School

5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •Multiple means of communication and collaborative structures are in place to monitor information about student learning, conditions to support that learning, and achievement of school goals. Meetings take place with the building committee, PLC brainstorming committee, AP/IB teachers, ELL teachers, credit recovery facilitators, SPED facilitators, Department Chairs, all staff through PD meetings, PTO members, HELEn steering committee, to name some of the communication with stakeholders. 	Level 2
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Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

New Albany High School utilizes a variety of assessment instruments throughout the school year. A portion of the assessments are state and national assessments, while a greater portion of the assessments are district created common assessments. Both short cycle (4 ½ week) formative assessments and long cycle (9 week) summative assessments are currently being used in classrooms to monitor student learning and to change instruction.

The End of Course Assessments (ECA's) required by the IDOE, while testing student understanding of specific curriculum, AP Exams, the PSAT, SAT, and ACT give us the opportunity to measure student readiness for college. NAHS has earned the honor of being an

Indiana School Improvement Plan

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International Baccalaureate Diploma school. The initial cohort graduated in Spring 2015. Monitoring these scores over time allows us to see longitudinal progress.

9th Grade

- PSAT taken by interested freshman
- Algebra I ECA
- Biology ECA
- District Semester Exams
- District Common Formative and Summative Assessments in English and Algebra
- Subject specific Common Formative and Summative Assessments
- WIDA taken by LEP students
- ISTEP+ Science taken by freshmen Biology students

10th Grade

- PSAT taken by entire sophomore class
- Algebra I ECA taken by sophomore Algebra I students
- Biology ECA taken by sophomore Biology students
- English 10 ECA
- Advanced Placement exams taken by sophomores in Advanced Placement classes
- District Semester Exams
- District Common Formative and Summative Assessments in English and Algebra
- Subject specific Common Formative and Summative Assessments
- WIDA taken by LEP students
- ISTEP+ Math, ELA, Science

11th Grade

- PSAT taken by interested and Honors juniors
- SAT, ACT taken by college bound juniors
- Biology ECA taken by junior Biology students
- Advanced Placement exams taken by juniors in Advanced Placement classes
- IB internal and external exams taken by juniors in IB Diploma classes
- District Semester Exams
- District Common Formative and Summative Assessments in English and Algebra
- Subject specific Common Formative and Summative Assessments
- WIDA taken by LEP students
- Accuplacer by qualifying juniors
- ISTEP+ Science taken by junior Biology students.

12th Grade

- SAT, ACT exams taken by college bound seniors
- Biology ECA taken by senior Biology students
- Advanced Placement exams taken by seniors in Advanced Placement classes
- IB internal and external exams taken by seniors in IB Diploma classes
- Department/District Semester Exams

Indiana School Improvement Plan

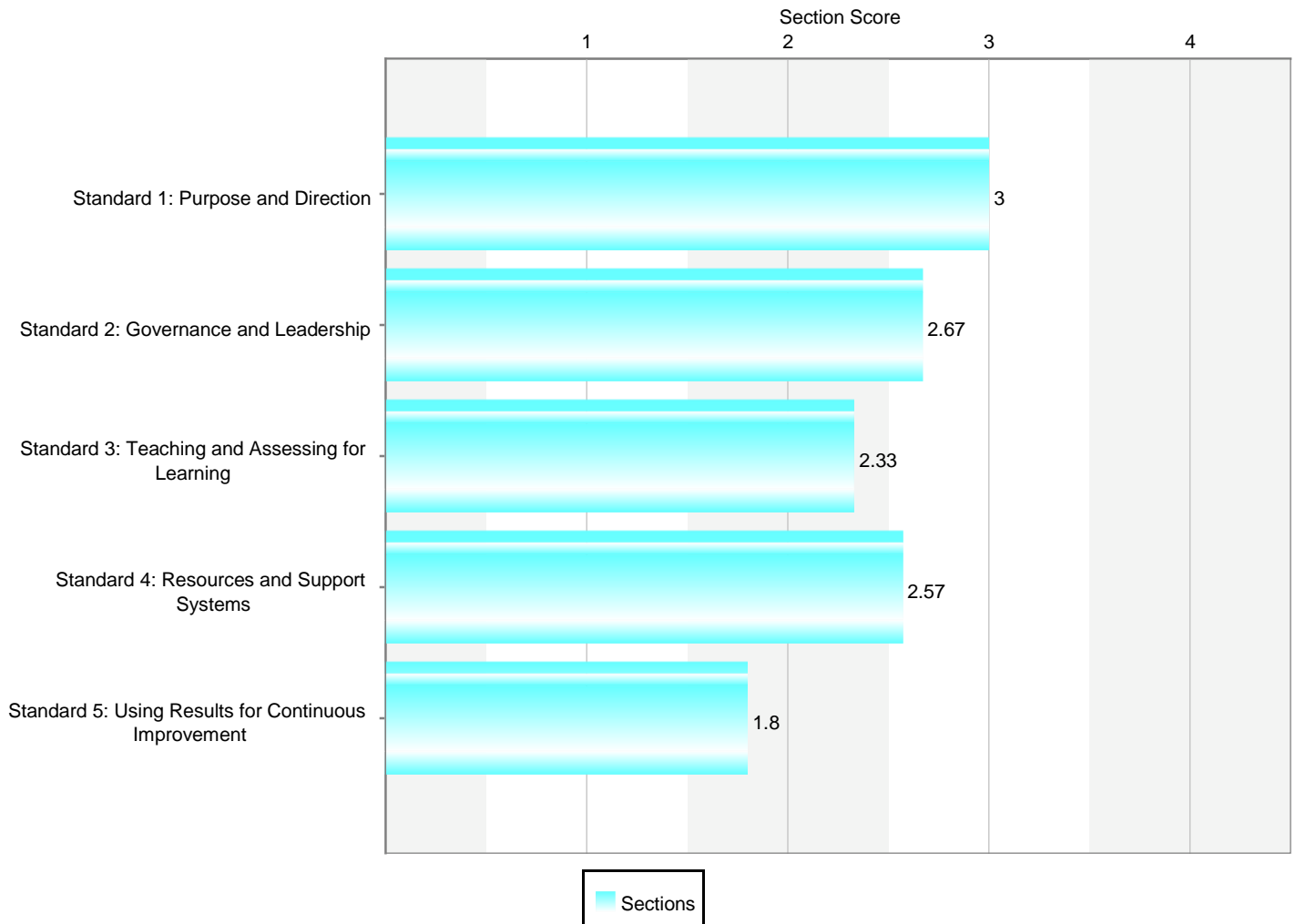
New Albany High School

- School/District Common Formative and Summative Assessments in English and Algebra
- Subject specific Common Formative and Summative Assessments
- WIDA taken by LEP students
- Accuplacer by qualifying seniors
- ISTEP+ Science taken by senior Biology students

There is a focus on growth in the areas of maintaining and analyzing trend data from year to year and for individual students, as well as seeing direct ties to changes in instructional strategies from the data analysis. This growth will build on the multiple means of data collection and analysis that are already in place.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		NAHS 2015 SIP Student Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

See Attachment-Noted in analysis sections

Describe the area(s) that show a positive trend in performance.

See Attachment-Noted in analysis sections

Which area(s) indicate the overall highest performance?

See Attachment-Noted in analysis sections

Which subgroup(s) show a trend toward increasing performance?

See Attachment-Noted in analysis sections

Between which subgroups is the achievement gap closing?

See Attachment-Noted in analysis sections

Which of the above reported findings are consistent with findings from other data sources?

See Attachment-Noted in analysis sections

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

See Attachment-Noted in analysis sections

Describe the area(s) that show a negative trend in performance.

See Attachment-Noted in analysis sections

Which area(s) indicate the overall lowest performance?

See Attachment-Noted in analysis sections

Which subgroup(s) show a trend toward decreasing performance?

See Attachment-Noted in analysis sections

Between which subgroups is the achievement gap becoming greater?

