

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. David Kelly
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Nixa High School
(As it should appear in the official records)

School Mailing Address 514 South Nicholas Road 301 South Main Street
(If address is P.O. Box, also include street address.)

City Nixa State MO Zip Code+4 (9 digits total) 65714-8663

County Christian County

Telephone (417) 724-3500 Fax (417) 724-3515

Web site/URL https://www.nixapublicschools.net/Domain/17 E-mail davidkelly@nixaschools.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Gearl Loden E-mail gearlloden@nixaschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Nixa Public School District Tel. (417) 724-6200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Linda Daugherty
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 7 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 9 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	267	275	542
10	241	250	491
11	261	223	484
12 or higher	202	197	399
Total Students	971	945	1916

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.3 % American Indian or Alaska Native
 - 1.2 % Asian
 - 1 % Black or African American
 - 5.3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 85.8 % White
 - 6.4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 9%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	68
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	105
(3) Total of all transferred students [sum of rows (1) and (2)]	173
(4) Total number of students in the school as of October 1, 2020	1833
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Bengali, Bulgarian, Chinese, Korean, Romanian, Russian, Spanish, Swahili, Ukranian, Vietnamese

English Language Learners (ELL) in the school: 1 %
27 Total number ELL

7. Students eligible for free/reduced-priced meals: 20 %

Total number students who qualify: 386

8. Students receiving special education services with an IEP or 504: 14 %
261 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|-----------------------------------|--|
| <u>19</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>85</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>27</u> Specific Learning Disability |
| <u>7</u> Emotional Disturbance | <u>25</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>14</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	8
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	93
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	36
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	95%	95%	95%	96%	96%
High school graduation rate	92%	92%	94%	91%	94%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	376
Enrolled in a 4-year college or university	40%
Enrolled in a community college	33%
Enrolled in career/technical training program	1%
Found employment	19%
Joined the military or other public service	1%
Other	6%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2013

15. In a couple of sentences, provide the school’s mission or vision statement.

To provide a quality, comprehensive education in a safe and accepting environment, in which all students will acquire the knowledge, skills, strategies, and attitudes to become independent, productive, and responsible global citizens.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

NOTICE OF NONDISCRIMINATION STATEMENT

As a political subdivision, employer, recipient of federal funds and educational institution, the Board of Education is prohibited from, and hereby declares a policy against, engaging in unlawful discrimination, including harassment creating a hostile environment, on the basis of race, color, religion, sex, national origin, ancestry, disability, age or use of leave protected by the Family and Medical Leave Act, in its programs, activities, and with regard to employment. The Board is an equal opportunity employer.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Nixa High School (NHS) began as a tiny, rural school serving students from surrounding farms. As Southwest Missouri began experiencing a population boom in the 1990s, many families moving into the area chose to live in Nixa because of the school district's positive reputation, diverse program offerings, and academic results. As the community and school continued to grow, both citizens and district officials recognized the importance of working together as exceptional academic results fueled continued community growth and community growth fueled better educational opportunities for students.

The partnership between NHS and the community rests on a foundational agreement that all students' needs will be met. In honoring this partnership, NHS created the vision statement, "Empowering Student Success." Curriculum, co-curricular, extra-curricular, and clubs strive to meet the vision statement. Since NHS's previous Blue Ribbon recognition, many student opportunities and courses have been added including the AP Capstone Diploma and the Honors Diploma. The AP College Board regularly includes NHS on their annual AP District Honor Roll which only honors the top 250 schools in the US and Canada.

For technical and career-oriented students, NHS pairs with Ozarks Technical Community College (OTC) offering juniors and seniors access to 20 plus technical/trade programs. These programs provide many diverse courses such as welding, diesel technology, culinary arts, fire science, and landscape management. NHS's Junior Reserve Officer Training Corps (JROTC) options are continuing to thrive through new course offerings in leadership, archery, and robotics. In response to student and community requests, this year NHS added agricultural courses and a competitive Future Farmers of America (FFA) chapter. OTC, JROTC, and the agricultural programs give students more career choices.

NHS offers a highly innovative alternative school campus for students who are classified as at-risk. The alternative school Second Chance on Receiving an Education (SCORE) has graduated nearly 500 students over the past 23 years. These students would not have graduated on time, planned to drop-out, or struggled with extraordinary circumstances. Each year around 30 students graduate, who would otherwise have not earned a diploma. No matter the students' post-secondary plans, NHS offers many choices for students in academic curriculums, school-to-career paths, and alternative learning environments.

NHS has increased awareness of students' social and emotional needs. Multiple programs and partnerships with mental health providers have been created which provide students access to quality emotional care services. Burrell Mental Health offers students on-site licensed professional counselor (LPC) therapy sessions. Awareness Day invites community mental health professionals to NHS who discuss topics generated by students. NHS employs school-wide suicide awareness programs such as Sources of Strength and Signs of Suicide. These programs educate students, parents, and staff about proactive recognition, self-advocacy, and reporting mechanisms for struggling students. NHS employs two nurses and partners with Cox Health Systems (CHS). CHS has a clinic space inside NHS for a walk-in clinic serving students' and staff's health care needs. Working as Response to Intervention (RTI) teams, seven counselors, two social workers, and seven administrators direct these creative initiatives improving the social/emotional and physical health of students and staff.

