SECTION 7

New Prairie High School Artifacts

NPHS Success Period

Prior to Success period being implemented at NPHS

	16/17 Sem 1 # of students	16/17 Sem 1 # of Fs earned	19/20 Sem 1 # of students	19/20 Sem 1 # of Fs earned	20/21 Sem 2 # of students	20/21 Sem 2 # of Fs earned
9th	109	307	32	66	32	63
10th	67	200	26	42	27	43
11th	69	203	37	51	43	73
12th	84	196	28	46	21	31

NPHS Success Period 2021-2022 1st semester

What is happening during success period? How many students were engaged by departments?

Totals by Department	
Math	1553
English	1409
Science	2099
Social Studies	595
Special Ed	305
Art/Music	1681
CTE	932
PE	44
World Lang.	581

Reteaching	163
Make Up/Catch Up	2698
Test/Quiz Make Up	219
Test/Quiz Retest	1118
Enrichment	510
ECA (Extra Curricular Activity)	2362
Focus Group **will* students vs. *skill* students	801

Success Period History-Response to Intervention in Action at New Prairie High School

In 2017-2018, we implemented one 30-minute mentor period a week. The following year, we implemented 4 days a week and focused on using this time for RTI focused on Math and English. This was quite successful and other teachers wanted to "take" the students for RTI if they weren't signed up by an English and/or Math teacher. The Math and English teachers would put students on the list for RTI daily that needed additional instruction/re-testing on essential skills. The list was shared with students at the end of 3rd period so they would be reminded where they would be going during Success period. The teachers worked together to create the RTI focus plan and divided up the groups.

The following year we worked on creating a schedule that provided more back-to-back courses to create an opportunity for Tier 2 RTI to happen within each class period. We were successful in creating this schedule for most of our Math and English courses which allowed us to open the Success period/RTI focus for all courses. All teachers can use the Success period for RTI and we continue to assess the use of the time and adjust when necessary. We believe these positive changes have directly impacted our graduation rate and credit on-track status for graduation. Our graduation rate has improved from 93% (17/18) to 98% and 97% (19/20 & 20/21). The data in this document clearly show the reduction in Fs in our high school since implementing the PLC approach to student learning.

2021-2022 NPHS Schedule

<table>
<tr><td>Class period</td><td colspan="2">Monday-Thursday</td><td colspan="2">Friday</td></tr>
<tr><td>1</td><td colspan="2">7:15 – 8:05
(50 mins)</td><td colspan="2">8:00-8:50
(50 mins)</td></tr>
<tr><td>2</td><td colspan="2">8:10 –8:56
(46 mins)</td><td colspan="2">8:55 – 9:40
(45 mins)</td></tr>
<tr><td>3</td><td colspan="2">9:01-9:47
(46 mins)</td><td colspan="2">9:45- 10:30
(45 mins)</td></tr>
<tr><td>Cougar Mentor/Success Period</td><td colspan="2">9:52-10:22 (30 mins)
MONDAY-Cougar Mentor
TUES/WED/THURSDAY-Success Period</td><td colspan="2"></td></tr>
<tr><td rowspan="2"></td><td colspan="2">LUNCH and 4th Hour</td><td colspan="2">LUNCH and 4th Hour</td></tr>
<tr><td>A</td><td>B</td><td>A</td><td>B</td></tr>
<tr><td>4</td><td>Lunch A
10:22
–
10:52</td><td rowspan="2">Class
10:27
-
11:17
(50 mins)</td><td>Lunch A
10:30
–
11:00</td><td rowspan="2">Class
10:35
-
11:20
(45 mins)</td></tr>
<tr><td>Lunch Reset</td><td rowspan="2">Class
10:57
-
11:47
50 mins)</td><td rowspan="2">Class
11:05
-
11:50
45 min)</td></tr>
<tr><td></td><td>Lunch B
11:17
–
11:47</td><td>Lunch B
11:20
–
11:50</td></tr>
<tr><td>5</td><td colspan="2">11:52-12:38
(46 mins)</td><td colspan="2">11:55-12:40
(45 mins)</td></tr>
<tr><td>6</td><td colspan="2">12:43–1:29
(46 mins)</td><td colspan="2">12:45–1:30
(45 mins)</td></tr>
<tr><td>7</td><td colspan="2">1:34 – 2:20
(46 mins)</td><td colspan="2">1:35 – 2:20
(45 mins)</td></tr>
</table>

Cougar Mentor -SEL Focus, Teacher & Peer mentoring, Academic Checks

Success Period-RTI groupings determined by data, teacher created, list posted daily for students

NPHS Tier 3 Interventions

Throughout our PLC journey, we have examined our data much closer to determine the specific needs of our students. We implemented our Success Period for Tier II, but we felt we were not meeting the needs of all our students. We determined some of the students needed more than what we could provide in our success period or the present classroom practices that were in place.

We started to examine what needs our data revealed for Tier III. Our data points include: NWEA, PSAT, ISTEP+, AP scores, graduation rate, credits earned and course failures. Our data digs revealed a few common themes centered around meeting the needs of our "will vs skill" students, low lexile reading scores and pockets of standards in our Math courses. There were students not meeting with success even after the implementation of our Tier II interventions.

We implemented two full time RTI interventionists this year and focused on our Math and Reading skills based on our data digs. We implemented a specialized Reading class to meet the low lexile scores, as well as, specific reading strategies through all of our courses. We focused on our incoming freshman students for this class. After the first semester, there has been an increase in NWEA percentile and lexile scores. In addition, there has been a positive impact on student growth in reading assignments and selections in their Biology classes, as well. Our Reading teacher focused on a Biology reading activity weekly with the students in conjunction with the Biology teacher. We have created double classes for English 9, 10, 11, and 12 to implement built-in time to provide Tier III standard specific instruction.

Our Math Tier III is built-in time with our Algebra I, Algebra II and Geometry classes. Our RTI interventionist has implemented the data collection process after each Common and Summative Assessment for all classes. This data is used to group students to provide Tier III standard/skill specific instruction. This is an ongoing process through the data collection weekly. This has been a very

successful implementation of meeting the Tier III needs of our students. After the first semester, there has been substantial improvement in percentile scores, as well as, summative assessments. This immediate on-going Tier III instruction has been successful and we plan to continue to build on this model in our English department next school year. Also, we are working on providing a skill/standard specific class to meet the gaps our students have in Math for the 2022-2023 school year. We will target the student group based on a variety of data points to determine who will be placed in this class.

Overall, we have seen a dramatic decrease in the number of failures and lack of earning credits in our English and Math classes due to the implementation of a more focused, specific and standard/skill based focus on our student needs through data. Failure is not an option at NPHS and if our Tier I and II does not meet the needs of our students, we are evaluating the specific Tier III needs and implementing them. The process of meeting the specific needs of our students is an ongoing process through our collaborative work.

