Indiana School Improvement Plan

New Albany High School

New Albany Floyd Co Cons Sch Corp

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TABLE OF CONTENTS

Student Performance Diagnostic

Stakeholder Feedback Diagnostic

SIP NAHS 2017

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% white, the city of 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%, the Asian/Pacific Islanders population experienced an increase of 80.2%. The greatest proportional increase was among the Hispanic population, which increased by 187.6% between 1990 and 2000. The 2010 Census indicates that 2.2% 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 14.5% are African-American, 9.8% of mixed ethnicity, 1.7% Asian and 4.6% Hispanic. Over 50% (53%) of our student population qualifies for free-reduced lunches. The staff of NAHS is predominately white, with approximately 6.4% 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.

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. Purdue Polytechnic Institute was built in New Albany within approximately the last ten years.

The city has recently undergone and continues to undergo improvements and updates to infrastructure, most notably improvements to main thoroughfares. Significant economic changes include the closing of Pillsbury, open for over 55 years and one of the biggest employers in the city (approximately 450 employees). Floyd Memorial Hospital is changing ownership. The YMCA added a facility in New Albany within the last ten years, offering many programs for students and families. An aquatic center opened in 2015.

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 lifelong 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 (RCD) units of study, for each course we offer our students. The climate and culture are changing as 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 RCD units for each course will be valuable in addressing our goals.

As a comprehensive high school with a population of approximately 1,830 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 English 10, and Algebra I End of Course Assessments (ECA's), ISTEP, 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 coaches, 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 2017-18 school year will be on teacher collaboration as we continue to create and implement Rigorous Curriculum Design Units of Study, including refining pacing guides and common formative/summative assessments for each course, and implementing technology, incorporating collaboration protocols. There will be increased focus on data and differentiation. Teachers and administrators will meet each Wednesday of the school year to collaborate, discuss data, and continue to build a true Professional Learning Community.

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

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 Units. 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. Algebra, Geometry, and Algebra II teachers have created common assessments to be implemented and graded collaborative throughout the entire courses. 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 mentoring and 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 based on assessment and/or credit data. 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. Mentor and resource study hall teachers collaborate quarterly to share strategies. We have also added English and Math/Algebra labs to provide extra time and support for students.

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.

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 2017 earned over $12,600,000 in scholarships. The variety and honor of each scholarship speaks highly of the academic success of this graduating class.

We have strong extra-curricular and co-curricular programs for all students. The most notable achievement for 2016 is the Boys Basketball Team winning the Class 4A State Championship.

The AdvancED external review visitation team made several recommendations during their visit in November, 2016. They recommended New Albany High School "develop and implement a comprehensive plan to systematically train professional and support staff in evaluation, interpretation, and use of data to differentiate instruction and increase student performance." They recommended NAHS "develop, implement, and monitor an instructional process that supports student learning and informs students of learning expectations and standards of performance. This process should include the use of multiple measures to inform the ongoing modification of instruction, provide data for needed curriculum revision and provide enrichment opportunities to improve classroom instruction."

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 2016-2017 was 1,851 students (2017 Improvement Plan submitted prior to 2017-18 ADM). The table below illustrates the various ethnic subgroups at New Albany High School by enrollment.

Ethnicity	Number of Students	Percentage
White	1,313	70.9%
Black/Non-Hispanic	243	13.1%
Hispanic	84	4.5%
Asian	40	2.2%
American Indian	2	0.1%
Multi-Racial	168	9.1%

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 (30) makes up 1.6% of the total population. Our free and/or reduced lunch student population (999) makes up 54.2% of the total population. Our special needs student population (334) makes up 18.1% of the total population. The number of ELL students continues to grow. The data above was retrieved from the DOE for 2016-2017.

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 middle schools, participate in additional support systems and academic experiences.
- The district hosts 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 school classes, the Extended Learning Center (ELC), Developing Opportunities for Graduation and Success (DOGS).
-     2017-2018 planning period PD, guided by the building-wide book study on Poor Students, Rich Teaching, by Eric Jensen. Professional development will include pertinent information and strategies for working with a diverse student body.

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.

- 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.

-      An instructor continues to monitor and support ELL students once they move beyond a level 4.

- 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 are presented to and implemented by teachers.

- There is a 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.

-      After-school study sessions take place twice each week for ELL students.

-      2017-2018 planning period PD, guided by the building-wide book study on Poor Students, Rich Teaching, by Eric Jensen. Professional development will include pertinent information and strategies for working with a diverse student body.

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.

-Mentor/Resource Study Hall programming offer additional supports for students.

Special Education Students

- Special education students in resource English and Social Studies classes receive instruction from teachers who are licensed in their content area and special education.

- 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.

-      2017-2018 planning period PD, guided by the building-wide book study on Poor Students, Rich Teaching by Eric Jensen. Professional development will include pertinent information and strategies for working with a diverse student body.

High-Achieving Students

- Advanced Placement - see data from course offerings.

- Honors classes 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, with smaller-group department meetings being added during the 2016-2017 school year. Discussions center around resources, vertical alignment, Pre-AP and honors courses.

Teachers and Staff

- Teachers and instructional support staff participate in staff development opportunities aimed at improving academic achievement for all students.

- Department Coaches read Raising the Bar Closing the Gap by DuFour, DuFour and Eaker, Focus by Mike Schmoker, Transforming School Culture by Anthony Muhammad, and On Your Mark by Thomas Guskey.

- Teachers and counselors have read Focus by Schmoker and On Your Mark by Thomas Guskey.

-     2017-2018 planning period PD, guided by the building-wide book study on Poor Students, Rich Teaching. Professional development will include pertinent information and strategies for working with a diverse student body.

- 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 coaches serving on the steering committee.

