

New Prairie High School  
School Improvement Plan  
Spring 2007

# **NEW PRAIRIE HIGH SCHOOL**

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Steering Committee Chairmen:

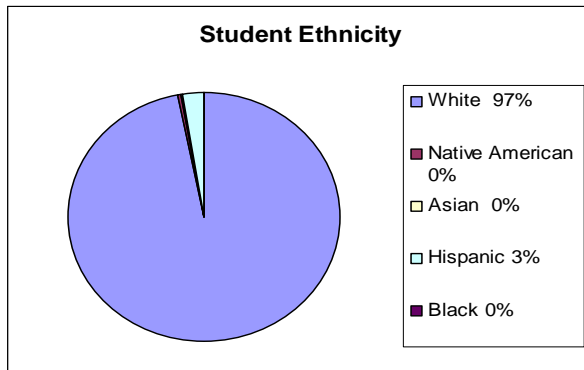
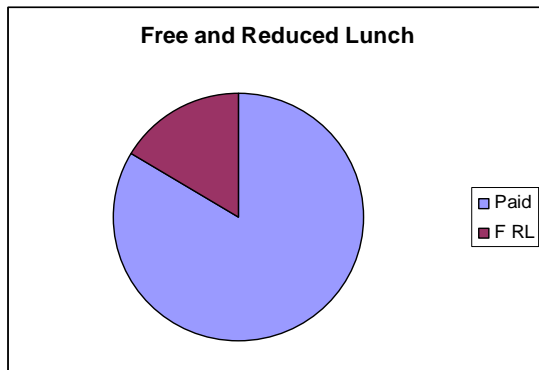
Karen Lindley and Chrystal Wilkeson

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## School and Community

New Prairie High School (NPHS) was built in 1968 on 63 acres of pastoral land in the approximate center of the corporation serving the communities of New Carlisle and Rolling Prairie. Large cash-crop farms, dairy and beef farming contrast a growing industrial base which includes I/N TEK and I/N KOTE, a large cold-rolled steel plant. The district is divided between St. Joseph and LaPorte counties. Our school houses grades 9 -12 and has an enrollment of 860. The student population is predominantly white (97%). Sub populations are small: Non-white students (17 – 2%), Special Education students (80 – 9%), Free / Reduced lunch students (142 – 17%), Male / Female Ratio (51% / 49%). A wide spectrum of academic and athletic offerings is available to the student body. Our corporation works closely with area service organizations, community volunteers, area businesses, and vocational and postsecondary institutions to make our educational programs strong and effective.



Although the data suggests our students are uniform, the high ratio of Free and/or Reduced Lunch participants has caused some concern. Our corporation was fortunate to have Ruby Payne as a guest speaker to discuss her work. The referenced texts included *A Framework for Understanding Poverty*, *Hidden Rules of Class at Work*, and *Understanding Learning, the How, the Why, and the What*. We learned that, despite the obstacles poverty can create in all types of interaction, there are specific strategies for overcoming them.

NPHS has a two semester school year. Each semester is made up of two nine-week sessions. We operate on a Alternating 8 Block system with four class periods and lunch on each day. Within this structure we also operate Freshman Academy, wherein all ninth graders take Algebra I or Geometry, English, and Biology or Earth Science during the morning sessions. All students must select a Career Academy option as part of their sophomore, junior, and senior years. Our juniors and seniors may participate in the Vocational Program and/or the Multi-Disciplinary Program for Internship or Cooperative Education classes.

In 1998, NPHS became an official *High Schools that Work (HSTW)* site. In the spring of 2000, we administered the National Assessment for Educational Progress (NAEP) as an assessment for the *HSTW* initiative and have continued testing every two years.

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Several teachers and administrators have attended the *HSTW* National Conference every summer since 2000 with an increasing number of teachers volunteering to devote a week in the summer toward our reform efforts. More than forty percent of the NPHS staff have attended past *HSTW* summer conferences and *National Career Academy Conferences*. We are also seeing an increase in first time attendees with each summer conference.

We have integrated the following academies that will allow students to meet the requirements of an Academic Honors Diploma with:

- Academy of Engineering and Technology
  - *Project Lead the Way (PLTW)* is an integral part of this academy. NPHS implemented *PLTW* in the 2004-2005 school year with *Introduction to Engineering Design (IED)* course. During the 2005-2006 school year the *Principles of Engineering (POE)* course was added to curriculum. The current school year saw the addition of *Digital Electronics*. *Aerospace Engineering* will be offered next year as the capstone class to *PLTW*. The advisory board members are extremely excited about the opportunities that *PLTW* provides to the New Prairie students in applying science, technology, engineering and mathematics.
  - The Building Trades Program component for the 2006-2007 school year which has undertaken building a house. This is supported entirely with community partnerships. The advisory board for this program has held monthly planning meetings during the 2005-2006 school year in preparation for the program.
- Academy of Health
  - The focus is on Health and Human Services classes. Electives include *Nutrition and Wellness*, *Medical Terminology*, and Internship courses available at NPHS. Other Health Courses are offered through Ivy Tech State College in South Bend and the A.K. Smith Career Center in Michigan City.
- Teaching Academy
  - The newer electives are *Foundations of Education*, *Methods in Teaching* and a Teaching Internship to be offered the student's junior and senior year.
- Academy of Arts and Communication
  - This academy has focused electives in *Art*, *Creative Writing*, *Dramatic Literature*, and *Journalism* courses, *Instrumental or Vocal Music*, *Music Appreciation*. New to the academy are the *Theatre Arts* classes.
- Academy of Business
  - Updated electives include *Accounting*, *Business Technology*, *Entrepreneurship*, and *Web Design*. NPHS's Future Business Leaders of America continue to operate and run the concessions for the school as a business. This group continues to have members which compete, and win on both the state and national level.

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By having freshmen begin their high school careers with a solid Algebra foundation, a solid science foundation, and a solid college preparatory English foundation, our students can easily achieve Core 40 diplomas and/or Academic Honors Diplomas. Career Academy 4-year plans integrate Core 40 requirements. Many of our students go beyond the requirements in mathematics and science for achievement of Academic Honors and Core 40 Diplomas with 51% of our current seniors enrolled in their 4<sup>th</sup> year of mathematics and 49% of our current seniors enrolled in their 4<sup>th</sup> year of science. Many current seniors are also taking multiple science courses in their senior year.