⊛ Tier III noted in follow

	1	2	3	4A	4B	5	6	7
Buss	**PLAN**	26/32 Earth/Space	17/ 32 Environmental	**LUNCH**	23/32 AP Env Sci	21/32 Earth/Space	20/32 Environmental	19/32 Earth/Space
Hackett	**PLAN**	23/32 ICP	21/32 Biology	**LUNCH**	3/15 AltEd Sci 24/32 ICP	20/32 Biology	20/32 Biology	24/32ICP
Holifield	**PLAN**	22/32 H Chemistry	31/32 Chemistry	**LUNCH**	19/32 H Chemistry	30/32 Chemistry	16/32 AP Chemistry	26/32 Chemistry
Lenig	**PLAN**	17/32 AP Physics I	52/70 CO TAUGHT Ant & Phy	**LUNCH**	20/32 Physics I	17/32 Physics I	12/32 AP Physics I	11/32 AP Physics II
Smith, A	**PLAN**	19/32 H Biology	21/32 Biology	**LUNCH**	9/32 AP & DC Biology	15/32 Biology	30/32 H Biology	16/32 H Biology
Bell	**PLAN**	Biology Co-teach Beakas	Chemistry co-teach Holifield	**LUNCH**	ICP co-teach Hackett	30/32 Chemistry	26/ 32 Chemistry	21/32 Biology
Social Studies	1	2	3	4	4	5	6	7
⊛ **Chase**	30/32 Geography	18/20 Dev Reading	17/20 Dev Reading	**LUNCH**	22/32 Geography	20/20 Dev Reading	Literacy Coach	**PLAN**
Hooks	24/32 USH	49/60 co-taughtAP	26/32 USH	**LUNCH**	29/32 Gov	13/32 Gov	28/32 USH	**PLAN**
McKim	21/32 Government	15/32 Geography	18/32 Government	**LUNCH**	26/32 Geography	24/32 USH	26/32 USH	**PLAN**
Schellinger	23/32 APUSH	27/32 USH	25/32 APUSH	**LUNCH**	30/32 APUSH	24/ 32 USH	20/32 Sports Psy	**PLAN**
Sorg	28/32 Econ	49/60 co-taught AP Macro Econ	25/32 Econ	**LUNCH**	26/32 Cur Events	22/32 Econ	29/32 Econ	**PLAN**
Spoor	26/32 Psych	17/32 World History	18/32 Sociology	**LUNCH**	25/ 32 Tech Writing	22/32 World History	20/32 Holocaust Themes	**PLAN**
Erica White	30/32 World History	21/32 World History	26/32 AP World History	**LUNCH**	29/32 World History	28/32 World History	29/32 World History	**PLAN**
World Language	1	2	3	4	4	5	6	7
Spite	52/50 Spanish I co/teach	53/50 Spanish I co/teach	**PLAN**	**LUNCH**	27/32 French I	20/32 French I	29/32 French II	13/32 French III
Pietrzak	29/32 Spanish III	28/32 Spanish II	**PLAN**	**LUNCH**	31/32 Spanish III	33/32 Spanish III	22/32 Spanish II	25/32 Spanish IV/V/HL
Ruiz	52/50 Spanish I co/teach	53/50 Spanish I co/teach	**PLAN**	**LUNCH**	25/32 Spanish II	30/32 Spanish II	20/32 Spanish II	28/32 Spanish I
PE and Health	1	2	3	4	4	5	6	7
J. Chase	31/32 Health	35/35 Elective PE	30/35 PE I	**LUNCH**	22/35 PE I	**PLAN**	27/32 Health	7/15 Alt Ed/SRT

⊛ Tier III noted in Yellow

	1	2	3	4A	4B	5	6	7
English								
Barden	Yearbook 24/32	English 12 22/32	Mythology 17/32	English 12 29/32	**LUNCH**	English 12 18/32	**PLAN**	English 12 23/32
Fredline	English 10 22/30	English 9 24/30	English 10 21/30	English 9 21/30	**LUNCH**	English 9 20/30	**PLAN**	English 9 27/30
Brennan	English 10 19/32	Speech 16/32	H English 10 23/32	H English 10 24/30	**LUNCH**	29/30 H English 10	**PLAN**	28/32 Theater AdvTh
Davis	19/32 Eng 10	23/32 Eng 10	27/30H English 9	19/32 English 9	**LUNCH**	26/30 H English 9	**PLAN**	26/30 H English 9
A. Wilkeson	26/32 Eng 10	26/32 English 9	21/32 Eng 10	21/32 English 9	**LUNCH**	17/ 32 English 9	**PLAN**	20/32 English 10
Sinka	9/30 Creative Writing	27/32 English 11	12/32 English 11	24/32 English 11	**LUNCH**	8/15 Alt Ed English	**PLAN**	27/32 English 11
Spoor				25/32Tech Writing - S2	**LUNCH**			
Wilkeson	29/32 AP Lang	RTI help	29/32 AP Lang	32/32 AP Lit	**LUNCH**	29/32 AP Lit	**PLAN**	30/32AP Lang
Holman	3/5 Peer Tutoring	2/5 Peer Tutoring	Peer Tutoring	5/5 Peer Tutoring	**LUNCH**	4/5 Peer Tutoring	**PLAN**	2/5 Peer Tutoring
Cotter	24/32 English 12	23/32 English 12	12/32 English 11	19/32 English 11	**LUNCH**	20/32 English 11	**PLAN**	24/32 English 11
Math	**1**	**2**	**3**	**4**	**4**	**5**	**6**	**7**
Branch	25/32Algebra I	**PLAN**	17/32 Algebra I	31/32 Algebra II	**LUNCH**	8/32 ATM	30/32 Algebra II	16/32 Algebra I
Gonder	15/32 H Pre Cal	**PLAN**	17/32 ATM	24/32 H Alg II	**LUNCH**	27/32 H PreCal	25/32H PreCal	23/32H Alg II
Homann	16/32 Geometry	**PLAN**	23/32 Algebra II	26/32 Geometry	**LUNCH**	21/32Geometry	23/32 Geometry	19/32 Algebra II
Litza	20/32 AP Cal AB	**PLAN**	23/32 H Geometry	25/32 H Geometry	**LUNCH**	10/32 AP Calc BC	19/32 AP Calc AB	14/32 H Geometry
Meyer	19/32 Algebra I	**PLAN**	16/32 Algebra I	26/32 Algebra II	**LUNCH**	15/32 Geometry	23/32 Algebra II	10/32 Algebra I
⊛ **Soos**	27/32 Alg I	**PLAN**	23/30 Alg II	Math Coach/Lab	**LUNCH**	Math Lab	Math Lab/Coach	26/32Algebra II
Wade	13/32 Geometry	**PLAN**	25/20 PRIME	24/32 Geometry	**LUNCH**	16/20 PRIME	20/32 Geometry	17/20 PRIME
Zarate	21/32 H Pre Cal	**PLAN**	15/32 H Pre Cal	14/32 Calculus	**LUNCH**	9/32 H PreCal Retake	25/32H PreCal	11/32Calculus
Baumgartner	Co-Algebra I	**PLAN**	Co- Alg I	Catch Up Cafe	**LUNCH**	25/32 Algebra I	27/32 Algebra I	15/32 Algebra I
Science	**1**	**2**	**3**	**4**	**4**	**5**	**6**	**7**
Aerts	**PLAN**	30/32 MI	14/32 HBS	**LUNCH**	23/32 PBS	14/32 MI	25/32 HBS	23/32PBS
Beakas	**PLAN**	23/32 Biology	52/70 CO TAUGHT Ant & Phy	**LUNCH**	8/32 BI	9/15 SRT	30/32 Biology	16/32 Biology

NPHS 2020-2021 Data Snapshot

School Student Achievement Data State Accountability: ISTEP+ Percentage of Students Meeting or Exceeding Proficiency								
10								
	2016–2017		2017–2018		2018-2019		2020-2021 JR Class	
SUBJECT	School	State	School	State	School	State	School	State
English	68%	61%	60%	59%	70%	62%	69%	66%
Mathematics	34%	37%	32%	36%	37%	36%	32%	37%
Biology*	64%	57%	61%	52%	49%	38%	43%	32%

Our junior class did not complete the ISTEP+ test during their sophomore year due to the COVID shutdown. They were considered retesters when they completed the test as juniors. We surpassed the state average in English and Biology. Our Math scores fell below the state average during COVID. Prior to COVID, we had made a 2% gain in English and 3% gain in Math. Our Class of 2022 will be our last group to test in English and Math due to the state transitioning to the SAT test as the graduation required exam.

School Student Achievement Data NWEA Percentage of Students Meeting or Exceeding Proficiency										
9										
	2017-2018		2018–2019		2019-2020 WINTER		2020-2021		2021-2022 FA	
SUBJECT	MATH	READ	MATH	READ	MATH	READ	MATH	READ	MATH	READ
ACT Readiness	28%	30%	30%	42%	27%	47%	32%	29%	25%	33%
SAT Readiness	overall	56%	overall	66%	overall	70%	overall	62%	overall	59%
10										
	2017-2018		2018–2019		2019-2020		2020-2021		2021-2022 FA	
SUBJECT	MATH	READ	MATH	READ	MATH	READ	MATH	READ	MATH	READ
ACT Readiness	24%	31%	26%	40%	24%	35%	41%	34%	30%	34%