The Steering Committee has scheduled meetings for 2016-17 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, in addition weekly quick meetings. 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

Janet Page, Principal (retiring Dec. 2016)
Michelle Ginkins, Associate Principal (Head Principal Jan. 2017)
Rick Belcher, Assistant Principal for Staff Development
Nancy Givens, Assistant Principal for Student Development
Ryan Apple, Assistant Principal for Student Development
Don Unruh, Assistant Principal for Student Activities
Dutch Vigar, Dean of Students
Jennifer Hartman, PTO Vice-President
Michelle Borraga Baker, PTO President
Angela Wicoff, Special Education teacher
John C. Kaiser , Math teacher
Sharon Allen, Family & Consumer Sciences teacher
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
Jackie McLaughlin, Math teacher
Lucie Cissell, Library/Media Specialist

Meeting Dates
August 3, 2016

September 7, 2016

October 19, 2016

November 2, 2016

December 7, 2016

January 4, 2017

February 1, 2017

March 1, 2017

April 5, 2017

May 3, 2017

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.

In August, 2016, an advisory committee was formed to assist in reviewing policies, procedures, and supports of the counseling department. The committee is comprised of counselors, administrators, teachers, parents, and students. The committee has been asked to participate in other aspects of school improvement, moving forward, as well.

Students, parents, and staff have participated in a variety of surveys. Students took AdvancED, Redesigning School Counseling, and Alcohol, Tobacco, and Other Drugs surveys in Spring, 2016. Parents and staff took AdvancED and Redesigning School Counseling surveys in Spring, 2016. Staff also take surveys regularly in relation to HELEn technology initiatives.

The following is a link to each AdvancED survey:

https://drive.google.com/drive/folders/0B54W7Y4sD-pqZ2lZQUtkS0N3Slk

Summary of School Surveys

Redesigning School Counseling Survey (Spring 2016)

The first piece of data that stands out in the survey is the number of students who plan to go to college. Of 1,264 students in grades 9-12, 83% said they plan to go to college.   Seventy-four percent said that they have researched college information on the Internet and have someone to talk to about college. In addition, 64% indicated that they had taken or plan to take a dual credit course.

In contrast to this data is the understanding of how to actually get into and pay for college. Only 35% of students said that they would be able to afford to pay for college. Over half of the students surveyed reported that they do not know how to apply for merit or needs-based scholarships. Twenty-nine percent of students said they saved money for college this year. Only 22% of 9th graders had applied for 21st Century Scholars while in middle school, yet more than 50% of NAHS students are eligible for the program.

Students have the desire to continue their education in college, but don't know how to get there and pay for it.

In our building, students are confident in terms of their ability to handle conflict. Over 80% of students say they know the importance of reporting bullying and know how to help someone who is being bullied. Eighty-three percent responded that they could describe healthy

ways to resolve conflict. Eighty-seven percent say "no" when faced with peer pressure.

One last piece of data that is concerning is the percent of students who indicated that "stress" was the number one difficulty to success at school. Sixty-four percent of students indicated stress made it difficult to succeed. The next closest reason was "fear of making a mistake" at 28%.

Indiana Youth - Alcohol, Tobacco and Other Drugs Survey (Spring 2015)

Note: Data from this survey (416 10th graders and 391 12th graders) includes students from both high schools in the district.

While we still have a concerning percentage of students who indicate monthly use of tobacco, most forms of tobacco use are down from 2013 and 2014.

It appears that more students may be turning to vapor products, but since 2015 was the first year for this data it is hard to determine for sure.

Similarly, the percentage of students who consume alcohol on a monthly basis is high; it is on a three-year decline since 2013.

There are three categories that increased and should be watched closely. One is the percentage of 12th graders who reported using prescription or over-the-counter drugs and marijuana. The Community that Care (CTC) percentage of students who have a perceived risk of drug use at 74% is another area for continued attention. A third category is the percentage of students who are at a high risk of having an alcohol or drug-related disorder, ranging from 10% at age 14 to 46% at age 18.

An alarming piece of data from the survey is the percentage of students who indicated they "seriously considered attempting suicide" in the past twelve months. Roughly 19% of 10th and 12th graders said they had considered suicide. This data seems to confirm what students indicated in our Redesigning School Counseling survey regarding "stress" as the lead difficulty in success at school.

AdvancED Teacher, Staff, Parent and Student Survey (Spring 2016)

Survey results confirm long-standing strengths of New Albany High School. Teachers, parents, and students agree that school staff, as well as diversity of course offerings and extra-curriculars, are all strengths of New Albany High School. Ninety-five percent of staff agree that our school provides opportunities for students to participate in activities that interest them. Eighty-three percent of parents and seventy-four percent of students agree with that statement.

Results also confirm a consistent area for growth - communication with parents. Forty-one percent of school personnel, 52% of parents, and 39% of students agree that student progress is effectively communicated.

Another area for growth from the student and parent perspective is that all teachers meet the learning needs of students by individualizing instruction. Forty-seven percent of parents agree that all of their child's teachers meet his/her learning needs by individualizing instruction, and 24% agree that all of their teachers change their teaching to meet their learning needs.

Finally, students also seem concerned regarding their own values and character. Only 26% agree that students help each other even if they are not friends, 22% agree that students respect the property of others, and only 19% agree that students treat adults with respect. We have

recently begun a character education campaign using the "Medal of Honor" guidelines, which teach and promote the six character traits of Congressional Medal of Honor recipients. Likewise, Bulldog Scholars are participating in character development with Community Action of Southern Indiana.

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 coaches, 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. The Steering Committee has actively worked on implementing the school's action plan.

Scheduled Faculty Collaboration for the 2016-2017 School Year:
Will be held each Wednesday from 2:35pm - 3:25pm.

November 8, 2016 will be utilized as a corporation-wide, building-based collaboration day.