NPHS is proud to be educational partners with Purdue University North Central campus, Indiana University South Bend campus, and Ivy Tech State College to provide college-credited in 9 high school courses. In addition to dual credit, Advanced Placement courses are also available.

Special Education students are included in all of the 9<sup>th</sup> grade freshman academy classes. All special education students are included in general education classes. Our Special Education teachers have led the way in how NPHS can best serve the needs of at-risk students. Special Education students receive extra support classes that complement the general education classes. Freshmen Math and English at-risk students are also placed in support classes.

A complete curriculum is on file in the Central Office and the High School Main Office. The individual department curricula are housed in their respective departments and each teacher has his or her curriculum. Students at NPHS are engaged in academic rigor through curriculum based on Indiana's Academic and Technical Standards. Problem solving skills emphasized in these courses increase student interests that extend into real-world opportunities. All course descriptions have been approved by the Indiana Department of Education. State Standards are used in the curriculum mapping process to align curriculum.

We have 49 instructors on staff who use the data from test scores, to continually evaluate and improve our instructional program for the sake of improved student learning.

### **Faculty Committee Structure**

#### **School Improvement Team**

The School Improvement Team will work toward setting and achieving improvement goals for the school as a whole based on multiple sources of data, including but not limited to: ISTEP+/GQE, HSTW Assessment, HSTW Student and Teacher Surveys, HSTW Post-graduate Surveys, PSAT/NMSQT, SAT, ACT, Graduation Rate, and Attendance Rate. All goals, interventions and activities recommended by this team will be aligned with the standards of HSTW, NCA, PL221 and NCLB.

The SIT will be responsible for reviewing, evaluating and developing the NPHS North Central Accreditation document and the HSTW Action Plan annually. It will consult with the NCA External Chair. It will attend the annual HSTW Data Analysis Workshop. It is

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responsible for submitting required documents through the proper channels by assigned deadlines.

The SIT will focus goals for Leadership Teams, which will report plans back to the SIT. Each Leadership Team will have a SIT consultant/liaison. The SIT will schedule Leadership Team presentations to the faculty. The SIT will also be responsible for arranging faculty professional development in-services aligned with recommendations from Leadership Teams.

The SIT, then, will function as an “umbrella” organization which will organize and oversee the efforts of all Leadership Teams to align all efforts toward the achievement of school goals and overall school improvement.

### **Curriculum Leadership Team**

The Curriculum Leadership Team will be responsible for development and evaluation of curricular programs. It will examine current programs and propose and develop new ones. It will set up a system of evaluation by which it can gauge the success of curricular programs once they are in place. The CLT will conduct research as needed.

The CLT will base its recommendations and evaluations on data analysis, research, best practice and standards set forth by HSTW, NCA, PL221 and NCLB. This team will report to the SIT through the submission of meeting minutes and SIT consultants. The CLT will recommend appropriate professional development based on program needs.

Each team will appoint a team leader and secretary, hold regular meetings and submit minutes of each meeting to the SIT. The CLT will present its recommendations to the staff.

The CLT will work on curricular elements such as Sustained Silent Reading, PLTW expansion, Program of Studies, Career Academies, development of common assessment, and development of standard grading practice.

### **Transition Leadership Team**

The Transition Leadership Team will be responsible for development and evaluation of programs specific to student transitions from middle school to high school and from high school to post-secondary. It will examine current programs and develop new ones. It will set up a system of evaluation by which it can gauge the success of transition programs. The TLT will conduct research as needed.

The TLT will base its recommendations on data analysis, research, best practice and standards set forth by HSTW, NCA, PL221 and NCLB. This team will report to the SIT through the submission of meeting minutes and SIT consultants. This team will report to the SIT. The TLT will recommend professional development based on program needs.

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Each team will appoint a team leader and secretary, hold regular meetings and submit minutes of each meeting to the SIT. The TLT will present its recommendations to the staff.

The TLT will work on transition elements such as high school readiness testing at the middle school, summer bridge program development and placement criteria, double dosing placement criteria, senior exit project, dual credit programs, AP programs and college placement testing.

### **Guidance and Public Information Leadership Team**

The Guidance and Public Information Leadership Team will be responsible for the development and evaluation of quality guidance programs and conveying information about school programs to the public. It will examine current programs and develop new ones. It will set up a system of evaluation by which it can gauge the success of guidance programs. The GPILT will conduct research as needed.

The GPILT will base its recommendations on data analysis, research, best practice and standards set forth by HSTW, NCA, PL221 and NCLB. This team will report to the SIT through the submission of meeting minutes and SIT consultants. This team will report to the SIT. The GPILT will recommend professional development based on program needs. The GPILT will also develop methods and programs for the conveyance of information about school programs to the community.

Each team will appoint a team leader and secretary, hold regular meetings and submit minutes of each meeting to the SIT. The GPILT will present its recommendations to the staff.

The GPILT will work on guidance elements such as Advisor-Advisee, freshman orientation, post-secondary presentations and career fairs.

### **School Safety Leadership Team**

The School Safety Leadership Team will be responsible for annually reviewing and updating all emergency and safety plans for the high school. They will examine current plans and procedures for severe weather, fire, intruder, bomb threat, etc... to determine their practicality and efficiency. They will plan and execute practice drills as one measure of the efficiency of the plan. The SSLT will also review the student and faculty handbooks annually. The SSLT will set up a system of evaluation by which it can gauge the efficacy of existing emergency procedures and handbook contents. The SSLT will conduct research as needed.

The SSLT will base its recommendations on the results of its evaluation tool, data analysis and current research. This team will report directly to building administration. The SSLT will recommend professional development based on needs.

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Each team will appoint a team leader and secretary, hold regular meetings and submit minutes of each meeting to building administration. The SSLT will present its recommendations to the staff.

