

School Improvement Plan - PL221 Version - 2008-2011

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Hagerstown Jr-Sr High School (8985)

Nettle Creek School Corp

Hagerstown, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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School Improvement Plan Introduction

Hagerstown Jr-Sr High School

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- PL221
- NCA

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - Curriculum content
 - Instructional practices
 - Classroom assessment
 - Extra help
 - Student guidance
 - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Marking

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

Questions about the School Improvement Plan should be directed to the building principal.

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- Mark Childs - Administrator
- Kristina Dale - School Counselor
- John Dawson - Teacher
- Lisa Dykhoff - Community Representative (Business)
- Betsy Robinson - Parent/Guardian
- Betsy Swimm - Teacher

Strategy Chairs

- Mike Beeson
- Eric Bowman
- Kristina Dale
- John Dawson
- Tom Hamilton
- Dave Land
- Betsy Robinson
- Pamela Weaver

Community Council

- Robinson Brad - Parent
- Hoodlebrink Brenda - parent
- Alyssa Clark - parent
- Bob Clark - parent
- Everett Hampton - Retired Educator
- Gene Himelick - Retired Business Person
- Heidi Houck - parent
- Rebecca Moses - parent
- Fleming Pam - parent
- Betsy Robinson - parent
- Gary Saunders - Business Owner/Mechanic
- Sandy Todd - parent

Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve. The third part of the vision statement describes the ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

We believe in an active partnership between the school and the community.

We believe in maximizing student potential to develop individual talents and abilities.

We believe that students need to have the opportunity to learn/master basic skills—reading, math, science, and technology.

We believe that preparation for the future involves up-to-date technical training and use of technology.

We believe in student preparedness for successful futures in a global community.

We believe that students should have a life-long love of learning.

We believe in physical facilities that are conducive to learning.

We believe that adequate staffing is critical to meet the needs of all students academically and socially.

We believe that students learn best from dedicated, passionate, caring, compassionate, open-minded, and knowledgeable instructors.

We believe teachers should model and teach responsibility, citizenship, and character development.

We believe in evaluating new trends and innovative programs in education and change as needed.

We believe in an effective school environment that engages and challenges students and promotes a free expression of ideas, a climate for discovery, and risk taking based on trust.

We believe that students learn best in an effective, positive, nurturing, and safe environment that is free from harassment and addresses the needs of students academically and personally.

We believe that the school should serve as the hub of the community to promote life-long learning for all members of the community.

We believe that students should be held accountable for behavior and academic standards by teachers and administrators.

We believe that structure, boundaries, and organization should be consistent throughout the school and that students should have the same access to resources, tools and learning opportunities.

We believe that student achievement should be measured in many different ways.

We believe that students should be treated with dignity.

We believe that students should be able to explore career opportunities and other areas or subjects that not career-oriented.

We believe that students deserve a school corporation that is consistent and committed to following the school improvement plan.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

The ideal school serves as the hub of learning for community members, parents, teachers, and students, promoting life-long learning and personal growth. It recognizes individual needs and strives to challenge and develop fully the talents and abilities of each learner. The staff is knowledgeable and caring, modeling and teaching the attributes of responsible, productive citizenship. The relevant, challenging curriculum is designed to actively engage learners and prepare them for successful futures in a global community. An active partnership among students, teachers, administrators, parents, and community members makes educational decisions and changes based upon thoughtful evaluation of new trends and innovative programs and the shared beliefs of all stakeholders.

Instructors in the ideal school are dedicated, caring, and knowledgeable. They are educational visionaries who lead in curricular innovation and grow personally and professionally through continued course work, professional reading, and research. Within the classroom they are well-prepared, personable, effective managers who seek student and parental input. They create trusting, nurturing climates in which students receive individual academic and personal attention. Such instructors both model and teach scholarship, responsibility, citizenship, and character development.

Administrators serve as both educational leaders and managers. They work as teacher advocates and instructional innovators; they promote staff development and actively help instructors create ideal learning environments and maintain personal accountability. They also work as student advocates, providing adequate counseling and advisement, visibly supporting student activities, and learning to know and appreciate students as individuals. They consider and respect the viewpoints of all stakeholders and involve them in the decision-making process. Ideal administrators also effectively budget and spend to ensure that excellent materials and facilities exist.