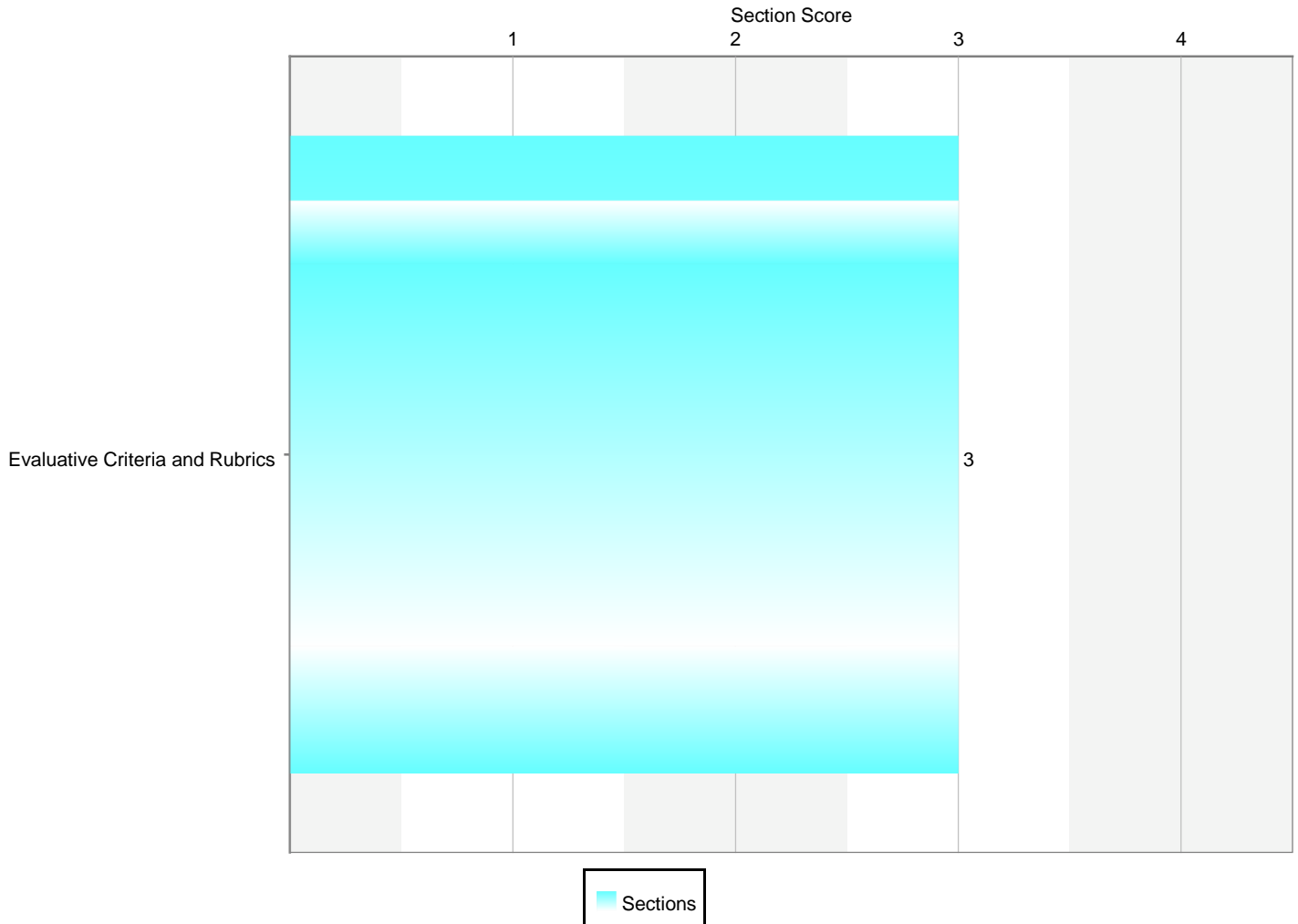
See Attachment-Noted in analysis sections

Which of the above reported findings are consistent with findings from other data sources?

See Attachment-Noted in analysis sections

Report Summary

Scores By Section



Plan for Indiana School Improvement Plan

Overview

Plan Name

Plan for Indiana School Improvement Plan

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will demonstrate improved literacy skills across the curriculum.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$65000
2	The graduation rate goal for New Albany High School is to exceed the current state graduation rate.	Objectives: 1 Strategies: 12 Activities: 16	Organizational	\$350000
3	The attendance goal of New Albany High School is to raise attendance to at least 96% and to remain at or above that rate each and every year.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
4	All teachers will have a working understanding of what effective technology integration in the classroom looks like by the end of the school year.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$280000

Goal 1: All students will demonstrate improved literacy skills across the curriculum.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in improved literacy skills across the curriculum, resulting in at least a 5% increase in English 10 ECA scores for each subgroup in English Language Arts by 05/31/2016 as measured by English 10 ECA scores and ISTEP+ results.

Strategy 1:

Literacy Strategies - Teachers will develop specific academic vocabulary for each discipline, create pacing guides, quarterly common formative assessments (short cycle formative assessments for English 9, English 10), and Rigorous Curriculum Design Units. Teachers will utilize practices based on Lazear's Eight Ways of Knowing, Marzano's Classroom Instruction that Works, and Marzano's Six-Step Approach to academic vocabulary instruction.

Research Cited: On Common Ground, Richard DuFour

Whatever It Takes, How Professional Learning Communities Respond When Kids Don't Learn, Richard DuFour

Classroom Instruction that Works, Robert Marzano

Subjects Matter, Harvey Daniels and Steven Zemelman

Activity - Literacy Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Indiana School Improvement Plan

New Albany High School

Students will practice use of the ACE writing strategy during Senior Incentive periods, which take place eight times throughout the year.	Academic Support Program, Direct Instruction	08/12/2015	04/27/2016	\$0	No Funding Required	Administrator S, Counselors, Teachers, Assistants
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Tools for Teaching Content Literacy, Janet Allen

Evidence of success: Increased English 10 ECA results for all subgroups.

Activity - Literacy Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaboration will be intentional. It is on Wednesdays for data team discussions (utilizing Google Docs as a data collection device for all curricular areas), development of RCD units, and the development of possible intervention plans for specific disciplines. Teacher schedules will be designed to allow for common planning periods for daily collaboration, in addition to the weekly meetings.	Academic Support Program, Direct Instruction, Professional Learning, Technology	08/03/2015	05/31/2016	\$0	District Funding	Administrator s, counselors, teachers

Strategy 2:

Literacy Strategy 2 - Students will respond to reading through the use of writing prompts. Research

Cited: Writing Process Activities Kit, Mary Lou Brandvik

Strategy 3:

Literacy Strategy 3 - English Language Learners (ELL) students are provided a resource class and assistance as necessary. Research

Cited: Whatever It Takes, How Professional Learning Communities Respond When Kids Don't Learn, Richard DuFour

Activity - Literacy Activity 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An additional teacher began, providing increased support to ENL students, in the 2015-16 school year.	Academic Support Program, Class Size Reduction	07/29/2015	05/31/2016	\$35000	District Funding	Administrator s, Teachers

Strategy 4:

Literacy Strategy 4 - Students, as needed, will be provided with additional time and supports during the school day.

Research Cited: On Common Ground, Richard DuFour

Activity - Literacy Activity 6	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Whatever It Takes, How Professional Learning Communities Respond When Kids Don't Learn, Richard DuFour

When Kids Can't Read, Kyleene Beers

Indiana School Improvement Plan

New Albany High School

Reading at the Middle and High School Levels, Educational Research Services

Activity - Literacy Activity 4	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education students are provided a resource class and assistance as necessary.	Academic Support Program, Direct Instruction, Tutoring, Class Size Reduction	07/29/2015	05/31/2016	\$0	No Funding Required	Administrator s, counselors, teachers, assistants
Activity - Literacy Activity 5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A reading program (Read 180, Systems 44) will assist those non-special education students who are reading below grade level.	Academic Support Program	07/29/2015	05/31/2016	\$30000	District Funding	Administrator s, counselors, teachers, assistants

Indiana School Improvement Plan

New Albany High School

Mentoring study halls are provided for identified at-risk students.	Academic Support Program, Tutoring, Behavioral Support Program	07/29/2015	05/31/2016	\$0	No Funding Required	Administrators, counselors, teachers
Activity - Literacy Activity 7	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English 9 at risk program and English 10 Lab for at risk sophomores.	Academic Support Program	07/29/2015	05/31/2016	\$0	No Funding Required	Administrators, counselors, teachers

Goal 2: The graduation rate goal for New Albany High School is to exceed the current state graduation rate.

Measurable Objective 1:

improve graduation rate -Maintain a graduation rate higher than the state graduation rate by 10/01/2016 as measured by comparing the New Albany High School graduation rate to the state graduation rate.

Strategy 1:

Graduation Rate Strategy 1 - New Albany High School Guidance Department- the guidance department has 6 counselors and 2 Special Education facilitators. They meet with every student twice each year to review their credit status. During these meetings, students are identified for a variety of strategies that will assist each student to reach the goal of graduating from New Albany High School in 4 years.

Research Cited: Whatever It Takes, How Professional Learning Communities Respond When Kids Don't Learn, Richard DuFour
On Common Ground, Richard DuFour

Evidence of success: Graduation rate

Activity - Graduation Rate Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors meet with students as 8th graders, then one-on-one throughout each quarter of their high school career to discuss graduation goals and progress. Parents are encouraged to attend the annual 8th grade parent night presentation to assist students with goal setting and monitoring.	Academic Support Program, Parent Involvement, Policy and Process	07/29/2015	05/31/2016	\$0	No Funding Required	Administrators, counselors
Activity - Graduation Rate Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Indiana School Improvement Plan

New Albany High School

Teachers, administrators, parents, and students access the INOW home portal to monitor academic progress.	Academic Support Program, Parent Involvement, Technology	07/29/2015	05/31/2016	\$0	District Funding	Administrators, counselors, teachers
Activity - Graduation Rate Activity 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance department will meet with every student individually and conduct a “Transcript Seminar” to check on current graduation status and determine solutions for students not on track to graduate with their cohort group.	Academic Support Program	07/29/2015	05/31/2016	\$0	No Funding Required	Counselors

Strategy 2:

Graduation Rate Strategy 2 - Freshman At Risk Program – approximately 100 freshman students were selected based on ISTEP+ scores and their 8th grade semester grades to participate. These students will be placed into groups of 20 students – each group will have a 90 minute block of Algebra, regular blocks of English, science and a Mentor Study Hall.