## Development of the School Improvement Plan

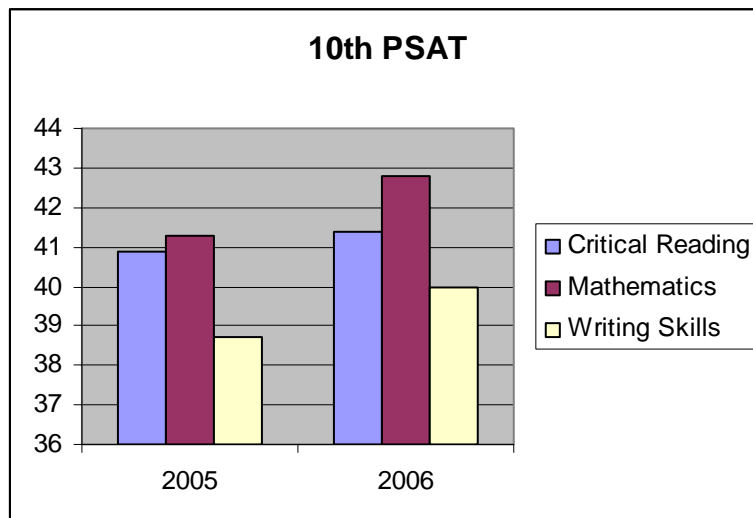
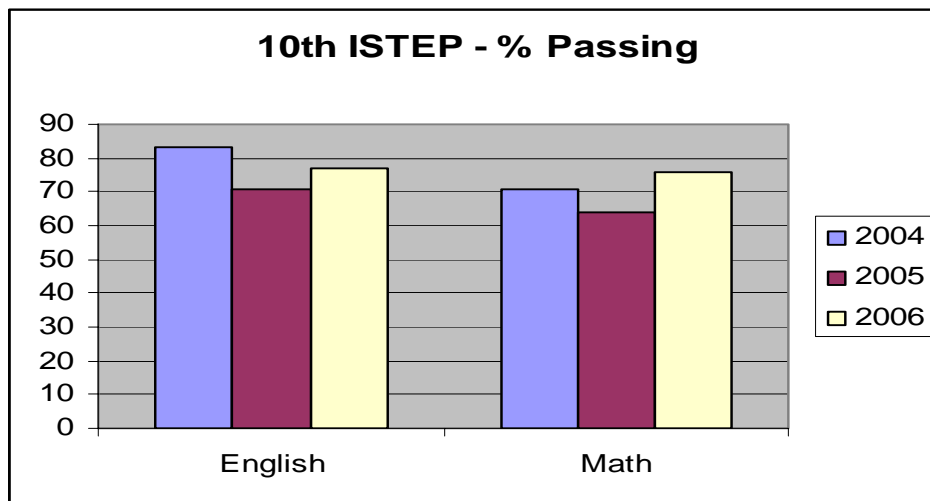
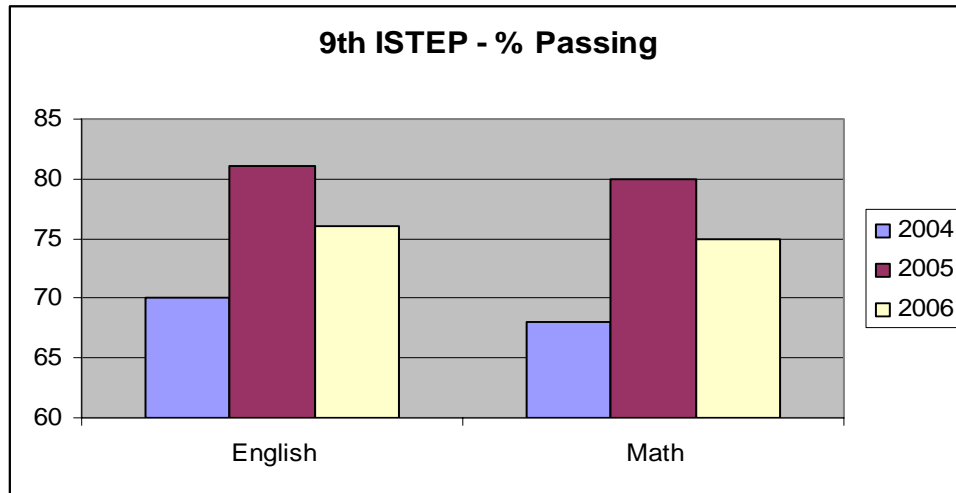
The NCA plan is a tool for identifying and creating a desirable future for our students and school. The *HSTW* component will enable us to institute the changes needed for our students and school. Furthermore, because the School Improvement Steering Committee is broadly representative of our school's community, we are confident that our school improvement plan reflects a shared vision of success for all of our students.

We began the process by recommitting to school improvement. The steering committee developed sessions designed to reach out to new teachers to help them feel a belonging to NPHS and also, to support veteran teachers in their efforts for improvement.

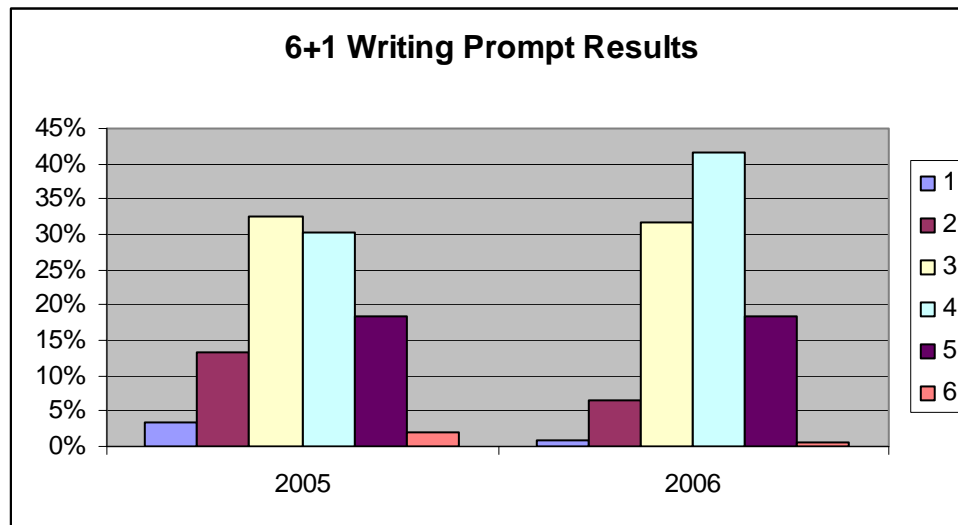
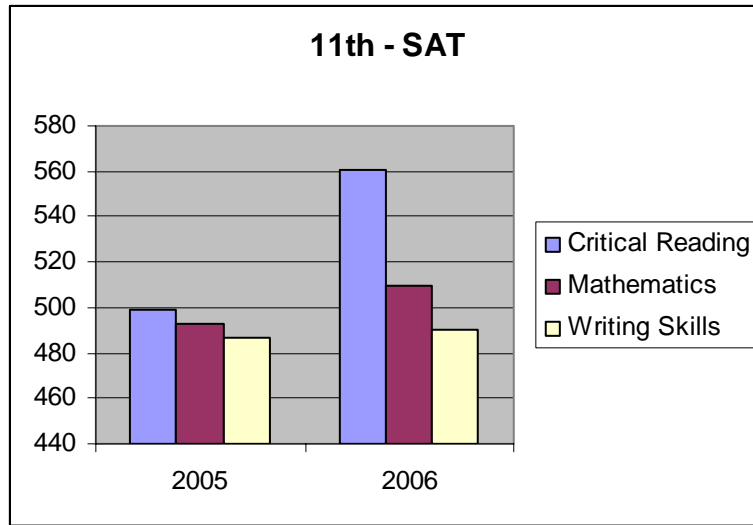
Our first staff development session was spent analyzing our Mission Statement. Much discussion ensued, but the result was an overwhelming consensus (94%) that our Mission Statement was still vibrant in what we want to develop in our students. Input from parents and students, via "100 People for 100 Minutes", was included in the discussion. We later learned that this would be a better Vision Statement, so more time was spent during a staff development session and subsequent planning periods developing the Mission and Belief Statements