Each October NHS hosts a college and career fair with admission representatives from colleges, universities, junior colleges, and trade schools in Missouri, Arkansas, Kansas, and Oklahoma. The fair includes a Free Application for Federal Student Aid (FAFSA) workshop that instructs parents and upperclassmen on how to access and complete forms for federal financial aid, state aid, and access scholarship opportunities. Each February NHS invites families to attend Student On-Going Academic Review (SOAR) conferences. These evening conferences allow parents to participate in their child's current academic and post-secondary plans. SOAR conferences have a consistent parent/student attendance rate of over 90%. During another evening as an extension of SOAR conferences, incoming freshmen and their parents are invited to Make High School Count. This event introduces NHS's courses, electives, activities, and clubs.

NHS is a Professional Learning Community (PLC). Instructors meet weekly during collaboration time focusing on curricular pacing guides, common formative assessments (CFAs), and common summative

assessments (CSAs). The data from these assessments guide teachers in using best instructional practices, adapting instruction to students' needs, and ensuring students are at or above course level expectations. Instructors then utilize an RTI process to assure all students are mastering the required standards.

NHS's PLC model requires all students to learn at high levels. This core belief enabled the successful transition to virtual learning during the early stages of the COVID-19 pandemic. In the spring of 2020, NHS's faculty's dedication, desire, and drive to continue teaching and student learning facilitated the transition to virtual education. Faculty relied upon clearly defined priority standards, aligned assessments, and utilization of appropriate virtual learning platforms to guarantee little or no learning loss occurred during the pandemic. There were many lessons learned during this shutdown including the development of online courses that are still taught today.

In the fall of 2020, the school board made the difficult decision to return to seated learning. With multiple layers of COVID-19 protection protocols in place such as masking, social distancing, hand sanitizers in each classroom, and custodial cleaning strategies, NHS students remained in seated learning for the entirety of the 2020-2021 school year. Families and students who were uncomfortable with seated options were able to take advantage of NHS's newly developed virtual course offerings. Regardless of whether students were seated or virtual, NHS provided quality educational opportunities for all students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

To prepare students for meeting the needs in a diverse global population, NHS offers content focused curricula rich in scope and sequence. NHS's instructional focus areas are college preparation, Career/Technical Education (CTE), career-readiness, and military service. Curricula are based on Missouri Learning Standards (MLS), Missouri Show-Me Standards, ACT College Readiness Standards, and national curriculum standards for various content areas.

Providing students with varied learning choices, NHS offers 16 AP courses, 20 dual enrollment college-credited courses, 20 different CTE programs offered through Ozarks Technical College (OTC), apprenticeship programs facilitated by the Greater Ozarks Center for Advanced Professional Studies (GOCAPS), and over one hundred virtual courses. These programs empower NHS students' success.

PLC subject and grade level teams develop and frequently revise curriculum using the "Backward Design" model. Instructors work in departmental collaborative teams and grade-level teams to address the ever-changing needs of students. Instructors have created pacing guides and CFAs which evaluate students' formative knowledge and allow instructors to make instructional adjustments as needed before CSAs.

NHS instructors use a variety of instructional methods in delivering curriculum including direct instruction, Kagan Cooperative Learning, differentiated instruction, Project-Based Learning (PBL), virtual instruction, as well as other "hands-on" learning opportunities which are tailored to meet the needs of individual students. NHS's PLC-developed RTI model is used by teachers to identify students needing extended supports.

1b. Reading/English language arts curriculum content, instruction, and assessment:

The NHS English department offers the following courses: Read 180, Literacy, English I, Honors English I, English II, Honors English II, AP Seminar, English III, AP Research, AP Literature and Composition, AP Language, English IV, DC College Composition, Fictional Literature, Technical English, Mythology, and ACT Preparation. The English department collaborates weekly using NHS's PLC model. In an effort to increase rigor, Dual Credit (DC) and AP courses have been added. The addition of these courses raises expectations in reading, writing, and critical thinking for college bound students. Technical English was added as an upper-level English class for students pursuing CTE or workforce careers.

English faculty jointly identified Missouri priority standards for grades 9-12. The learning standards were first identified and horizontally aligned for grade-level subject content, then aligned vertically across grade levels, and finally categorized into learning units. CFAs and CSAs were backward designed, aligning with Missouri Learning Standards, End of Course (EOC), ACT, college/career readiness, and RTI directives. English teams used previous years' EOC, CFA and CSA data to determine which standards needed more time and interventions to improve student comprehension. In further refining this process, English grade-level teams arranged units thematically to increase students' understanding of concepts embedded in the literature. This revision helped students achieve greater understanding of theme, author's intent, content, symbolism, and meaning. English faculty use Student Tutoring and Academic Resources (STAR) advisory time during the school day to reteach or remediate struggling students. In addition, before or after school tutoring sessions are available to all students.

The English department implemented weekly, in-class, silent, sustained reading times.