Research Cited: Whatever It Takes, How Professional Learning Communities Respond When Kids Don't Learn, Richard DuFour
On Common Ground, Richard DuFour

Evidence of success: Graduation Rate

Activity - Graduation Rate Activity 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to create and implement rigorous curriculum design units, built on Pacing Guides and CFA's. Math teachers will continue implementing the Five Easy Steps of a Balanced Math Curriculum.	Academic Support Program, Direct Instruction, Policy and Process	07/29/2015	05/31/2016	\$0	No Funding Required	Administrators, Teachers

Strategy 3:

Graduation Rate Strategy 3 - Sophomore English 10 Lab – approximately 60 sophomore students were identified by their freshman English teachers as needing extra support in order to ensure success on the English 10 ECA. These students will be scheduled in a regular English 10 classroom, as well as having an additional period of English 10 Lab. The class will be designed to enhance student reading comprehension and writing skills.

Research Cited: On Common Ground, Richard DuFour
Whatever It Takes, How Professional Learning Communities Respond When Kids Don't Learn, Richard DuFour
When Kids Can't Read, Kylee Beers
Reading at the Middle and High School Levels, Educational Research Services
In the Best Interest of Students: Staying True to What Works in the ELA Classroom, Kelly Gallagher

Evidence of success: Graduation Rate

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Activity - Graduation Rate Activity 4	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshmen teachers will refer students to the English 10 labs, based on student progress toward standards mastery in English 9.	Academic Support Program, Tutoring, Class Size Reduction	04/01/2016	05/31/2016	\$0	No Funding Required	Administrators, counselors, teachers

Strategy 4:

Graduation Rate Strategy 4 - Mentor/Resource Study Halls – these study halls are comprised of students identified as special needs, ENL, at-risk, attendance issues, academic performance or discipline referrals. Special needs students will be scheduled into a Resource Study Hall with their TOR. Identified at risk freshmen through seniors will be scheduled into a Mentor Study Hall, where the instructor will consistently check student progress, facilitate discussion and completion of assigned work with teachers, and also maintain effective contact with parents.

Research Cited: On Common Ground, Richard DuFour

Whatever It Takes, How Professional Learning Communities Respond When Kids Don't Learn, Richard DuFour

Evidence of success: Graduation Rate

Activity - Graduation Activity 5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and counselors will collaborate to determine students who they believe, based on academic and/or behavioral progress, should be placed in a study hall.	Academic Support Program, Tutoring	04/01/2015	05/01/2016	\$0	No Funding Required	Administrators, Counselors, Teachers

Strategy 5:

Graduation Rate Strategy 5 - Developing Opportunities for Graduation and Success Program- (DOGS) - This program was created in the Spring of 2005. The goal of this program is to assist students in credit recovery. Students are identified by the guidance department and administrators and then placed into the DOGS lab to make-up credits. The counseling staff focuses on students who fail to earn credits.

Research Cited: Exploring Online Learning Opportunities for At-Risk Students to Complete a High School Diploma, Yoh, K.J.

Alternative School Education: Using Web-Based Curriculum Programs to Assist At-Risk Students with High School Credit Recovery in Select East Central Indiana Schools, Robbins, W.S.

Evidence of success: Graduation Rate, Credit Recovery data

Activity - Graduation Rate Activity 6	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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DOGS program will be available each period of the day for credit recovery.	Academic Support Program, Technology	07/29/2015	05/31/2016	\$40000	General Fund	Administrators, Counselors, Teachers, Credit Recovery Facilitator
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Strategy 6:
 Graduation Rate Strategy 6 - Extended Learning Center (ELC) - is also a credit recovery program. Students are identified for admittance to the program by members of the guidance department and administrators. Students who are not successful academically or behaviorally can be assigned to the ELC to continue working on credits. Students who are expelled from school are assigned to the ELC so they can successfully stay on track with graduation credits. The Extended Learning Center is offered on Monday, Tuesday, and Thursday evenings from 3:15-6:15. There is also a half-day option for some students. Research Cited: Exploring Online Learning Opportunities for At-Risk Students to Complete a High School Diploma, Yoh, K.J.
 Alternative School Education: Using Web-Based Curriculum Programs to Assist At-Risk Students with High School Credit Recovery in Select East Central Indiana Schools, Robbins, W.S.

Evidence of success: Graduation Rate and Credits Recovered

Activity - Graduation Activity 7	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended Learning Center will be open Monday, Tuesday and Thursday for credit recovery for normal day, non-graduates and expelled students.	Academic Support Program	08/03/2015	05/31/2016	\$20000	General Fund	Administrators, counselors, teachers

Strategy 7:
 Graduation Rate Strategy 7 - Student Engagement will be a focus of classroom walkthroughs and observations. This is an indicator in the evaluation tool. Research Cited: Using Classroom Walkthroughs to Improve Instruction, Nancy Protheroe Evidence of success: Graduation Rate and Evaluation Scores

Activity - Graduation Rate Activity 7	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive iPads and teachers will receive MacBooks and training to use technology to improve engagement.	Career Preparation/Orientation, Technology	08/03/2015	05/31/2016	\$250000	Title II Part A	Administrators, teachers
Activity - Graduation Activity 8	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An engagement coach has been employed to work with staff.	Career Preparation/Orientation	07/29/2015	05/31/2016	\$25000	Title II Part A	Administrators, teachers, counselors
Activity - Graduation Rate Activity 9	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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When interviewing to fill new staff positions, every effort is made to find highly qualified individuals with minority backgrounds to add diversity and cultural understanding to our faculty.	Recruitment and Retention	04/01/2015	05/31/2016	\$0	No Funding Required	Administrators
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Strategy 8:

Graduation Rate Strategy 8 - JAG (Jobs for America's Graduates) - is a school-to-career program implemented in 700 high schools, alternative schools, community colleges, and middle schools across the country and United Kingdom. JAG's mission is to keep young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities or to enroll in a postsecondary institution that leads to a rewarding career Research Cited: Preventing Future High School Dropouts, NEA Evidence of success: Graduation Rate and course enrollment

Activity - Graduation Rate Activity 8	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
J.A.G. program will be available 3 periods per day. The J.A.G. coordinator will be available at NAHS all day to counsel and assist students. For the 2016-17 school year, one of the periods will be offered in the afternoon, to increase enrollment.	Academic Support Program, Tutoring	07/29/2015	05/31/2016	\$0	No Funding Required	Administrators, counselors

Strategy 9:

Graduation Rate Strategy 9 - Consistent implementation of the "Attendance Policy" to increase student attendance rates. Evidence of success: Graduation Rate and Attendance Rate

Activity - Graduation Rate Activity 10	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alignment of Home School Liaison's responsibilities/priorities to identify and report on missing students.	Behavioral Support Program	07/29/2015	05/31/2016	\$0	No Funding Required	Administrators, counselors, Home School Liaison

Strategy 10:

Graduation Rate Strategy 10 - Summer School- Students are given an opportunity to make up credits during Summer School. We offer a 3 week session of summer school for required courses.

Research Cited: Exploring Online Learning Opportunities for At-Risk Students to Complete a High School Diploma, Yoh, K.J.

Alternative School Education: Using Web-Based Curriculum Programs to Assist At-Risk Students with High School Credit Recovery in Select East Central Indiana Schools, Robbins, W.S.

Evidence of success: Graduation Rate and Credit Recovery

Activity - Graduation Rate Activity 11	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schedule teachers who are interested in working summer school.	Academic Support Program, Tutoring	05/01/2015	09/30/2015	\$10000	State Funds	Administrators, counselors, teachers

Strategy 11:

Graduation Rate Strategy 11 - Dog Dads Committee – this program was developed by the PTO. It is a group of men who volunteer at various events throughout the school year. They serve as mentors and guides to the young men and women at NAHS. As we identify the students at risk of not graduating, this group may become

Indiana School Improvement Plan

New Albany High School

mentors and assist them towards successfully completing required credits for graduation. They may accomplish this through tutoring or counseling and identifying additional resources to help students reach their goals.