Our second staff development session was an enjoyable afternoon talking to Dr. Canady, a professor of educational leadership and policy studies at the University of Virginia, who wrote "The Power of Innovative Scheduling" and co-authored "The Effects of Block Scheduling". His insights, in conjunction with our summer reading Failure is NOT an Option, led to spirited debates on grading habits and their impact on student achievement that continued into the third staff development session.

Data Reviewed By Steering Committee



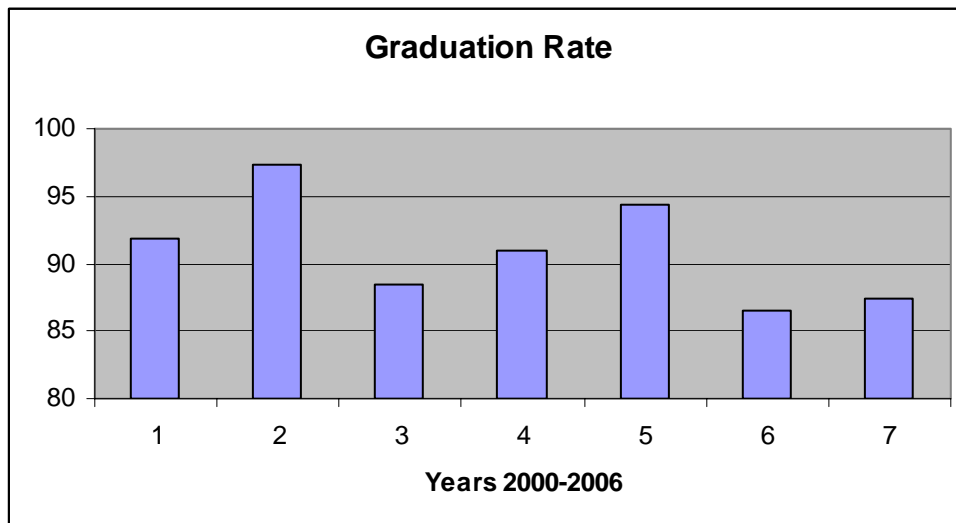
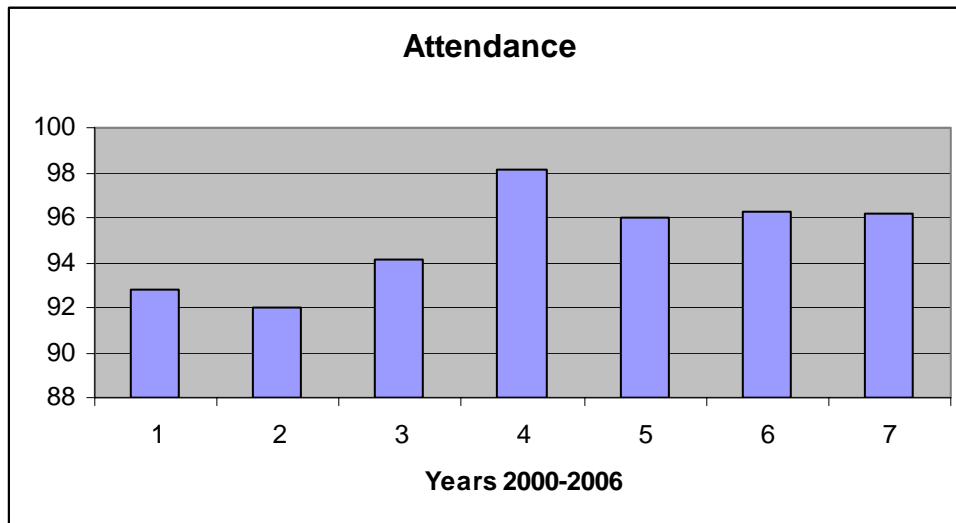
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The Steering Committee also considered the following information when determining the school improvement plan. As evidenced in the Documentation Report '06, we made significant improvements in the Vocabulary, Comprehension, and Writing Categories of ISTEP. The SAT information and our School-wide Writing Prompt information, however, was inconclusive. In selecting those goals, the faculty hoped to increase writing and reading skills and also the student attitude toward reading. The Sustained Silent Reading (SSR) initiative that began in 2000-2001 has been the centerpiece of our building-wide reading interventions. Teachers continue to look at additional strategies to help increase student achievement. Higher expectations are common place in all classes.

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Our conclusions: Reading comprehension and writing work and should be an ongoing effort. We hope to further solidify the 10 Key Practices of HSTW with student achievement and integrate Career Academy Program goals connected to Carl D. Perkins Federal Grant money. We also hope to maintain the practice of the interventions and study our writing and reading goals more closely.



Data has driven NPHS to develop the ATSE (Alternative to Suspension and Expulsion) program to increase attendance and graduation rates. In addition, development of Career Academies came from the need to increase student attendance and graduation rates through increased interest in school via relevancy of programs and curriculum. Data has also driven NPHS to develop goals and interventions to increase student achievement in core academic subjects which are tested by ISTEP.