This initiative has improved students' abilities to read on-grade level, write, and more actively engage in critical thinking activities and classroom discussions. Students are allowed to choose books not previously

read in other courses or books adapted into movies. These guidelines have reinvigorated students' reading as students are allowed voice and choice in selecting individualized reading material. Read 180 is a reading program designed for struggling readers who are reading two or more years below grade level. It provides blended learning instruction through combining digital media with traditional classroom instruction. These instructional strategies proved effective as NHS students scored seventh out of all Missouri schools on the English II EOC exam.

English faculty members wanted to encourage peer review of writing assignments in a low-stress environment. This led faculty to create The Writing Center (TWC) in the fall of 2021. TWC is student run and faculty managed, allowing any student to make an appointment during the school day to have a fellow student review their writing project. In facilitating TWC, over 50 student consultants received training from a local university in analyzing writing, identifying deficiencies, and providing actionable, constructive feedback to students about writing in all subject areas. Students accessing TWC have positively responded to the peer-led environment as over 500 consultation sessions have happened in 2021-2022.

Since the spring of 2020, virtual curriculum for NHS English I and II courses has been developed, replicating the seated curriculum for those courses. NHS's virtual Learning Management System (LMS), Canvas, has been instrumental in instructing students who are absent, quarantined, or opted for virtual learning. Canvas allows students constant access to assignments and assessments.

1c. Mathematics curriculum content, instruction, and assessment:

NHS offers mathematics classes meeting all students' needs. These courses include Algebra I, Algebra IA, Algebra IB, Geometry, Honors Geometry, Concepts of Geometry, Algebra II, Algebra II Honors, Algebra II Support, Algebra III, DC College Algebra, Pre-Calculus, AP Calculus AB, and ACT Preparation. The four year mathematics curriculum progression is designed to equip students pursuing college, career, and CTE postsecondary opportunities.

NHS's math department meets weekly using NHS's collaborative PLC model. Curricular conversations involve all mathematical faculty members; PLC groups are then composed of subject specific teachers. For example, Algebra I teachers meet in a small group setting to discuss horizontal curricular decisions and teaching strategies. Several times in a year, faculty members meet with other math groups who teach the course before and who teach the subsequent course. To illustrate this, Geometry teachers will meet with Algebra I teachers to ensure learning standards are aligned vertically between Algebra I and Geometry; then, Geometry teachers will meet with Algebra II teachers to ensure learning standards vertically align.

Within weekly PLC meetings, teachers use backwards design to create lessons, units, CFAs, and CSAs. When adding, changing, or refining curriculum, the math instructors use data from CFAs, CSAs, EOC, and the ACT. Team members engage in reflective conversations about individual teaching strategies highlighting which strategies garnered the best results. Individual teachers make adjustments and re-teach when applicable, improving students' comprehension and retention of mathematical concepts.

Math instructors have taken additional, creative steps in re-teaching and remediating students struggling with specific math concepts. In addition to tutoring opportunities before school, during STAR, and after school, math teachers have paired struggling students with student tutors from NHS's national chapter of Mu Theta Alpha mathematics honor society. Tutors from Mu Theta Alpha can provide tutoring during early mornings and in the evenings. This allows the honors students and struggling students to meet at times that are more convenient than the school day and on weekends. Another innovative approach used in the math department is creating time during STAR to extend weekly collaboration time. Since STAR groups are relatively small, teachers will combine groups allowing teachers in a specific content area to meet. For example, one day each week, Algebra II teachers will supervise Algebra I teachers' STAR students. This provides an additional thirty minutes for Algebra I teachers to analyze and act on collected data. Finally, after analyzing data, math teachers identify the instructor who had the most success with a singular concept. The teacher whose students were the most successful will share their instructional approach with other members of the group. If teachers have a student who is still struggling with the concept after re-teaching, the student will be sent during STAR to the teacher who had the most success teaching the concept. These

collaborative approaches' efficacy is evident in the most recent EOC scores where Algebra II students placed fifth in the state.

1d. Science curriculum content, instruction, and assessment:

NHS offers a variety of science courses which include: Physical Science, Honors Physical Science, Biology 1, Honors Biology 1, DC College Biology, DC Biomedical Science, DC Chemistry 1, AP/DC Chemistry 2, AP/DC Earth Science, Physics (DC), Forensics, Environmental Science, and Astronomy. This variety of courses enables all students to pursue scientific interests regardless of academic levels.

The science department meets weekly following NHS's PLC model. Learning standards are identified from Missouri state standards and aligned in courses horizontally and vertically. Science curricular decisions are based on data from CFAs, CSAs, EOC, and ACT results. Teachers utilize various methods of instructional strategies incorporating labs, hands-on activities, and cooperative learning. To help facilitate learning, all daily lessons and classroom activities are placed online using NHS's LMS, Canvas. This technology allows students to continue learning while out of the classroom. Students can access classroom lectures, labs, and supplemental learning activities through Canvas. The science department's methodology yields impressive results as demonstrated by ranking fourth in Missouri on the Biology I EOC exam.