Research Cited: National Dropout Prevention Center

Evidence of success: Graduation Rate

Activity - Graduation Rate Activity 12	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with the PTO to facilitate mentoring between DOGS Dads and students.	Community Engagement, Parent Involvement	07/29/2015	05/31/2016	\$0	No Funding Required	Administrators, counselors

Strategy 12:

Graduation Rate Strategy 12 - Bulldog Scholars program to support high-achieving students from under-represented groups, as they pursue an Academic Honors Diploma. The students are identified by their middle school counselors, attend a parent meeting to understand the academic and behavioral standards set for the group, and receive supports throughout their high school years. Research Cited: A Framework for Understanding Poverty, Ruby Payne

Evidence of success: Graduation Rate and Scholarship Funds Awarded

Activity - Graduation Rate Activity 13	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school courses offered to allow students to begin to bond and then have room in their schedules for a full year of study hall together.	Academic Support Program, Parent Involvement, Tutoring, Behavioral Support Program	06/01/2015	05/31/2016	\$5000	General Fund	Administrators, counselors, teachers

Goal 3: The attendance goal of New Albany High School is to raise attendance to at least 96% and to remain at or above that rate each and every year.

Measurable Objective 1: demonstrate a behavior -Maintain attendance at a rate of at least 96% by 05/31/2016 as measured by the student attendance rate.

Strategy 1:

Attendance Strategy 1 - Parent Contact-We are persistent in notifying parents, by an automated calling system, of students who do not attend school on a regular basis. Our home-school liaison will place calls, mail letters home, and make home visits to communicate with parents each day about the importance of regular school attendance. Our counselors also make personal phone calls to parents during the school day to determine the reason for student absences. In our Professional Learning Community (PLC) model, the stakeholders of the school include the community. We believe that it is our duty to inform the community of this fact and encourage collaboration to raise awareness of student attendance.

Research Cited: Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn, Richard DuFour

Indiana School Improvement Plan

New Albany High School

Evidence of success: Attendance Rate

Activity - Attendance Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors and administrators will maintain contact with parents/guardians and increase conferencing with students and families of students who are not meeting attendance expectations. Attendance contracts will be written, as needed.	Community Engagement, Academic Support Program, Parent Involvement, Behavioral Support Program, Policy and Process	07/29/2015	05/31/2016	\$0	District Funding	Administrators, counselors, teachers, assistants, support staff

Strategy 2:

Attendance Strategy 2 - In our Professional Learning Community (PLC) model, the stakeholders of the school include the community. We believe that it is our duty to inform the community of this fact and encourage collaboration to raise awareness of student attendance.

Research Cited: Whatever It Takes, How Professional Learning Communities Respond When Kids Don't Learn, Richard DuFour Evidence of success: Attendance Rate

Activity - Attendance Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The home-school liaison will collaborate with a local Teen Court program, juvenile probation, and ACP counseling services to support families and students. She will also work with the school SRO to make home visits when necessary.	Community Engagement, Parent Involvement, Behavioral Support Program	07/29/2015	05/31/2016	\$0	No Funding Required	Administrators, counselors, support staff

Goal 4: All teachers will have a working understanding of what effective technology integration in the classroom looks like by the end of the school year.

Measurable Objective 1:

collaborate to have a working understanding of what effective technology integration in the classroom looks like by 05/31/2016 as measured by surveys and implementation of Remind, Nearpod, Google Classroom, or equivalent programs.

Strategy 1:

Technology Strategy - 10th and 11th graders will all have iPads by second semester. Teachers will receive MacBooks.

Research Cited: Enhancing the Art and Science of Teaching with Technology, Sonny Magana/Robert Marzano Evidence of success: Teacher surveys

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Activity - Technology Activity 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th grade iPads deployed September, 2015, 11th grade iPads deployed January, 2016.	Technology	08/03/2015	05/31/2016	\$250000	Title II Part A	District administration , building administrators , counselors, teachers

Strategy 2:

Technology Strategy 2 - Teachers will collaborate and receive technology training within their departments.

Research Cited: Enhancing the ARt and Science of Teaching with Technology, Sonny Magana and Robert Marzano

Evidence of success: Teacher Surveys

Activity - Technology Activity 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HELEn (Highly Engaged Learning Environment) strategic committee and HELEn teacher trainers meet quarterly to receive training to then share with their departments/buildings.	Professional Learning	07/29/2015	05/31/2016	\$5000	Title II Part A	Administrator s, counselors, teachers, support staff
Activity - Technology Activity 3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Engagement coach will be available to work with individuals, departments, or the entire faculty on various technology initiatives, including MacBook training and Google Classroom, Nearpod, Remind.	Professional Learning	07/29/2015	05/31/2016	\$25000	General Fund	Administration , Teachers, Counselors

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Graduation Rate Activity 1	Counselors meet with students as 8th graders, then one-on-one throughout each quarter of their high school career to discuss graduation goals and progress. Parents are encouraged to attend the annual 8th grade parent night presentation to assist students with goal setting and monitoring.	Academic Support Program, Parent Involvement, Policy and Process	07/29/2015	05/31/2016	\$0	Administrators, counselors
Graduation Rate Activity 4	Freshmen teachers will refer students to the English 10 labs, based on student progress toward standards mastery in English 9.	Academic Support Program, Tutoring, Class Size Reduction	04/01/2016	05/31/2016	\$0	Administrators, counselors, teachers
Literacy Activity 4	Special Education students are provided a resource class and assistance as necessary.	Academic Support Program, Direct Instruction, Tutoring, Class Size Reduction	07/29/2015	05/31/2016	\$0	Administrators, counselors, teachers, assistants
Graduation Rate Activity 12	Collaborate with the PTO to facilitate mentoring between DOGS Dads and students.	Community Engagement, Parent Involvement	07/29/2015	05/31/2016	\$0	Administrators, counselors
Graduation Activity 5	Teachers and counselors will collaborate to determine students who they believe, based on academic and/or behavioral progress, should be placed in a study hall.	Academic Support Program, Tutoring	04/01/2015	05/01/2016	\$0	Administrators, Counselors, Teachers
Literacy Activity 7	English 9 at risk program and English 10 Lab for at risk sophomores.	Academic Support Program	07/29/2015	05/31/2016	\$0	Administrators, counselors, teachers

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Graduation Rate Activity 3	Teachers will collaborate to create and implement rigorous curriculum design units, built on Pacing Guides and CFA's. Math teachers will continue implementing the Five Easy Steps of a Balanced Math Curriculum.	Academic Support Program, Direct Instruction, Policy and Process	07/29/2015	05/31/2016	\$0	Administrators, Teachers
Literacy Activity 6	Mentoring study halls are provided for identified at-risk students.	Academic Support Program, Tutoring, Behavioral Support Program	07/29/2015	05/31/2016	\$0	Administrators, counselors, teachers
Graduation Rate Activity 10	Alignment of Home School Liaison's responsibilities/priorities to identify and report on missing students.	Behavioral Support Program	07/29/2015	05/31/2016	\$0	Administrators, counselors, Home School Liaison
Attendance Activity 2	The home-school liaison will collaborate with a local Teen Court program, juvenile probation, and ACP counseling services to support families and students. She will also work with the school SRO to make home visits when necessary.	Community Engagement, Parent Involvement, Behavioral Support Program	07/29/2015	05/31/2016	\$0	Administrators, counselors, support staff
Literacy Activity 2	Students will practice use of the ACE writing strategy during Senior Incentive periods, which take place eight times throughout the year.	Academic Support Program, Direct Instruction	08/12/2015	04/27/2016	\$0	Administrators, Counselors, Teachers, Assistants
Graduation Rate Activity 3	Guidance department will meet with every student individually and conduct a "Transcript Seminar" to check on current graduation status and determine solutions for students not on track to graduate with their cohort group.	Academic Support Program	07/29/2015	05/31/2016	\$0	Counselors
Graduation Rate Activity 9	When interviewing to fill new staff positions, every effort is made to find highly qualified individuals with minority backgrounds to add diversity and cultural understanding to our faculty.	Recruitment and Retention	04/01/2015	05/31/2016	\$0	Administrators

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Graduation Rate Activity 8	J.A.G. program will be available 3 periods per day. The J.A.G. coordinator will be available at NAHS all day to counsel and assist students. For the 2016-17 school year, one of the periods will be offered in the afternoon, to increase enrollment.	Academic Support Program, Tutoring	07/29/2015	05/31/2016	\$0	Administrators, counselors
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Graduation Rate Activity 11	Schedule teachers who are interested in working summer school.	Academic Support Program, Tutoring	05/01/2015	09/30/2015	\$10000	Administrators, counselors, teachers
Total					\$10000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Activity 3	The Engagement coach will be available to work with individuals, departments, or the entire faculty on various technology initiatives, including MacBook training and Google Classroom, Nearpod, Remind.	Professional Learning	07/29/2015	05/31/2016	\$25000	Administration, Teachers, Counselors
Graduation Rate Activity 13	Summer school courses offered to allow students to begin to bond and then have room in their schedules for a full year of study hall together.	Academic Support Program, Parent Involvement, Tutoring, Behavioral Support Program	06/01/2015	05/31/2016	\$5000	Administrators, counselors, teachers
Graduation Activity 7	Extended Learning Center will be open Monday, Tuesday and Thursday for credit recovery for normal day, nongraduates and expelled students.	Academic Support Program	08/03/2015	05/31/2016	\$20000	Administrators, counselors, teachers
Graduation Rate Activity 6	DOGS program will be available each period of the day for credit recovery.	Academic Support Program, Technology	07/29/2015	05/31/2016	\$40000	Administrators, Counselors, Teachers, Credit Recovery