## **Instructional Practices**

The variety of instructional techniques has increased during the last cycle of self study. More importantly, the depth of innovative techniques has increased as well. This can be evidenced from the informal survey of teachers during a professional development afternoon. A complete list is listed below, however, the faculty's responses indicated project-based (whole class, group, and individual), presentations (group and individual), cooperative / collaborative learning, peer mentoring, and peer teaching were being used by many of the teachers.

- Research
  - whole group
  - small groups
  - individual
- Discussions
  - large group
  - student lead
  - Socratic seminar
- Project Based Learning
  - Cross Curricular
  - Whole class
  - small groups
  - individual
- Class Presentations
  - small groups
  - individual
- Cooperative / Collaborative Groups
- Peer Mentoring / Peer Teaching
- Think – Pair – Share
- Tiered Lessons
- Differentiated Instruction
- Jigsaw
- Evaluations
  - performance based
  - as a group
  - as an individual
  - by peers
  - self evaluations
- Lecture
  - large group
  - small group
  - student lead
- Lab Activities
  - pairs investigating the scientific method
  - individual computer instruction
  - pairs working on projects
  - Hands- on
  - Field Experience
- Assessments
  - Informal
  - Formal
  - Journals
  - Alternative Assessments
  - Portfolios
  - Projects
  - Problem Solving



# New Prairie High School

## Vision Statement

Graduates of  
New Prairie High School  
are prepared for postsecondary success.

## Mission Statement

The New Prairie High School community is committed to creating a culture of continuous improvement where we develop a commitment toward learning.

We will develop students' abilities to:

1. Demonstrate the attitudes of a responsible citizen.
2. Communicate effectively
3. Think critically.
4. Have a positive attitude to learning.
5. Exhibit appropriate social behavior.

We commit our resources and abilities to helping students succeed.

## Beliefs

We believe:

- All students can learn.
- All students can be taught to view learning as a life-long process.
- All students' unique learning styles can be addressed by flexible instructional methods.
- All students will serve their school and community.
- All students can learn to take responsibility.
- All students will maintain high standards of academic integrity.
- All students will have pride in personal appearance and behavior.

## **Assessment Instruments**

1. Indiana Department of Education Website
  - a. ISTEP+
  - b. Adequate Yearly Progress Report
  - c. Attendance Rate
  - d. Academic Honors and Core 40 Diplomas
  - e. Graduation Rates
2. PSAT – Grades 10 & 11
3. Core 40 – Algebra I, English 11
4. School Wide Writing Prompt
5. SAT – Grades 11 & 12
6. NAEP (HSTW) – Grade 12
7. Climate Audit
8. 100 People for 100 Minutes

## **Data Summary**

(Refer to Appendices for complete information)

Climate Audit summary:

- All stakeholders stated that the programs available, such as PLTW, Freshman Academy, availability of teachers for tutoring, and extracurricular activities were a source of pride.
- Parents feel they were well informed through various methods.
- The principal is involved with students.
- The patrons and staff of NPHS have a very positive attitude towards the school.
- The leadership is appreciated and respected by the staff, students, and parents.

“100 People For 100 Minutes” summary: (“100 For 100” was an evening symposium held at the high school. 100 people were invited for dinner for 100 minutes of presentations showcasing our accomplishments and discussion. We asked for strengths and suggestions to improve.)

- Very informative / learned a lot.
- Very proud to have my boys attend NPHS.
- Very informative on the new programs being implemented
- Great to allow everyone to voice opinions. Parents AND community had an opportunity to voice concerns.
- Communication is the key.
- Nice representation of people in attendance; students, parents, teachers, and staff, community members, etc.
- Have more time to discuss in groups.
- More students at tables.

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**Baseline Data**

(Refer to Appendices for complete information)

**Assessment Matrix**

Name of Assessment	Grade Level	Beginning Data Year	Post Test Year	Statistical Engine Used NCE, %, rubric, raw score	Effective Change
HSTW English Math Science	12	<u>2006</u> 58 80 63		Percent Passing	
SAT	11	<u>Spring 05</u> CR / M / W All 11 <sup>th</sup> 499/ 493/ 487 Male 471/ 480/ 468 Female 531/ 509/ 508 F / RL None SpEd 400/ 370/ 420			
PSAT	10	<u>Fall 06</u> CR / M / W All 10 <sup>th</sup> 41 / 43 / 40 Male 43 / 43 / 40 Female 40 / 12 / 40 F / RL 41 / 43 / 42 SpEd 43 / 49 / 46			
ISTEP	10	<u>06</u> Eng Ma All 77 76 Male 70 74 Female 85 78 F / RL 58 48 SpEd 37 42			
ISTEP	9	<u>06</u> Eng Ma All 76 75 Male 70 75 Female 83 74 F / RL 60 62 SpEd 37 48			

## **Baseline Data**

(Refer to Appendices for complete information)

### **6 + 1 Trait Writing Prompt**

% who received:	6	5	4	3	2	1
All (728)	0	16	44	31	7	1
Seniors (157)	1	16	44	27	10	1
Juniors (195)	0	15	47	31	7	0
Sophomores (180)	0	18	39	35	8	1
Freshmen (196)	1	16	47	31	4	1
Male (363)	1	11	40	38	10	1
Female (366)	0	22	49	25	4	0
SpEd (22)	0	9	36	41	9	5
F / RL (80)	0	19	66	42	7	2

The School Improvement Team will be ultimately responsible for the collection and maintenance of data as described in the Faculty Committee Structure. The ISTEP tests are administered by the entire faculty. Each pair of teachers is responsible for administering the test to approximately 20 students, with the students who need special accommodations assigned to the appropriate personnel. The PSAT is administered to all 10<sup>th</sup> and 11<sup>th</sup> graders arranged in small groups in a classroom setting. The SAT is available for juniors and seniors. The School Wide Writing Prompt is an activity that takes place in the spring of each year and is administered to the entire student population. During a class period, all students are asked to respond to a prompt selected by the School Improvement Team. The prompts are then graded by the faculty using a double blind method.

## Goals



One: All students will improve reading comprehension across the curriculum and apply those skills to real world situations.

Two: All students will improve writing skills across the curriculum and apply those skills to real world situations.