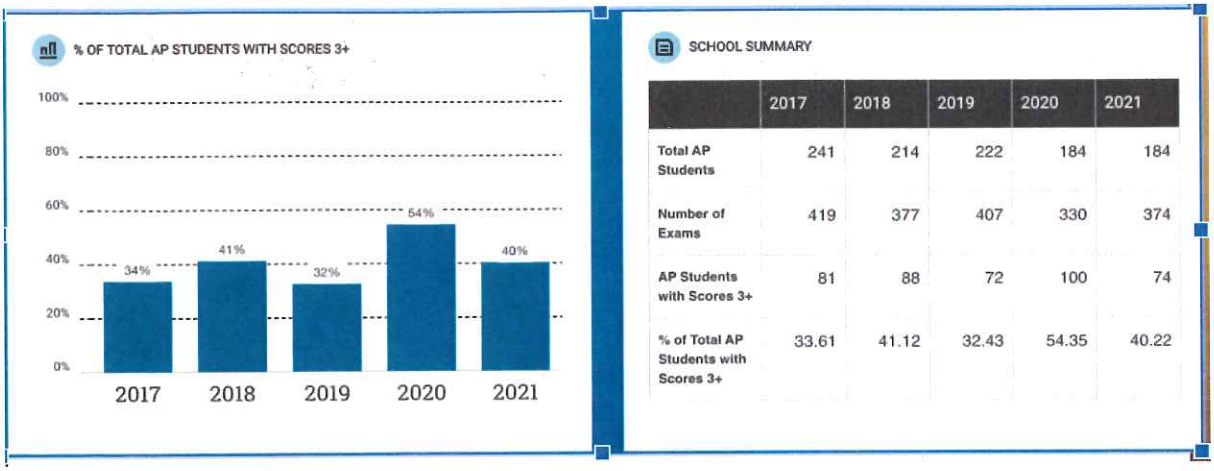
We saw a slight decrease with our current sophomores from their freshman scores in ACT Math readiness. They did increase 5% in ACT Reading readiness. Overall our 2021/2022 freshman class dropped 3% in SAT readiness from the previous year's freshman class.

School Student Achievement Data NWEA Percentage of Students Meeting or Exceeding Proficiency										
9	OVERALL AVERAGES FOR NWEA R 221.3 M 232.2									
	2017-2018		2018–2019		2019–2020		2020–2021		2021-2022 FA	
	MATH	READ	MATH	READ	MATH	READ	MATH	READ	MATH	READ
NPHS MEAN RIT	234.5	222.8	236.4	224.3	234.4	225.9	237.1	224.6	232.7	221.6
10	OVERALL AVERAGES FOR NWEA R 221.0 M 231.5									
	2017-2018		2018–2019		2019–2020		2020–2021		2021–2022 FA	
	MATH	READ	MATH	READ	MATH	READ	MATH	READ	MATH	READ
NPHS MEAN RIT	235.8	222.4	237.6	224.6	234.6	225.9	239.9	224.9	236.8	223.8

Both our freshman and sophomore classes are above the NWEA average. Our freshman class is .5 above in Math and .3 in Reading. The sophomore class showed stronger gains with 5.3 in Math and 2.8 in Reading. We did see an overall drop from 2020-2021 to 2021 Fall, but this is not surprising after having three months of virtual classes and our hybrid schedule last year.

PSAT Average Score 10								
	2017–2018		2018–2019		2019–2020		2020–2021	
SUBJECT	School	State	School	State	School	State	School	State
Reading	452	461	452	461	446	457	464	458
Mathematics	448	456	448	456	446	449	450	443

Last year our sophomore class surpassed the PSAT state average in Reading and Math. This will have a direct impact with this class taking the SAT as their graduation requirement exam or the 21/22 school year. The results of the PSAT from October of 2020 provide individualized areas of focus for our students and resources to improve.



SCHOOL SUMMARY

	2017	2018	2019	2020	2021
Total AP Students	241	214	222	184	184
Number of Exams	419	377	407	330	374
AP Students with Scores 3+	81	88	72	100	74
% of Total AP Students with Scores 3+	33.61	41.12	32.43	54.35	40.22

We had the same number of students take AP exams from 2020 to 2021, but we had an increase of 44 exams taken in 2021. We dropped in the total percentage of students receiving a 3+ on the exam. Our students have taken their AP exams online the last two years. This year will be paper and pencil based testing in the spring. We had 8% more students earn a 3+ compared to 2019 prior to COVID.

GRADUATION RATE									
2016–2017		2017–2018		2018–2019		2019–2020		2020-2021	
School	State	School	State	School	State	School	State	School	State
97%	87%	93%	88%	98%	86%	98%	87%	97%	

Our graduation rate has far surpassed the state average. We have maintained a 97% or higher graduation rate since 2017 except for a dip in 2018.

NPHS PLC Journey/Focus

- **Curriculum maps**
- **CFA/SFA**
- **Data discussions**

Late Start Focus-Grading Practices/Other Areas of Discussion

RTI Success Period

★ **Weekly PLC plan time is...**
- focused
- respectful
- collaborative

★ **Data Discussions**
- sharing data, posting it in office
- discuss findings
- making changes

★ **CFA/SFA**
- collaborative work
- focused on essential standards

★ **Curriculum maps**
- collaborative work
- work in progress

★ **Late Start monthly RTI gatherings are...**
- engaged
- discuss respectfully
- stay on track

Walk the Talk

-Expectations of NPHS Staff

1. We focus on student learning.
    a. PLC
        i. Curriculum maps aligned & revised
        ii. Common Assessment
        iii. Data Discussions
2. We work collaboratively in a respectful manner and ask the tough questions of what is BEST for our students.
    a. Use Common plan, late starts and beyond
    b. 4 Critical Questions
        i. What do we want students to know?
        ii. How do we know students have learned?
        iii. What do we do when they don't learn?
        iv. What do we do when they do learning?
3. We hold ourselves and one another accountable.
    a. Norms
4. We follow the guidelines outlined in the staff handbook.
5. We highlight the positive in our students and school.
6. We have pride in our school, classroom, students and community.

NPHS NORMS

- ➔ Have a growth mindset
- ➔ Come prepared
- ➔ Have a collaborative frame of mind
- ➔ Be respectful
- ➔ Don't take things personally
- ➔ Hold each other accountable

NPHS Tier 3 Team Data Analysis Considerations

Our mission at NPHS is to ensure high levels of learning for ALL students.

Date: September 2021 Intervention Team Meeting	Yes			No		
	Month	Date	Year	Month	Date	Year
Leadership team has created a process for teacher teams to collect and share CFA data with the intervention team.	Aug		2021			
Intervention team has multiple types of data to review: universal screeners, formative data, progress monitoring data, anecdotal notes, and so on.	May		2021			
Intervention team has a proactive problem-solving process and protocols that can be used to formulate action plans for academics and behaviors.	Aug		2021			
A process is in place for intervention teachers to monitor the progress of students in Tier 3 interventions weekly.	Aug		2021			
Data review includes identifying and documenting successful practices and instructional strategies.	Ongoing			ongoing		
Intervention team regularly reviews the progress of students receiving Tier 3 interventions and changes interventions based on student need.				Jan		2022
Tier 3 teachers and classroom teachers regularly discuss progress and review instruction based on data.	Aug		2021			
Action Steps: Beginning in S2 of the 2021-2022 year, we are implementing a quarterly team review of our students in Tier 3 supports. Intervention teachers are reviewing progress daily/weekly.						

NPHS

Leadership Team Agenda

July 20, 2021

Cougar Hospitality Room

11:30 - 2:30

Mission: Our mission at NPHS is to ensure high levels of learning for ALL students.

1. Norms
    a. Have a growth mindset
    b. Come prepared
    c. Have a collaborative frame of mind
    d. Be respectful
    e. Don't take things personally
    f. Hold each other accountable
2. IDOE Learning Walks - NPHS Learning Walk Plan
    a. Sass, Ruiz, Chase, J Soos, Kubsch, Schellinger, Schellinger, Tim
        i. Discussion/Next step
3. Department Syllabi
    a. List of items that must be included
        i. **Contact Info**
        ii. **Course Objectives/Outline**
        iii. **Grading Criteria**
        iv. **Late Work Policy**
        v. **Rules/Expectations**
        vi. **Common Rubric (if applicable)**
        vii. ***Student friendly language**
    b. Math (Algebra II) Syllabi
    c. CTE Syllabi
4. Schoology/Start of school year-Review
        *i. **SAVE time and student perspective***
    a. iCoach to prepare a back to school list for students/start of semester - tech to do for students (such as taking notifications off from Schoology or remembering passwords, searching to submit assignments, etc.)
        i. do not depend on the upcoming tab
    b. Schoology 101 or Powerschool Pro 101 (BRING IPAD AND LAPTOP)
        i. Whole group
        ii. Leader: Kubsch