Department Coaches, 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 coach 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: 2.0

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 has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•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 2

Indicator	Statement or Question	Response	Evidence	Rating
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 sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	•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 2

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 continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way 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 2

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 coach, 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: 2.33

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.	•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
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	•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, non-discrimination policies, and evaluation policies related to the law.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
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.	•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 ass 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

Indicator	Statement or Question	Response	Evidence	Rating
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.	•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

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.	•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
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	•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. School-based professional development relates to classroom observations and annual evaluation data.	Level 2

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 approximately 55 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.
- 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.
- EPSA 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: 2.17

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 most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	•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 2

Indicator	Statement or Question	Response	Evidence	Rating
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.	•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

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes 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 groups of students when necessary. Teachers sometimes 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.	•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, assesessment, technology, interventions support this standard.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
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.	•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

Indicator	Statement or Question	Response	Evidence	Rating
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.	•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 coaches and teacher mentors coach their peers, supplied with guidelines and supports for that process.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	•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

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.	•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 coaches as mentors. An Engagement Coach is also present and provides coaching and support to all staff.	Level 2

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.	•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
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.	•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

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.	•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
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.	•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 coaches 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

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.	•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.

The content taught is based on the Indiana College and Career Readiness Standards. Our district has spent the last seven 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 2016-17 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 and identified 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 and in the PIVOT evaluation system. All teachers and administrators have access to the pacing guides and testing materials through regularly scheduled weekly collaboration and department meetings.

Each summer, teachers work to revise pacing guides and CFA's. A group of teachers regularly receives HELEn training in preparation for the corporation technology goals. This group of teachers serves as the core group of trainers for Google Classroom, Nearpod, Remind, and other technology goals.

DOGS Program
Developing Opportunities for Graduation and Success

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 schedule (3 periods online, 4 on a typical 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, in 2014-15 students recovered 1,009 credits, and in 2015-16 students students recovered 1,081 credits using the DOGS Program. Our ultimate goal is to 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 are 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 trainers and strategic planning committee members 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 trainers determine goals,

actions, and needs for professional development each year.

2016-2017

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, 2017.

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).

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 in instruction and learning.

Strategies:

-Deploy iPads to all students, including parent meetings and communications.

-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. In 2016-2017, an e-learning coach was added to the district to 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
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.	•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

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.	•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
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.	•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

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.	•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

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.	•Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Policies relative to technology use •The iPad deployment 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.	•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
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.	•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

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.	•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 instructional practices is scheduled systematically.	Level 2

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.	•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
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.	•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

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.	•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
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.	•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 committtee, AP/IB teachers, ELL teachers, credit recovery facilitators, SPED facilitators, Department Coaches, all staff through PD meetings, PTO members, HELEn steering committee, to name some of the communication with stakeholders.	Level 2

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, ISTEP, 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 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 freshmen

- Semester Exams

- District Common Formative and Summative Assessments in all subjects

- WIDA taken by LEP students

- ISTEP+ Science taken by freshmen Biology students

10th Grade

- PSAT taken by entire sophomore class

- Advanced Placement exams taken by sophomores in Advanced Placement classes

- Semester Exams

- District Common Formative and Summative Assessments in all subjects

- WIDA taken by LEP students

- ISTEP+ Math, ELA, Science (Biology students)

11th Grade

- PSAT taken by interested and Honors juniors

- SAT, ACT taken by college bound juniors

- Advanced Placement exams taken by juniors in Advanced Placement classes

- IB internal and external exams taken by juniors in IB Diploma classes

- Semester Exams

- District Common Formative and Summative Assessments in all subjects

- 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

- Advanced Placement exams taken by seniors in Advanced Placement classes

- IB internal and external exams taken by seniors in IB Diploma classes

- Semester Exams

- School/District Common Formative and Summative Assessments in all subjects

- 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

Section Score
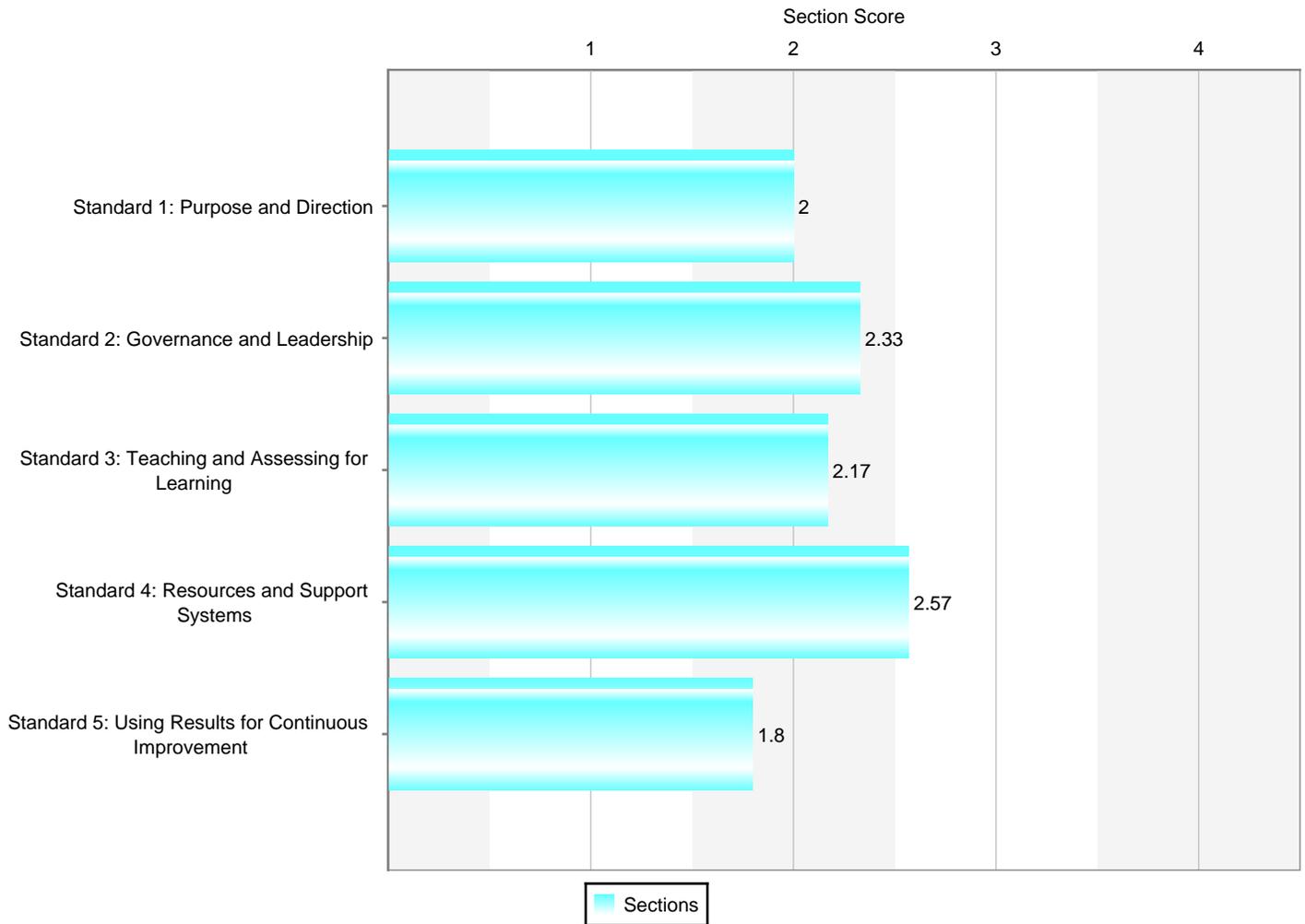
Student Performance Diagnostic

