

# New Albany High School

1020 Vincennes Street, New Albany, Indiana 47150-3152;  
(812) 542-8506; [www.nahs.ws](http://www.nahs.ws)



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## School Improvement Plan 2023

### Description of School

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 had recently 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 the 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. A four-year addition/renovation was completed from 1998 to 2002. In 2018, restroom renovations and a new media center, commons area, and additional theatre storage facilities were completed. In 2019, a new media center and commons area were added to the second floor.

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.

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Race and Hispanic Origin (City of New Albany July 2022)	
White alone, percent	84.2%
Black or African American alone, percent(a)	8.4%
American Indian and Alaska Native alone, percent(a)	0.2%
Asian alone, percent(a)	0.8%
Native Hawaiian and Other Pacific Islander alone, percent(a)	0.0%
Two or More Races, percent	5.2%
Hispanic or Latino, percent(b)	5.8%
White alone, not Hispanic or Latino, percent	81.6%

<https://www.census.gov/quickfacts/newalbanycityindiana>

NAHS has a minority population of approximately 33%. Of that, 16% are African-American, 7% of mixed ethnicity, 1% Asian, and 9% Hispanic. Over half (51.6%) of our student population qualifies for free-reduced meals. The staff of NAHS is predominantly white, with approximately 8.1% (3% increase from 2019) 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 has changed ownership to Baptist Health. 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. Many restaurants and businesses have opened downtown New Albany, as well.

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## School's Purpose

Mission Statement: At New Albany High School, we build relationships and encourage pride of learning among students, staff, and community through a variety of courses and opportunities. We develop character, resilience, and critical thinking skills in our diverse learners for post secondary success.

Vision Statement: New Albany High School will ensure learning and success for all.

In the Spring of the 2017-2018 school year, a team began working to review and edit our mission and vision statements, with input from the school community. That work was finalized in 2018-2019.

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, and common 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 regularly scheduled data team meetings, and (4) creating systematic interventions for those students who are not yet learning. Developing common units for each course will be valuable in addressing our goals.

As a comprehensive high school with a population of approximately 1,879 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 ILEARN, AP, PSAT, SAT, ACT, and our school/district common formative and summative assessments.

New Albany High School is guided by the Department Coach team (9 teachers and multiple administrators) and the Building Committee (teacher representatives from each Department and Association Building Representatives, along with administrators). The teams focus on the process of

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creating a Professional Learning Community based on Dr. DuFour's research and provide guidance for professional development for the entire school.

Professional development focuses on teacher collaboration as we continue to create and implement common units, including refining pacing guides and common formative/summative assessments for each course, and implementing technology, incorporating collaboration protocols. There will continue to be a focus on data, grading, reteaching/relearning, and intervention/acceleration, with an overall focus on literacy. Teachers and administrators meet each Wednesday of the school year to collaborate, discuss data, and continue to build a true Professional Learning Community. Most of that time is spent within departments. We also emphasize and share strategies related to literacy, having started reviewing students' reading levels more strategically and reaching out to align with our middle schools in this area.

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 create common units of study. All teachers at NAHS have been provided with professional development concerning the creation of common units. Teachers will continue constructing pacing guides and common formative/summative assessments specific to the essential skills their students must attain. Beginning in the 2022 school year, math, science, and English teachers transitioned to Go Formative software for their CFA's and other assessments, which can be analyzed more efficiently and specifically by individual student and standard. 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. All teachers with common courses utilize common relearn/reassess strategies. Basic Skills courses help provide support during the normal school day. Students are assigned to these courses based on recommendations from their previous school, current high school counselors, teachers or administrators based on assessment and/or credit data. Course expectations and procedures are designed with input from teachers and administrators, as well as research shared from other PLC institutions and the NAHS Behavior RTI Team. They are scripted to provide consistent support for all students enrolled. Basic Skills teachers collaborate quarterly to share strategies. We have also added English, math, and science labs to provide extra time and support for students. Beginning in 2021-2022, we have added several RTI

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components. One is a block of labs for students needing additional support in multiple subjects (math, English, science), to allow time for assistance during the school day during one period rather than multiple lab periods throughout the day. Another RTI component added in the 2022 school year is our WINN (“What I Need Now”) time each day. This allows students to sign-up for additional time with content for enrichment or acceleration. Teachers can also place students during this time, for relearning/reassessing.

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

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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**

New Albany High School's graduating class of 2023 earned over \$23,000,000 in scholarships. The variety and honor of each scholarship speaks highly of the academic success of this graduating class. A few specifically notable achievements were two Lilly Endowment scholarship recipients, one United States Military Academy West Point Appointment, and one Indiana Academic All-Star. The class also featured 3 Eagle Scouts and 7 military enlistments.

We have strong extra-curricular and co-curricular programs for all students.

### **Athletics:**

The most notable achievement for 2016 is the Boys Basketball Team winning the Class 4A State Championship. In 2018, the boys and girls tennis teams were IHSAA sectional champions, the boys basketball team was the IHSAA regional champion, and the girls track team was the champion of the Hoosier Hills Conference. Our rifle team was also ranked number one in the nation. In 2019, the boys track teams were IHSAA sectional champions, and the girls track team were IHSAA regional champions. Boys' tennis team was sectional champions in 2020, and the girls tennis team was sectional champions in 2021. Two members of the girls' tennis team were regional champions in #1 Doubles. Our baseball coach was inducted into the Indiana High School Baseball Coaches Association Hall of Fame in 2020. The boys' track and field team won the 2021 sectional and regional championship. NAHS currently has two professional athletes: Romeo Langford in the NBA with the Boston Celtics, and Josh Rogers in the MLB with the Washington Nationals. In addition, New Albany High School opened three new turf facilities during the 2020-2021 sports season for soccer, softball and baseball. In 2022, football won the HHC title, sectional title, and the school's first ever regional championship making the IHSAA 5A Final Four. Baseball won the HHC title, sectional title, and made the Final Eight in the 4A IHSAA tournament. Senior Tucker Biven was one of only nine high school baseball players to receive the prestigious Rawlings Golden Glove Award. Girls tennis won the HHC title and sectional title. Girls track won the HHC title and boys track athlete Ja'Raylan Johnson placed second in the state championship meet in long jump. Boys tennis won the sectional title for the 19th consecutive year. Boys soccer won a share of the HHC title for the first time since 2002.

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## Performing Arts:

Our theatre program has earned multiple nominations and winners in the Broadway World Louisville Regional Theatre Awards from 2017-2019, sold out performances, 10 productions on the International Thespian Festival Mainstage including MTI Pilots in 2020 and 2022, voted in the top 5 of Louisville's City Best Theatres, is a Disney Theatricals Pilot School, and earned Indiana State Thespian Gold Honor Troupe and Distinguished Senior Awards in 2021. In 2022, our theatre program performed at the International Thespian Festival. In 2023, our theatre program was named a "Premier Community School" by the Educational Theatre Association. Our chamber orchestra, concert orchestra, and symphonic band earned gold ratings at the ISSMA Organizational Festival. Our advanced choir solo and ensemble earned gold ratings at both district and state competitions.

## NJROTC:

For the 2022 school year, New Albany NJROTC was named the Most Outstanding Unit in Area 3 for the 2nd year in a row. We have become the 1st Indiana school to earn back to back designations. In addition, we handed out 36 national awards to cadets, 180 performance medals for team activities, recognized our top community service leaders-those with greater than 40 hours we had 20 cadets achieve this mark and 75 achieve the minimum of 20 hours, totaling over 3500 hours last year. We handed out over \$750,000 in scholarship money. Commander Cluver was recognized as one of the top NJROTC instructors in the United States by our Area 3 manager.

New Albany NJROTC was the winner of the "Most Outstanding Unit for 2023" This award goes to the top performing unit in AREA 3 which consists of 54 NJROTC host schools and a geographic area of 13 states from Nebraska to West Virginia. This award is a testament to the dedicated day to day performance of the unit throughout the year. This year New Albany achieved the highest score in program history and has achieved the "Most Outstanding Status" for three consecutive years which is an Area 3 record. The program maintained over 100 cadets, was a "Distinguished Unit with Academic Honors," placed first at the Area 3 competition, and completed over 4,000 hours of community service.

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 relation to the previous recommendations for improvement, we continue to work on our units and collaborate regarding our instructional framework and high-impact instructional strategies. The WINN time for additional acceleration and enrichment also impacts this area for improvement, as well as our RTI framework analysis and adjustments.

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Areas of improvement include continued progress with common units which encompass pacing guides and common assessments; student success on AP, ACT and SAT exams; and continued progress with collaboration around best instructional strategies and policies for student learning.

## **Additional information**

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 9/11/2023 in **2023-24** was 1879 students. The table below illustrates the various ethnic subgroups at New Albany High School by enrollment.

Asian	1.01%
Black	17.40%
Caucasian	65.03%
Hispanic	8.30%
Indian/Native	0.69%
Multiracial	7.24%
Pacific Islander	0.16%

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 (151) makes up 8% of our student population. Of the 151 students, 76 students are currently receiving direct services with WIDA scores below 5.0. Our free and/or reduced lunch student population (980) makes up 52.1% of the total population. Our special needs student population (437) makes up 23.25% of the total population. The number of ELL students continues to grow.

There are programs and strategies in the school improvement plan to create a successful learning environment for all students. Every student is supported to pursue, at a 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.



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- 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), Project Graduation.
  - During the school day, on Tuesday, Wednesday, and Thursday, students have the opportunity to attend WINN (What I Need Now) sessions from 11:35-12:00 for additional support (acceleration or enrichment).
  - After school tutoring is offered on Tuesday and Thursday from 2:30-4:30 with teachers present for help.
  - 2017-2018 planning period PD, guided by the building-wide book study on Poor Students, Rich Teaching, by Eric Jensen. Professional development included pertinent information and strategies for working with a diverse student body. In the 2021-2022 school year, this book was guiding professional development for new teachers.