NPHS

Leadership Team Agenda

July 20, 2021

Cougar Hospitality Room

11:30 - 2:30

Mission: Our mission at NPHS is to ensure high levels of learning for ALL students.

iii. Small group facilitators: Chase, Buss, Jones, McGhee, Smith

c. Teacher "must do" list (such as syncing assignments and weekly folders - organization for students not teachers)

i. PowerSchool Pro Intro (15 mins)

ii. Linking courses in Schoology **(Do all need to link? Can we have a way for our co-taught classes to come up separately?)** (15 mins)

iii. Set Up Gradebooks with Categories and Weights & Sync Powerschool with Schoology (15 mins)

iv. What does Schoology look like for our students? (15 mins)

v. Add Tim (Ben Smith) and Jen (Bob Smith) to each class, make admin. Add "Bob Special", make admin, for courses where TOR need access to materials to assist students

vi. Discuss and organize Schoology folders in a uniform manner (Departments) (60 mins) SpEd-go with co-teacher department

Unpublish assignments no longer available for points/grade. Create assignments in Schoology and link to PS, organized based on weeks;

i. **DECEMBER PLC Day-follow up**

5. Grading Leaps for Student Success Feedback (folder)
   a. What steps have people taken towards this process?
   b. Extra credit
   c. Late policies
6. DEPARTMENT MEETING REPORT OUTS - Agenda/Notes Example
7. STAFF Handbook Description
   a. **COUGAR MENTOR/SUCCESS PERIOD** Success Period
      Incoming sophomores-Robyn/Angela-Guidance identify
8. School Improvement Plan
   a. https://drive.google.com/drive/u/0/folders/1fhFKATp5YIOTaDgQTM4jDvovkq34w5FM
   b. **Action Item: COMPLETE your section edits by 8/26**
9. Open House 8/9/21

NPHS

Leadership Team Agenda

July 20, 2021

Cougar Hospitality Room

11:30 - 2:30

Mission: Our mission at NPHS is to ensure high levels of learning for ALL students.

10. Friday Focus Late Starts (not starting right away but continue to gather videos and add to choices document)
    a. Action Item - Find worthy videos on **Grading** to create a custom mini course
    b. Grading Video Choices
11. Cougar Mentor Period 21/22 NEW FOR ALL (Some math team members did not like this idea)
    a. Career Center liaison
    b. CM Monday-no movement
    c. T/W/TH Success time
    d. Will vs. Skill peeps 2 Kubsch, Ruiz - other volunteers? (SPEVAK)
    e. Target groups on 4 week rotation
        i. Need LIST of how to use Success Time-DO How to Use Success Time
        ii. Partner agreement
        iii. Reflect/Regroup/Revamp/High Five Sept 10th
        iv. Cougar Tutor Match ups

12. IDOE Learning Walk Plan
    *Action Item: Learning Walk Plan due to Matt Walsh by Aug 1st

    https://docs.google.com/document/d/1jFb98FyKV2eOBthbWYKn08_8-hCq0TFRqvvYld9yMz0/edit

Ideas to Ponder/Explore

Finals-what do they look like?

Change categories 86% no quarter cut offs-Update from Dr. White

NPHS Classroom Expectations

Always	Sometimes	Never
Create norms / procedures together as a class	Cross curricular lessons	Rush through a lesson to stay on "track"
Survey on how students learn	Review individual progress with student	Rely on singular instruction/assessment strategy
Review the daily learning target with students	Student-led learning	Disrespect
Hold high expectations - ALL MEANS ALL	Tolerate minor misbehavior	
Reteach and retest - utilize RtI	Survey students on class lessons/understanding	
Reflect on student data and redesign instruction as needed	Cooperative and collaborative groups	
Consistent grading policy (late, missing, formative, & summative)		
Ensure grades reflect mastery of essential standards		
Instruct and assess students in a variety of formats		

LEARNING WALKS

Q1 Teacher Clarity

Schoology, Syllabi, Directions, Expectations , Classroom Structures/Organization

Q2 Verbalization & Questioning

Setting up a culture in your classroom of changing negative statements to positive statements will increase the confidence in your students and achievement will increase. An atmosphere that accepts mistakes is supported by positive self-talk for students. As a teacher, demonstrate making a mistake and expressing how everyone makes mistakes, "I will learn from that mistake," and "It is okay to make mistakes." By modeling this behavior in a positive manner with self-talk, a teacher is assuring the students that mistakes are a normal part of life. -J. Haitte

Q3 Response to Intervention

Q4 Feedback

***Effective feedback** requires that a person has a goal, takes action to achieve the goal, and receives goal-related information about his or her actions. ... Information becomes **feedback** if, and only if, I am trying to cause something and the information tells me whether I am on track or need to change course.*-J Hattie

Goal: In the 2021-2022 school year, our Learning Walk team will participate in 4 total Learning Walks and create documents of good examples of teacher efficacy (i.e teacher clarity, verbalization and questioning, response to intervention, feedback) in a shared folder.

Faculty Learning Walks	To involve entire faculty in visiting classrooms.	All day during planning periods	Principal, assistant principal, and whoever is available each period or time segment, ultimately involving the entire faculty throughout the year.	Summary of data collected: evidence and wonderings processed with entire faculty.

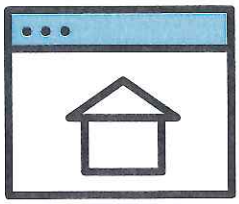
Angela Ruiz
Mark Schellinger
Heidi Schellinger
Robyn Kubsch
Nikki Chase
Jen Soos
Jen Sass
Tim Scott

NEW PRAIRIE
HIGH SCHOOL
Career and Technical Department

Completing work is an expectation.
All students can learn at high levels.

Be the change you want to see in the world.
Today is a new opportunity to make your future great.

Time management is vital to success:



iPads eLearning Flex Days

Schoology: The place to find and submit assignments

Classroom work

Projects and assignments completed during class

Athletics, Clubs, Co-Curricular

Practice, games, competitions, programs, meetings require time and energy commitments.

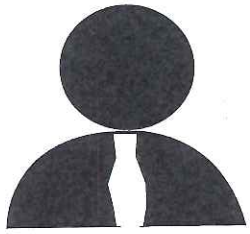
Family Work

Out of school commitments and responsibilities

Study and Preparation

Reviewing, studying, preparing for class

Fundamentals to College and Career Success



Strong Work Ethic

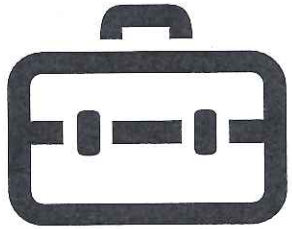
Values based on ideals of discipline and hard work

Accountability

Taking responsibility for actions, both positive and negative

Time Management

Self-discipline and control help build and sustain positive work habits



Stress Resilience

Resourcefulness and problem solving help adapt to overwhelming circumstances

2021/2022 Power Standards

(work in progress)

Verbs used in Indiana Academic Standards:

- Understand
- Analyze
- Use Technology
- Describe/Explain
- Summarize
- Simplify/Solve
- Evaluate/Verify
- Identify
- Represent/Write/Graph
- Translate/Distinguish between

Indiana Process Standards:

PS 1: Make sense of problems and persevere in solving them.

PS 2: Reason abstractly and quantitatively.

PS 3: Construct viable arguments and critique the reasoning of others.

- analyze situations by breaking them into cases and recognize and use counterexamples
- compare the effectiveness of two plausible arguments
- distinguish correct logic or reasoning from that which is flawed
- justify whether a given statement is true always, sometimes, or never.

PS 4: Model with mathematics.

PS 5: Use appropriate tools strategically.

PS 6: Attend to precision.

- use clear definitions, including correct mathematical language
- express solutions clearly and logically by using the appropriate mathematical terms and notation
- calculate accurately and efficiently and check the validity of their results

PS 7: Look for and make use of structure.

PS 8: Look for and express regularity in repeated reasoning.

- notice if calculations are repeated
- look for general methods and shortcuts.
- Attend to details as they solve a problem

NPHS Mathematics

Power Standard 1: Model with mathematics through the use of appropriate tools and structure.

Process Standard 4 and 5

AP Practice 1: Implementing Mathematical Processes

Power Standard 2: Express regularity in repeated reasoning while attending to precision.

Process Standard 6 and 8

AP Practice 2: Connecting Representations

Power Standard 3: Systems of Two Linear Equations in Two Variables

Learning Target #1: I can solve a system of two linear equations in two variables graphically.