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		2017 SIP Student Performance 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

Section Score
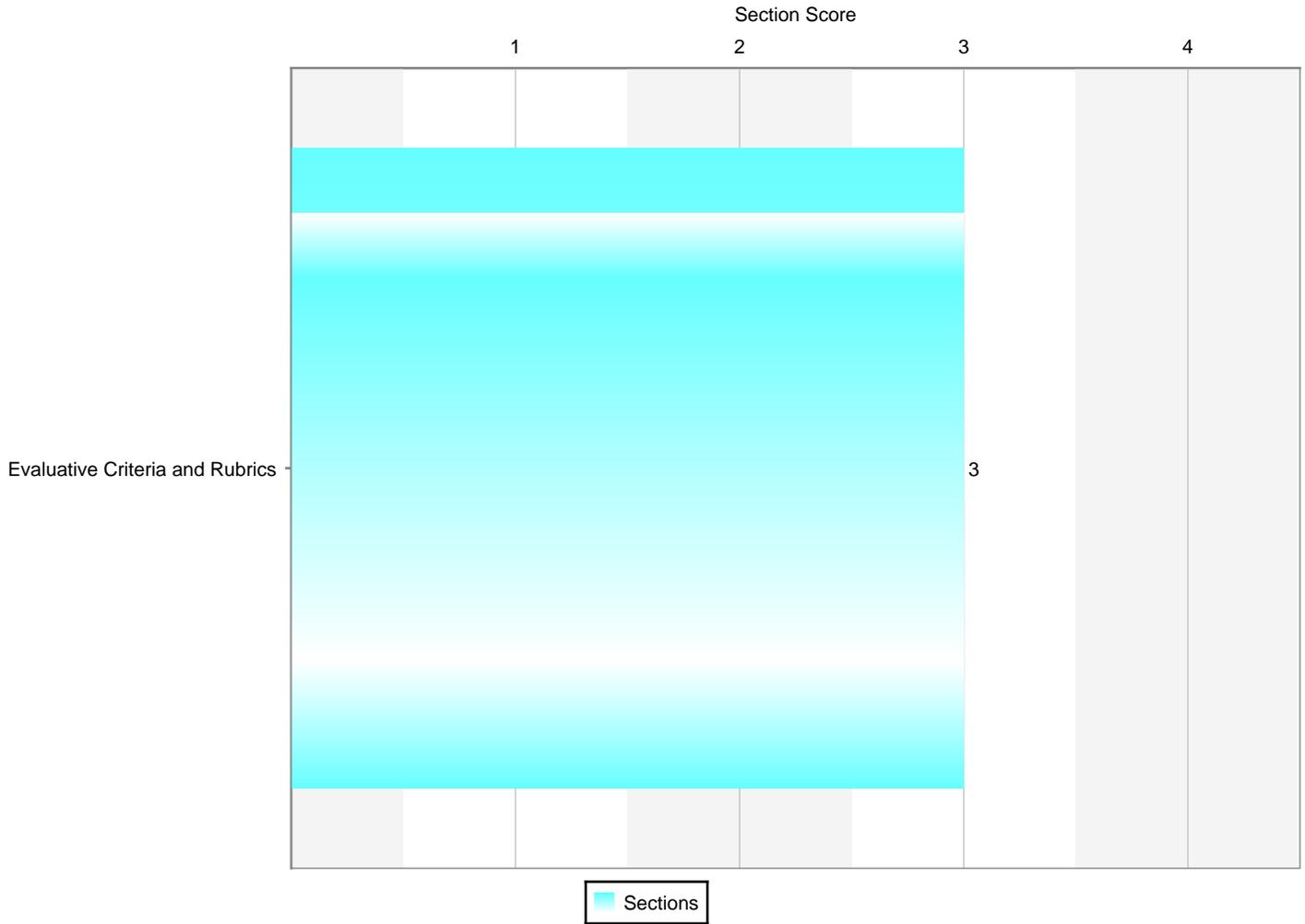
Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	**Response**	**Rating**
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	**Response**	**Rating**
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

See documents

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

See documents

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

See documents

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

See documents

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

See documents

What are the implications for these stakeholder perceptions?