Extension of science learning opportunities are available to all students beyond the traditional school day. Medical Explorers is a program offered by Mercy Hospital and Cox Health Systems where students can participate in various job-shadowing experiences. Health Occupations Students of America (HOSA) allows students to explore patient health care and job opportunities in medical fields. Every summer, students attend Green Leadership Academy for Diverse Ecosystems (GLADE) sponsored by the Audubon Society and Missouri State University. Concerned about the environment, students developed the Green Team, a school-wide recycling program. For students wanting to engage in other scientific opportunities, Science Explorers is an after school program exposing students to subjects as varied as horticulture to spelunking. These supplemental programs produce well-rounded, responsible, global citizens gaining valuable experience in real-world scientific endeavors.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

NHS's social studies department offers many different courses including: American History, Honors American History, World History, AP World History, American Government, AP American Government, AP United States History, Sociology, Psychology, AP Psychology, and Cabinet/Leadership. In recent years, the department has expanded AP course offerings. The strenuous curriculum and variety of courses propelled NHS to rank 7th in EOC Government scores in the state of Missouri and post consistently high AP test scores. In addition to seated courses, students have access to numerous virtual course offerings. These virtual courses include: American Baseball History, American Civil War, AP European History, Black History, Economics, Psychology of the Holocaust, and World Geography.

The social studies department uses NHS's PLC collaborative model to facilitate discussion on continuous instructional improvement through collaborative efforts, CFAs, CSAs, standards-based data analysis, and intentional, real-world application of knowledge. Students' classroom involvement is encouraged through participative activities including discussions, debates, critical thinking scenarios, and argumentative analysis. Course curriculums provide students opportunities for appropriate, guided discussions about local, state, national, and international current events. Students motivated to make change at NHS are encouraged to enroll in the Cabinet and Leadership course. Students in Cabinet and Leadership are given opportunities to help shape NHS's school policies, plan major events, and engage in civic activities beyond the classroom.

Other activities outside the classroom in which students can participate are National History Day and Show-Me the Constitution. Show-Me the Constitution is a mock-Congressional hearing competition presenting students with questions pertaining to Constitutional issues surrounding current events, which students research in advance and prepare oral presentations. Contest judges ask additional questions gauging the students' knowledge and understanding of the Constitution. The department's dedication to student success is noticeable as NHS students have consistently appeared in Missouri state finals for the last several years.

1f. For secondary schools:

NHS's curriculum offers diverse college and career readiness opportunities for students of all ability levels through DC courses, AP courses, CTE in partnership with OTC, Greater Ozarks Centers for Advanced Professional Studies (GOCAPS), the A+ Tutoring program, and supervised work experiences. In these courses students learn valuable soft skills such as teamwork, verbal and nonverbal communication skills, flexibility, and problem solving.

Students interested in a trade or professional experiences can enroll in GOCAPS and/or OTC courses. Students enrolled in GOCAPS and OTC curriculums are immersed in professional cultures, dealing with real world problems using industry standards, industry skills, and employer mentorship while receiving high school and college credit. These course curriculums demonstrate how business, community, and public education can partner to produce personalized learning experiences while exposing tomorrow's workforce to high-skill, high-demand jobs.

NHS offers courses in agriculture sciences, woodworking, welding, computer-aided design, building trades, engineering design, principles of engineering, computer science and architecture. In these courses, students work cooperatively developing, designing, and completing projects. The faculty intentionally uses PBL to improve communication skills, customer service skills, and collaboration skills. CTE courses offer students the ability to explore and practice skills outside of the traditional college path.

The A+ Tutoring curriculum supports students by providing opportunities to tutor in NHS classrooms during the school day. A+ tutors must complete fifty hours of tutoring guided by a faculty member. Once requirements of the A+ curriculum are met, students are certified to receive paid tuition at a junior college or trade school within Missouri. Supervised work experience is a paid internship for students with developmental needs. This curriculum supports the most vulnerable students, providing real work experiences, skill development, and purpose.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

NHS offers students in grades 9-12 an abundance of other non-core curriculum including seated/virtual courses, extra/co-curricular activities, and clubs. NHS's non-core curriculum faculty cooperatively and intentionally developed objectives, activities, and assessment rubrics evaluating students' soft skills such as following written and verbal instructions, social/emotional skills, presentation skills, and self-awareness. The non-core faculty were interested in using their classroom experiences to support core teachers' classroom environments.

1. NHS visual arts are innovative and competitive at the local, state, and national levels. Students begin with art foundations and can matriculate into photography, painting, drawing, ceramics, sculpture, and art portfolio. Students have garnered prestigious awards in the Federal Congressional Art Competition, provided the artwork for the cover of Show Me Missouri magazine, and art work done by students was selected by the National Park Service to be displayed in the White House.

2. NHS's theater arts offers classes in beginning drama, advanced acting, dual enrollment theater, set construction and lighting design, make-up and costuming, dance, and film appreciation. The theater's success is evident in performances being extended from three to five nights based on community demand. The community voted to pass a \$16 million bond issue doubling the size of the current facility and adding state-of-the-art technology.

3. NHS's health, nutrition, and physical educational courses meet evolving students' needs. Life 101 instructs students in life's challenges after high school. Students work cooperatively on presentations addressing topics such as finding/renting an apartment, working and meeting expenses with minimum wage

jobs, insurance, childcare, transportation, and post-secondary educational costs. This department offers courses in teacher preparation, walking fitness, child development, and international foods. The community approved sport facility upgrades totaling nearly \$6 million.