Parents provide a home environment which ensures students arrive at school geared for success—well-fed, rested, and free from undue stress and personal problems. They prepare children in their pre-school years for the educational process by instilling within them self-discipline, respect for authority, and a love of reading. Parents in the ideal school consistently stress the importance of educational success and demand academic accountability from their children. They are actively engaged in their children's academic, social, and extra-curricular activities. They are involved in the school decision-making process, working closely with teachers and administrators to ensure the best education possible for their children. They support school policies, which they have helped shape, and support teachers and administrators in issues of student discipline when necessary.

The community surrounding the ideal school also works closely with other stakeholders to ensure a high quality of education for the community's youth. These activities include help in decision making, support of student activities, financial support, and the lending of work and personal expertise to classroom and real-life learning. Community members recognize the importance of well-educated youth to the future and do not end their commitment to the school once their children have graduated.

The ideal learning environment this school generates is housed in an up-to-date, well-maintained, safe, and comfortable physical facility which is conducive to learning. Within this facility staffing is adequate to meet the needs of all students academically and socially because of a low student to teacher ratio. Students first learn the necessary and basic skills of reading, math, science, and technology and are then given adequate opportunities to develop individual talents and abilities—academically, artistically, and kinesthetically. A comprehensive, teacher-designed curriculum is articulated K-12 to ensure instruction does not overlap or allow gaps. Sufficient teacher planning time for collaboration and professional growth makes possible innovative instruction and outstanding curriculum based upon new ideas, trends, and methods. A routine and systematic evaluation procedure for instruction and curriculum further facilitates quality programming for all students. Scheduling is flexible, attuned to individual needs, and is not bound to the industrial model. Up-to-date technical training and use of technology pervade all aspects of this curriculum, ensuring graduates leave high school prepared for work, further technical training, or college. As part of this environment, a climate of discovery is created and enhanced through free expression, risk-taking, and trust. Activities within this ideal classroom environment meaningfully engage students, meet their diverse needs, and focus on critical and creative thinking skills applied to hands-on, real-life situations. Students are required to analyze, question, interpret, and utilize information in new and unique ways. Time is allowed to explore topics in-depth, to develop individual talents, and to help students learn from both successes and failures. Through the development of mutual trust and respect within this environment, students learn to listen to the thoughts and opinions of others and develop an understanding of human diversity.

In this environment where all adults are living by their core convictions, all students:

Students in the ideal school arrive ready to learn. They are inquisitive, positive, and aware of the benefits of educational success. They exercise self-discipline by arriving on time to school and class, having perfect attendance, and completing all of their homework on time. They show respect and responsibility by following all rules, and exhibit a serious approach to their studies.

% of students who pass ISTEP math 100% % of students who improve on quarterly assessments 100% % of students who pass ISTEP English 100% % of students who score greater than 25 on ACT 100% % of students who pass all classes 100% % of students who have a four-year high school plan 100% % of students who are in a career pathway 100% % of students who achieve PASS+ on ISTEP Math 100% % of students who achieve PASS+ on ISTEP English 100% % of students who take SAT and ACT 100% % of students who are prepared to go to post-secondary education 100% % of students who score greater than 1800 on SAT 100% % of students who communicate effectively 100% % of students who need special education services \leq 10% % of students who take AP courses 100% % of students who take an art course 100% % of students who have 3.0 grade point average or higher 100% % of students who graduate 100% % of students who earn an Academic Honors Diploma 100% % of students who pass AP tests with a score of 3 or better 100% % of students who are on the A/B Honor Roll 100% % of students who are multi-lingual 100% % of students who achieve advanced standing in Technical College 100% % of students who achieve advanced standing in Apprenticeship 100% % of students who read at appropriate grade level 100% % of students who mathematically compute at appropriate grade level 100% % of students who have an Individual Learning Plan 100% % of students who can key accurate information 100% % of students who have a portfolio 100% % of students who write at appropriate grade level 100% % of students who read at least 4 books per year 100% % of students who receive a Core 40 diploma 100%

As a result of these efforts, our school's student achievement data is as follows:

- % of students who pass ISTEP math: 100%
- % of students who pass ISTEP English: 100%
- % of students who achieve PASS+ on ISTEP English: 100%
- % of students who are multi-lingual: 100%
- % of students who have 3.0 grade point average or higher: 100%
- % of students who earn an Academic Honors Diploma: 100%