**NEW PRAIRIE HIGH SCHOOL  
NORTH CENTRAL ACCREDITATION  
GOAL-INTERVENTION-ACTIVITIES GRID**

<p><b>GOAL ONE: All students will improve reading comprehension across the curriculum and apply those skills to real world situations.</b></p>		
<p><b>INTERVENTION: Sustained, Silent Reading (SSR) with follow up activities will be implemented across the curriculum to increase reading comprehension abilities of all our students.</b></p>		
<p><b>ASSESSMENTS: 9<sup>th</sup> and 10<sup>th</sup> ISTEP - Reading Vocabulary, Reading Comprehension, and Literature Response Analysis, PSAT – Critical Reading scores, SAT – Critical Reading Scores – HSTW NAEP Referenced Reading Assessment</b></p>		
<b>ACTIVITIES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINE</b>
<ul style="list-style-type: none"> <li>• Extend SSR time</li> <li>• Develop reading follow up activities for SSR</li> <li>• All classes are taught at or above the College Preparatory level</li> <li>• All English classes require students to read 10 or more books per year.</li> <li>• All students read 20 or more total books per year across content areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• School Improvement Team and Teachers</li> <li>• School Improvement Team, Department Chairmen, and Teachers</li> <li>• School Improvement Team, Department Chairmen, and Teachers</li> <li>• School Improvement Team, Department Chairmen, and Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 2007 – 2008</li> <li>• 2007 – 2008</li> <li>• 2007 – 2010</li> <li>• 2007 - 2010</li> <li>• 2007 - 2010</li> </ul>

**NEW PRAIRIE HIGH SCHOOL  
NORTH CENTRAL ACCREDITATION  
GOAL-INTERVENTION-ACTIVITIES GRID**

<p><b>GOAL ONE: All students will improve reading comprehension across the curriculum and apply those skills to real world situations.</b></p>		
<p><b>INTERVENTION: Reading Comprehension Strategies will be implemented across the curriculum to increase content reading comprehension abilities of all our students.</b></p>		
<p><b>ASSESSMENTS: 9<sup>th</sup> and 10<sup>th</sup> ISTEP - Reading Vocabulary, Reading Comprehension, and Literature Response Analysis, PSAT – Critical Reading scores, SAT – Critical Reading Scores – HSTW NAEP Referenced Reading Assessment</b></p>		
<p><b>ACTIVITIES</b></p>	<p><b>PERSON(S) RESPONSIBLE</b></p>	<p><b>TIMELINE</b></p>
<ul style="list-style-type: none"> <li>• Professional Development activities for Literacy Coaching techniques</li> <li>• Professional Development for entire faculty</li> <li>• Coaches collaborate with classroom teachers to implement strategies across content areas</li> <li>• Collaboration in lesson and unit design to fully implement strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Steering Committee</li> <li>• Literacy Coaches and Steering Committee</li> <li>• Literacy Coaches and Teachers</li> <li>• Literacy Coaches and Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 2007 - 2008</li> <li>• 2008 - 2009</li> <li>• 2009 – 2010</li> <li>• 2009 - 2010</li> </ul>

**NEW PRAIRIE HIGH SCHOOL  
NORTH CENTRAL ACCREDITATION  
GOAL-INTERVENTION-ACTIVITIES GRID**

<b>GOAL TWO: All students will improve writing skills across the curriculum and use those skills to real world situations.</b>		
<b>INTERVENTION: 6+1 Trait writing will be implemented to improve writing skills across the curriculum.</b>		
<b>ASSESSMENTS: 9<sup>th</sup> and 10<sup>th</sup> ISTEP - Writing Process, Writing Applications, and Language Conventions, PSAT – Writing Skills scores, SAT – Writing Skills Scores , HSTW Student and Teacher Survey, School Wide Writing Prompt Assessment</b>		
<b>ACTIVITIES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINE</b>
<ul style="list-style-type: none"> <li>• Follow up activities to 6+1 training (review and refresh)</li> <li>• 6+1 Rubric posted in each classroom</li> <li>• Double blind score the yearly writing prompt</li> <li>• Teachers assign writing of 1 – 3 pages per week that is scored using the 6+1 Trait Rubric in order to provide feedback</li> <li>• Increase opportunities to revise written work to meet quality standards</li> <li>• All classes are taught at or above the College Preparatory level</li> </ul>	<ul style="list-style-type: none"> <li>• School Improvement Committee and English department</li> <li>• Curriculum Leadership Team</li> <li>• Teachers</li> <li>• Teachers</li> <li>• Teachers</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 2007 – 2012</li> <li>• 2007 – 2012</li> <li>• 2007 – 2012</li> <li>• 2007 – 2012</li> <li>• 2007 – 2012</li> <li>• 2007 – 2012</li> </ul>

**NEW PRAIRIE HIGH SCHOOL  
NORTH CENTRAL ACCREDITATION  
GOAL-INTERVENTION-ACTIVITIES GRID**

<b>GOAL TWO: All students will improve writing skills across the curriculum and apply those skills to real world situations.</b>		
<b>INTERVENTION: Writing Across the Curriculum will be implemented to improve writing skills across the curriculum.</b>		
<b>ASSESSMENTS: 9<sup>th</sup> and 10<sup>th</sup> ISTEP - Writing Process, Writing Applications, and Language Conventions, PSAT – Writing Skills scores, SAT – Writing Skills Scores , HSTW Student and Teacher Survey, School Wide Writing Prompt Assessment</b>		
<b>ACTIVITIES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>TIMELINE</b>
<ul style="list-style-type: none"> <li>• Professional Development activities for Literacy Coaching techniques</li> <li>• Professional Development for entire faculty</li> <li>• Coaches collaborate with classroom teachers to implement strategies across content areas</li> <li>• Collaboration in lesson and unit design to fully implement strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Steering Committee</li> <li>• Literacy Coaches and Steering Committee</li> <li>• Literacy Coaches and Teachers</li> <li>• Literacy Coaches and Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 2007 - 2008</li> <li>• 2008 - 2009</li> <li>• 2009 – 2010</li> <li>• 2009 - 2010</li> </ul>

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**Next Steps for Site Team (School Improvement Team)  
NEW PRAIRIE HIGH SCHOOL  
YEAR ONE: 2007-2008**