Learning Target #2: I can solve a system of two linear equations in two variables algebraically.

Learning Target #3: I can solve a system of two linear equations in two variables using technology.

Learning Target #4: I can solve systems of linear inequalities.

Learning Target #5: I can use linear programming to solve real world problems. (HA2)

Learning Target #6: I can solve systems of equations in three variables. (HA2)

Essential Vocabulary: Solution, Ordered Pair, Solution Area

Power Standard 4: Quadratic Functions

Learning Target #1: I can identify the axis of symmetry, vertex, y-intercept and zeros of a quadratic in vertex form and graph the function.

Learning Target #2: I can identify the axis of symmetry, vertex, y-intercept and zeros of a quadratic in standard form and graph the function with and without technology.

Learning Target #3: I can identify the axis of symmetry, vertex, y-intercept and zeros of a quadratic in factored form and graph the function.

Learning Target #4: I can solve a quadratic equation in any form.

Learning Target #5: I can simplify radical expressions.

Essential Vocabulary: Axis of symmetry, Vertex, Intercepts, (Roots, solutions, zeros), Factors, Complex Number, Discriminant, GCF, Quadratic Formula, Standard Form, Vertex Form, Factored Form

Algebra 2 - Power Standards and Learning Targets

Power Standard 1: Expressions, Equations and Inequalities

Learning Target #1: I can write and evaluate algebraic expressions.

Learning Target #2: I can write and solve linear (one-variable) equations with any amount of steps and with any type of solution.

Learning Target #3: I can write, solve and graph linear (one-variable) inequalities.

Learning Target #4: I can solve and graph compound inequalities.

Learning Target #5: I can solve an absolute value equation/inequality and graph its solution.

Learning Target #6: I can solve word problems involving linear equations and inequalities. (HA2)

Essential Vocabulary: Constant, Variable, Numerical Expression, Algebraic Expression, Evaluate, Term, Coefficient, Constant term, Like terms, Equation, Identity, Compound Inequality

Power Standard 2: Linear Functions

Learning Target #1: I can find the slope of a linear equation and determine if it has a positive slope, negative slope, zero slope or an undefined slope.

Learning Target #2: I can write and graph a linear equation in various forms (including a table of values, a mapping diagram, etc.).

Learning Target #3: I can convert between various forms of linear equations.

Learning Target #4: I can determine if linear equations are parallel, perpendicular or neither.

Learning Target #5: I can write and graph linear inequalities in various forms.

Learning Target #6: I can graph an absolute value equation in two variables and describe it's transformation as related to the parent function.

Learning Target #7: I can graph absolute value inequalities in two variables. (HA2)

Learning Target #8: I can graph direct variations and apply to real world situations. (HA2)

Essential Vocabulary: Relation, function, function rule, function notation, slope, direct variation, rate of change, constant of proportionality, positive slope, negative slope, zero (horizontal) slope, undefined (vertical) slope

SAT Prioritized Standards	Eng 9 Essentials	Eng 10 Essentials	
RL.2.1	x	x	Analyze what a text says both explicitly and implicitly as well as inferences and interpretations through citing strong and thorough textual evidence
RL.2.3			Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RN.2.1		x	Analyze what a text says explicitly as well as inferences and interpretations drawn from the text by citing strong and thorough textual evidence.
RN.2.3			Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.(text structure)
RN.3.3	x	x	Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
RN.4.1		x	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RN.4.3	11th grade	11th grade	Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.
RV.1	ALL	ALL	Acquire and accurately use academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
RV.2.1		x	Use context to determine or clarify the meaning of words and phrases.
RV.2.2			Use the relationship between particular words to better understand each of the words. **Mastery Grade 7**
RV.3.1		x	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
RV.3.2	x	x	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone
RV.3.3	11th grade	11th grade	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
W.3.1			Write arguments in a variety of forms.
W.3.2		x	Write informative compositions in a variety of forms.
W.3.3	x		Write narrative compositions in a variety of forms.
W.4	x	x	Apply the writing process.
W.6.1	x		Demonstrate command of English grammar and usage.
	W.6.2		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
		RN.3.2	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

English Department Common "TIQA" Paragraph Structure Rubric

	10 Exemplary	9-8 Proficient	7-6 Emerging	5 or Below Beginning
Topic Sentence	The topic sentence uses language from the prompt and answers the prompt in an engaging and compelling manner.	The topic sentence uses language from the prompt, clearly and adequately answers the prompt.	The topic sentence either lacks language from the prompt or fails to answer the prompt.	The topic sentence is unclear, does not exist, or irrelevant
Introduce Quote	The student introduces the quote with a sophisticated signal phrase and/or additional context.	The student introduces the quote with an adequate signal phrase.	The student does not use a signal phrase or the signal phrase is out of context.	Quote BOMB There is no signal phrase to introduce the quote.
Quote	The student provides a quote(s) that is relevant and blends the most essential part of the quote into their paragraph with an in-text citation.	The student provides a quote that is relevant and provides an in-text citation.	The student provides a weak quote and/or does not provide an in-text citation.	The student provides an irrelevant quote or does not provide a quote at all.
Analysis	The student provides an in-depth and thoughtful analysis that thoroughly examines the quote.	The student provides an adequate and thoughtful analysis for how their quote supports their topic sentence.	The student fails to explain how the quote relates to the topic sentence or mostly writes a summary.	The student provides a summary of the quote, simply restates the topic sentence, or the analysis does not exist.

NPI

Common Assessment Team Protocol

Common Assessment Data Dig			
Each teacher must review his/her own assessment data prior to the team meeting. The team will collectively complete this activity.			
Subject: Percussion Ensemble, Symphonic Band, Wind Ensemble	Common Assessment name: Music Theory Activities & Assessments	Semester: 2	Team Members: Patrick Teykl
Which specific students did not demonstrate mastery on which specific standards? Respond by student, not standard			
Percussion - Add names here. Symphonic Band - Add names here. Wind Ensemble - Add names here.			
Which instructional practices proved to be most effective?			
*The main instructional practices used to guide the learning of these specific materials was generally divided between daily utilization of our Foundations for Superior Performance method books, as well as supplemental musictheory.net/tonesavvy.com interactive online activities as necessary. Both practices seemed to be generally effective - I will be looking for other ways to add & enhance to the delivery of these materials, but what we started out with in terms of application in an instrumental music classroom proved somewhat effective for now.			

NPI

Common Assessment Team Protocol

What patterns can we identify from the student mistakes?
*I definitely need to more consistently identify individuals that struggle earlier in the process & follow-up more consistently & thoroughly to address their areas of weakness. I try to implement a randomized asking of questions while in the classroom so students generally stay more active & engaged, but I haven't always been able to take those struggling the most & turn them into active, enthusiastic students that answer questions at their will rather than at my will.
How can we improve this assessment?
*I think it will start by implementing these assessments more frequently - right now, music theory oriented assessments are generally limited to in-class work & then portions of final exams. My new goal is to add a music theory component, albeit somewhat shorter in length but relevant in rigor, to our recording quizzes we do approx. 2-3 times every concert cycle. This will keep the students actively thinking about this type of content on a regular basis, allowing for improved efficacy regarding music theory concepts year to year as they hopefully maintain full status in our instrumental music program.
What interventions are needed to provide failed students additional time and support?
*It starts with additional explanations & re-teaching during our in-class discussions & open forums regarding this material. From there, I can follow up more on Schoology or in-person w/students that clearly are struggling more than others with the material. There's potential that I could give them a few extra small assignments to help reinforce material and/or utilize high-performing students in the same class to help improve & enhance knowledge in this content area.
How will we extend learning for students who have mastered the standard?

NPI

Common Assessment Team Protocol

*On E-Learning days, I could give high-performing students more challenging directed activities to keep them challenged & engaged at all times. I would be interested in letting some of these same students lead small group discussions & in-class work sessions on specific detailed concepts after we've introduced & discussed them in a large group, allowing them to share their knowledge & further enhance their ability to deliver & explain the source material.

NPHS Success Period

Success period being implemented at NPHS-Before and After Implementation Data

	16/17 Sem 1 # of students	16/17 Sem 1 # of Fs earned	19/20 Sem 1 # of students	19/20 Sem 1 # of Fs earned	20/21 Sem 2 # of students	20/21 Sem 2 # of Fs earned
9th	109	307	32	66	32	63
10th	67	200	26	42	27	43
11th	69	203	37	51	43	73
12th	84	196	28	46	21	31

NPHS Success Period 2021-2022 1st semester

What is happening during success period? How many students were engaged by departments?