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						Facilitator
					Total	\$90000

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Graduation Rate Activity 7	Students will receive iPads and teachers will receive MacBooks and training to use technology to improve engagement.	Career Preparation/Orientation, Technology	08/03/2015	05/31/2016	\$250000	Administrators, teachers
Graduation Activity 8	An engagement coach has been employed to work with staff.	Career Preparation/Orientation	07/29/2015	05/31/2016	\$25000	Administrators, teachers, counselors
Technology Activity 2	HELEn (Highly Engaged Learning Environment) strategic committee and HELEn teacher trainers meet quarterly to receive training to then share with their departments/buildings.	Professional Learning	07/29/2015	05/31/2016	\$5000	Administrators, counselors, teachers, support staff
Technology Activity 1	10th grade iPads deployed September, 2015, 11th grade iPads deployed January, 2016.	Technology	08/03/2015	05/31/2016	\$250000	District administration, building administrators, counselors, teachers
					Total	\$530000

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Activity 5	A reading program (Read 180, Systems 44) will assist those non-special education students who are reading below grade level.	Academic Support Program	07/29/2015	05/31/2016	\$30000	Administrators, counselors, teachers, assistants

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Literacy Activity	Teacher collaboration will be intentional. It is on Wednesdays for data team discussions (utilizing Google Docs as a data collection device for all curricular areas), development of RCD units, and the development of possible intervention plans for specific disciplines. Teacher schedules will be designed to allow for common planning periods for daily collaboration, in addition to the weekly meetings.	Academic Support Program, Direct Instruction, Professional Learning, Technology	08/03/2015	05/31/2016	\$0	Administrators, counselors, teachers
Literacy Activity 3	An additional teacher began, providing increased support to ENL students, in the 2015-16 school year.	Academic Support Program, Class Size Reduction	07/29/2015	05/31/2016	\$35000	Administrators, Teachers
Graduation Rate Activity 2	Teachers, administrators, parents, and students access the INOW home portal to monitor academic progress.	Academic Support Program, Parent Involvement, Technology	07/29/2015	05/31/2016	\$0	Administrators, counselors, teachers
Attendance Activity 1	Counselors and administrators will maintain contact with parents/guardians and increase conferencing with students and families of students who are not meeting attendance expectations. Attendance contracts will be written, as needed.	Community Engagement, Academic Support Program, Parent Involvement, Behavioral Support Program, Policy and Process	07/29/2015	05/31/2016	\$0	Administrators, counselors, teachers, assistants, support staff
Total					\$65000	

Conclusion

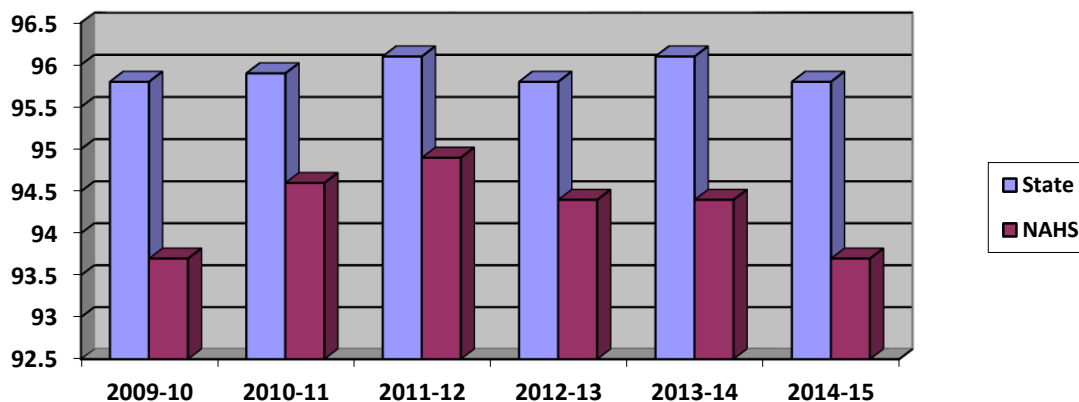
The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.

Attendance

As a Professional Learning Community, we believe students who engage in learning and are active participants in the selection of their courses will realize the value of attending school regularly.

The attendance rate at New Albany High School continues to remain below the state average. During the school years 2010-2015, the state average attendance rate has remained constant at a rate of approximately 96%, while New Albany High School's attendance rate has remained constant at approximately 94%.

Year	State Average	NAHS Average
2014-2015	95.8%	93.7%
2013-2014	96.1%	94.4%
2012-2013	95.8%	94.4%
2011-2012	96.1%	94.9%
2010-2011	95.9%	94.6%
2009-2010	95.8%	93.7%



The information in the graph above came from the Indiana Department of Education website. The address is <http://www.doe.state.in.us>.

All stakeholders within New Albany High School realize the importance of student attendance. We are persistent in notifying parents, by an automated calling system, of students who do not attend school on a regular basis. Our home-school liaison will place calls, mail letters home, and make home visits to communicate with parents each day about the importance of regular school attendance. Our counselors also make personal phone calls to parents during the school day to determine the reason for student absences. In our Professional Learning Community (PLC) model, the stakeholders of the school include the community. We believe that it is our duty to inform the community of this fact and encourage collaboration to raise awareness of student attendance.

The attendance goal of New Albany High School is to raise attendance to at least 96% and to remain at or above that rate each and every year. The *Be a Better Bulldog* orientation program is designed to promote regular school attendance.

Full Day Absences:

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Cumulative for semester

4 – parent contact; 1 after school detention or 2 lunch detentions assigned

6 – legal letter sent, request parent conference; 1 after school detention or 2 lunch detentions; “no pass list” for remainder of semester

8 – 2nd legal letter; phone call made; SAL assigned; expulsion warning given; change of placement discussed; contract reviewed; referral to teen court may be made

10 – 3rd letter sent; phone call made; OSS assigned; change of placement discussed/made; report to probation may be made; work permit may be pulled, contract reviewed

12 – request for expulsion may be filed; change of placement made; driver’s license may be invalidated; student may forfeit participation in or attendance at extra-curricular and/or co-curricular activities

Tardy/Period Absences:

Cumulative for 9 weeks

4 – parent contact; 1 after school detention or 2 lunch detentions assigned

6 – legal letter sent, request parent conference; 1 after school detention or 2 lunch detentions; “no pass list” remainder of 9 weeks

8 – 2nd letter sent, phone call made; SAL assigned; expulsion warning given; change of placement discussed; contract reviewed; referral to teen court may be made

10 – 3rd letter sent, phone call made; OSS assigned; change of placement discussed/made; report to probation may be made; work permit may be pulled, contract reviewed

12 – request for expulsion may be filed; change of placement made; driver’s license may be invalidated; student may forfeit participation in or attendance at extra-curricular and/or co-curricular activities

An additional strategy is the creation and implementation of a PBIS program, Positive Behavior Intervention Strategies for the student with excellent attendance and behavior (examples include: zero days absent, zero tardies, zero discipline referrals). Examples of positive interventions for excellent attendance include: success card rewards from the PTO, attendance awards from the PTO, and positive post cards from teachers or staff members.

Graduation Rate

The graduation rate goal for New Albany High School is to exceed the current state graduation rate. The graduation rate for the NAHS class of 2015 was 90.9%, marking the fifth time in the last nine years that NAHS graduates exceeded the state graduation rate. The student enrollment during the 2014-15 school year at New Albany High School was 1,879 students. The senior class of 2015 had an enrollment of 504 students.

New Albany High School takes steps to increase graduation rates for future NAHS classes. The principal's office and guidance office are tracking those students who transfer out of the building. We also work to limit the number of GED referrals since those students count as a dropout rather than a high school graduate.

We collect data in order to identify and monitor students who are not earning significant credits to put them on track for graduating within the required four years. This information places a focus on the students who are at risk because they are not earning credits at the necessary rate for graduation. Additional strategies that will assist in improving our current graduation rate include:

- **New Albany High School Guidance Department-** the guidance department has 6 counselors and 2 Special Education facilitators. They meet with every student twice each year to review their credit status. During these meetings, students are identified for a variety of strategies that will assist each student to reach the goal of graduating from New Albany High School in 4 years.
- **Freshman At Risk Program** – approximately 100 freshman students were selected based on ISTEP+ scores and their 8th grade semester grades to participate. These students will be placed into groups of 20 students – each group will have a 90 minute block of Algebra, regular blocks of English, science and a Mentor Study Hall.
- **Sophomore English 10 Lab** – approximately 60 sophomore students were identified by their freshman English teachers as needing extra support in order to ensure success on the English 10 ECA. These students will be scheduled in a regular English 10 classroom, as well as having an additional period of English 10 Lab. The class will be designed to enhance student reading comprehension and writing skills.
- **Mentor/Resource Study Halls** – these study halls are comprised of students identified as special needs, at-risk, attendance issues, academic performance or discipline referrals. Special needs students will be scheduled into a Resource Study Hall with their Teachers of Record (TOR). Identified at risk freshmen through seniors will be scheduled into a Mentor Study Hall, where the

instructor will consistently check student progress, facilitate discussion and completion of assigned work with teachers, and also maintain effective contact with parents.