See documents

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

See documents

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 2.5
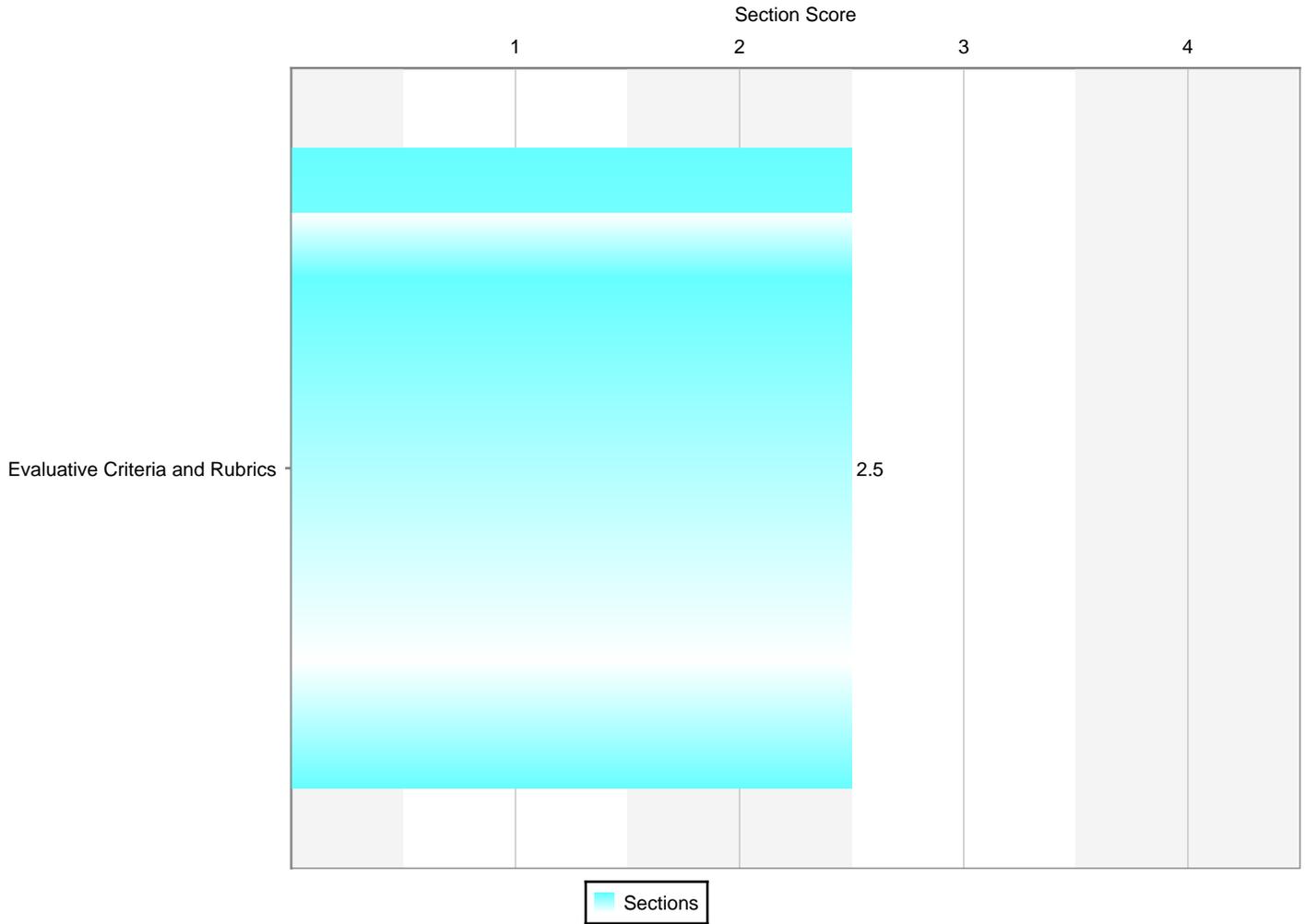
Sections

SIP NAHS 2017

Overview

Plan Name

SIP NAHS 2017

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	The graduation rate goal for New Albany High School is to exceed the current state graduation rate.	Objectives: 1 Strategies: 11 Activities: 22	Organizational	$93000
2	Improve core instruction	Objectives: 1 Strategies: 5 Activities: 10	Organizational	$350000

Goal 1: 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 10/01/2018 as measured by comparing the New Albany High School graduation rate to the state graduation rate.

Strategy 1:

Counselor Guidance and Progress Monitoring - 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 - 8th Grade Program Planning	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, Policy and Process, Parent Involvement	07/29/2017	05/31/2018	$0	No Funding Required	Administrators, counselors

Activity - INOW Home Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, administrators, parents, and students access the INOW home portal to monitor academic progress.	Academic Support Program, Technology, Parent Involvement	07/29/2017	05/31/2018	$0	District Funding	Administrators, counselors, teachers

Activity - Student/Counselor Meetings	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	08/01/2017	05/31/2018	$0	No Funding Required	Counselors

Strategy 2:

Additional Time and Supports Scheduling - Students were placed in academic support classes (English and Math labs, Tier 2 Classes), based on ISTEP/ECA data and past academic progress to receive additional support throughout the year.

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 4	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, Policy and Process, Direct Instruction	07/29/2016	05/31/2017	$0	No Funding Required	Administrators, Teachers

Strategy 3:

Mentor/Resource Study Halls - 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 - Study Hall Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, counselors, and administrators collaborate to determine students who, based on academic and/or behavioral progress, should be placed in a study hall.	Tutoring, Academic Support Program	01/01/2017	05/31/2018	$0	No Funding Required	Administrators, Counselors, Teachers

Strategy 4:

Credit Recovery Opportunities - There are multiple scheduling formats to allow students to recover 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 - DOGS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. The DOGS lab is available all periods of the school day.	Academic Support Program, Technology	08/01/2017	05/31/2018	$40000	General Fund	Administrators, Counselors, Teachers, Credit Recovery Facilitator

Activity - Extended Learning Center (ELC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For students who are lacking a relatively high number of credits or have been alternatively placed, the credit recovery courses are available Mondays, Tuesdays, and Thursdays, 3:15-6:15 pm in our ELC building on campus. It is staffed by a facilitator and three classroom teachers each evening.	Behavioral Support Program, Academic Support Program, Technology	08/01/2017	05/31/2018	$20000	General Fund	administrators, counselors, teachers, support staff

Strategy 5:

JAG (Job for America's Graduates) - 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 - JAG scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JAG program will be available 3 periods per day. The JAG coordinator will be available at NAHS all day to counsel and assist students. One of the periods will be offered in the afternoon, to increase enrollment.	Tutoring, Academic Support Program	07/28/2017	05/31/2018	$0	No Funding Required	Administrators, counselors

Strategy 6:

Attendance Policy - Consistent implementation of the "Attendance Policy" to increase student attendance rates.