4. NHS's World Languages include Spanish, French, German, and Japanese. Students enroll in seated or virtual courses. The World Languages faculty uses an immersive approach experience; students communicate daily in the language. This immersive approach has secured the prestigious Seal of Biliteracy for 112 students.

5. NHS's Media Center includes a Help Desk for students, the Virtual Counselor, Librarians, and an instructional coach. The Help Desk allows students to receive immediate assistance with Chromebook hardware and software issues. Help Desk students learn customer service skills, technical repairs, and managing parts inventory.

6. NHS's Junior Reserve Officer Training Corps (JROTC) promotes various student leadership positions such as personnel communication, training, logistics, and public affairs. JROTC competes annually and has achieved national recognition in Robotics, Leadership/Academic Bowl, and CyberPatriot team. These competitive opportunities present problem based challenges where students must have a working knowledge of computer software apps, computer hardware knowledge, and provide demonstrable working solutions.

7. NHS began offering DC Teaching Academy three years ago to "grow our own" teachers. Data indicates a national teaching shortage in the coming years. This program offers a gateway into the teaching profession for any NHS student. This project-based course provides students opportunities to engage in activities at the elementary and secondary levels while studying all facets of the art and science of teaching.

3. Academic Supports

3a. Students performing below grade level:

NHS's PLC is using RTI. RTI is a multi-tier approach to the early identification and support of students with learning and behavior needs. First tier interventions happen in the classroom between teacher and student. Teachers intervene based on academic issues such as missing assignments, CFAs, or CSAs. Interventions can extend into behavioral issues as well. Supporting classroom interventions is a daily, in-school, thirty minute advisory period—STAR. This time allows teachers direct access to students for tutoring, re-teaching, and remediation. Freshman students who have been identified as struggling in ELA are given the opportunity to participate in English Literacy which is blocked with English I. This multifaceted curriculum helps students with reading, writing, and is tailored to meet each student's needs. In mathematics, NHS offers Algebra II Support providing Algebra II students re-teaching and remediation of Algebra I concepts and skills.

NHS's tier two interventions include before and after tutoring sessions, weekly, two hour, after school Extended Learning Opportunity (ELO) tutoring time, and The Writing Center (TWC). Students who are not responding to tier one and two interventions are assessed for placement at NHS's alternative school campus SCORE. SCORE accommodates 65 students each year. These interventions are directly linked to higher graduation rates and lower drop-out rates.

NHS's tier three interventions include student placement at SCORE, a Director of Student Services, and use of community resources. NHS's use of community resources includes several programs. The Backpack Program allows students to discreetly obtain from the counselors' offices non-perishable food items for weekends and school breaks. Care to Learn provides students with vouchers for health services, clothing, food, and hygiene items. The Back to School Bash is hosted each August; community businesses provide necessary school supplies, backpacks, clothing, shoes, food, and information to access community resources.

3b. Students performing above grade level:

NHS offers many different options for students who are above grade level and seeking more rigorous courses. These courses include honors, AP, DC, CTE, and GOCAPS. These courses are available to any student, and those who are on free and reduced lunch have dual enrollment fees waived. NHS plans to take advantage of Missouri's A+ program that will begin offering students in the 2022-2023 school year the ability to dual enroll in college courses and have those course fees paid by the state.

In the spring of 2021, NHS began offering differentiated diploma choices. One option is the AP Capstone Diploma. This diploma is the most academically rigorous diploma and is recognized internationally. Students earn this diploma by successfully completing AP Research, and AP Seminar and meeting score requirements on four additional AP exams. Option two is the Honors Diploma. Students must meet the ACT threshold score, enroll in honors courses, and meet rigor requirements. Students can also earn a Career and Technical Education Diploma by meeting the standards set forth by OTC and GOCAPS. The differentiated diploma program encourages students to enroll in more rigorous and challenging courses. Each of these diploma options require students to accumulate 28 or more credits during high school.

NHS utilizes a peer tutoring program during daily advisory time. Students who are in National Honors Society have the opportunity to be in a teacher's class where they can earn tutoring hours in a content area in which they excel. This peer tutoring program has been beneficial to both the struggling student and the tutor.

NHS works with the state of Missouri to extend program opportunities to the most high-achieving students. Programs like the Missouri Scholars 100, Missouri Boys and Girls State, and the HOBY Leadership conference are all attended by NHS students on an annual basis

3c. Special education:

The special education department at NHS tailors services and course offerings to best serve the learning needs of each student with an Individualized Education Plan (IEP). Course offerings include self-contained functional skills classes, resource classes in core content areas, co-teaching core content courses, para educator supported science, social studies, and non-core electives, and itinerant therapies provided by highly qualified district employed staff members. Both content area teachers and special education teachers have taken part in co-teaching team training to improve their instructional skills in the co-teaching model and arrange course content effectively for student learning. Students in functional skills classes help run the school store, pack Care to Learn food bags, and host events for staff such as a Burger Shop and Thanksgiving meals. These students regularly engage in learning through community outings to retail stores, government buildings, and community businesses.