- **Developing Opportunities for Graduation and Success Program- (DOGS)** - This program was created in the Spring of 2005. The goal of this program is to assist students in credit recovery. Students are identified by the guidance department and administrators and then placed into the DOGS lab to make-up credits. The counseling staff focuses on students who fail to earn credits.
- **Jobs for America's Graduates (JAG)** - is a school-to-career program implemented in 700 high schools, alternative schools, community colleges, and middle schools across the country and United Kingdom. JAG's mission is to keep young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities or to enroll in a postsecondary institution that leads to a rewarding career
- **Extended Learning Center (ELC)** - is also a credit recovery program. Students are identified for admittance to the program by members of the guidance department and administrators. Students who are not successful academically or behaviorally can be assigned to the ELC to continue working on credits. Students who are expelled from school are assigned to the ELC so they can successfully stay on track with graduation credits. The Extended Learning Center is offered on Monday, Tuesday, and Thursday evenings from 3:15-6:15.
- **Summer School** - Students are given an opportunity to make up credits during Summer School. We offer a 3 week session of summer school for required courses.
- **Dog Dads Committee** – this program was developed by the PTO. It is a group of men who volunteer at various events throughout the school year. They serve as mentors and guides to the young men and women at NAHS. As we identify the students at risk of not graduating, this group may become mentors and assist them towards successfully completing required credits for graduation. They may accomplish this through tutoring or counseling and identifying additional resources to help students reach their goals.
- **Strategies the Special Education Department utilizes to decrease suspension and expulsion rates within the population include:**
 - Indirect consult goals developed and utilized to give Teachers of Record (TOR) direction when working with consult students.
 - Students may be placed in a study hall with their TOR which facilitates regular contact and assistance with other classes.
 - Behavior Support Plans are instrumental in providing the right supports for students with behavior problems.
 - District and building level trainings in behavior support plans and classroom management are offered.
 - If expelled, students are given an alternative program to complete.
 - Special Education teachers offer alternatives prior to suspension/expulsion in some cases (excludes safety/drug violations): lunch detention, conferences and adjustments to programs, after-school detentions, and contact with community resources used by students' families.
 - Special Education teachers are offered regular in-house training on classroom management, functional behavior assessments, and behavior support plan development.
 - Expelled students with special needs receive services towards goals through:
 1. Alternative Placement Program initiated
 2. Individual or group homebound services offered based on individual needs

New Albany High School continues to keep pace with the state average of students graduating with a Core 40 or Academic Honors diploma. NAHS offers Advanced Placement and International Baccalaureate courses and has developed dual college credit arrangements with Ivy Tech Community College and Indiana University.

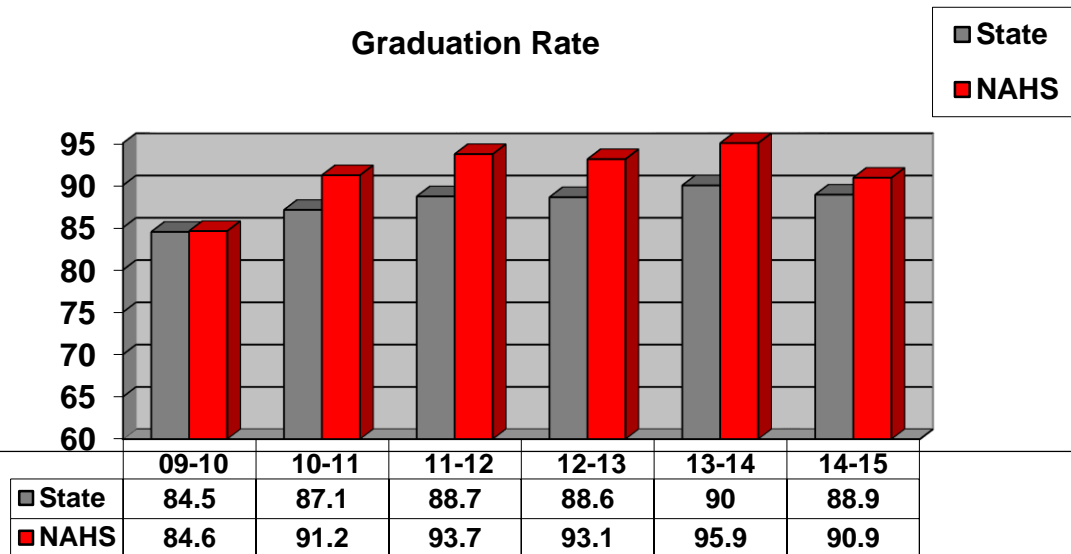
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New Albany High School's graduating class of 2015 earned \$13,111,198 in scholarships. The variety and honor of each scholarship speaks highly of the academic success of this graduating class.

- 2 National Merit Commended Students
- 1 National Merit Achievement Program Outstanding Participant
- 1 National Merit Special Scholarship sponsored by the UPS Foundation
- 1 Lilly Scholarship for Floyd County
- 2 American Legion Scholarships for Floyd County
- 1 U.S. Air Force Academy Appointment
- 1 Elks National Foundation Most Valuable Student Scholarship
- 1 Edward Endres Kiwanis Memorial Scholarships
- 26 Horseshoe Foundation Scholarships
- 1 Paul W. Ogle Foundation Scholarship
- 13 Harvest Homecoming Scholarships
- 14 Bulldog Scholars
- 8 International Baccalaureate Diploma Candidates
- 17 NAACP Scholarships
- 19 Senior athletes will participate in collegiate sports
- 15 Seniors have committed to the US Armed Forces
- 207 College Scholarships
- 110 Community Based Scholarships
- 178 Academic Honors and Technical Honors Diploma Candidates

Graduation Rate



The information in the graph above came from the Indiana Department of Education website. The address is <http://www.doe.state.in.us>.

Post-Graduate Information

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
4 Year College	168	237	185	222	242	290
2 Year College	60	81	62	51	68	75
Voc. Tech. Sch.	20	17	28	5	6	18
Military	13	16	20	12	21	16
No Higher Ed.	142	81	131	140	76	45

The information in the chart above came from the Indiana Department of Education website. The address is <http://www.doe.state.in.us>.

Diploma Information

Academic Honors, Technical Honors, Core 40 and International Baccalaureate Diplomas

The staff and administration at New Albany High School are taking several steps to address Academic Honors, Technical Honors, and Core 40 provisions. As the diploma requirements change, students at New Albany are being offered an increasing number of support systems. Because students are required to complete Algebra II and pass the Algebra I ECA to earn a Core 40 diploma, the NAHS math teachers offer free, after-school tutoring for students. Free before and after-school tutoring is also offered for students who are struggling in any other course. In order to keep parents well-informed of the various diploma requirements, parents of incoming freshmen are invited to the high school during the time their eighth-grade

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students are planning their schedules for their freshman year. New Albany administrators and counselors discuss the diploma requirements and course choices available at NAHS with the parents and students. Counselors at New Albany meet with their students periodically to discuss their credits and diploma requirements.

Year	Honors Grads		Core 40 Only		Regular Grads		International Baccalaureate Diploma		Total
2014-15	151	34.1%	249	56.2%	39	9.3%	2	0.5%	443
2013-14	134	32.4%	205	49.6%	74	17.9%	0	0.0%	413
2012-13	125	29.2%	228	53.2%	75	17.5%	0	0.0%	428
2011-12	132	32.3%	170	41.6%	107	26.1%	0	0.0%	409
2010-11	125	28.8%	147	33.9%	162	37.2%	0	0.0%	434
2009-10	107	26.5%	109	27.1%	187	46.4%	0	0.0%	403

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in the graph

from the Indiana Department of Education website and from the office of the Principal of NAHS. The address is <http://www.doe.state.in.us> .

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Students Receiving Honors Recognitions

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
National Merit Awards						
Commended	0	2	0	0	1	2
Semi-Finalist	0	0	0	1	0	0
Finalist	1	1	1	1	0	0
National Achievement Awards						
Outstanding Participant	0	0	0	0	1	1
Semi-Finalist	0	0	0	0	0	0
Finalists	0	1	0	0	0	0
Scholarship N (weighted GPA \geq 4.00)						
1 st Semester Commended	264	362	347	366	351	336
1 st Semester Distinguished	66	84	76	94	108	86
2 nd Semester Commended	238	303	317	298	162	304
2 nd Semester Distinguished	54	80	76	89	99	87
Scholarship N	19	11	22	20	21	21
President's Education Award (3.50 non-weighted GPA and 85th percentile on SAT, ACT or PSAT)	0	20	14	15	15	25

The information in the table above came from the office of the Principal of NAHS.