## English Language Learner Students

- In the fall of the 2022-2023 school year, ELL students attended the annual Latino Education Summit and College & Career Fair and plan to continue this in future years.
- Two full-time ELL teachers teach four ELL classes, with students classified in Levels 1 - 4.
- Three ELL instructional aides are present to assist with students classified in Levels 1 - 4.
- There are also 3 ELL Resource Periods 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 attempts are 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 Project Graduation program, intersession (Fall and Spring), 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.
- I.U.S. continues to be a partner with our school community in providing professional development and resources and opportunities for improving instruction and student learning for ELL students.
- 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, including transportation.

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## 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, intersession (Fall and Spring), ELC, Project Graduation.
- 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.
- Basic Skills class programming offers additional support for students.
- Mentor Mii provides community volunteers to assist with additional guidance and progress monitoring for students.
- During the school day, on Tuesday, Wednesday, and Thursday, students have the opportunity to attend WINN (What I Need Now) sessions from 11:35-12:00 for additional support.
- After school tutoring is offered on Tuesday and Thursday from 2:30-4:30 with teachers present for help.
- The district has hired a full-time social worker for NAHS.
- The district has added therapists, including 3 in our building.
- Professional development in Social-Emotional Learning has been provided by the district and school via in-house presentations and staff members attending conferences.
- 2017-2018 planning period PD, guided by the building-wide book study on Poor Students, Rich Teaching, by Eric Jensen. Professional development included pertinent information and strategies for working with a diverse student body. Professional development included pertinent information and strategies for working with a diverse student body. In the 2021-2022 school year, this book guided professional development for new teachers.

## Special Education Students

- Beginning in the 2019-2020 school year, licensed special education teachers have availability during the school day to be interventionists for teachers and students in the building. A system for utilizing the interventionists for curriculum preparation classroom strategies has been created.
- 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.

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- All students struggling with academic achievement or earning course credits have opportunities for credit recovery through summer school classes or our Project Graduation credit recovery program.
  - During the school day, on Tuesday, Wednesday, and Thursday, students have the opportunity to attend WINN (What I Need Now) sessions from 11:35-12:00 for additional support.
  - After school tutoring is offered on Tuesday and Thursday from 2:30-4:30 with teachers present for help.
  - 2017-2018 planning period PD, guided by the building-wide book study on *Poor Students, Rich Teaching*, by Eric Jensen. Professional development included pertinent information and strategies for working with a diverse student body. In the 2021-2022 school year, this book guided professional development for new teachers.

## High-Achieving Students

- Advanced Placement - see data from course offerings.
- Honors classes are offered in Mathematics, English, Science, and World Languages.
- A weighted grading scale is in place to encourage all students to pursue the most rigorous courses.
- AP and Dual Credit Teachers meet monthly to discuss philosophy, rigor and course expectations. Discussions center around resources, vertical alignment, Pre-AP and honors courses.
- NAHS began participation in the AP-TIP program in 2017-2018, providing additional professional development and resources for AP teachers.
- As of the 2019-2020 school year, NAHS is an AP Capstone school.
- As of the start of the 2020-2021 school year, NAHS attained endorsement of the Early College Program. NAHS is now an Early College High School. We will continue to work with dual credit teachers, counselors, students, and parents to build our Early College program, responding to the recommendations made by the Center for Excellence in Leadership of Learning (CELL) review team. [CELL Recommendations Response/Plan](#)
- Students are able to participate in enrichment activities during WINN on Tuesday, Wednesday and Thursday.

## Teachers and Staff

- Teachers and instructional support staff participate in staff development opportunities aimed at improving academic achievement for all students.
- Department Coaches read *Amplify Your Impact* by Many et. al, *Poor Students, Rich Teaching* by Jensen, *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 *Poor Students, Rich Teaching* by Jensen; *Focus* by Schmoker; *On Your Mark* by Thomas Guskey; and *Amplify Your Impact* by Many, Moffoni, Sparks, and Thomas.
- 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.

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- In 2018-2019, Teachers participated in six professional development sessions throughout the year that were cross-curricular and focused on instructional strategies and student engagement.
- During the 2019-2020 school year, staff members attended conferences/workshops related to Early College, PLC's, SEL, Alternatives to Suspension, AP Capstone and additional courses.
- During the 2020-2021 school year, a group of teachers, counselors and administrators participated in a book study using the book *It's About Time* by Mike Mattos and Austin Buffum to plan interventions and extensions for 2021-2022.

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

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## **Leadership Information**

New Albany High School has active steering groups (Department Coaches, Building Committee). Each member brings passion and willingness to work to assist NAHS in meeting its school improvement goals.

The Department Coach/administration team has scheduled meetings to review professional development plans and implementation of the school improvement strategies. The team has actively participated in planning and leading how to successfully implement our instructional strategies in the classroom. Meetings take place twice monthly, fourth period. Teachers on the team have two periods without students assigned to them, assisting with the scheduling of meetings and collaboration.

### **Current membership (Department Coaches/Administration)**

Michelle Ginkins, Principal  
Jamie Crick, Assistant Principal  
Adam Lord, Assistant Principal  
Josh Nall, Assistant Principal  
Amy Miller, Dean of Students  
Jill Coffey, Special Education teacher  
Rebecca Minton, Math teacher  
Miriam Munoz, Family & Consumer Sciences teacher  
Angela Thomas, Performing Arts teacher  
Ashley Manger, Social Studies teacher  
Adam Togami, Science teacher  
Melissa Badger, World Language teacher  
Tabitha Vincent, English teacher  
Eddie Bobbitt, Counselor

### **Current Membership (Building Committee/Administration)**

Jackie Dillon, Math teacher/Head Building Rep.  
Tina Morton, English Teacher/Building Rep.

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.

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

In April, 2017, Department Coaches and administrators attended a conference with Anthony Muhammad, "Overcoming the Achievement Gap Trap." The focus of the professional development was instrumental in helping us reflect on the data we have, the data we need, and what we are and should be doing with the data to stay true to our mission of student learning.

In Fall of 2017, administrators, special education facilitators, and content area teachers attended the Solution Tree "RTI at Work" conference. The focus of the professional development was multi-tiered systems and supports for all students. This professional development has supported ongoing collaboration and data-based decision making regarding scheduling, interventions, acceleration, and supports for NAHS student learning.

In Fall 2019, three administrators and four teachers attended a PLC conference. The learning from the conference will guide department team meetings, steering committee focus, and professional development to strengthen the Professional Learning Community at NAHS.

In Summer 2021, thirty administrators and teachers attended a district-facilitated PLC conference with Solution Tree. It provided a refresher and additional guidance related to the core work of a PLC, which will guide the work on curriculum units, differentiation, relearning/reassessing, and RTI.

In October, 2022, 5 staff members will attend the RTI at Work conference in Louisville with the goal of taking our RTI programming to the next level, increasing impact, data collection and response.

## **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

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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%.

Our counseling department set goals related to the survey data:

1. All students are absent 9 days or less per school year.
2. All students will create or update an Indiana High School Graduation Plan yearly.
3. All students will practice organization skills related to their class materials and assignments.
4. All students will participate in class (listen, ask questions).

## Indiana Youth - Alcohol, Tobacco and Other Drugs Survey \*IN Youth Survey (Spring 2022)

Note: The 2022 survey was completed by 535 8th graders, 89 9th graders, 459 10th graders, 93 11th graders, and 229 12th graders in the district.

Past month use of alcohol, tobacco, and other drugs continues to decrease in all listed forms at each grade level.

The perceived use by peers continues to increase.

Grades 9 and 11 had higher percentages of "yes" responses related to mental health needs.

The percent of students (20.5/11.0 gr. 9, 8.4 /4.3 gr. 10, 9.6/5.5 gr. 11, 14.5 /6.1 gr. 12) for skipping 1 or 2 (1 / 2 as listed per grade) seem high, especially concerning for the relatively high percentage for grade 9 students.

70-80% of students sometimes, often, or a lot "hate being in school." However, 80-90% sometimes, often, or a lot "try to do your best work in school."

## Indiana Youth - Alcohol, Tobacco and Other Drugs Survey (Spring 2017, Spring 2018)

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Note: Data from this survey (370 10th graders and 643 12th graders in 2017, 594 10th graders and 639 12th graders in 2018) includes students from both high schools in the district.

Most forms of tobacco use continue to decline.

The percentage of students using vapor products was down 8-15% in 2017, but up 7-8% in 2018.

The percentage of students who consume alcohol on a monthly basis is high; it was on a three-year decline since 2013. There was a 5% increase among tenth grade students in 2017.

Marijuana use was up approximately 5% as of 2018.

Categories that have increased and should be watched include:

- Percentage of 10th graders who reported using over-the-counter drugs to get high and using hallucinogens.
- The Community that Care (CTC) percentage of students who have a perceived risk of drug use at 59% for 10th graders and 55% (down from 74% in 2016) for 12th graders.
- The CTC percentage of students who are at a high risk for low commitment to school, up to 63.1% in 2018.
- Students responding yes to feeling sad or hopeless for 2+ weeks in a row, approximately 38% in both grades in 2018.
- 16.8-18.2% of 10th and 12th grade students have seriously considered attempting suicide in the past 12 months in 2018.
- Students responding "never" to use of electronic vapor products in the past 30 days as low as 63-78%.

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 \(Spring 2016\)](https://drive.google.com/drive/folders/0B54W7Y4sD-pqZ2lZQUtkS0N3Slk)

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

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.



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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.

## Stakeholder groups that participated in planning

New Albany High School's leadership team is the catalyst for implementing the School Improvement Plan (SIP). It is made up of nine department coaches, six building administrators. They 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 school's leadership team has actively worked on implementing the school's action plan.

Scheduled Faculty Collaboration for the 2023-2024 school year:

- Will be held each Wednesday from 2:35pm - 3:25pm.
- There will be two full-day PD days.
- There will be three partial-day PD days.
- 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.
- Teachers within common courses have common plan time with one or more teachers in that subject area in order to facilitate weekly collaborative efforts.