Evidence of success: Graduation Rate and Attendance Rate

Activity - Home School Liaison	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Home School Liaison will work with other staff members to implement a more comprehensive PBIS system for students.	Behavioral Support Program	08/01/2017	05/31/2018	$0	No Funding Required	Administrators, counselors, Home School Liaison

Activity - Counselor/Administrator Collaborations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors and administrators meet weekly to review attendance, behavior, and academic data and related concerns, as well as interventions.	Academic Support Program	07/28/2017	05/31/2018	$0	No Funding Required	counselors, administrators

Activity - Attendance Contract	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 are signed by each student at the start of the school year and revisited for individual students, as needed, throughout the school year by administrators, counselors, students, and/or parents.	Behavioral Support Program	07/27/2017	05/31/2018	$0	No Funding Required	counselors, administrators

Activity - Automated Attendance Calls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each day, an automated call is made to all parents whose students have an unexcused absence. The call encourages the parents to contact their students' counselors to follow-up on the absence.	Behavioral Support Program, Parent Involvement	07/27/2017	05/31/2018	$0	No Funding Required	administration

Activity - Teen Court	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Business Law class students partner with juvenile probation and their Teen Court program. Local lawyers train the students, who then hold mock trials for students with attendance concerns who choose to participate rather than being referred to probation. Students receive consequences (i.e. lunch detention, tutoring).	Behavioral Support Program, Community Engagement, Parent Involvement	08/01/2017	05/31/2018	$0	No Funding Required	administrators, home school liaison, teacher

Activity - Gold Star Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The members of the Gold Start Advisory committee have included attendance in their goals. They will continue to meet and discuss ways to reach our attendance goals.	Behavioral Support Program, Community Engagement, Academic Support Program, Policy and Process, Parent Involvement	08/01/2017	05/31/2018	$0	No Funding Required	counselors, administrators

Strategy 7:

Summer School - 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 - Summer School Staffing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers from all departments are provided an opportunity to teach summer school.	Tutoring, Academic Support Program	06/01/2018	06/29/2018	$10000	State Funds	Administrators, counselors, teachers

Activity - Summer School Student Enrollment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors contact the parents of students who should attend summer school to recover credits from the prior school year.	Academic Support Program	05/01/2018	05/31/2018	$0	No Funding Required	counselors

Strategy 8:

DOGS Dads Committee - 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.

Research Cited: National Dropout Prevention Center

Evidence of success: Graduation Rate

Activity - PTO Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with the PTO to facilitate mentoring between Dog Dads and students.	Community Engagement, Parent Involvement	08/01/2017	05/31/2018	$0	No Funding Required	Administrators, counselors

Strategy 9:

Bulldog Scholars Program - 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 - Bulldog Scholars Study Halls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Summer school courses are offered to allow students to begin to bond and then have room in their schedules for 1.5 years of study hall together.	Tutoring, Behavioral Support Program, Academic Support Program, Parent Involvement	06/01/2017	05/31/2018	$5000	General Fund	Administrators, counselors, teachers

Activity - Community Action of Southern IN Partnership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NAHS continues to partner with Community Action of Southern Indiana to provide character development and college preparation for the Bulldog Scholars. This includes weekly meetings with a representative of CASI during study halls and additional meetings during homeroom activities, with plans to provide additional development during intersession and summer. This partnership will continue in 2017-2018.	Behavioral Support Program, Community Engagement, Academic Support Program, Career Preparation/Orientation	08/01/2016	05/31/2018	$0	No Funding Required	Administrators, counselor, teachers

Activity - Junior Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Bulldog Scholars study hall teachers include Junior Achievement programming.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	No Funding Required	Teachers, Counselors

Strategy 10:

Redesigning School Counseling - Counselors and administrators, through work with Redesigning School Counseling, have created a Gold Star Advisory Committee, comprised of approximately 30 individuals, including administrators, counselors, teachers, parents, students, and community members. They have set four goals to focus on, based on student/parent surveys and their collaboration in 16-17. Those goals are:

All students are absent 9 days or less per school year.

All students will create or update an Indiana High School Graduation Plan yearly.

All students will practice organizations skills related to their class materials and assignments.

All students will participate in class (listen, ask questions).

Research Cited: Redesigning School Counseling

Evidence of success: Surveys, school data in areas related to the areas covered in the Gold Star meetings and initiatives

Activity - Gold Star Committee Collaborations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Gold Star Advisory Committee, who met monthly in 2016-2017 to review the policies, procedures, and outcomes of the counseling department and guidance/supports for students, parents, and staff, will continue to meet at least each semester.	Behavioral Support Program, Community Engagement, Academic Support Program, Policy and Process, Parent Involvement, Career Preparation/Orientation, Professional Learning	08/01/2016	05/31/2018	$0	No Funding Required	Counselors, administrators

Strategy 11:

On-Site Mental Health Provider - Beginning in the 2017-2018 school year, the district will fund having a counselor on-site full time, partnering with a local counseling agency. The counselor will be available for case management and referrals from school counselors.

Research Cited: National Association of School Psychologists

Evidence of success: surveys, referral data for self harm

Activity - Counseling Referrals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Counselors and administrators will refer students to the on-site counselor for timely support.	Behavioral Support Program	07/28/2017	05/31/2018	$18000	General Fund	administrators, counselors

Goal 2: Improve core instruction

Measurable Objective 1:

collaborate to improve core instruction-response to data, differentiation, technology utilization by 05/31/2018 as measured by classroom observation data, improved student outcomes.

Strategy 1:

Rigorous Curriculum Design - Teacher weekly collaboration will include time to create units, review data from common assessments included in the units, and share high-impact strategies based on the data.

Research Cited: Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment, Larry Ainsworth

Evidence of success: Teacher observation data (indicators-implementation of common units and assessments, response to data, collaboration, results). Also, student outcome data (district quarterly assessments, common course assessments, ISTEP) will help measure the success of RCD units.