Totals by Department	
Math	1553
English	1409
Science	2099
Social Studies	595
Special Ed	305
Art/Music	1681
CTE	932
PE	44
World Lang.	581

Reteaching	163
Make Up/Catch Up	2698
Test/Quiz Make Up	219
Test/Quiz Retest	1118
Enrichment	510
ECA (Extra Curricular Activity)	2362
Focus Group **will* students vs. *skill* students	801

Success Period History-The RTI Process in Action at NPHS

In 2017-2018, we implemented one 30-minute mentor period a week. The following year, we implemented 4 days a week and focused on using this time for RTI focused on Math and English. Focus included Tier II re-teaching of essential skills in Math and English, along with re-testing options. ***The data shows clear positive impact, since 2017 the number of Fs earned has been dramatically reduced.*** Other teachers wanted to "take" the students for RTI if they weren't signed up by an English and/or Math teacher. The Math and English teachers would put students on the list for RTI daily and the list was shared with students at the end of 3rd period so they would be reminded where they would be going during Success period. Teachers worked together to create the RTI focus plan and divide groups.

The following year we worked on creating a schedule that provided more back-to-back courses to create an opportunity for Tier 2 RTI to happen within each class period. We were successful in creating this schedule for most of our Math and English courses which allowed us to open the Success period/RTI focus for all courses. All teachers can use the Success period for RTI and we continue to assess the use of the time and adjust when necessary. These positive changes have directly impacted our graduation rate. Our graduation rate has improved from 93% (17/18) to 98% and 97% (19/20 & 20/21).

Grade	Last	First	Last	First
10	Aarts	Tanya	Baumgartner	Steve
10	Barden	Kristen	Homann	Alex
10	Bauer	Michael	Schellinger	Mark
10	Brennan	Kortney	Gonder	Gale
10	Branch	Adam	Goethals	Camille
10	Buse	Margaret	Moyer	Mark
10	Barkes	Julie	White	Erin
11	Chase	Nicole	Hooks	Kathleen
11	Dalley	David	Davis	Amanda
11	Ramstadt	Joanna	Sinks	Jessica
11	Hobart	Frank	Sees	Scott
11	Forrester	Everett	Taylt	Patrick
11	Gast	Ariel	Glassley	Mark
12	Stone	Mark	VanGoey	Lauren
12	Sees	Jen	Smith	Angie
12	Hackett	Neil	Zarate	Ariana
12	Chase	Jonathan	Schwingendorf	Jimmy
12	Hollfeld	Kimberly	Litza	Jen
AK	Holman	Blake	Career	Center
12	Wade	Steve	Spovak	Natalie
9	Jones	Ryan	McGhee	David
n/a	Kebach	Robyn	Ruiz	Angela
9	Lenig	Jason	Wilkason	Chrystal
9	Lower	Cathleen	McKim	Casey
9	Whitenack	Bobby	Spear	Brandi
9	Pietrzak	Christy	Gelt	Corbin
9	Sorg	Artur	White	Erica
9	Spitz	Deborah	Metz	Jim

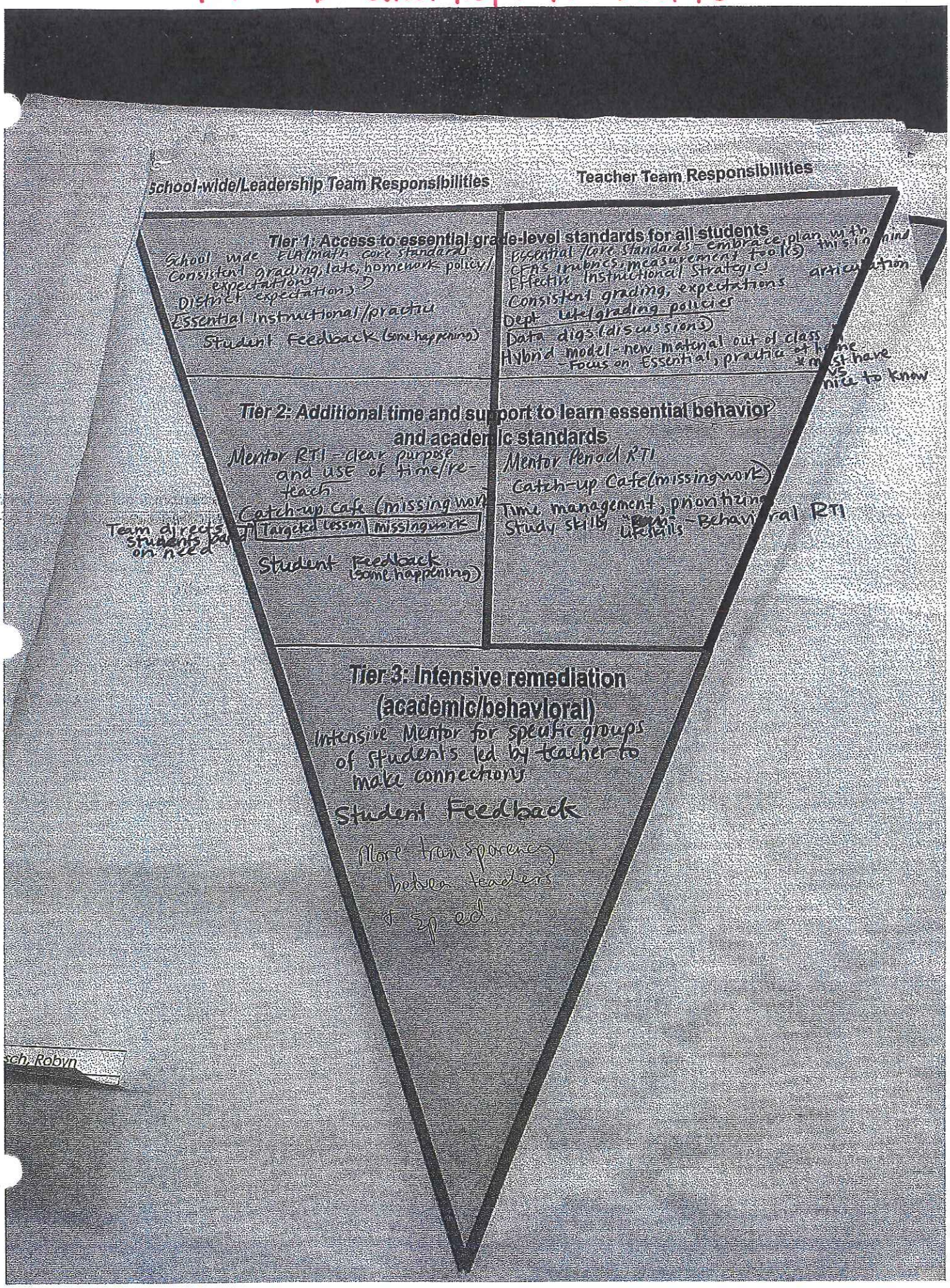
COUGAR PERIOD-MONDAYS

- No MOVEMENT Mondays!
- Expectations/Google Drive-lesson focus
- Discuss grades/homework/attendance with them at a minimum monthly

Success Period

- Use time to reteach/entend instruction/curriculum
- Work with your "partner" to cover one another's overfill
- Make this an extension of your classroom to work with students
- RTI-time, use the Google sheet
  - Sign up students
  - 3rd period end of period-monitor

RTI Discussions / Work Sessions



RTI Process-NPHS

NPHS Success Period 2021-2022 1st semester

What is happening during success period? How many students were engaged by departments?

Reteaching	163
Make-up/Catch-up	2698
Test/Quiz - Make-up	219
Test/Quiz - Retake	1118
Enrichment	510
ECA	2362
FOCUS*	801

Totals by Department	
Math	1553
English	1409
Science	2099
Social Studies	595
Special Ed	305
Art/Music	1681
CTE	932
PE	44
World Lang.	581

Focused Success Period Ruiz/Kubsch Fall 2021
Base Goal (General first referral):
5 out of 7 classes passing; graduation required classes
Be organized notability.