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## Student Performance Data

### **Attendance**

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

The attendance rate for grades 9-12 at New Albany High School continues to remain just below the state average when those are published for reference. During the 2009-10 and 2012-13 school years, we surpassed the state average for grade 9. For the three consecutive school years from 2010-11 to 2012-13, we were higher than the state average for grade 10. And for 2011-12 we surpassed the state average for grade 11. Grade 12 is where we have the most disparity in attendance rates. Grade 12 is consistently more than a percent lower than the state average.

Chronic absenteeism rates are an area for attention in our efforts to improve student attendance, as they have significantly increased according to the data on the IDOE site.

### **NAHS Annual Attendance Rate**

2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
94.14%	93.35%	93.22%	93.60%	94.10%	93.72%	94.38%	94.83%	94.94%	94.58%	93.74%

Student attendance measures whether students are considered “model attendees” by either demonstrating persistent attendance or improved attendance during the school year. Chronic absenteeism is the rate of students who have been absent from school for at least 10 percent of the school year, for any reason.

Year	State (Chronic Absenteeism)	NAHS (Chronic Absenteeism)	State (Model Attendees)	NAHS (Model Attendees)
2021-2022	21.1%	39.9%		
2020-2021	18.5%	31.1%		
2019-2020	11.2%	11.4%	71.5%	68.7%

\*IDOE attendance data reporting changed after the 2017-2018 school year. Data source:

<https://inview.doe.in.gov/schools/1024001925/attendance>

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## Percentage of students attending at least 94% of instructional days.

Year	State Average				NAHS Average				
	Gr. 9	Gr.10	Gr. 11	Gr. 12	Gr. 9	Gr.10	Gr. 11	Gr. 12	All Grs
2021-2022				60.1%	45.5%	41.4%	41.7%	32.8%	40.7%
2020-2021									56.6%
2019-2020									68%
2018-2019									61.4%
2017-2018									59.4%

*\*IDOE reporting changes beginning 2021*

Year	State Average				NAHS Average				
	Gr. 9	Gr.10	Gr. 11	Gr. 12	Gr. 9	Gr.10	Gr. 11	Gr. 12	All Grs
2019-2020					95.3%	95.1%	94.6%	92.7%	94.1%
2018-2019					95.05%	93.95%	93.21%	92.24%	93.3%
2017-2018	95%	94.6%	93.6%	93.2%	94.2%	94.1%	93.4%	92.1%	93.2%
2016-2017	95.5%	95.0%	94.1%	93.5%	94.6%	94.8%	93.7%	92.0%	93.6%
2015-2016	95.3%	95.0%	94.1%	94.0%	95.2%	94.8%	93.9%	92.4%	94.1%
2014-2015	95.3%	94.8%	94.6%	94.1%	94.7%	94.1%	93.8%	92.3%	93.7%
2013-2014	95.5%	95.2%	94.9%	94.4%	95.1%	94.8%	94.5%	93.1%	94.4%
2012-2013	95.4%	95.1%	94.7%	94.4%	95.5%	95.4%	94.6%	93.7%	94.8%
2011-2012	95.8%	95.2%	95.0%	94.7%	95.7%	95.3%	95.2%	93.5%	94.9%
2010-2011	95.7%	95.2%	94.9%	94.5%	95.3%	95.4%	94.1%	93.5%	94.6%
2009-2010	95.5%	95.1%	94.8%	94.6%	95.7%	94.1%	92.5%	92.5%	93.7%

\*State data unavailable beginning 2019. \*COVID/virtual impact 2021

The information in the graph above came from the Indiana Department of Education website. The address is <http://compass.doe.in.gov/dashboard/attendance.aspx?type=school&id=1925>

All stakeholders within New Albany High School realize the importance of student attendance. We are persistent in notifying parents, by an automated calling system, of students who are marked absent. Our home-school liaison will place calls, mail letters home, and make home visits to communicate with parents each day about the importance of regular school attendance. Our counselors also make personal phone calls to parents during the school day to determine the reason for student absences. In our Professional Learning Community (PLC) model, the stakeholders of the school include the community. We believe that it is our duty to inform the community of this fact and encourage collaboration to raise awareness of student attendance.

An additional strategy is the creation and implementation of a PBIS program, Positive Behavior Intervention Strategies, for the students with excellent attendance and behavior (examples include: zero days absent, zero tardies, zero discipline referrals). Examples of positive interventions for excellent

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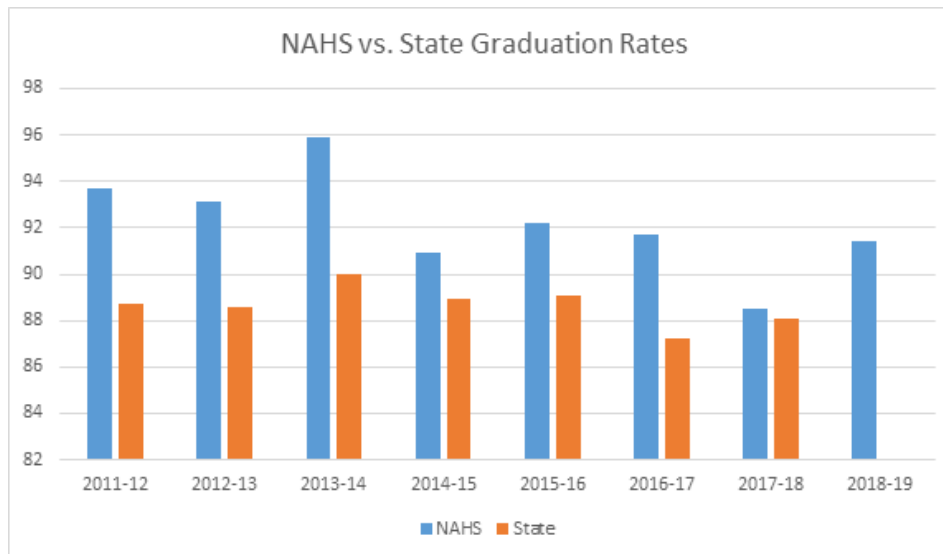


attendance include: success card rewards from the PTO, attendance awards from the PTO, and positive postcards from teachers or staff members. New Albany High School will reimplement these efforts.

The attendance goal of New Albany High School is to raise attendance for each graduation cohort to at or above the state’s rate for the corresponding cohort.

## Graduation Rate

	2019		2020		2021		2022		2023 preliminary	
	NAHS	State	NAHS	State	NAHS	State	NAHS	State	NAHS	State
Grad. Rate	91.69	87.29	88.86	87.69	90.31	86.69	93.53	86.61	97.74	TBD
Black	98.44	78.22	91.38	79.77	88.52	77.05	91.23	77.57	98.4	TBD
Multi-Racial	89.74	82.92	83.33	83.36	82.69	82.53	96.43	82.71	88.9	TBD
SPED	76.32	71.45	78.67	77.86	77.22	74.52	88.46	76.44	96.8	TBD
SES	89.64	82.30	90.38	86.83	88.78	82.84	92.25	83.80	97.2	TBD



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The graduation rate goal for New Albany High School is to exceed the current state graduation rate. The graduation rate for the NAHS class of 2023 is over 97% as of submission of the school improvement plan. The state graduation rate for 2022 was 93%. New Albany High School continues to exceed the state graduation rate.

New Albany High School takes steps to increase graduation rates for future NAHS classes.

We collect data in order to identify and monitor students who are not earning significant credits to put them on track for graduating within the required four years (ex. list of sophomores beginning the year with less than 10 credits, list of juniors beginning the year with less than 21 credits). This information places a focus on the students who are at risk because they are not earning credits at the necessary rate for graduation.

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

New Albany High School's graduating class of 2023 earned over \$23 million in scholarships. The variety and honor of each scholarship speaks highly of the academic success of this graduating class.

As of 9/11/2023, value total scholarships received \$23,009,858

- Over 6,000 college credits earned
- 7 students enlisted in the Armed Forces
- 1 United States Military Academy Appointment
- 1 Indiana Academic All-Star
- 2 Lilly Endowment Recipients
- 2 National Merit Commended Students
- 1 National Merit Finalist
- 1 John C. Gatz Memorial Scholarship
- 3 Community Foundation of Southern Indiana Health Career Scholarships
- 109 Community Based Scholarships
- 22 Caesars Scholarships
- 2 Edward Endres Kiwanis Scholarship
- 2 Jerry Finn Diversity Education Scholarships
- 2 Bonnie Sloan Post #28 Scholarship
- 31 Bulldog Scholars
- 12 INDOE Certificates of Multilingual Proficiency
- 22 Harvest Homecoming Scholarships
- 17 student athletes will participate in collegiate sports
- 144 Academic Honors and Technical Honors Diploma Candidates
- 40 AP Capstone Diploma Candidates
- 109 Indiana College Core Certificates
- 35 Associate Degrees earned through Ivy Tech

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## Post-Graduate Information

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
4 Yr College	185	222	242	290	230	235	231	252	211	175	215	244
2 Yr College	62	51	68	75	55	64	50	53	59	67	33	39
Voc. Tech. Sch.	28	5	6	18	7	11	3	6	16	23	18	20
Military	20	12	21	16	19	18	16	20	20	20	6	22
No Higher Ed.	131	140	76	45	114	56	96	51	78	71	71	65

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

## Diploma Information

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

The staff and administration at New Albany High School are taking several steps to address Academic Honors, Technical Honors, and Core 40 provisions. As the diploma requirements change, students at New Albany are being offered an increasing number of support systems. Because students are required to complete Algebra II to earn a Core 40 diploma, the NAHS math teachers offer free, after-school tutoring for students. Free after-school tutoring is also offered for students who are struggling in any other course. During the school day, students have WINN period to receive additional reteaching/relearning. 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.