Activity - RCD Units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to receive support from the district secondary Engagement Coach with creating and improving RCD units, including pacing guide, common assessment, performance tasks, engaging scenarios refinement.	Professional Learning	08/01/2017	05/31/2018	$70000	General Fund	Administrators, Teachers, Engagement Coach

Strategy 2:

Technology - Teachers will incorporate technology into RCD units/lessons.

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

Evidence of success: Teacher and student surveys, classroom observations (indicators-technology).

Activity - Teacher HELEn Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Approximately 30% of the weekly collaboration sessions will be devoted to HELEn (Highly Engaged Learning Environment) training for teachers. Focus will be on connect, reflect, explore, produce, think, collaborate, share, model with technology.	Professional Learning	08/01/2017	05/31/2018	$0	Title II Part A	Administrators, teachers, support staff, e-learning coach

Activity - e-Learning Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

An e-learning coach will be in the building every other week to provide support and guidance for teachers in utilization of technology.	Professional Learning	08/01/2017	05/31/2018	$25000	Title II Part A	administrators, teachers, counselors, e-learning coach

Activity - HELEn Strategic Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The HELEn strategic committee and trainers meet quarterly to receive training to take back to others in the building and plan policies and procedures related to the one-to-one initiative.	Policy and Process	08/01/2017	05/31/2018	$5000	Title II Part A	administrators, counselors, teachers, support staff

Activity - Technology Devices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are provided with iPads to use in classes.	Technology	08/01/2017	05/31/2018	$250000	Other	teachers, media aide, support staff, administration

Strategy 3:

Increase Instructional Time - English and Math Labs, as well as resource periods (mentor and resource study halls, ELL resource) will be utilized to provide students

with additional time to learn core content. Placement in the labs will be based on multiple pieces of data, including, ISTEP/ECA results, lexile scores, and past subject-

area progress.

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

Evidence of success: Data from common assessments, ISTEP/ECA, WIDA

Activity - Scheduling Support Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be scheduled into academic support classes based on various pieces of data and collaboration between teachers, counselors, administrators, support staff. These include English and Math Labs, Mentor and Resource Study Halls, ELL classes. These teachers collaborate each quarter regarding student outcomes and best practices.	Academic Support Program	08/01/2017	05/31/2018	$0	No Funding Required	teachers, counselors, administrators, support staff

Activity - Guided Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guided reading is being incorporated in English Labs for students who are reading below grade level.	Academic Support Program, Direct Instruction	08/01/2017	05/31/2018	$0	No Funding Required	teachers, administrators

Strategy 4:

AP-TIP - We have joined the current AP-TIP IN cohort in an effort to improve our AP program and student success on the AP exams. Our involvement with AP-TIP IN

will include professional development and networking opportunities for our AP teachers.

Research Cited: Documented growth in AP course enrollment and number of qualifying scores: http://iei.nd.edu/programs/advanced-placement-teacher-investment-program-ap-tip-in/

Evidence of success: AP course enrollment and qualifying scores

Activity - AP Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math, Science, and English AP teachers attended the AP-TIP summer conference, will attend the fall conference, and will attend the spring exam reading professional development.	Professional Learning	06/01/2017	05/31/2018	$0	No Funding Required	teachers, administrators

Activity - AP Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP teachers will meet monthly to share what they have learned at professional development sessions, collaborate on results and instruction.	Professional Learning	08/01/2017	05/31/2018	$0	No Funding Required	teachers, administrators

Strategy 5:

Five Easy Steps (Math) - All math teachers are implementing the "Five Easy Steps to a Balanced Math Program" in their instruction.

Research Cited: "Five Easy Steps to a Balanced Math Program for Secondary Grades, Ainsworth, Larry and Christinson, Jan

Evidence of success: CFA and ISTEP+ Data

Activity - Peer Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will participate in co-observations and collaboration around the Five Easy Steps.	Direct Instruction, Professional Learning	08/01/2017	05/31/2018	$0	No Funding Required	teachers, administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RCD Units	Teachers will continue to receive support from the district secondary Engagement Coach with creating and improving RCD units, including pacing guide, common assessment, performance tasks, engaging scenarios refinement.	Professional Learning	08/01/2017	05/31/2018	$70000	Administrators, Teachers, Engagement Coach
Counseling Referrals	Counselors and administrators will refer students to the on-site counselor for timely support.	Behavioral Support Program	07/28/2017	05/31/2018	$18000	administrators, counselors
Bulldog Scholars Study Halls	Summer school courses are offered to allow students to begin to bond and then have room in their schedules for 1.5 years of study hall together.	Tutoring, Behavioral Support Program, Academic Support Program, Parent Involvement	06/01/2017	05/31/2018	$5000	Administrators, counselors, teachers
DOGS	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. The DOGS lab is available all periods of the school day.	Academic Support Program, Technology	08/01/2017	05/31/2018	$40000	Administrators, Counselors, Teachers, Credit Recovery Facilitator
Extended Learning Center (ELC)	For students who are lacking a relatively high number of credits or have been alternatively placed, the credit recovery courses are available Mondays, Tuesdays, and Thursdays, 3:15-6:15 pm in our ELC building on campus. It is staffed by a facilitator and three classroom teachers each evening.	Behavioral Support Program, Academic Support Program, Technology	08/01/2017	05/31/2018	$20000	administrators, counselors, teachers, support staff
				Total	$153000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Community Action of Southern IN Partnership	NAHS continues to partner with Community Action of Southern Indiana to provide character development and college preparation for the Bulldog Scholars. This includes weekly meetings with a representative of CASI during study halls and additional meetings during homeroom activities, with plans to provide additional development during intersession and summer. This partnership will continue in 2017-2018.	Behavioral Support Program, Community Engagement, Academic Support Program, Career Preparation/Orientation	08/01/2016	05/31/2018	$0	Administrators, counselor, teachers
Graduation Rate Activity 4	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, Policy and Process, Direct Instruction	07/29/2016	05/31/2017	$0	Administrators, Teachers
Automated Attendance Calls	Each day, an automated call is made to all parents whose students have an unexcused absence. The call encourages the parents to contact their students' counselors to follow-up on the absence.	Behavioral Support Program, Parent Involvement	07/27/2017	05/31/2018	$0	administration
Summer School Student Enrollment	Counselors contact the parents of students who should attend summer school to recover credits from the prior school year.	Academic Support Program	05/01/2018	05/31/2018	$0	counselors
Attendance Contract	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 are signed by each student at the start of the school year and revisited for individual students, as needed, throughout the school year by administrators, counselors, students, and/or parents.	Behavioral Support Program	07/27/2017	05/31/2018	$0	counselors, administrators
Study Hall Placement	Teachers, counselors, and administrators collaborate to determine students who, based on academic and/or behavioral progress, should be placed in a study hall.	Tutoring, Academic Support Program	01/01/2017	05/31/2018	$0	Administrators, Counselors, Teachers
JAG scheduling	JAG program will be available 3 periods per day. The JAG coordinator will be available at NAHS all day to counsel and assist students. One of the periods will be offered in the afternoon, to increase enrollment.	Tutoring, Academic Support Program	07/28/2017	05/31/2018	$0	Administrators, counselors
PTO Collaboration	Collaborate with the PTO to facilitate mentoring between Dog Dads and students.	Community Engagement, Parent Involvement	08/01/2017	05/31/2018	$0	Administrators, counselors
AP Collaboration	AP teachers will meet monthly to share what they have learned at professional development sessions, collaborate on results and instruction.	Professional Learning	08/01/2017	05/31/2018	$0	teachers, administrators