Special education teachers participate in both their departmental PLCs and core class PLC groups, providing input in the selection of essential standards and developing CFAs and CSAs. Such analysis provides that all students have an opportunity to participate in the general education curriculum at a high level. Special education teachers utilize supplemental curriculums such as Unique Learning Systems in functional classrooms and READ 180. READ 180 helps students who struggle in the area of basic reading, fluency, and comprehension.

In learning self-advocacy, NHS special education students practice skills by leading their own IEP meetings, understanding their disability, and sharing their strengths, challenges, and specific accommodations they need in classes to help them be successful. The department's work experience and transition coordinators work to provide all students opportunities to discover their interests and pursuits beyond graduation. The ultimate goal is to provide students a world-class education that is responsive to each student's needs and abilities while fostering independence.

3d. English Language Learners, if a special program or intervention is offered:

Each year, NHS experiences a growing population of English Language Learners (ELL). Students are supported by a highly qualified, credentialed teacher possessing certification in Teachers of English to Speakers of Other Languages (TESOL). Separate courses are offered in which instructional services are provided allowing ELLs to be successful while attending NHS. Additional support is provided to the

English teaching staff in adapting course assignments that require higher levels of research and technical writing. A district aide is available within the English Language Development department to assist with ELLs when they first enroll in the district. Additional resources include supplying families and students with a translator starting at registration, during enrollment at NHS, explanation of academic requirements, and any other school related concerns. Translators can also be used during state and national testing.

The district English Language Department (ELD) is working with NHS in building the understanding and adaptation strategies of teachers by offering an English Language Development Academy starting in the fall of 2022. The Academy will provide selected teachers with professional development in the areas of reading, writing, speaking, and listening in helping improve Tier 1 RTI support for all ELL students. Teachers in this program will have opportunities to plan lessons, co-teach with an ELL specialist, and learn new ways to teach emergent literacy students. As the diversity within the community continues to grow, these teachers will enhance their multilingual and multicultural awareness within the classroom and beyond.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

NHS serves the needs of all students including those who are often most at-risk. The Nixa community is home to a residential youth facility for children whose course of treatment cannot be managed in their family's home environment. NHS employs a "group home liaison" who facilitates the enrollment and transfer process for these highly mobile students. The group home liaison also provides individual academic support and guidance helping address the many needs of these students, and ensuring successful academic and social/emotional experiences while enrolled at NHS.

Another program addressing the needs of various at-risk students is the Positive Alternative for Suspended Students (PASS) program. PASS allows NHS students who receive long-term suspensions the option of attending the alternative school after normal school hours. The intent of out-of-school suspensions is to separate students from the regular school environment. This is most easily achieved by having the suspended student attend outside of normal school times. Students complete online coursework with access to support from an in-person, supervising teacher. By attending the program and meeting the guidelines, students can reduce their suspension time by up to 20%. Upon the completion of their suspension, successful PASS students are able to re-enter the regular school setting while having maintained good academic standing.

NHS employs a variety of methods of instruction for students who might need time away from the campus due to physical or mental health conditions. Students who are dealing with addiction or medical issues often need to be away for weeks at a time. In these instances NHS offers homebound services, virtual options, or other methods of instruction to meet the individual needs of students.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

NHS offers curriculum, competitive academic and sports programs, and clubs to create positive environments for students, support their academic interests, social connections, emotional needs, and college/career readiness. Since last winning the Blue Ribbon Award, NHS has strengthened curriculum and rigor by adding Advanced Placement and Dual Credit courses, specifically, the addition of the internationally recognized AP Capstone Diploma.

NHS is responsive to student academic interests and needs. In 2021-2022, NHS added Agriculture Science courses. These courses provide students opportunities to explore career fields related to food production, livestock care, and financial issues impacting farms. This program includes a competitive Future Farmers of America Club allowing students to establish social networks with students across the state. NHS also continues to offer Project Lead the Way (PLTW) curriculum. PLTW offers pathways in computer science and engineering, engaging students in PBL activities, projects, and the opportunity to work in the Help Desk. NHS's Help Desk trains students in customer service skills related to computer technology. Help Desk students help fellow students with Chromebook software and hardware issues.

During the COVID-19 shutdown of spring 2020, NHS was challenged with the task of keeping students engaged academically while the building was closed. Virtual methods of instruction were quickly adapted and efficiently deployed. Faculty used platforms such as Zoom or Google Meet to record lectures, posted those lectures and accompanying assignments in Canvas, and arranged times for re-teaching students who struggled with virtual learning. NHS faculty devised a no-contact procedure allowing students to retrieve Chromebooks from school, and staff made no-contact home deliveries of instructional materials, technology devices, and even meals to students in need. These steps allowed NHS students to continue learning through the end of the academic year. Administrators and teachers were able to use the lessons learned during those initial months, refine practices, and expand virtual options for students. This learning directly translated into the district creation of Alternative Methods of Instruction (AMI) which allows students to continue learning during school closing events such as snow days.