Year	Honors Grads		Core 40 Only		Reg Grads		IB Diploma		Total
	Count	Avg	Count	Avg	Count	Count	Count		
2022-23	164	42.7	220	57.2	0	0			384 as of 9/11/23
2021-22	142	41.3	197	57.3	5	1.5			344
2020-21	118	32.8	234	65	8	2.2			360
2019-20	151	39.3	226	58.6	7	1.8			384
2018-19	170	44.5	203	53.1	9	2.3		*no longer offering	382

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2017-18	158	38.9	241	59.4	7	1.7		5	406
2016-17	142	34.9	253	62.2	12	2.9	2	0.2	408
2015-16	142	32.3	257	58.4	41	9.3	11	0.2	441
2014-15	151	34.1	249	56.2	39	9.3	2	0.5	443
2013-14	134	32.4	205	49.6	74	17.9	0	0.00%	413
2012-13	125	29.2	228	53.2	75	17.5	0	0.00%	428
2011-12	132	32.3	170	41.6	107	26.1	0	0.00%	409
2010-11	125	28.8	147	33.9	162	37.2	0	0.00%	434
2009-10	107	26.5	109	27.1	187	46.4	0	0.00%	403

The information in the graph above came from the Indiana Department of Education website and from the office of the Principal of NAHS. The address is <http://compass.doe.in.gov/dashboard/attendance.aspx?type=school&id=1925> .

## AP Capstone, Certificate of Multilingual Proficiency

In 2019-20, New Albany High School offered AP Seminar to the first class of potential AP Capstone diploma recipients. The class of 2022 had 8 AP Capstone diploma recipients and two AP Seminar and Research certificate recipients. The class of 2023 had 40 AP Capstone diploma candidates. The class of 2024 has 44 students enrolled in AP Research.

New Albany High School also offers students the opportunity to receive the seal of Multilingual Proficiency on their diploma. The class of 2020 had 4 students who received the seal. In the class of 2021, two students received the seal of multilingual proficiency. In the class of 2022, eight students received the seal. In the class of 2023, twelve students received the seal.

### Students Receiving Honors Recognitions

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>National Merit Awards</b>												
Commended	0	0	1	2	3	1	1	1	0	1	0	2
Semi-Finalist	0	1	0	0	0	0	0	0	1	0	0	0
Finalist	1	1	0	0	0	0	1	4	0	0	0	1
<b>National Achievement Awards</b>												
Outstanding Participant	0	0	1	1	0	0	0	0	0	0	0	0
Semi-Finalist	0	0	0	0	0	0	0	0	0	0	0	0
Finalists	0	0	0	0	0	0	0	0	0	0	0	0
1 <sup>st</sup> Semester Commended	347	366	351	336	318	245	252	282	312	285	341	337

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1 <sup>st</sup> Semester Distinguished	76	94	108	86	85	86	70	117	108	132	139	129
2 <sup>nd</sup> Semester Commended	317	298	162	304	351	259	246	252	268	255	313	319
2 <sup>nd</sup> Semester Distinguished	76	89	99	87	84	87	85	143	84	155	118	129
Scholarship N (weighted GPA $\geq$ 4.00) and no grade lower than a B-	22	20	21	21	22	16	9	22	17	22	34	34
President's Education Award (3.50 unweighted GPA and 85 <sup>th</sup> percentile on SAT, ACT or PSAT)	14	15	15	25	18	23	23	36	21	27	23	33

## Dual Credit and Advanced Placement Courses

### Dual Credit Courses

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| • Anatomy                            | IVY TECH Community College       |
| • Chemistry II                       | IVY TECH Community College       |
| • Biology II                         | IVY TECH Community College       |
| • Calculus AB                        | IVY TECH Community College       |
| • Computer Science I & II            | IVY TECH Community College       |
| • Computer Science A                 | IVY TECH Community College       |
| • Earth Space II                     | IVY TECH Community College       |
| • Education Professions              | IVY TECH Community College       |
| • English Language and Composition   | IVY TECH Community College       |
| • English Literature and Composition | IVY TECH Community College       |
| • Environmental Science              | IVY TECH Community College       |
| • Finite Mathematics                 | IVY TECH Community College       |
| • French 3&4                         | IVY TECH Community College       |
| • German 3&4                         | Indiana University - Bloomington |
| • Latin 3&4                          | Ball State University            |
| • PLTW Civil Eng                     | IVY TECH Community College       |
| • PLTW DE                            | IVY TECH Community College       |
| • PLTW IED                           | IVY TECH Community College       |
| • PLTW POE                           | IVY TECH Community College       |
| • Pre-Calculus                       | IVY TECH Community College       |
| • Radio and Television               | IVY TECH Community College       |
| • Spanish 3&4                        | IVY TECH Community College       |
| • Speech                             | IVY TECH Community College       |
| • United States History              | IVY TECH Community College       |
| • Government                         | IVY TECH Community College       |

### Advanced Placement Courses



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- 
- Biology
  - Calculus (AB)
  - Calculus (BC)
  - Chemistry
  - Computer Science (A)
  - Computer Science Principles
  - English Language Composition
  - English Literature Composition
  - Environmental Science
  - French
  - German
  - Human Geography
  - Latin
  - Microeconomics
  - Music Theory
  - Physics I
  - Physics II
  - Psychology
  - Research
  - Seminar
  - Spanish
  - Statistics
  - Studio Art 2D/3D
  - Studio Art Drawing
  - U.S. Government and Politics
  - United States History
  - World History Modern

## Collection, Analysis and Reporting of Assessment Data

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

### PSAT

We collect longitudinal data on New Albany High School's juniors', sophomores', and freshmen's progress in the Evidence Based Reading and Writing and Math portions of the PSAT/NMSQT. After reviewing the 2022 scores provided by the College Board's Scores and Benchmark's report, NAHS juniors (333 students) earned the following mean scores: ERW 453 and Math 440. These scores were slightly below the State and below the National averages. NAHS sophomores (382 students) earned the following scores: ERW 434 and Math 421. These were slightly below the State and National averages. NAHS freshmen (47 students) also participated and earned the following scores: ERW 466 and Math 449 which were both above the state average.

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PSAT	ELA		MATH		COMPOSITE	
	NA	IN	NA	IN	NA	IN
<b>2017</b>	441	465	442	459	882	924
<b>2018</b>	443	461	428	456	872	917
<b>2019</b>	438	457	431	449	872	906
<b>2020</b>	453	467	451	459	904	926
<b>2021</b>	439	462	431	451	870	913
<b>2022</b>	434	442	421	441	855	883

## SAT

New Albany seniors were 85 points below the state average and 97 points below the National average SAT scores for 2015-16. The format of the SAT changed for the 2016-17 school year to exclude a separate writing section unless the essay option was chosen. As a result, NAHS students moved much closer to the state and National average score for 2016-17 (NAHS average of 1060, which is 15 points below the state average and 23 below the National average). For the 2018-19 school year, NAHS students achieved a mean score of 1049 which is 31 points below the state average but only 10 below the national average. The upward score trend continued in 2019-20 although there isn't state or national data to compare. There was a decrease in Senior participants in 2021 likely due to Covid. In 2021-22, the number of participating seniors increased, but still significantly lower than before COVID and likely due, in part, to post-secondary institutions changing their requirements related to standardized tests. SAT prep has been a part of intersession that we offer in October to help students to continue to perform better on the SAT.

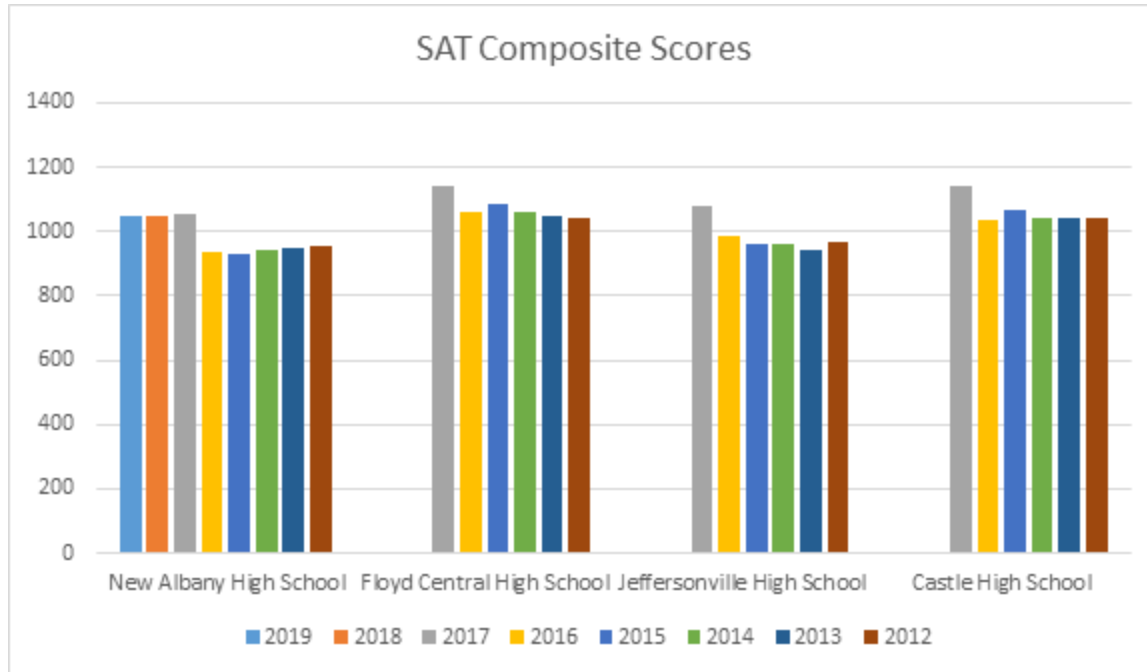
Year	Senior Students	Reading	Writing	Math	Mean Score	Male	Female	Nation	State
2022-23	23	602		595	1196				
2021-22	93	534		524	1058	1070	1050		
2020-21	40	567		545	1112	1153	1087		
2019-20	133	529		522	1052	1101	1028		
2018-19	202	533		516	1049	1076	1033	1059	1080
2017-18	183	528		521	1049	1063	1038	1068	1086
2016-17	230	536		522	1060	1041	1080	1083	1075
2015-16	205	471	451	465	1387	1383	1390	1484	1472
2014-15	278	462	443	465	1370	1369	1371	1490	1473
2013-14	245	482	453	466	1401	1407	1397	1497	1474
2012-13	236	471	451	478	1400	1388	1410	1498	1470