**Data to show how students are meeting goals.
Guidance/Social Work - mini lesson (Wed. or Thur?) - meet in hospitality room
Students can still be pulled RTI - RTI trumps
Time Management and Organization Goal: Organized backpack, organized Schoology and Notability, Folders, Paper Planners, etc.
Incentives: Gift card or Cougar Cards
Google Form for Teachers to check in - how did this student do this week (performance, behavior, on task?)
Resource: Ms. Callahan

Student, grade level	Counselor	Starting Point/Notes	Goal	Action/Outcome
[redacted], 11	Schellinger	At risk student; academic and social/emotional (rumored to be currently addicted to pills)		Ruiz
[redacted], 12	Schellinger	At risk senior academics; needs a push/support		Ruiz
[redacted], (IEP) 10	Schellinger	At risk sophomore; home life is not great, went virtual second half of last year; can succeed with support; has an IEP		8/13: Is this Madison Charleson? Kubsch
[redacted], 12	Schellinger	At risk senior academics; could use		Kubsch

Mon-Thurs RTI CM Sheet 20-21

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Share

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Mentor Teacher

A	B	C	D	E	F	G
Mentor Teacher	**GRADE LEVEL**	**STUDENT LAST**	**STUDENT FIRST**	**Monday- MATH** **PIP Grant for freshmen and sophomores (RTI trumps)**	**Tuesday- MATH** **PIP Grant for freshmen and sophomores (RTI trumps)**	**Wednesday - ENGLISH**
AERTS	10	[redacted]	[redacted]	BRANCH		Brennan - RTI
AERTS	10	[redacted]	[redacted]			
AERTS	10	[redacted]	[redacted]	[redacted]		asmith/mentor advisor
AERTS	10	[redacted]	[redacted]			Wilkeson RTI
AERTS	10	[redacted]	[redacted]			
AERTS	10	[redacted]	[redacted]			
AERTS	10	[redacted]	[redacted]			Sinka
AERTS	10	[redacted]	[redacted]			
AERTS	10	[redacted]	[redacted]	BRANCH		
AERTS	10	[redacted]	[redacted]			
AERTS	10	[redacted]	[redacted]			
AERTS	10	[redacted]	[redacted]			
AERTS	10	[redacted]	[redacted]			Brennan - RTI

2020-2021 CTE Common Data Course Grade Goal

Class	F	D	C and above	Total number of Students	Percentage C and above
Example	2	3	5	10	50.00
building trades	0	3	26	29	89.66
Intro to AgFNR	2	3	20	25	80.00
Animal Science	2	4	20	26	76.92
Adv. Animal Science	0	1	13	14	92.86
Plant and Soil Science	0	1	8	9	88.89
Adv. Plants and Soils	0	0	2	2	100.00
Foods Science	0	0	10	10	100.00
Intro to Const/manufact	5	21	88	114	77.19
HDW 1A	0	5	23	28	82.14
HDW 2A	3	4	18	25	72.00
HDW 3A	0	9	20	29	68.97
Ed Prof 1 A	2	1	0	3	0.00
EDUC 101 A	0	0	9	9	100.00
Ed Prof 2 A	0	1	2	3	66.67
EDUC 121 A	0	0	3	3	100.00
FD 6 A	0	3	22	25	88.00
FD 7 A	0	2	10	12	83.33
Intro To Business	0	3	27	30	90.00
Personal Finance	0	1	19	20	95.00
Marketing	2		17	19	89.47
Princ of Bus Manage		1	19	20	95.00
Interactive Media	1		21	22	95.45
Work Based Learning	1		15	16	93.75
Computer Applications			17	17	100.00
Building Trades	2	3	5	10	50.00
PCC	9	13	56	78	71.79
CSI	2	5	17	24	70.83
CSII	0	1	8	9	88.89
IED	4	2	16	22	72.73
Architecture	2	1	8	13	61.54
POE	0	1	11	12	91.67
DE	0	0	8	8	100.00
Robotics	3	3	7	13	53.85
Totals	40	92	565	699	81.41

W. Language Data Discussion

SELECT SECTION

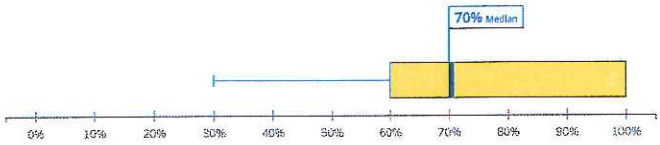
Section 1

Last Updated: 8/29/21 at 6:21 pm

71%

Average Score Based on **14 Students**

Negative Outlier Range of Scores Positive Outlier



Students Overall Results Sort

14 STUDENTS	SCORE
[redacted]	30%
[redacted]	40%
[redacted]	40%
[redacted]	60%
[redacted]	60%
[redacted]	60%
[redacted]	60%

NPHS

SMART GOALS 2021-2022

WORLD LANGUAGES

We will compile the eight (8) lists of essential vocabulary for every language level I through IV, create and utilize CFAs, and review the subsequent data. We will evaluate our progress every quarter to see if we are on track and what progress has been made.

PE / HEALTH

90% or higher of all PE & Health students will receive a credit at the end of each semester.

ART DEPARTMENT

We will complete a minimum of 2 CFAs in all courses. We will vertically articulate with the middle school to build a stronger student pathway to the high school.

CTE

All CTE concentrators will earn a C or better in their concentrator A and/or B course.
50% of CTE students will earn a career certification by the end of the course.
All PCC students will create a professional email, Tallo account, and career portfolio of artifacts by the end of the course.
All CTE teachers will reevaluate essential standards for their pathway principles or introductory course by the end of Q1 during the 2021-2022 school year.
All PCC students will complete aptitude surveys through YouScience by the end of the course.

SCIENCE DEPARTMENT

As a department, each topic group will share a CFA and discuss the results and response to the assessment at least once each semester.

MATH DEPARTMENT

We will maintain a data spreadsheet each quarter of all FA and SA assessment data for Algebra I, Algebra II, Geometry and Pre-Calc. We will use this data to enrich and reteach content. We will track students that are not showing improvement and offer additional RTI during Success period.

ENGLISH DEPARTMENT

Using the data dig process with CFAs, 90% of retesters will improve their scores.

SPECIAL EDUCATION DEPARTMENT

The average PSAT score for the special education juniors taking the test this year will be 865.

SOCIAL STUDIES DEPARTMENT

Students will improve in analyzing historical documents. 80% of students will score 80% (10/12) based on the SOAPSTone Rubric.

New Prairie United School District PLC
SMART GOAL WORKSHEET

Date			**9/1/21**
School			**New Prairie High School**
Principal			**Sass**
	Analyze the Data	**What is the Data Telling Us?**	• Students do not have or are not retaining basic skills to produce art. • Some students have not had art for 4+ years and need to learn basic skills for the production of art.
DO	***Implementation Strategies***	**What are we going to do about it?**	• Work with the middle school art teacher to increase student interest in art. • Pre Test to determine students' knowledge. • At least one CFA during each semester per course. • Post-test to determine what students have learned.
	Assessing, Maintaining and Monitoring	**When will we check our progress? What is our overall goal?**	• The beginning, middle, and end of each semester. • To identify where students are starting with art, check learning progress during the semester, and show student growth at the end of the semester.
ACT	***Response***	Have we taken the right course of action for improvement?	

NPHS 2020-2021 Data Snapshot

School Student Achievement Data State Accountability: ISTEP+ Percentage of Students Meeting or Exceeding Proficiency								
10								
	2016–2017		2017–2018		2018-2019		2020-2021 JR Class	
SUBJECT	School	State	School	State	School	State	School	State
English	68%	61%	60%	59%	70%	62%	69%	66%
Mathematics	34%	37%	32%	36%	37%	36%	32%	37%
Biology*	64%	57%	61%	52%	49%	38%	43%	32%

Our junior class did not complete the ISTEP+ test during their sophomore year due to the COVID shutdown. They were considered retesters when they completed the test as juniors. We surpassed the state average in English and Biology. Our Math scores fell below the state average. Prior to COVID, we had made a 2% gain in English and 3% gain in Math. Our Class of 2022 will be our last group to test in English and Math due to the state transitioning to the SAT test as the graduation required exam.