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Dual Credit and Advanced Placement courses offered in 2015-16

Dual Credit Courses

- Advanced Computer Applications IVY TECH Community College
- Anatomy IVY TECH Community College
- AP Chemistry IVY TECH Community College
- Biology APC Indiana University - Bloomington
- Calculus AB IVY TECH Community College
- Computer Programming 1&2 IVY TECH Community College
- Education Professions IVY TECH Community College
- English Language and Composition IVY TECH Community College
- Environmental Science IVY TECH Community College
- Finite Mathematics IVY TECH Community College
- French 3&4 IVY TECH Community College
- JAVA IVY TECH Community College
- PLTW DE IVY TECH Community College
- PLTW IED IVY TECH Community College
- PLTW POE IVY TECH Community College
- Pre-Calculus IVY TECH Community College
- Radio and Television IVY TECH Community College
- Spanish 3&4 IVY TECH Community College
- United States History IVY TECH Community College
- Web Design IVY TECH Community College

Advanced Placement Courses

- Art History
- Biology
- Calculus (AB)
- Chemistry
- Computer Science (A)
- English Language Composition
- English Literature Composition
- Environmental Science
- Human Geography
- Microeconomics
- Physics I
- Physics II
- Psychology
- Statistics
- Studio Art 2D/3D
- U.S. Government and Politics
- United States History

International Baccalaureate Courses

- Biology HL
- Chemistry SL
- Computer Science SL
- Environmental Systems SL
- French SL
- German SL
- History of the Americas HL
- Language A1 HL
- Latin SL
- Math SL
- Physics SL
- Psychology HL
- Spanish SL
- Sports, Exercise Science SL
- Theatre/Music/Visual Arts SL
- TOK I, II

Collection, Analysis and Reporting of Data

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All the pertinent test data is provided in this section of our School Improvement Plan. Data is collected, reviewed and analyzed to gain an understanding of our successes and areas of concern with the student population as a whole and also reflected on the subgroups that need specific attention.

PSAT

We collect longitudinal data relating to New Albany High School's juniors' and sophomores' progress in the reading, math and writing portions of the PSAT. After reviewing the SOAS (Summary of Answers and Skills) Report that is provided by the College Board, NAHS juniors (93 students) earned the following mean scores: Reading 49.9, math 50.6, Writing 48.1. All of these scores were above the State and National averages. 61.3% of NAHS juniors were considered to be college ready. NAHS sophomores (423 students) earned the following scores: Reading 38.8, Math 39, Writing 38.3, all below the State and National averages. Of the NAHS sophomores who took the PSAT, 27.4% were considered to be college ready.

SAT

In 2014-15 New Albany High School seniors had an average SAT score of 1370. New Albany seniors were 103 points below the state average and 120 points below the National average SAT scores.

Year	Students	Reading	Writing	Math	Mean Score	Male	Female	Nation	State
2014-15	278	462	443	465	1370	1369	1371	1490	1473
2013-14	245	482	453	466	1401	1407	1397	1497	1474
2012-13	236	471	451	478	1400	1388	1410	1498	1470
2011-12	238	475	454	484	1413	1450	1385	1498	1470
2010-11	282	476	454	475	1405	1448	1378	1500	1469
2009-10	195	482	456	488	1426	1482	1386	1509	1476

ACT

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The 2014-15 report shows NAHS students taking the ACT (141 students) score a composite average of 21.4 which is 0.7% below the state average of 22.1. NAHS students met the benchmark score in English and Social Science. The ACT average score can show great variation because of the small number of New Albany students who take the assessment.

141					
Class of	Students				
2015	English	Algebra	Social Science	Biology	Composite
Benchmark	18	22	22	23	
NAHS	20.4	21.1	22	21.7	21.4
State	21.5	22	22.6	21.8	22.1
119					
Class of	Students				
2014	English	Algebra	Social Science	Biology	Composite
Benchmark	18	22	22	23	
NAHS	20.7	21.1	21.5	21.1	21.2
State	21.1	21.9	22.3	21.6	21.9
128					
Class of	Students				
2013	English	Algebra	Social Science	Biology	Composite
Benchmark	18	22	22	23	
NAHS	20.9	21.6	22.7	21.8	21.9
State	21	21.9	22.7	21.4	21.7
124					
Class of	students				
2012	English	Mathematics	Reading	Science	Composite
Benchmark	18	22	21	24	
NAHS	20.0	21.3	21.2	21.1	21.1
State	21.7	22.5	22.6	21.9	22.3
122					
Class of	students				
2011	English	Mathematics	Reading	Science	Composite

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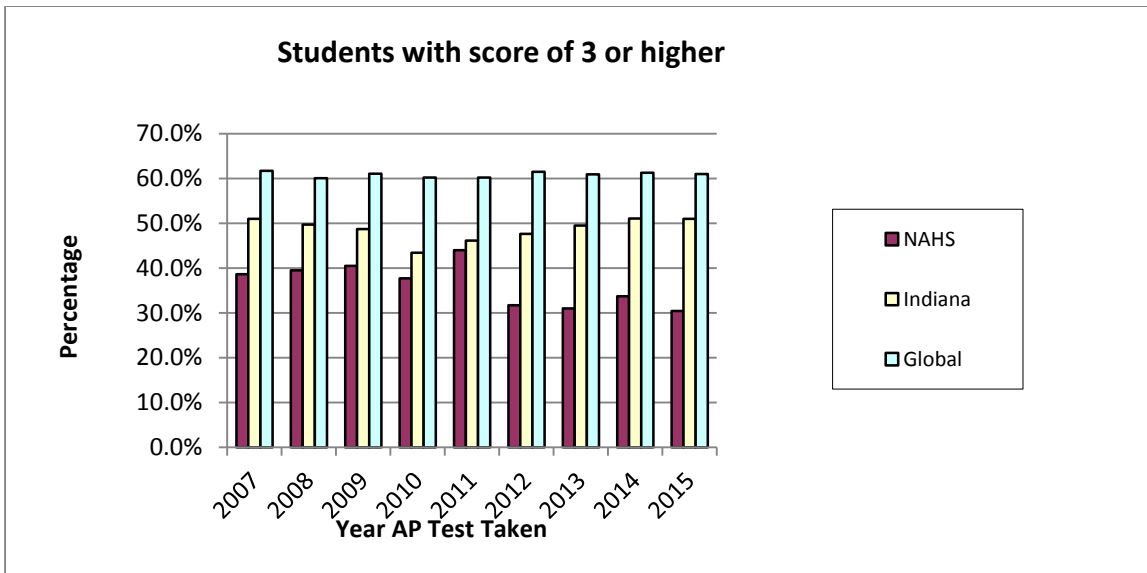
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	English	Mathematics	Reading	Science	Composite
Benchmark	18	22	21	24	
NAHS	21	21.3	21.7	21.3	21.5
State	21.7	22.4	22.6	21.9	22.3

*A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a “B” or higher or about a 75% chance of obtaining a “C” or higher in the corresponding credit-bearing college course.

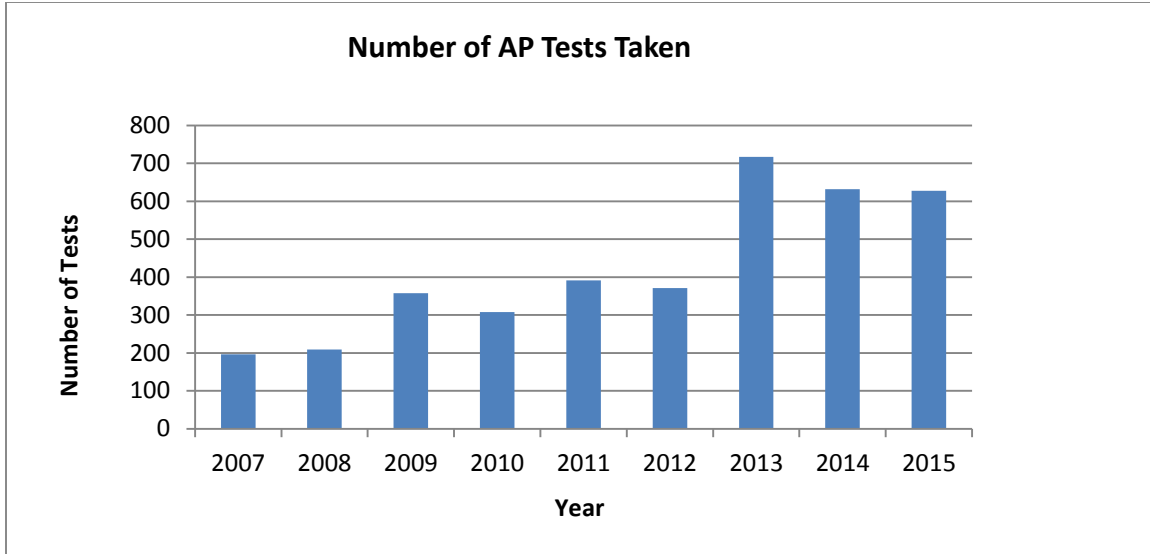
Advanced Placement

New Albany High School continues to increase the number of students who take Advanced Placement courses. During the 2014-15 school year, 628 AP test scores were reported for 352 students. Thirty percent of those students scored a 3 or above, down 1.1% from 2013-14.