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2011-12	238	475	454	484	1413	1450	1385	1498	1470
2010-11	282	476	454	475	1405	1448	1378	1500	1469
2009-10	195	482	456	488	1426	1482	1386	1509	1476

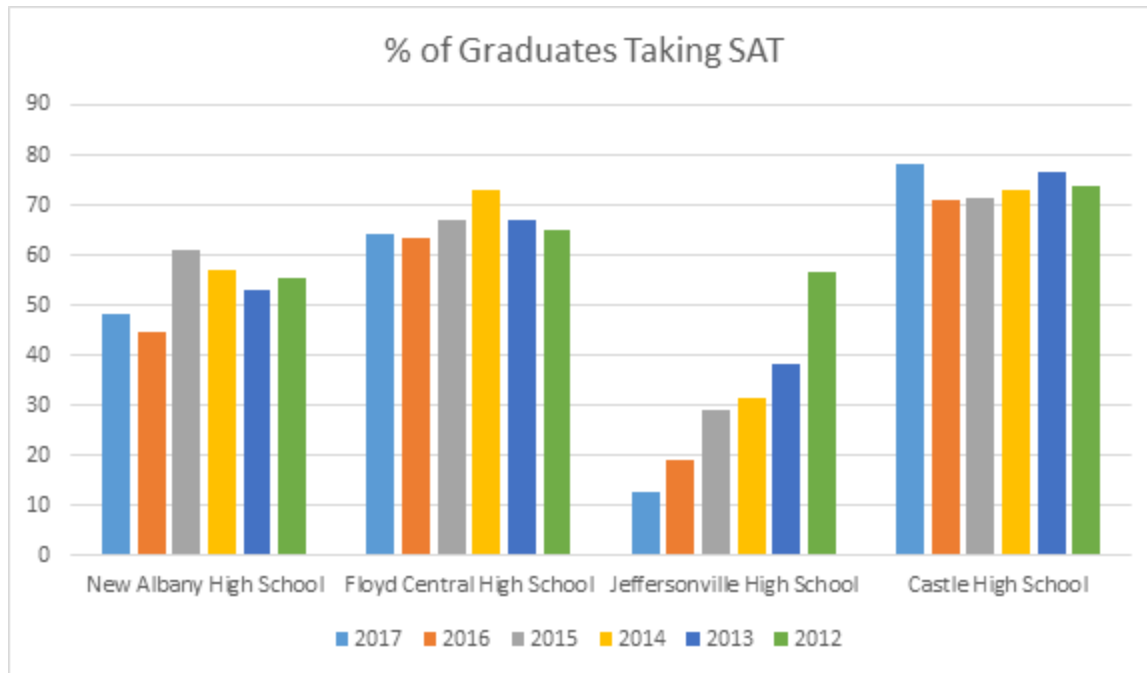


SAT Composite Score	2019	2018	2017	2016	2015	2014	2013	2012
New Albany High School	1049	1049	1053	939	931	944	950	958
Floyd Central High School			1143	1059	1084	1058	1051	1045
Jeffersonville High School			1081	984	962	960	944	967
Castle High School			1140	1037	1070	1045	1044	1044

\*Comparison data no longer readily available after changes in IDOE data reporting.

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\*Post 2017 summary SAT data has not been made available on the DOE website for comparison purposes as of submission of the data.

<b>SAT: % of Graduates Taking</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>
New Albany High School	48.4	44.5	61.1	56.8	52.9	55.4
Floyd Central High School	64.3	63.5	66.9	73	66.8	65
Jeffersonville High School	12.8	19.1	29.2	31.5	38.4	56.4
Castle High School	78	71	71.3	73.1	76.6	73.8

The information in the table and paragraphs above came from the College Board website. The address is <https://collegereadiness.collegeboard.org/sat?navid=gh2-sat>

## ACT

The 2018-19 ACT report has not yet been made available. The 2017-18 report shows NAHS students taking the ACT (192 students) scored a composite average of 20.4, which is 2.1 points below the state average of 22.5. NAHS students surpassed the benchmark scores in English. The ACT average score can show great variation because of the small number of New Albany students who take the assessment. In recent years, NAHS scores have increased in multiple categories, though state and national scores are no longer being reported as in prior years.

<b>Class of 2012</b>	<b>124 students</b>				
	<b>English</b>	<b>Algebra</b>	<b>Reading</b>	<b>Science</b>	<b>Composite</b>
<b>Benchmark</b>	18	22	21	24	
<b>NAHS</b>	20.0	21.3	21.2	21.1	21.1

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<b>State</b>	21.7	22.5	22.6	21.9	22.3
<b>National</b>	20.5	21.1	21.3	20.9	21.1
<b>Class of 2013</b>	<b>128 students</b>				
	<b>English</b>	<b>Algebra</b>	<b>Social Science</b>	<b>Biology</b>	<b>Composite</b>
<b>Benchmark</b>	18	22	22	23	
<b>NAHS</b>	20.9	21.6	22.7	21.8	21.9
<b>State</b>	21.0	21.9	22.7	21.4	21.7
<b>National</b>	20.5	21.1	21.3	20.9	21.1
<b>Class of 2014</b>	<b>119 students</b>				
	<b>English</b>	<b>Algebra</b>	<b>Social Science</b>	<b>Biology</b>	<b>Composite</b>
<b>Benchmark</b>	18	22	22	23	
<b>NAHS</b>	20.7	21.1	21.5	21.1	21.2
<b>State</b>	21.1	21.9	22.3	21.6	21.9
<b>National</b>	20.3	20.9	21.3	20.8	21.0
<b>Class of 2015</b>	<b>141 students</b>				
	<b>English</b>	<b>Algebra</b>	<b>Social Science- Reading</b>	<b>Biology</b>	<b>Composite</b>
<b>Benchmark</b>	18	22	22	23	
<b>NAHS</b>	20.4	21.1	22	21.7	21.4
<b>State</b>	21.5	22.0	22.6	21.8	22.1
<b>National</b>	20.4	20.8	21.4	20.9	21.0
<b>Class of 2016</b>	<b>128 students</b>				
	<b>English</b>	<b>Algebra</b>	<b>Social Science- Reading</b>	<b>Biology</b>	<b>Composite</b>
<b>Benchmark</b>	18	22	22	23	
<b>NAHS</b>	19.8	20.4	21.1	20.5	20.6
<b>State</b>	21.6	22.6	22.9	22.0	22.3
<b>National</b>	20.1	20.6	21.3	20.8	20.8
<b>Class of 2017</b>	<b>180</b>				
	<b>English</b>	<b>Algebra</b>	<b>Social Science- Reading</b>	<b>Biology</b>	<b>Composite</b>
<b>Benchmark</b>	18	22	22	23	

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<b>NAHS</b>	19.9	20.5	21.8	20.6	20.8
<b>State</b>	22	22.4	23.2	22.3	22.6
<b>National</b>	20.3	20.7	21.4	21.0	21.0

<b>Class of 2018</b>	<b>192</b>				
	<b>English</b>	<b>Algebra</b>	<b>Social Science-Reading</b>	<b>Biology</b>	<b>Composite</b>
<b>Benchmark</b>	18	22	22	23	
<b>NAHS</b>	19.5	20.1	21	20.7	20.4
<b>State</b>	21.9	22.3	23.1	22.2	22.5
<b>National</b>	20.3	20.9	21.3	20.7	20.8

<b>Class of 2019</b>	<b>165</b>				
	<b>English</b>	<b>Algebra</b>	<b>Social Science-Reading</b>	<b>Biology</b>	<b>Composite</b>
<b>Benchmark</b>	18	22	22	23	
<b>NAHS</b>	20.4	20.9	21.8	21.3	21.2
<b>State</b>	21.7	22.3	23.1	22.2	22.5
<b>National</b>	20.1	20.3	21.2	20.6	20.7

<b>Class of 2020</b>	<b>217</b>				
	<b>English</b>	<b>Algebra</b>	<b>Social Science-Reading</b>	<b>Biology</b>	<b>Composite</b>
<b>Benchmark</b>	18	22	22	23	
<b>NAHS</b>	20.1	20.9	22.6	20.8	21.2
<b>State</b>	21.7	22.3	23.1	22.2	22.5
<b>National</b>	20.1	20.3	21.2	20.6	20.7

<b>Class of 2021</b>	<b>189</b>				
	<b>English</b>	<b>Algebra</b>	<b>Social Science-Reading</b>	<b>Biology</b>	<b>Composite</b>
<b>Benchmark</b>	18	22	22	23	
<b>NAHS</b>	20.3	21.3	22.6	21.9	21.7

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<b>State</b>	22.2	22.8	23.9	22.8	23.1
<b>National</b>	19.6	19.9	20.9	20.4	20.3