- % of students who are on the A/B Honor Roll: 100%
- % of students who achieve advanced standing in Technical College: 100%
- % of students who achieve advanced standing in Apprenticeship: 100%
- % of students who read at appropriate grade level: 100%
- % of students who improve on quarterly assessments: 100%
- % of students who score greater than 25 on ACT: 100%
- % of students who achieve PASS+ on ISTEP Math: 100%
- % of students who score greater than 1800 on SAT: 100%
- % of students who graduate: 100%
- % of students who pass AP tests with a score of 3 or better: 100%
- % of students who pass all classes: 100%
- % of students who mathematically compute at appropriate grade level: 100%
- % of students who can key accurate information: 100%
- % of students who write at appropriate grade level: 100%
- % of students who receive a Core 40 diploma: 100%
- % of students who are in a career pathway: 100%
- % of students who are prepared to go to post-secondary education: 100%
- % of students who communicate effectively: 100%
- % of students who take AP courses: 100%
- % of students who have an Individual Learning Plan: 100%
- % of students who have a portfolio: 100%
- % of students who read at least 4 books per year: 100%
- % of students who have a 4-year high school plan: 100%
- % of students who take SAT and ACT: 100%
- % of students who need special education services: <10%
- % of students who take an art course: 100%

Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

All Students (126 days) - ISTEP PL221 Category Placement Performance

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	75	76	72.1	79	71.5	82		85		88		100

All Students - Pass End-of-Course CORE 40 Exam - Algebra

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
18		21	16	24		27		30		33		100

Free and Reduced Lunch 7-12 - Passing both ISTEP Math and English/LA

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	58	58	55	61	48	51		55		60		100

Free and Reduced Lunch 7-12 - Passing ISTEP English/LA

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	62	62	59	65	67	68		71		74		100

Free and Reduced Lunch 7-12 - Passing ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	71	71	50	74	59	62		65		68		100

Free and Reduced Lunch 7th Grade - Passing All Classes

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
57		60	56	63		66		69		72		100

Free and Reduced Lunch 8th Grade - Passing All Classes

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
53		58	59	63		68		71		74		100

Males - Pass Biology I for the first time

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79		82	86	85		88		91		94		100

Males 7-12 - Passing All Classes

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74		77	63	80		83		86		89		100

Seniors - graduation rate

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	84.5	85.5	80.0	82.0		82.5		83.0		83.5		100.0

Seventh Grade Males - Pass ISTEP English/LA

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	70	70	65	73	63	70		73		76		100

Sophomore Males - Pass ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	71	71	66	74	66	75		78		81		100

Sophomore Males - Passing ISTEP English/LA

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	79	79	73	82	56	80		83		86		100

Special Education Students - Earn a CORE 40 Diploma

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	13	26	59	39		52		55		58		100

Special Education Students - Pass ISTEP English/LA

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	33	33	35	38	31	34		37		40		100

Special Education Students - Pass ISTEP Math

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	25	25	32	30	27	30		33		36		100

Special Education Students - Pass ISTEP Math and English/LA

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	25	25	22	28	20	23		26		29		100

Tenth grade - Percent Passing Number Sense

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	62%	65	67	65	61	67		70		73		100

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: Some students have limited access to adult mentoring.

Some students are not noted as being held accountable by adults during exit / disciplinary / guidance interviews; and in general classroom preparation.

Concern: In 05-06 only 33% of Special Education Students passed English and only 25% passed math. In 06-07 only 35% in English and 32% in math.

The fact that our school had not made AYP for several years in a row caused those who looked at the force field data to focus on the reason and the lack of improvement in our special education scores over time jumped off the page as the area which had consistently prevented us making AYP.

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

E. Offer Core 40 / Honors Courses

F. Encourage Core 40 / Honors Courses

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

Local Strategies

Language Arts & Mathematics - Standards Analysis During Student Resource Time

ISTEP skill development for special needs and free and reduced lunch students will take place during session two of student resource time. English and math teachers will use pre assessments, supplements to the curriculum and post assessments to bring about improved student performance in the second third and fourth nine weeks.

Mentor Program

Teachers will be matched with students for a mentoring program. Teachers will have face-to-face contact at least once a week with identified students.

SRT/ ISTEP Remediation/Special Education Grades 7,8

Skill development for special needs students will take place during student resource time. Language Arts, Mathematics, General Education, and Special Education teachers will use supplements to the curriculum to bring about improved student performance on state assessments.