Beyond these programs, NHS students have multiple opportunities to build and expand leadership skills. For NHS class presidents and officers, Cabinet/Leadership class provides them an opportunity to work together on school programs and events. NHS has numerous clubs and organizations with leadership positions for students. NHS students routinely serve on district planning committees, the Comprehensive School Improvement Plan committee, and proposed new course offerings. These opportunities give students a voice and ownership in school policies.

2. Engaging Families and Community:

NHS takes pride in partnering with families and community partners. To promote this partnership, the high school hosts several events throughout the school year designed to engage students, parents, and community leaders.

Perhaps most importantly, NHS looks for opportunities to engage parents. Each year in October the FAFSA Frenzy helps students and parents file a Free Application for Federal Student Aid (FAFSA). The FAFSA is a source of stress for parents of seniors, and the feedback on this event has been overwhelmingly positive. In February, NHS hosts parents for Make High School Count. This event is for incoming 9th graders and parents and is designed to facilitate a smooth transition from junior high school to NHS. Students and parents attend workshops about diploma options, credits, programs, course offerings, clubs, and other opportunities available to students. NHS averages over 90% parent attendance for Make High School Count. The same week NHS hosts current high school students and their parents for Students' Ongoing Academic Review (SOAR) conferences. These conferences allow parents to check on their student's progress towards graduation, academic choices, and postsecondary plans. Again, over 90% of NHS students and parents attend these conferences annually.

To help with post-secondary goals, NHS hosts a College and Career Fair where regional colleges, military recruiters, and local businesses from Missouri, Arkansas, Oklahoma, and Kansas discuss college and career plans while recruiting NHS juniors and seniors. In addition, colleges and the military are welcome to visit during STAR to talk with small groups of students.

Community business partnerships play an important role in student success. NHS relies on business partners to help with a variety of programs and activities for students. For example, the College and Career Counselor arranges an annual event where employers conduct mock interviews with students. After the interview, employers provide feedback to improve the student's interview skills. Also, NHS hosts an annual job fair for the students where local businesses participate, recruiting students to meet their need for employees.

NHS is also part of the Greater Ozarks Centers for Advanced Professional Studies (GOCAPS). Students experience real-world career opportunities by working with local businesses in the medical, business, IT, and engineering fields. This program gives NHS students direct networking access and specific training for many of the area's top employers and industries.

Many NHS students attend OTC. When registration opens for the fall semester, NHS takes a group of seniors to campus so they can complete orientation and enroll in classes for the upcoming school year. This involves working closely with a representative from OTC admissions to ensure students have a seamless transfer from high school to college.

3. Creating Professional Culture:

NHS values and supports teachers through a variety of professional development (PD) activities, educational opportunities, and protected collaboration time. Each year before students arrive, teachers are contracted to engage in PLC meetings, classroom time, and attend workshops hosted by other NHS faculty. These workshops present topics directly impacting NHS faculty. Throughout the last several years, teacher over-extension has been a concern. In recognizing and validating this concern, administration allows teachers grading days and work days. A grading day allows core teachers to schedule a substitute one day each semester allowing the teacher time to grade large projects. A work day allows administration to schedule PD directly related to PLC endeavors. During a work day, NHS teachers can attend morning sessions on various PD topics while in the afternoon teachers return to their PLC teams using PD information from the morning's presentations to develop or refine concepts.

Since the last Blue Ribbon recognition and the COVID-19 pandemic, NHS has hired an instructional coach, an instructional specialist, and a virtual counselor to support teachers and learning. The instructional coach is a position dedicated to instructional best practices, classroom management, and PBL development. The instructional specialist integrates new teachers to the building, provides training for new personnel, and informs PLC groups of state changes in learning standards. During the school closing of 2020 and the move to online learning platforms, NHS recognized the need for a virtual counselor. Throughout the 2020-2021 school year, the need for a virtual counselor became a necessity. The virtual counselor position coordinates with students who have been quarantined, are homebound, or have opted to learn virtually. The virtual counselor also helps to integrate students back into the seated learning environment when necessary.

In reducing over-extension, NHS administrators recognized the need to provide timely, targeted, immediate, implementable PD. PD is vetted and evaluated by administrators for its effectiveness before being introduced to faculty. This vetting process values and respects teachers' time. For example, NHS administration uses Teaching studies, a program developed by Mike Rutherford. Teaching studies allows new teachers to observe veteran teachers, praise the veteran teachers, and reflect on an effective practice they want to implement in their own classrooms. During the fall semester, NHS utilizes Teaching Studies for all new teachers. During the spring semester any teacher can sign-up to participate in the program. Teaching Studies provides invaluable opportunities for teachers in a subject area to observe instructors in different subject areas.

4. School Leadership:

NHS administrators use PLC models and principles. Building administrators collaborate with district leaders through protected PLC time. Nixa's Superintendent, Executive Director of Secondary Education, and the Executive Director of Curriculum hold bimonthly PLC meetings with NHS administrators including the principal, athletic director, and four assistant principals. NHS and district leaders discuss upcoming events, teacher observations, student attendance concerns, and teacher team collaboration. PLC collaborative meetings between district and building leadership are essential for keeping lines of communication open and ensuring district resources are used in supporting student achievement.