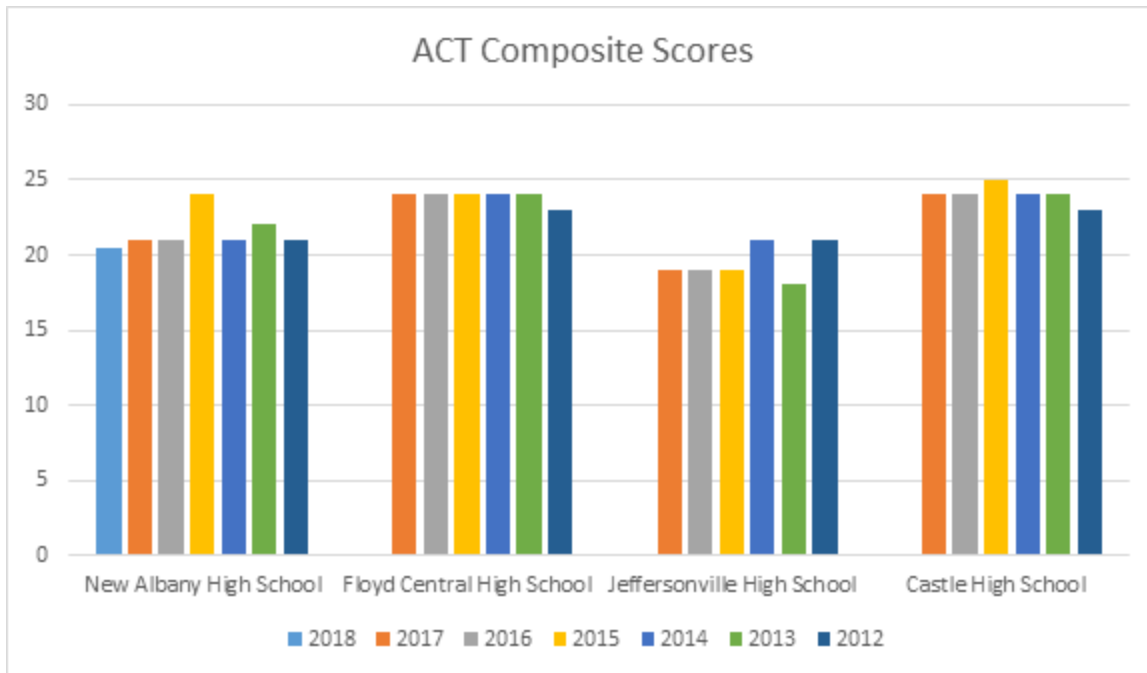
<b>Class of 2022</b>	<b>179</b>				
	<b>English</b>	<b>Algebra</b>	<b>Social Science-Reading</b>	<b>Biology</b>	<b>Composite</b>
<b>Benchmark</b>	18	22	22	23	
<b>NAHS</b>	20.6	21	23.3	21.7	21.8
<b>State</b>	22.1	22.5	23.7	22.5	22.8
<b>National</b>					

<b>Class of 2023</b>	<b>127</b>				
	<b>English</b>	<b>Algebra</b>	<b>Social Science-Reading</b>	<b>Biology</b>	<b>Composite</b>
<b>Benchmark</b>	18	22	22	23	
<b>NAHS</b>	19.9	20.9	22.7	21.1	21.3
<b>State</b>					
<b>National</b>					

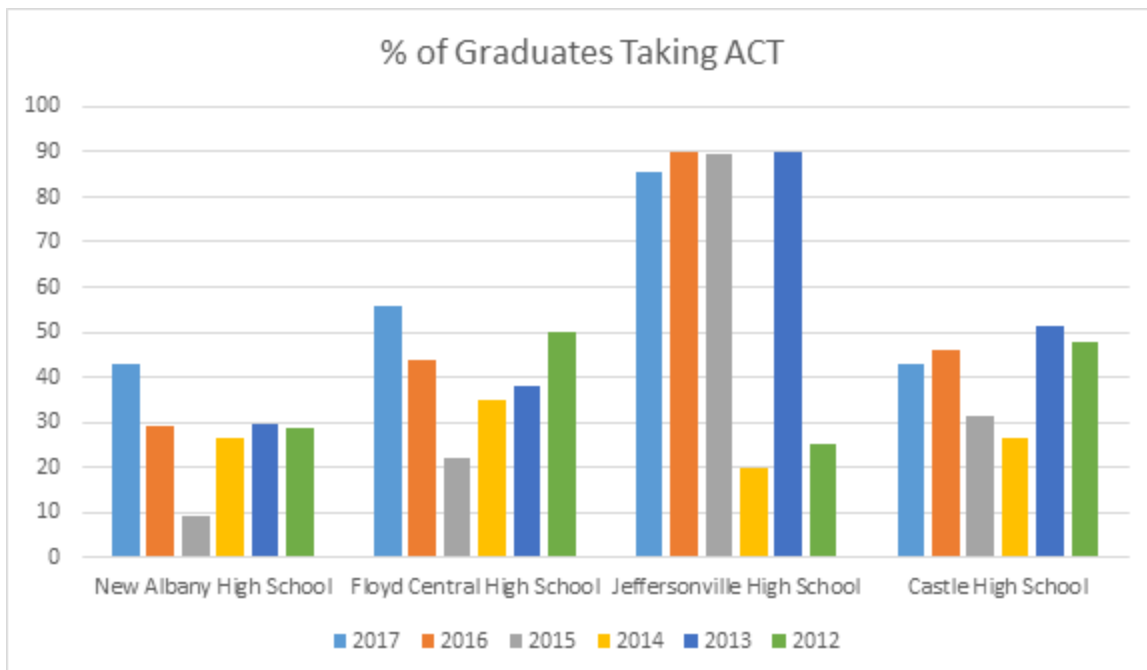
\*A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a “B” or higher or about a 75% chance of obtaining a “C” or higher in the corresponding credit-bearing college course.

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ACT Composite Score	2018	2017	2016	2015	2014	2013	2012
New Albany High School	20.4	21	21	24	21	22	21
Floyd Central High School		24	24	24	24	24	23
Jeffersonville High School		19	19	19	21	18	21
Castle High School		24	24	25	24	24	23





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ACT: % of Graduates Taking	2019	2018	2017	2016	2015	2014	2013	2012
New Albany High School			43	29	9.3	26.6	29.6	28.6
Floyd Central High School			55.7	43.9	21.9	35	37.8	50.1
Jeffersonville High School			85.6	89.8	89.4	19.9	90.2	25
Castle High School			43	46	31.5	26.3	51.3	48

The information in the graphs above came from the Indiana Department of Education website. The address is <http://compass.doe.in.gov/dashboard/attendance.aspx?type=school&id=1925>

## Advanced Placement (AP)

New Albany High School continues to increase the number of students who take Advanced Placement courses. During the 2022-23 school year, 1,057 AP test scores were reported for 493 students. 36% percent of those students scored a 3 or above. The goal for all AP classes is to meet or exceed the state qualifying exam score percentage for the 2022-23 school year. Teachers have been participating in the AP TIP-IN program through the University of Notre Dame and will continue to have the support of content directors as an affiliate school during the 2022-23 school year.

New Albany High School is offering the AP Capstone Diploma this year, and 10 students received the AP Capstone Diplomas in the class of 2023. Six additional students received the certificate for course completion of AP Seminar and Research. There are currently 62 Juniors enrolled in the required AP Seminar course and 44 students enrolled in AP Research. An increase in qualifying exam scores is anticipated with the offering of this program.

For the 2021-22 school year, New Albany High School had 65 students receive AP Scholars recognition, seven of whom received it with honor and seven with distinction. For the 2022-23 school year, New Albany High School had 62 students receive AP Scholars recognition, nine of whom received it with honor and eight with distinction. 10 students earned the AP Capstone Diploma designation and six additional students received the Seminar and Research Certification.



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2011-2022												
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	
Total Number of exams > 3	210	196	191	132	234	202	228	302	244	301	382	
% NAHS Sr. with 3 or higher on at least one test	12%	16%	14%	8%	13%	35%	27%	24%	26%	34%	25%	
% NAHS students with score of 3 or higher	31%	34%	30%	20%	33%	30%	31%	34%	27%	29%	36%	
% of Indiana students with score of 3 or higher	50%	51%	51%	51%	53%	52%	51%	56%				
% of Global students with score of 3 or higher	61%	61%	61%	60%	60%	59%	60%	60%				
NAHS AP Students	420	356	352	404	410	415	391	376	420	468	493	
Number of AP tests	717	632	628	691	685	672	734	774	899	1068	1057	
Graduating Class	425	440	507	476	393	406	384	386			384	
Average Score		2.05	1.99	1.74	2.18	2.08	2.1	2.1	1.9	2	2.1	

The information in the graphs above came from the College Board website. The address is <https://apstudent.collegeboard.org/home?navid=gh-aps>

## ILEARN Biology

For the 2018-19 school year, the ISTEP+ Science exam was replaced with an ILEARN Biology Exam. New Albany High School's proficiency rate surpassed that of the state in 2019 and 2022.

### Performance on the ILEARN Science Biology Test: New Albany Senior High School, Spring 2019

Breakdown by:  Comparison: ON

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
Indiana	80622	7498	38	38 24 22 16	30270 19567 17656 13129
New Albany-Floyd Co Con Sch (2400)	840	7511	52	23 25 29 23	196 210 243 191
New Albany Senior High School (2400_1925)	400	7502	43	32 25 24 18	129 101 97 73

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## ILEARN Science Biology 2021

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
Indiana	74985	7488	32	40 28 22 10	30125 21011 16521 7328
New Albany-Floyd Co Con Sch (2400)	756	7496	38	29 33 27 10	221 251 206 78
New Albany Senior High School (2400_1925)	316	7488	29	37 34 22 7	116 108 71 21

## ILEARN Science Biology 2022

Name	Number of Students	Average Scale Score	Percent Proficient	Percent of Students in Each Proficiency Level	Number of Students in Each Proficiency Level
Indiana	81291	7487	30	42 28 21 9	34032 22896 16911 7453
New Albany-Floyd Co Con Sch (2400)	829	7503	47	28 25 32 14	230 211 268 120
New Albany Senior High School (2400_1925)	399	7494	37	37 28 26 11	147 105 104 43

## ILEARN Science Biology 2023

**Site Dashboard under construction**

### Analysis

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

- All AP data is moving in a positive direction, increasing in all areas.
  - Students scoring a 3 or higher on an AP exam is below the state and national averages, but increased from 2022 to 2023 to 36%. Specific courses like 2D Art, 3D Art, Calculus BC, Chemistry, Computer Science A, Computer Science Principles, Drawing, French, Latin, Microeconomics and Seminar did meet or surpass the state and/or national pass rates for 2023
- While New Albany High School remains below the state and national SAT mean scores, we increased closer to the State and National averages with the exam change in 2016-17.

Areas for continued evaluation and improvement are:

- The lowest performing subgroup is Special Education.
- New Albany High School students fall below state and national averages on those assessments that measure students' literacy.
- Students scoring a 3 or higher on AP exams has increased over the years. The overall percentage of students scoring a 3 or higher remains below the state average.