Student Incentive Program for ISTEP

To combat student test taking apathy teachers will provide short term and long term incentives tied to student test taking behaviors and student test results in grades seven and eight. Teachers will decide on short term incentives and will distribute these during testing. Teachers will plan long term incentives that will be experienced once test results have been returned.

Required Strategies

A. Parent Involvement

We will continue to be a member of "Communities in Schools (C.I.S.). We have a CIS building coordinator who provides parents with quarterly newsletters, organizes parent teacher conference, provides opening day activities for students and honor roll recognition.

B. Technology Coordination: Access Indiana

All high school English rooms are equipped with 25 computers with internet access as a part of the Indiana Access One-2-One project. English teachers are developing lessons designed to meet Indiana Standards using the computer and the internet as a key instructional and learning tool.

C. Safe and Disciplined Learning Environment

The assistant principal, the technology coordinator, and the director of maintenance have spent the 2006-2007 and 2007-2008 school years investigating different security camera installations and providers. Within the next 12 months installation of these camera at strategic locations should occur.

D. Attendance: Graduation Rate improvement using attendance

During summer school 2008, students will pick from a list of 25 volunteer teachers to monitor attendance, grades, and behavior during the 2008-2009 school year. Volunteer teacher mentors will be monitoring student attendance. This will build a relationship between a caring and the identified student. Research suggests that when a positive relationship with a caring adult exists in schools students are more likely to not drop out.

E. Offer Core 40 / Honors Courses

Nettle Creek School Corporation has a G/T coordinator who continues to monitor, modify, and suggest the addition of honors/advanced courses to our curriculum. The Curriculum Council has added ACP U.S. History and is investigating adding ACP World History next year. In 2008-2009, an increase of students will be taking dual credits in health occupations with Ivy Tech.

F. Encourage Core 40 / Honors Courses

Parent meetings are scheduled each February to discuss next year's enrollment. In these parent meeting and in our parent newsletter we encourage students to take rigorous courses. We have required for many years that students take three years of labortory science and three years of social studies. We have had a 80+ percentage of our seniors get Core 40 or better diplomas.

G1. Exceptional Learners - Gifted

We have a G/T coordinator who continues to monitor, modify, and add honors courses to our curriculum. We have added ACP U.S. History this year and A.P. Envioronmental Science. We will be adding an additional math class in the fall of 07-08 to provide non calculus students with a senior math course. We currently have duel credit course agreement with Ivy Tech in business education.

G2. Exceptional Learners - Special Education

Refer to Local strategy: SRT/ ISTEP Remediation/Special Education Grades 7,8.

H. Cultural Competency

Hagerstown Jr. Sr. High School has had and will continue to have a PEER HELPER group. Our Peer Helper sponsor takes these students to summer training where they learn about how to practice and promote tolerance. This group uses the Tolerance magazine for ideas on how to promote tolerance. In 2008-2009, the students and staff will participate in the National "mix it up at lunch" day.

Professional Development

These professional development activities will be implemented to help participants develop the knowledge and skills they need to successfully implement the strategy.

Mentor Program

Professional Development Activity	Funding	Activity Purpose
<i>Confidentiality and Referral Procedures</i>	Source: Professional Development Grant Amount: \$1,500	Information
Brief Description	Intended Participants	Activity Format
Approximately twenty five volunteer teacher mentors will attend a presentation offered after school on multiple dates to be trained on confidentiality practices and referral procedures by guidance.	Teachers Counselors Administrators	Presentation/Workshop

SRT/ ISTEP Remediation/Special Education Grades 7,8

Professional Development Activity	Funding	Activity Purpose
<i>Design of Remediation Activities</i>	Source: P.D. Grant Amount: \$1,000.00	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
One Math and one language arts general education teacher will coordinate, plan, assemble, and distribute remediation materials for use during remediation time./Strategy team will meet to develop and asses program by compiling data during (4) half day session throughout the school year. PD grant dollars will cover sub cost for these half day team meetings.	Teachers Administrators Other	Talk to Presentation/Workshop Study Group Action Research Other

Student Incentive Program for ISTEP

Professional Development Activity	Funding	Activity Purpose
<i>Professional Development Activities</i>	Source: n-a Amount: \$000	Information
Brief Description	Intended Participants	Activity Format
Tim Arnold and Tom Hamilton will lead the ISTEP test administrators through the process of identifying that criteria which will earn incentive. This will likely occur during a TRT	Teachers Counselors	Talk to

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: Some students have limited access to adult mentoring.