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ECA Data Analysis

End of Course Assessments

Beginning in the spring of 2009, the Indiana Department of Education introduced End of Course Assessments (ECA) for Algebra One and Biology. In the spring of 2010 an End of Course Assessment was introduced in English 10. These tests replaced the ISTEP+ GQE tests that were a graduation requirement for the class of 2011. These tests will no longer be the graduation qualifying exams for students beginning with the class of 2019.

English 10

When comparing yearly scores on the English 10 ECA, we saw a 5% increase in the percentage of students passing the test. The overall number of male and female students passing the ECA increased, and the passing rate for special education students increased 5%. All Ethnicity areas, with the exception of our multiracial population (down 1%), had increased passing rates. The pass+ rate remained the same. Through the use of corporation-wide Common Formative Assessments (CFA), building-wide reading comprehension strategies, emphasis on increasing academic vocabulary, note-taking strategies, and working with our students to identify similarities and differences, our goal is to improve literacy skills for all students.

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ALL STUDENTS	FIRST TIME TESTERS												
	S2010	W2010	S2011	W2011	S2012	W2012	S2013	W2013	S2014	W2014	S2015	W2015	
NUMBER TESTED	472	9	492	3	441	26	487	20	497	7	454	8	
ENGLISH 10 (CUT SCORE 360)													
Above Standard	58%	44%	68%	67%	71%	46%	63%	70%	66%	n/a	71%	38%	
Pass+	3/1%	1/11%	2/004%	0/0%	9/2%	0/0%	12/2%	1/5%	13/3%	n/a	12/3%		
Pass	271/57%	3/33%	332/68%	2/67%	303/69%	12/46%	296/61%	13/65%	316/64%	n/a	312/69%		
Male	124	2	152	1	139/63%	5/42%	135/55%	3/50%	147/58%	n/a	158/66%		
Female	150	2	182	1	173/78%	7/50%	173/72%	11/79%	182/74%	n/a	166/77%		
ETHNICITY													
Above Standard													
Black	22/36%	na	24/38%	1/50%	21/51%	0/0%	28/42%	0/0%	25/44%	n/a	28/50%		
Asian	na	na	14/78%	0/0%	n/a	0/0%	n/a	n/a	n/a	n/a	11/85%		
Hispanic	na	na	4/36%	0/0%	9/60%	0/0%	10/50%	n/a	5/24%	n/a	13/48%		
White	223/62%	na	274/74%	1/100%	256/73%	10/63%	234/68%	10/77%	256/72%	n/a	249/78%		
Multiracial	19/54%	na	18/68%	0/0%	23/79%	0/0%	28/62%	0/0%	31/63%	n/a	23/62%		
TESTED ALGEBRA ONE (CUT SCORE 564)													
Undetermined	440	18	317	26	438	24	484	56	395	22	341	14	
	7/1%	na	na	6/1%	0/0%	0/0%	0/0%	1	0/0%	1	n/a	0	
ENGLISH 10 Mean Score	39%	28%	38%	35%	44%	33%	42%	32%	39%	38%	50%	21%	
Pass+	n/a	1/6%	7/2%	1/4%	16/4%	1/4%	15/3%	2/4%	9/2%	0/0%	6/2%	0/0%	
Special Education	79/18%	6/20%	8/28%	9/35%	17/40%	17/29%	26/47%	29/62%	28/37%	2/13%	5/14%	23/50%	
NUMBER TESTED	79	6	88	10	93	8	237	4	153	3	170	3	
Male	n/a	3	51	5	94	5	112/44%	10	67/33%	2	88/47%	2	
Female	na/	4	37	5	98	3	125/57%	8	86/48%	1	82/54%	1	
FREE/REDUCED LUNCH													
NUMBER TESTED	n/a	7/1%	4/12%	2/20%	21/31%	n/a	43/28/40%	11	26/43%	16/0%	26/48%	4 n/a	
Asian	n/a	10/45%	n/a	n/a	19/53%	n/a	136/59%	3/27%	13/51%	9/60%	169/56%	n/a	
Hispanic	n/a	n/a	n/a	n/a	5/50%	n/a	13/57%		7/29%	n/a	12/46%	n/a	
White	n/a	n/a	70/29%	7/50%	148/46%	7/44%	169/50%	11/31%	114/40%	3/19%	116/52%	n/a	
Multiracial	n/a	n/a	3/13%	n/a	18/56%	n/a	26/58%		13/35%	n/a	13/39%	n/a	
Mean Score	436	543.8	521.1	539.6	538.5	527	543.1	520.7	514.6	465.5	541.3	456.5	
REDUCED LUNCH													
NUMBER TESTED	n/a	1	47	3	74	4	132	6	80	0	48	0	
	n/a	n/a	3/6%	0/0%	23/31%	0/0%	26/20%	0/0%	10/13%	0/0%	8/17%	0/0%	
REDUCED LUNCH													
NUMBER TESTED	n/a	10	167	18	262	12	337	29	284	15	244	7	
	n/a	4/40%	41/25%	6/33%	99/38%	3/25%	152/45%	9/31%	103/36%	3/20%	113/46%	n/a	

Algebra One

The data for the Algebra One ECA showed an increase of 3% of our students passing. The Spring of 2014 results showed 50% of our students passing and in the Spring of 2015 our total was 53%. All ethnicity subgroups showed an increase in student performance, except white (decrease of 2%). Our Special Education subgroup also showed an increase, rising from 17% passing in Spring 2014 to 23% passing in Spring 2015. Through the use of corporation-wide common formative assessments, the implementation of The 5 Easy Steps to a Balanced Math Program, and building and district-wide collaboration, we feel that our students will become better prepared for the exam in the Spring of 2016.

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Biology

Biology ECA percentage of students passing remained steady at 47%.

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ALL STUDENTS	FIRST TIME TESTERS							
	S2009	S2010	S2011	S2012	S2013	S2014	S2015	W2015
NUMBER TESTED	498	492	423	351	562	483	432	
BIOLOGY								
(CUT SCORE 509)								
Above Standard	43%	38%	49%	58%	47%	47%	47%	
Pass+	n/a	19/4%	38/9%	39/11%	51/9%	46/10%	26/6%	
Pass	214	170/35%	170/40%	165/47%	213/38%	183/38%	174/40%	
Above Standard	214	189	208	204	264	229	202	
Male	n/a	94	103	107/62%	132/47%	110/43%	110/47%	
Female	n/a	95	105	97/54%	132/47%	119/52%	92/47%	
ETHNICITY								
Above Standard								
Black	n/a	4/8%	15/36%	16/43%	14/21%	17/29%	17/27%	
Asian	n/a	13/81%	n/a	n/a	n/a	6/55%	N/1	
Hispanic	n/a	1/9%	4/40%	3/21%	3/15%	10/29%	9/35%	
White	n/a	161/42%	173/51%	160/61%	217/53%	184/55%	162/54%	
Multiracial	n/a	10/32%	14/47%	19/68%	22/43%	11/27%	9/28%	
Undetermined	0	0	0	0	0	0	0	
BIOLOGY Mean Score	487	466.5	495.5	525.5	495.5	495.7	494.5	
Special Education	S2009	S2010	S2011	S2012	S2013	S2014	S2015	
NUMBER TESTED	n/a	83	73	20	66	52	43	
Above Standard	n/a	4/5%	9/12%	3/15%	5/8%	9/17%	4/9%	
FREE/REDUCED LUNCH	S2009	S2010	S2011	S2012	S2013	S2014	S2015	
NUMBER TESTED	n/a	240	207	180	331	290	237	
Above Standard	n/a	57/24%	71/34%	82/46%	131/40%	99/34%	85/36%	

Analysis

After reviewing all the data included in this report, several observations are apparent:

- All ethnicity subgroups, with the exception of white, showed improvement on the Algebra ECA.
- All ethnicity subgroups, with the exception of our multiracial subgroup, showed improvement on the English 10 ECA.
- The Free and Reduced subgroup showed a score increase on Biology and English 10 ECA exams.
- Our Special Education subgroup remained steady or increased on Algebra and English 10 ECA exams.
- New Albany High School seniors continue to improve scores on the ACT composite report.
- Based on the 2014 PSAT SOAS report, New Albany High School students in all grades had improved scores in all sections of the PSAT.

Areas for continued evaluation and improvement are:

- The lowest performing subgroup is Special Education.
- New Albany High School students scored below the state average on all ECA exams.

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- New Albany High School students fall below state and national averages on those assessments that measure students' literacy.