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## Discipline

Strategies being implemented at NAHS to address discipline issues are: consistent implementation of the Attendance Policy, Tardy and Truancy Policies, a consistent daily supervision schedule, Be a Better Bulldog freshmen orientation, after school/lunch detention, and continued support from a School Resource Officer. Counselors, administrators, and upperclassmen help incoming freshmen understand the rules and expectations of New Albany High School. Goals established to decrease the number of suspensions and a chart of interventions attempt to address issues before students are suspended. The interventions include meeting with the students, their parents, teachers, counselors, and administrators when it is believed the student is struggling to meet the expectations of NAHS; during-the-day supports built into student schedules, mentoring programs, and systematic reviews of struggling students. The School Resource Officer provides the NAHS staff with information on issues such as drugs and weapons, to help prevent incidents from occurring at NAHS.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
# of Students Suspended	469	561	501	402	603	775	908	513	206	511	440
# of OSS	318	426	419	419	296	366	542	317	86	260	335
# of ISS*	718	1190	826	826	851	1649	1780	546	128	407	505
# of Expulsions and Suspensions Involving Drugs, Weapons, or Alcohol	48	25	42	42	32	21	18	64	51	99	104

The information in the graph came from the Indiana Department of Education website. The address is <http://compass.doe.in.gov/dashboard/attendance.aspx?type=school&id=1925> . Some data was pulled from PowerSchool. In more recent years. \*2019-2020 and 2020-2021 data was impacted by COVID.

## Strategies to decrease suspension and expulsion rates within the population include:

- PBIS
- Mentor Mii Program
- District and building level trainings in behavior support plans and classroom management are offered.
- If expelled, students are given an alternative program to complete.
- Indirect consult goals developed and utilized to give Teachers of Record (TOR) direction when working with consult students, and students may be placed in a study hall with their TOR which facilitates regular contact and assistance with other classes.

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- 
- Special Education teachers are offered regular in-house training on classroom management, functional behavior assessments, and behavior support plan development. Behavior Support Plans are instrumental in providing the right supports for students with behavior problems
  - An increase in In School Suspension occurred in 2018-19 due to an increased focus on attendance and tardies, and a focus to keep students in the building instead of suspending them Out of School.
  - Reviewing and adjusting the school's tardy and attendance policies to focus on non-suspension consequences and interventions.
  - Bulldog 101 program to support students who struggled with attendance, behavior, and academic expectations in middle school.
  - Basic Skills courses to build academic skills to success in coursework.

## Goals

**Goal 1: The graduation rate goal for New Albany High School is to exceed the current 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

### Activities:

1. 8th Grade Program Planning
  - 1.1. Counselors meet with students as 8th graders, then one-on-one throughout each semester of their high school career to discuss graduation goals and progress.
  - 1.2. Parents are encouraged to attend the annual 8th grade parent night presentation to assist students with goal setting and monitoring.
2. PowerSchool Home Portal
  - 2.1. Teachers, administrators, parents, and students access the PowerSchool homeportal to monitor academic progress.
3. Student/Counselor Meetings
  - 3.1. Guidance department will meet with every student individually and conduct a "Transcript Seminar" yearly in relation to the 4 year plan that students create with their counselor's help to guide their high school course and activity participation, and to check on current

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- 
- graduation status and determine solutions for students not on track to graduate with their cohort group
4. Graduation Pathways
    - 4.1. Counselors and administrators have attended informational workshops and reviewed DOE guidance to implement the new graduation pathways and support students with the variety of pathway options available to them. Information is being shared with staff, support staff, students, and parents.
  5. Mental Health Counselor
    - 5.1. NAHS has 3 full-time mental health therapists and social worker. Their caseloads have remained full, with an additional waiting list. They collect data to support the significant impact this is making for students' health and academic success.
  6. Social Workers
    - 6.1. NAHS now has a full-time social worker, providing additional support to students and families in need, breaking down barriers to academic success.
  7. Group Guidance Counseling
    - 7.1. The counseling department surveyed students at the start of the 2018-2019 school year to help guide their group guidance lessons. Students' top five recommended topics were anxiety/stress, learning what a healthy relationship is, academic pressure, self esteem/loving you, problem solving. Counselors will continue to provide group counseling by grade level, academic area, post-secondary goals via classrooms and WINN.
    - 7.2. Counselors in the district have collaborated to create and facilitate SEL lessons for students, based on grade levels and various topics related to SEL.

## Strategy 2: Additional Time and Supports Scheduling

Students are placed in academic support classes (English, Science, and Math labs), based on standardized assessment 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; *Poor Students, Rich Teaching* by Eric Jensen

## Activities

1. SPED Team Collaboration
  - 1.1. The NAHS SPED Team (SPED facilitators, administrators, SPED Department Coach) will meet quarterly to review scheduling, student learning outcomes, staff needs, and supports.
2. SPED Department Collaboration
  - 2.1. Because many of our SPED teachers are also content-area teachers, in past years they were pulled to their content-area department meetings during weekly collaboration. We

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now schedule designated weekly collaboration dates for them to meet as a SPED department.

3. Tutoring Opportunities

3.1. A variety of opportunities for tutoring are shared with students and teachers in the daily announcements and in communications with parents/guardians related to progress reports. This includes before/after school tutoring with teachers in each subject area, Tuesday and Thursday after school tutoring, WINN, as well as lunchtime tutoring.

4. SPED Interventionists Model

4.1. Beginning in the 2019-2020 school year, the master schedule was built to include common planning periods for teachers of the same subject. In addition, teachers certified as special education teachers were given time to fill the role of interventionists, with procedures for scheduling collaboration with them during teachers' planning periods or specific classes. The focus was on collaboration to facilitate development in the areas of instruction and classroom management, in support of both general and special education students.

5. Testing Room

5.1. A testing room was designated, along with a procedure for utilizing the room and instructional assistants, beginning in Fall of 2019. Teachers can utilize the room and support staff for students who need additional time, reading, or other accommodations during assessments.

6. WINN (What I Need Now)

6.1 WINN is a 25 minute period of time at the end of fourth period in which students are able to attend academic help sessions with their teachers during the school day. Students are able to take advantage of additional help including redo/relearn/reassess opportunities, homework help, etc. Enrichment opportunities and independent study rooms are also provided for students who already get it.

## Strategy 3: Basic Skills Classes

These classes 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 Basic Skills class with their TOR. Identified at-risk freshmen through seniors are scheduled into a Basic Skills class, 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; *Poor Students, Rich Teaching* by Eric Jensen

## Activities

1. Basic Skills Placement



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- 1.1. Teachers, counselors, and administrators collaborate to determine students who, based on academic and/or behavioral progress, should be placed in a study hall.
2. Basic Skills Programming, Resources
  - 2.1. Basic Skills teachers receive a variety of resources they can use with students they are mentoring. The resources assist in supporting student growth in the areas of organization, study skills, social skills, and job readiness.

## 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.

## Activities

1. Project Graduation
  - 1.1. 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 lab to make-up credits. The counseling staff focuses on students who fail to earn credits. The lab is available all periods of the school day
2. Extended Learning Center (ELC)
  - 2.1. For students who are lacking a relatively high number of credits or have been alternatively placed, the credit recovery courses are available three days per week, 2:45-5:45 pm, in our ELC building on campus.
  - 2.2. It is staffed by a facilitator, two classroom teachers, and one special education teacher each evening.
3. Half Day ELC
  - 3.1. For students who are lacking a relatively high number of credits or who have been alternatively placed and are returning to the school building. The Half-Day ELC program allows students to be in the school building the entire day, work to recover credit 3 periods of the day, and attend diploma-required courses that are on grade level the other 4 periods of the school day.
  - 3.2. It is staffed by a credit recovery facilitator.
4. ELC Day Program
  - 4.1. Following review of outcomes from our evening ELC program, beginning in the 2019-2020 school year, we have added a daytime program for students who are working in our online credit recovery system.
  - 4.2. Students who are not alternatively placed due to behavior, expulsion, safety concerns, will be placed in the daytime program.

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- 4.3. This will allow them to utilize school transportation and meals, as well as be more accessible to guidance counselors, administrators, classroom teachers, and other resources as needed

## 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 the 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; *Poor Students, Rich Teaching* by Eric Jensen

## Activities

1. JAG Scheduling
  - 1.1. JAG program will be available 3 periods per day.
  - 1.2. 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.

## Strategy 6: Attendance Policy

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

Research Cited: *Poor Students, Rich Teaching* by Eric Jensen

## Activities

1. PBIS (This has been put on hold due to quarantining and attendance)
  - 1.1. A team of teachers and administrators have collaborated during the 2018 and 2019 school years to implement positive interventions and supports for students who are doing the right thing in regards to attendance, discipline, and grades. These interventions are being revisited during the 2023-2024 school year.
  - 1.2. PLC Brainstorming will continue to be used as a venue to discuss additional strategies.
2. Counselor/Administrator Collaborations
  - 2.1. Counselors and administrators meet weekly to review attendance, behavior, and academic data and related concerns, as well as interventions.
3. Parent Conferences
  - 3.1. Counselors and administrators will maintain contact with parents/guardians and increase conferencing with students and families of students who are not meeting attendance expectations.
4. Automated Attendance Calls

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- 4.1. Each day, an automated call is made to all parents whose students have an unexcused absence. The call encourages parents/guardians to contact their students' counselors to follow-up on the absence.
  5. Attendance Awareness Campaign
    - 5.1. September is "Good Attendance Month." The daily announcements include attendance-related information and statistics for students, teachers, and parents.
  6. Tardy Policy
    - 6.1. Following a review of the 2018-2019 data related to students receiving in and out-of-school suspensions for tardiness to class, the summer 2019 PLC Brainstorming team and administration, followed by approval at building committee, altered the tardy policy. Tardies are now counted by period, rather than totals for the day. This follows feedback from teachers that hall sweeps removed the connection from students and teachers to address tardy situations. The focus is on lunch detention, after-school detentions, and parent communications being interventions, rather than loss of instructional time due to suspensions.