<b>Major Actions</b>	<b>Implementation Steps</b>	<b>Professional Development</b>	<b>Person(s) Responsible</b>
Emphasis on Raising Expectations: Aligning Curriculum and Assessment with Standards	<ul style="list-style-type: none"> <li>• Develop Common Assessments</li> <li>• Develop NAEP-Referenced Grading Standards</li> <li>• Increase Opportunities for Extra Help</li> <li>• Full Implementation of Writing Across the Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Review 6+1 Trait Writing Instruction and Assessment</li> <li>• HSTW Summer Professional Development Conference</li> </ul>	<ul style="list-style-type: none"> <li>• School Improvement Team</li> <li>• Curriculum Leadership Team</li> <li>• Department Chairs</li> <li>• Teachers</li> </ul>
Emphasis on Transitions: Improving Freshman Readiness	<ul style="list-style-type: none"> <li>• HS/JHS Teacher Collaboration</li> <li>• Administer Readiness Tests in Grade 8 in Math and Reading</li> <li>• Develop Summer Bridge Program in Math and English</li> </ul>	<ul style="list-style-type: none"> <li>• Summer Retreat</li> <li>• HSTW Summer Professional Development Conference</li> </ul>	<ul style="list-style-type: none"> <li>• School Improvement Team</li> <li>• Transitions Team</li> <li>• Guidance Counselors</li> <li>• Freshman Academy Teachers</li> <li>• Teachers</li> </ul>
Emphasis on Guidance: Expansion of Adviser-Advisee Program	<ul style="list-style-type: none"> <li>• Integrate Daily Period for Advisement into Master Schedule</li> <li>• Implement Curriculum for Adviser-Advisee</li> </ul>	<ul style="list-style-type: none"> <li>• HSTW Summer Professional Development Conference</li> <li>• Adviser-Advisee Curriculum Development</li> </ul>	<ul style="list-style-type: none"> <li>• School Improvement Team</li> <li>• Guidance and Public Information Team</li> <li>• Curriculum Leadership Team</li> <li>• Advisory Teachers</li> </ul>
Emphasis on Engaging Students in Challenging Content: Literacy	<ul style="list-style-type: none"> <li>• Double SSR Time During Adviser-Advisee</li> <li>• 100% Participation in SSR</li> <li>• Develop Reading Follow-ups for SSR</li> </ul>	<ul style="list-style-type: none"> <li>• HSTW Summer Professional Development Conference</li> <li>• SSR Program Development Book Study</li> </ul>	<ul style="list-style-type: none"> <li>• School Improvement Team</li> <li>• Teachers</li> </ul>

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**Next Steps for Site Team (School Improvement Team)  
NEW PRAIRIE HIGH SCHOOL  
YEAR TWO 2008-2009**

<b>Major Actions</b>	<b>Implementation Steps</b>	<b>Professional Development</b>	<b>Person(s) Responsible</b>
Emphasis on Raising Expectations	<ul style="list-style-type: none"> <li>• Increase Opportunities to Revise Work Across Content Areas</li> <li>• Increase Community Involvement</li> <li>• Increase Females Enrolled in PLTW, CT, Math and Science</li> </ul>	<ul style="list-style-type: none"> <li>• HSTW Summer Professional Development Conference</li> <li>• How to Involve the Community</li> </ul>	<ul style="list-style-type: none"> <li>• School Improvement Team</li> <li>• Curriculum Leadership Team</li> <li>• Department Chairs</li> <li>• Teachers</li> </ul>
Emphasis on Engaging Students in Challenging Content: Making the Senior Year Count	<ul style="list-style-type: none"> <li>• Increase Graduation Requirements to Reflect HSTW Recommended Curriculum</li> <li>• Encourage Students to Take Challenging Math and Science Courses</li> <li>• Expand Senior Project</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Project</li> <li>• HSTW Summer Professional Development Conference</li> </ul>	<ul style="list-style-type: none"> <li>• School Improvement Team</li> <li>• Guidance and Public Information Team</li> <li>• Transitions Team</li> </ul>
Emphasis on Transitions: Improving Freshman Readiness	<ul style="list-style-type: none"> <li>• Implement Summer Bridge Program in Math and English</li> </ul>	<ul style="list-style-type: none"> <li>• HSTW Summer Professional Development Conference</li> </ul>	<ul style="list-style-type: none"> <li>• School Improvement Team</li> <li>• Transitions Team</li> <li>• Guidance Counselors</li> <li>• Freshman Academy Teachers</li> <li>• Teachers</li> </ul>

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**Next Steps for Site Team (School Improvement Team)  
NEW PRAIRIE HIGH SCHOOL  
YEAR THREE 2009-2010**

<b>Major Actions</b>	<b>Implementation Steps</b>	<b>Professional Development</b>	<b>Person(s) Responsible</b>
Emphasis on Raising Expectations: Making the Senior Year Count	<ul style="list-style-type: none"> <li>• ALL Seniors Take Math and Science</li> <li>• ALL Seniors Complete Senior Project</li> <li>• MOST Seniors Take at Least ONE AP/DC Class</li> </ul>	<ul style="list-style-type: none"> <li>• HSTW Summer Professional Development Conference</li> </ul>	<ul style="list-style-type: none"> <li>• School Improvement Team</li> <li>• Guidance and Public Information Team</li> <li>• Curriculum Leadership Team</li> <li>• Teachers</li> </ul>
Emphasis on Engaging Students in Challenging Content: Literacy	<ul style="list-style-type: none"> <li>• ALL English classes are taught at or above College Preparatory Level</li> <li>• ALL English classes require students to read 10 or more books per year</li> <li>• ALL students read 20 or more total books per year across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• HSTW Summer Professional Development Conference</li> <li>• Teaching Reading Across Content Areas</li> </ul>	<ul style="list-style-type: none"> <li>• School Improvement Team</li> <li>• Department Chairs</li> <li>• Teachers</li> </ul>

## **Parental Participation**

The Parental Advisory Network (PAN) is a parental group at NPHS. Parent participation at the high school level continues to be a struggle. With the initial success of “100 People for 100 Minutes”, we have a positive tactic to increase parent awareness and involvement. One of our parents attended the High Schools that Work summer conference with teachers and administrators during the summer of 2004. This conference gave the parent many ideas of how to involve parents in the school.

## **Safe and Disciplined Learning Environment**

NPHS has a comprehensive school safety plan which covers a multitude of situations. NPHS conducts practice drills throughout the school year to ensure the safety of all students. NPHS has a terrific relationship with the LaPorte County Sheriff’s Department. The officers often stop by the school to make their presence known to the students. In January of 2006 NPHS instituted the Alternative to Suspension and Expulsion (ATSE) Program. This program was developed with funding from a United Way grant. The intent of the program is to reinforce the concept that students are in school to learn, but to recognize, however, that not all students learn in the same environment. The result hoped for is a reduction in the number of expulsions and an increase the attendance and graduation rates.