School Student Achievement Data NWEA Percentage of Students Meeting or Exceeding Proficiency										
9										
	2017-2018		2018–2019		2019-2020 WINTER		2020-2021		2021-2022 FA	
SUBJECT	MATH	READ	MATH	READ	MATH	READ	MATH	READ	MATH	READ
ACT Readiness	28%	30%	30%	42%	27%	47%	32%	29%	25%	33%
SAT Readiness	overall	56%	overall	66%	overall	70%	overall	62%	overall	59%
10										
	2017-2018		2018–2019		2019-2020		2020-2021		2021-2022 FA	
SUBJECT	MATH	READ	MATH	READ	MATH	READ	MATH	READ	MATH	READ
ACT Readiness	24%	31%	26%	40%	24%	35%	41%	34%	30%	34%

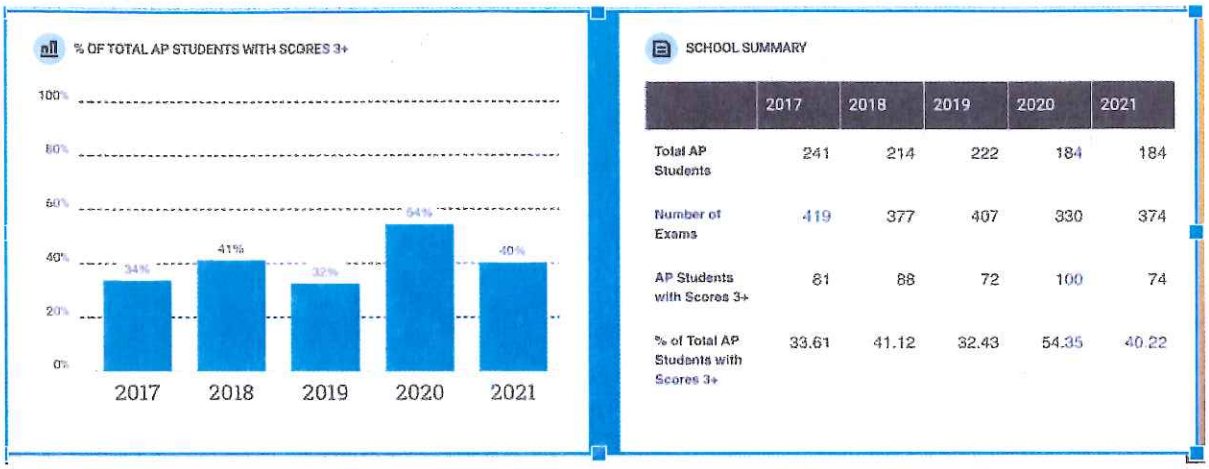
We saw a slight decrease with our current sophomores from their freshman scores in ACT Math readiness. They did increase 5% in ACT Reading readiness. Overall our 2021/2022 freshman class dropped 3% in SAT readiness from the previous year's freshman class.

School Student Achievement Data NWEA Percentage of Students Meeting or Exceeding Proficiency										
9	OVERALL AVERAGES FOR NWEA R 221.3 M 232.2									
	2017-2018		2018–2019		2019–2020		2020–2021		2021-2022 FA	
	MATH	READ	MATH	READ	MATH	READ	MATH	READ	MATH	READ
NPHS MEAN RIT	234.5	222.8	236.4	224.3	234.4	225.9	237.1	224.6	232.7	221.6
10	OVERALL AVERAGES FOR NWEA R 221.0 M 231.5									
	2017-2018		2018–2019		2019–2020		2020–2021		2021–2022 FA	
	MATH	READ	MATH	READ	MATH	READ	MATH	READ	MATH	READ
NPHS MEAN RIT	235.8	222.4	237.6	224.6	234.6	225.9	239.9	224.9	236.8	223.8

Both our freshman and sophomore classes are above the NWEA average. Our freshman class is .5 above in Math and .3 in Reading. The sophomore class showed stronger gains with 5.3 in Math and 2.8 in Reading. We did see an overall drop from 2020-2021 to 2021 Fall, but this is not surprising after having three months of virtual classes and our hybrid schedule last year.

PSAT Average Score 10								
	2017–2018		2018–2019		2019–2020		2020–2021	
SUBJECT	School	State	School	State	School	State	School	State
Reading	452	461	452	461	446	457	464	458
Mathematics	448	456	448	456	446	449	450	443

Last year our sophomore class surpassed the PSAT state average in Reading and Math. This will have a direct impact with this class taking the SAT as their graduation requirement exam or the 21/22 school year. The results of the PSAT from October of 2020 provide individualized areas of focus for our students and resources to improve.



SCHOOL SUMMARY

	2017	2018	2019	2020	2021
Total AP Students	241	214	222	184	184
Number of Exams	419	377	407	330	374
AP Students with Scores 3+	81	88	72	100	74
% of Total AP Students with Scores 3+	33.61	41.12	32.43	54.35	40.22

We had the same number of students take AP exams from 2020 to 2021, but we had an increase of 44 exams taken in 2021. We dropped in the total percentage of students receiving a 3+ on the exam. Our students have taken their AP exams online the last two years. This year will be paper and pencil based testing in the spring. We had 8% more students earn a 3+ compared to 2019 prior to COVID.

GRADUATION RATE									
2016–2017		2017–2018		2018–2019		2019–2020		2020-2021	
School	State	School	State	School	State	School	State	School	State
97%	87%	93%	88%	98%	86%	98%	87%	97%	

Our graduation rate has far surpassed the state average. We have maintained a 97% or higher graduation rate since 2017 except for a dip in 2018.

School Student Achievement Data								
State Accountability: ISTEP+								
Percentage of Students Meeting or Exceeding Proficiency								
10								
	2016–2017		2017–2018		2018-2019		2020-2021 JR Class	
SUBJECT	School	State	School	State	School	State	School	State
English	68%	61%	60%	59%	70%	62%	69%	66%
Mathematics	34%	37%	32%	36%	37%	36%	32%	37%
Biology*	64%	57%	61%	52%	49%	38%	43%	32%
Percentage of Students Meeting or Exceeding Proficiency								
ISTEP+ Retesters								
	2017–2018		2018-2019		2019-2020		2019-2020	
SUBJECT	JUNIORS	SENIORS	JUNIORS	SENIORS	JUNIORS	SENIORS	JUNIORS	SENIORS
English	33%	18%	48%	40%	N/A	N/A	N/A	N/A
Mathematics	67%	43%	23%	25%	N/A	N/A	N/A	N/A

School Student Achievement Data												
NWEA												
Percentage of Students Meeting or Exceeding Proficiency												
9												
	2017-2018		2018–2019		2019-2020 WINTER		2020-2021		2021-2022 FA		2021-2022 WIN	
SUBJECT	MATH	READ	MATH	READ	MATH	READ	MATH	READ	MATH	READ	MATH	READ
ACT Readiness	28%	30%	30%	42%	27%	47%	32%	29%	25%	33%		
SAT Readiness	overall	56%	overall	66%	overall	70%	overall	62%	overall	59%		
10												
	2017-2018		2018–2019		2019-2020		2020-2021		2021-2022 FA		2021-2022 WIN	
SUBJECT	MATH	READ	MATH	READ	MATH	READ	MATH	READ	MATH	READ	MATH	READ
ACT Readiness	24%	31%	26%	40%	24%	35%	41%	34%	30%	34%		

School Student Achievement Data												
NWEA												
Percentage of Students Meeting or Exceeding Proficiency												
9	OVERALL AVERAGES FOR NWEA R 221.3 M 232.2											
	2017-2018		2018–2019		2019–2020		2020–2021		2021-2022 FA		2021-2022 W	
	MATH	READ	MATH	READ	MATH	READ	MATH	READ	MATH	READ	MATH	READ
NPHS MEAN RIT	234.5	222.8	236.4	224.3	234.4	225.9	237.1	224.6	232.7	221.6	235.2	222.9
10	OVERALL AVERAGES FOR NWEA R 221.0 M 231.5											
	2017-2018		2018–2019		2019–2020		2020–2021		2021–2022 FA		2021–2022 W	
	MATH	READ	MATH	READ	MATH	READ	MATH	READ	MATH	READ	MATH	READ
NPHS MEAN RIT	235.8	222.4	237.6	224.6	234.6	225.9	239.9	224.9	236.8	223.8	238.7	223.6

PSAT										
Average Score										
10										
	2017–2018		2018–2019		2019–2020		2020–2021		2021–2022	
SUBJECT	School	State	School	State	School	State	School	State	School	State
Reading	452	461	452	461	446	457	464	458		
Mathematics	448	456	448	456	446	449	450	443		