## Strategy 7: Summer School

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

### Activities

1. Summer School Staffing
  - 1.1. Teachers from all departments are provided an opportunity to teach summer school.
2. Summer School Student Enrollment
  - 2.1. Students may enroll in courses during the summer that they are taking for the first time in order to provide time during the school day to participate in courses like Project Lead the Way, Advanced Orchestra, Bulldog Scholars and more. Counselors contact the parents of students who should attend summer school to recover credits from the prior school year as well.
3. Summer School Math/Science
  - 3.1. Aside from the online credit recovery program available during summer school, the additional opportunity to relearn and reassess over math or science standards is sometimes offered during intersessions and/or summer sessions. Students are able to relearn and reassess over standards in which they were not proficient.

## Strategy 8: 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.

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## Activities

1. Bulldog Scholars Study Halls
  - 1.1. Summer school courses are offered to allow students to begin to bond and then have room in their schedules for 2 years of study hall together.
2. Junior Achievement
  - 2.1. The Bulldog Scholars study hall teachers include Junior Achievement programming.
3. Volunteer Opportunities and Partnerships
  - 3.1. Representatives from the City of New Albany and local non-profit organizations meet with the Scholars to share community service opportunities.
4. College Visits
  - 4.1. Bulldog Scholars are given the opportunity to visit at least two post-secondary institutions each school year, during Fall and Spring intersessions.
5. Big Brothers Big Sisters
  - 5.1. Beginning in the 2022-2023 school year, a partnership was formed with BBBS to offer a group of Bulldog Scholars training and support in relation to academic and workplace skills, with a mentoring component.

## Strategy 10: Bulldog 101

Incoming freshmen who are identified by their middle school staff and/or assessment and transcript data will be invited to a cohort group focused on improving the transition from middle school to high school. The group will consist of students who are school dependent, in need of tiered support for academics and/or behavior.

## Activities

1. Bulldog 101 Summer School Course
  - 1.1. Bulldog 101 students will attend summer school to complete a high school credit during the summer before 9th grade. This will provide additional time to get acclimated to the building, high school expectations, staff, and academic behaviors.
2. Bulldog 101 Mentor Basic Skills Class
  - 2.1. Students in the Bulldog 101 cohort will be scheduled into a mentor Basic Skills class to provide additional time and support throughout their freshman year. This will continue the summer instruction related to academic behaviors and tutoring/intervention for academic success.
3. Life Literacy Character Development
  - 3.1. A partnership with Community Action of Southern Indiana will facilitate the incorporation of 1-2 volunteers to meet regularly with our Bulldog 101 students to work on the 40 developmental assets and support the students in academic success. The volunteers will provide programming during their mentor study hall time, as well as assist

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in monitoring and supporting students in maintaining eligibility for the 21st Century Scholar scholarship program.

#### 4. Big Brothers, Big Sisters

4.1. Beginning in the 2023-2024 school year, a partnership was formed with BBBS to offer a group of Bulldog Scholars training and support in relation to academic and workplace skills, with a mentoring component.

### Strategy 11: Clubs

Clubs have been a long-standing tradition at NAHS, maintained to provide an opportunity for students to be connected to the school community via an area of interest to them. The club program at NAHS has maintained approximately 30 different clubs each year, with students choosing a club of interest to them and meeting during the school day several times each year. Beginning in the 2019-2020 school year, there was an added component that all students will join a club, without an option to opt out. Meeting during the school day removes barriers related to transportation or after-school responsibilities. With the intent being to have students connected to school, they will not be able to opt out and are encouraged to submit club requests for areas of interest to them. These take place during WINN period, avoiding additional loss of instructional time.

### **Goal 2: Improve core instruction**

#### Strategy 1: Curriculum Alignment

Teacher weekly collaboration, and common planning period time, will include time to create units, review data from common assessments, based on Indiana Academic Standards, included in the units, and share high-impact strategies based on the data. All content areas have developed pacing guides to guide this alignment. An increased focus on the four questions of a Professional Learning Community and strategies used to address those questions will be implemented in collaborative teams.

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

#### Activities:

1. Common Units
  - 1.1. Teachers will continue to collaborate to create and improve common units, pacing guides, assessments, and performance tasks.
2. Multiple Attempts at Mastery
  - 2.1. Based on the district level grading committee discussion, teachers are piloting multiple attempts at mastery in classrooms. Each content area has four or more teachers piloting the program using varying techniques, and they are sharing their successes during collaboration and the district level meetings.

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## Strategy 2: Technology

Teachers will incorporate technology into units and activities.

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

### Activities:

1. Technology Strategic Planning
  - 1.1. The technology 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.
2. Technology Devices
  - 2.1. All students are provided with Chromebooks.

## Strategy 3: Increase Instructional Time

English, Science and Math Labs, as well as Basic Skills courses 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, standardized test 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

### Activities:

1. Scheduling Support Classes
  - 1.1. 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, Science and Math Labs, Basic Skills classes, ELL classes. These teachers collaborate each quarter regarding student outcomes and best practices.
2. Guided Reading Activity
  - 2.1. Multiple teachers in the building participated in district-led reading instruction PD during the 2022-2023 school year.
  - 2.2. This strategy is being utilized in English Labs.
3. Dyslexia Training
  - 3.1. Select teachers of record as well as Special Education Facilitators have attended district level dyslexia training to bring strategies back to the building. Teachers are sharing these strategies in professional development.

## Strategy 4: AP-TIP Affiliation

We have participated in the AP-TIP IN cohort for two years and are now continuing as an affiliate 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.

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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/>

## Activities:

1. AP Professional Development
  - 1.1. Math, Science, Computer Science and English AP teachers attended the AP-TIP summer conference, and have attended the fall conference, and the spring exam reading professional development.
  - 1.2. New AP teachers in the listed contents attended the summer conference, and teachers of courses with course updates attended the fall conference in September.
2. AP Collaboration
  - 2.1. AP teachers will meet monthly to share what they have learned at professional development sessions, collaborate on results and instruction, set qualifying exam score goals, plan for student recruitment, and share successes.
  - 2.2. The AP Capstone diploma program has been added at New Albany High School.
  - 2.3. An AP teacher coordinator has also been added to facilitate the organization of AP Parent Nights and other learning opportunities for teachers, students, and the community.

## Strategy 5:Collaboration

The PD calendar will include scheduling of collaboration meetings for a variety of teams within the school community to optimize sharing of instructional strategies, data analysis and response, professional growth, and increased student learning outcomes.

Research Cited: *On Common Ground*, Richard DuFour *Whatever It Takes, How Professional Learning Communities Respond When Kids Don't Learn*, Richard Dufour *Classroom Instruction that Works*, Robert Marzano *Amplify Your Impact*, Many, Maffoni, Sparks & Thomas *The Highly Engaged Classroom*, Marzano & Pickering

## Activities:

1. Weekly Departmental Collaboration
  - 1.1. Teachers will meet every Wednesday, 2:30-3:25 pm to collaborate with their departments.
2. Quarterly Assessments in Formative
  - 2.1. Math, science, English, and world language teachers utilize Formative for their quarterly assessments, which allows them to pull electronic data about student mastery by student and standard.
  - 2.2. This provides more meaningful data for discussion during departmental collaboration.
3. Peer Observations
  - 3.1. In each curricular department, members will visit the classroom of another teacher once per nine weeks to facilitate collaborative discussions related to strategies in use.

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- 3.2. Department coaches have an additional period without students each day to provide coverage for teachers to peer observe without using their planning time.
  - 3.3. Department coaches also use this time to visit the classroom of first year teachers in their departments.
  4. Professional Learning Community Guiding Coalition
    - 4.1. Teachers from each department, including department coaches, will meet quarterly to discuss strategies to increase student learning, engagement, staff professional development opportunities, and other staff ideas.
  5. Common Content Planning Periods
    - 5.1. Teachers of like courses have common planning periods to foster additional opportunities for collaboration throughout the day.
  6. Indiana Principal Leadership Institute
    - 6.1. During Dr. Ginkins' involvement in the IPLI cohort, our teacher leaders joined her in surveying staff, reviewing the data, and responding to the data, focusing on the research from Rob Marzano's "High Reliability Schools."
  7. Early Release PD Days
    - 7.1. Beginning in the 2021-2022 school year, three days per year are scheduled for students to be released early, providing additional PD and collaboration time for teachers and staff.

## Strategy 6:5 Easy Steps Mathematics

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

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

### Activities:

1. Peer Coaching
  - 1.1. Math teachers participate in co-observations and collaboration around the Five Easy Steps.
2. New Teacher PD Visits
  - 2.1. New math teachers attend professional development sessions in other schools to observe the implementation of Five Easy Steps and Poster Math.

## Strategy 7: Incorporate Employability Skills

Implement career awareness and career development education curriculum

### Activities:

1. Big Brothers Big Sisters/Bulldog Scholars Partnership



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- 1.1 The BBBS programming will include employability skill building for Bulldog Scholars and/or Bulldog 101 students who participate.
  2. Course Offerings
    - 2.1 The curriculum in Preparing for Colleges and Careers courses, which all students complete, is focused on employability skills.
    - 2.2 The JAG program heavily emphasizes employability skills as a basis of its curriculum.
    - 2.3 Basic Skills classes will implement employability skills, relating to academic skills, in lessons and guidance/supports.
    - 2.4 Our diverse course offerings include many courses geared directly towards employability and preparation for the workforce.
  3. Prosser Career Education School
    - 3.1 Our district offers a vocational/career education school, with approximately 200 NAHS students attending for various programs, certifications, pathways.
  4. Graduation Pathways
    - 4.1 As the state has transitioned to graduation pathways, NAHS has reviewed all course and pathway offerings for students.
  5. Post-Secondary Counselor
    - 5.1 NAHS maintains a position in the counseling department that is dedicated to post-secondary readiness, facilitating opportunities for all pathways students plan to pursue.

## Strategy 8: Reading Instruction/Labs

English labs incorporating research-based reading instruction and intervention.

### Activities:

1. In the Spring and Summer of 2023, several teachers (English, ELL, Special Education) received professional development regarding reading instruction and intervention. The focus is on phonics, vocabulary, text reading, and fluency.
2. NWEA data from the middle school are reviewed to place students in the English Labs.