## **Professional Development**

Purposeful professional development has been encouraged for teachers at New Prairie High School. Teachers have not been required but have been encouraged to attend specific workshops or training and have been allowed to choose what they would like to attend. Teachers have been encouraged to report to the faculty their findings or observations from professional development activities. Throughout the investigation of career academies, teachers have reported at staff meetings the information that they have learned. NPHS teachers gleaned knowledge through professional development such as, but not limited to : Algebra for All, Reading and Writing Across the Curriculum, Teacher Expectation, Student Achievement (TESA), Differentiated Instruction, Job Shadowing, Brain-Based Teaching, Applied Academics, Indiana School Guidance Leadership Program (ISGLP), and Socratic Seminar.

Professional development and consistent follow-up is an integral part of the NPHS School Improvement Plan. Our professional development days have been devoted to training focused on our PL221 goals of reading comprehension and writing. In previous years we conducted in-services on Victoria Bernhardt’s *Data Analysis* series, *Best Practices*, and *Effective Teaching Strategies*. NPHS also focused on continuous in-house in-service training on the 6+1 Trait Writing Rubric, and a book study with *Why Kids Can’t Read, What Teachers Can Do*, by Kylene Beers. In addition, we have focused our training on technology and career academies. Two years ago the entire faculty read books by Ruby Payne and heard Ruby Payne speak at a nearby high

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school about teaching children in poverty. Last summer the faculty's book study was *Failure is NOT an Option* by Alan Blankenstein. This year the faculty met with Dr. Robert Lynn Canady to explore flexibility of scheduling to facilitate personalization of student schedules for their specific needs and grading practices and their alternatives. Such training will continue to ensure successful application of new and innovative teaching techniques.

We have worked to improve the cultural competency of teachers, administrators, staff, parents, and students at NPHS by the elimination of many of the self-contained classrooms for our special education students. Special Education teachers received training from the Special Education Co-op and speakers from the Special Education Co-op addressed high school faculty about techniques used to meet the needs of autistic and visually impaired students. Teachers also participated in a special education workshop about how to design lessons using special education adaptations. We feel it is very important to their educational development to have them mainstreamed into the general education classes.

Future staff development will include review of the *6+1 Trait Writing Instruction and Assessment*, the HSTW Summer Professional Development Conference, a Summer Retreat for high school and junior high school teachers, SSR Program development, Advisor / Advisee development, and Teaching Reading Across the Curriculum.

## **Technology as a Learning Tool**

*Algebra, Geometry, and Algebra II* classes use computers for the delivery of 40% of their instruction. Students are taken through self-directed lessons which help emphasize the material taught in the class.

The Web Design class has helped design and maintains the website for the school corporation. The students have created a site for each school in the corporation. Additional business courses that are technology focused are *Business Technology Lab, Computer Programming, Desktop Publishing, Computer Applications and Accounting III Computerized*.

*Project Lead the Way (PLTW)* is a pre-engineering program which has begun at NPHS during the 2004-2005 school year. The first course, *Introduction to Engineering Design*, used the computer to create and design objects. Further courses are *Principles of Engineering, Digital Electronics, Engineering Design and Development and Aerospace Engineering*.

Publications classes utilize desktop publishing software and digital photography equipment and software. All of their products are submitted to printers and publishers in digital format. English classes require students to compose PowerPoint presentations for their semester oral reports.

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Our science department added Integrated Chemistry/Physics to its program of studies which includes the regular use of technology.

All classes have access to mobile computer labs and stationary computer labs for word processing and internet research. All teachers have laptop computers with wireless access to internet and intranet.

The technology plan is being handled at the corporate level with each school participating. In essence the Capital Project Fund has been earmarked for computer lab replacement, maintenance and updates at the high school. The Corporation has purchased a software package that is a student information system. Student grade and attendance records are now regularly accessed by parents as they keep track of their children's progress. Staff development is more and more dependent on computer availability.

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## Time Line

<b>Phase</b>	<b>Activity</b>	<b>Time Line</b>
I	Making the Commitment <ul style="list-style-type: none"> <li>• Review the accreditation process</li> <li>• Maintain support for the process</li> <li>• Discuss and clarify equity</li> </ul>	Fall 2006
II	Getting Started <ul style="list-style-type: none"> <li>• Meet with the steering committee</li> <li>• Assign roles of the committee</li> <li>• Discuss the role of the principal</li> <li>• Discuss the role of the faculty</li> </ul>	Fall 2006
III	Collecting and Analyzing Data <ul style="list-style-type: none"> <li>• Continue to collect and organize data</li> <li>• Disaggregate the data</li> <li>• Create a triangulation of data</li> </ul>	Fall 2006- Spring 2012
IV	Reviewing the mission and goals <ul style="list-style-type: none"> <li>• Revisit the goals</li> <li>• Approve or revise goals</li> </ul>	Fall 2006- Spring 2012
V	Review the School Improvement Plan <ul style="list-style-type: none"> <li>• Establish goal committees</li> <li>• Identify assessment to review data</li> <li>• Identify interventions to support goals</li> <li>• Refine the school improvement plan</li> </ul>	Fall 2006- Spring 2012
VI	Implementing the Plan <ul style="list-style-type: none"> <li>• Examine the baseline performance</li> <li>• Implement the School Improvement Plan</li> </ul>	Fall 2007
VII	Monitoring and Documenting the Plan <ul style="list-style-type: none"> <li>• Monitor the implementation</li> <li>• Modify the implementation plan</li> <li>• Create a documentation report</li> </ul>	Winter 2007- Spring 2011
VIII	Continuing the Process <ul style="list-style-type: none"> <li>• Celebrate the completion of the process</li> <li>• Integrate document success into the program</li> <li>• Assemble a new leadership team</li> </ul>	Spring 2011- Spring 2012

# THE WHOLE IS GREATER THAN THE SUM OF ITS PARTS

ADMINISTRATORS  
AIDES  
MAINTENANCE STAFF  
PARAPROFESSIONALS  
SECRETARIES  
STUDENTS  
TEACHERS

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**NPHS**  
(AN EXEMPLARY SCHOOL)