The NHS principal is the instructional leader. Just as district leaders communicate with building administrators, the NHS's principal prioritizes meeting with teacher leaders. The principal holds collaborative weekly meetings with the core department chairs of English, social studies, math, and science. These meetings provide opportunity for open dialogue about current concerns, instructional expectations, and new initiatives.

In support of weekly PLC departmental meetings, the NHS principal leads a monthly Guiding Coalition meeting. Attendees include the principal, assistant principals, the instructional coach, a librarian, a counselor, and department chairs for all subject areas. This team is solution focused and analyzes data related to NHS's mission, vision, values, and goals. The team seeks to better support student achievement through inter-department collaboration, intervention strategies, and research based instructional strategies.

Teacher PLC teams meet each Monday to collaborate with administrators overseeing departmental collaborations. Administrators provide support in these meetings when teams need guidance concerning essential skills, CFAs, CSAs, and data analysis. It is through this PLC process that building leadership and teachers continuously endeavor to increase students' achievements.

Throughout the pandemic, administrators have had to place more emphasis on effective communication. Just as teachers have adapted instructional practices for distance learning, administrators have had to leverage technology effectively to support faculty/staff, share expectations with parents, and build relationships with students.

One positive emerging from the pandemic is the increased awareness and appreciation for teachers' daily duties. This awareness has not been lost on the NHS administrative team, which now looks for every opportunity to celebrate teachers and staff, communicating just how appreciative the administrators are of their efforts and dedication.

5. Culturally Responsive Teaching and Learning:

NHS meets diverse needs of students, faculty, and staff through identification and specific, targeted actions. During registration, staff members have been trained to be sensitive to the needs of the student and family, recognize ELLs, and provide specific community resources. If a language barrier exists, parents and students are provided with a translator to help integrate the family into the community and student into the school. When selecting courses at NHS, the student is encouraged to have a translator present. Each student is screened and an accommodation plan is created and shared with faculty to assist the student in being successful. Many NHS staff and faculty are bilingual in a variety of languages and are utilized in helping students as well.

In ensuring equity for all students, NHS has partnered with community organizations such as Care to Learn and created an annual Back to School Bash. Care to Learn provides students immediate funding to meet the needs of health, hunger, and hygiene. The Back to School Bash is an event where any Nixa student or family who need support before the start of each school year can receive help. The event provides students in K-12 with school supplies, clothing options, dental & hygiene kits, new shoes, and other resources for assistance. The Back to School Bash is entirely reliant on donations from community businesses. NHS also helps students with the Backpack Program. The Backpack Program discreetly provides students with food every Friday afternoon and on the days before breaks. Students receive non-perishable, easily prepared food items

in backpacks from the counselors' offices to maintain discretion.

Cultural awareness at NHS is addressed by celebrating diversity. Part of NHS's mission statement is "We will foster a culture of diversity." NHS has committed to building inclusion and unity as the community becomes more diverse. Many students and faculty are moved to action by current events and social movements. Rather than ignore these events, faculty and administration take proactive steps to address societal issues. For example, the Gay Straight Alliance club supports LGBTQIA+ students. Students are encouraged to find a club meeting their diverse needs such as Fellowship of Christian Athletes (FCA), Spanish, French, drama, Green Team, or Writer's Guild.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Professional Learning Community is the one practice most instrumental in the success of NHS. The four pillars of PLC are mission, vision, values, and goals. Each year all faculty members have input into rewording, reworking, or keeping NHS's mission, vision, values, and goals statements. Four key questions guide instructional practice at NHS:

1. What do we want all students to know and be able to do?
2. How will we know if students learn it?
3. How will we respond if some students do not learn?
4. How will we extend the learning for students who are already proficient?

Question one guides collaborative teams in the selection of learning materials, learning targets, common formative assessments (CFAs), and common summative assessments (CSAs). Selection of learning materials stems directly from Missouri state standards, priority standards, and learning targets.

Question two is reliant upon well-constructed CFAs and CSAs. Teachers review and use data from CFAs to guide classroom instructional practices. Knowing what students already know and can do, teachers can pinpoint exact information to improve students' academic success.

Question three drives NHS's RTI programs and processes. NHS takes a tiered approach to interventions for students. First tier interventions are administered by the teacher in the classroom. Tier two interventions are more intensive and involve counselors and administrators outside of the classroom. Tier three interventions involve teachers, counselors, administrators, and community resources to help struggling students.

Question four is enrichment for students already proficient in classroom material. Enrichment looks different from class to class or teacher to teacher. NHS encourages teachers to provide additional readings, activities, or PBL assignments for students to extend their learning.

The foundational premise to NHS's academic success is the unwavering commitment to Empowering Student Success. No matter the subject or teacher, students in a grade-level subject will receive the same educational learning materials, the same CFAs, and the same CSAs. This process allows for successful collaboration, successful data analysis, and successful interventions.

The COVID-19 pandemic clearly demonstrated how important the pillars of PLC are to the success of NHS. During times of uncertainty, NHS administrators, faculty, and staff were able to rely on PLC concepts for guidance, instruction, and limitations. The four corollary questions were regularly reviewed during the pandemic and are invoked to guide the instructional practices. NHS's commitment to students' academic excellence continues onward, supported by educators, families, and community engagement.