Peer Coaching	Math teachers will participate in co-observations and collaboration around the Five Easy Steps.	Direct Instruction, Professional Learning	08/01/2017	05/31/2018	$0	teachers, administrators
Gold Star Committee Collaborations	The Gold Star Advisory Committee, who met monthly in 2016-2017 to review the policies, procedures, and outcomes of the counseling department and guidance/supports for students, parents, and staff, will continue to meet at least each semester.	Behavioral Support Program, Community Engagement, Academic Support Program, Policy and Process, Parent Involvement, Career Preparation/Orientation, Professional Learning	08/01/2016	05/31/2018	$0	Counselors, administrators
Home School Liaison	The Home School Liaison will work with other staff members to implement a more comprehensive PBIS system for students.	Behavioral Support Program	08/01/2017	05/31/2018	$0	Administrators, counselors, Home School Liaison
AP Professional Development	Math, Science, and English AP teachers attended the AP-TIP summer conference, will attend the fall conference, and will attend the spring exam reading professional development.	Professional Learning	06/01/2017	05/31/2018	$0	teachers, administrators
Teen Court	Our Business Law class students partner with juvenile probation and their Teen Court program. Local lawyers train the students, who then hold mock trials for students with attendance concerns who choose to participate rather than being referred to probation. Students receive consequences (i.e. lunch detention, tutoring).	Behavioral Support Program, Community Engagement, Parent Involvement	08/01/2017	05/31/2018	$0	administrators, home school liaison, teacher
Student/Counselor Meetings	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	08/01/2017	05/31/2018	$0	Counselors
Scheduling Support Classes	Students will be scheduled into academic support classes based on various pieces of data and collaboration between teachers, counselors, administrators, support staff. These include English and Math Labs, Mentor and Resource Study Halls, ELL classes. These teachers collaborate each quarter regarding student outcomes and best practices.	Academic Support Program	08/01/2017	05/31/2018	$0	teachers, counselors, administrators, support staff

Gold Star Advisory	The members of the Gold Start Advisory committee have included attendance in their goals. They will continue to meet and discuss ways to reach our attendance goals.	Behavioral Support Program, Community Engagement, Academic Support Program, Policy and Process, Parent Involvement	08/01/2017	05/31/2018	$0	counselors, administrators
Junior Achievement	The Bulldog Scholars study hall teachers include Junior Achievement programming.	Career Preparation/Orientation	08/01/2016	05/31/2018	$0	Teachers, Counselors
8th Grade Program Planning	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, Policy and Process, Parent Involvement	07/29/2017	05/31/2018	$0	Administrators, counselors
Guided Reading	Guided reading is being incorporated in English Labs for students who are reading below grade level.	Academic Support Program, Direct Instruction	08/01/2017	05/31/2018	$0	teachers, administrators
Counselor/Administrator Collaborations	Counselors and administrators meet weekly to review attendance, behavior, and academic data and related concerns, as well as interventions.	Academic Support Program	07/28/2017	05/31/2018	$0	counselors, administrators
				Total	$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer School Staffing	Teachers from all departments are provided an opportunity to teach summer school.	Tutoring, Academic Support Program	06/01/2018	06/29/2018	$10000	Administrators, counselors, teachers
				Total	$10000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

HELEn Strategic Planning	The HELEn strategic committee and trainers meet quarterly to receive training to take back to others in the building and plan policies and procedures related to the one-to-one initiative.	Policy and Process	08/01/2017	05/31/2018	$5000	administrators, counselors, teachers, support staff
Teacher HELEn Training	Approximately 30% of the weekly collaboration sessions will be devoted to HELEn (Highly Engaged Learning Environment) training for teachers. Focus will be on connect, reflect, explore, produce, think, collaborate, share, model with technology.	Professional Learning	08/01/2017	05/31/2018	$0	Administrators, teachers, support staff, e-learning coach
e-Learning Coach	An e-learning coach will be in the building every other week to provide support and guidance for teachers in utilization of technology.	Professional Learning	08/01/2017	05/31/2018	$25000	administrators, teachers, counselors, e-learning coach
				Total	$30000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
INOW Home Portal	Teachers, administrators, parents, and students access the INOW home portal to monitor academic progress.	Academic Support Program, Technology, Parent Involvement	07/29/2017	05/31/2018	$0	Administrators, counselors, teachers
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Devices	All students are provided with iPads to use in classes.	Technology	08/01/2017	05/31/2018	$250000	teachers, media aide, support staff, administration
				Total	$250000	

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.