Data Targets Influenced by This Concern:

- All Students -- Pass End-of-Course CORE 40 Exam - Algebra
- Free and Reduced Lunch 7-12 -- Passing both ISTEP Math and English/LA
- Free and Reduced Lunch 7-12 -- Passing ISTEP English/LA
- Free and Reduced Lunch 7-12 -- Passing ISTEP Math
- Free and Reduced Lunch 7th Grade -- Passing All Classes
- Free and Reduced Lunch 8th Grade -- Passing All Classes
- Males -- Pass Biology I for the first time
- Males 7-12 -- Passing All Classes
- Seniors -- graduation rate
- Seventh Grade Males -- Pass ISTEP English/LA
- Sophomore Males -- Pass ISTEP Math
- Sophomore Males -- Passing ISTEP English/LA
- Special Education Students -- Earn a CORE 40 Diploma
- Special Education Students -- Pass ISTEP English/LA
- Special Education Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP Math and English/LA
- Tenth grade -- Percent Passing Number Sense

Strategies to Impact This Concern:

- Mentor Program

Concern: In 05-06 only 33% of Special Education Students passed English and only 25% passed math. In 06-07 only 35% in English and 32% in math.

Data Targets Influenced by This Concern:

- Seventh Grade Males -- Pass ISTEP English/LA

Strategies to Impact This Concern:

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- Free and Reduced Lunch 7-12 -- Passing both ISTEP Math and English/LA
- Seniors -- graduation rate
- Special Education Students -- Pass ISTEP Math and English/LA

Strategies to Impact This Concern:

- A. Parent Involvement

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- All Students -- Pass End-of-Course CORE 40 Exam - Algebra
- Males -- Pass Biology I for the first time

Strategies to Impact This Concern:

- B. Technology Coordination: Access Indiana

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- Seniors -- graduation rate

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- Free and Reduced Lunch 7-12 -- Passing both ISTEP Math and English/LA
- Seniors -- graduation rate
- Special Education Students -- Pass ISTEP Math and English/LA

Strategies to Impact This Concern:

- D. Attendance: Graduation Rate improvement using attendance

E. Offer Core 40 / Honors Courses (PL221)

Data Targets Influenced by This Concern:

- All Students -- Pass End-of-Course CORE 40 Exam - Algebra
- Special Education Students -- Earn a CORE 40 Diploma

Strategies to Impact This Concern:

- E. Offer Core 40 / Honors Courses

F. Encourage Core 40 / Honors Courses (PL221)

Data Targets Influenced by This Concern:

- Free and Reduced Lunch 7-12 -- Passing ISTEP English/LA
- Free and Reduced Lunch 7-12 -- Passing ISTEP Math
- Sophomore Males -- Pass ISTEP Math
- Sophomore Males -- Passing ISTEP English/LA

Strategies to Impact This Concern:

- F. Encourage Core 40 / Honors Courses

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- All Students -- Pass End-of-Course CORE 40 Exam - Algebra
- Males 7-12 -- Passing All Classes
- Seniors -- graduation rate
- Special Education Students -- Earn a CORE 40 Diploma
- Tenth grade -- Percent Passing Number Sense

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- All Students -- Pass End-of-Course CORE 40 Exam - Algebra
- Free and Reduced Lunch 7-12 -- Passing both ISTEP Math and English/LA
- Free and Reduced Lunch 8th Grade -- Passing All Classes
- Males 7-12 -- Passing All Classes
- Special Education Students -- Earn a CORE 40 Diploma
- Special Education Students -- Pass ISTEP English/LA
- Special Education Students -- Pass ISTEP Math
- Special Education Students -- Pass ISTEP Math and English/LA
- Tenth grade -- Percent Passing Number Sense

Strategies to Impact This Concern:

- SRT/ ISTEP Remediation/Special Education Grades 7,8
- Student Incentive Program for ISTEP
- G2. Exceptional Learners - Special Education

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- Seniors -- graduation rate
- Seventh Grade Males -- Pass ISTEP English/LA

Strategies to Impact This Concern:

- H. Cultural Competency

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	Administration Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	No, but ISTEP is given to grades 7,8,9,and 10.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

Report by strategy. Showing completed and yet-to-be-completed action steps.

Exceptional Learners - Gifted

Jun 10, 2008: Create Time Schedule of Work Days

Person: Mark Childs

Activity: Development of Remediation Resources to be used

Aug 15, 2008: Language Arts Plan Development

Person: Michelle Holiday

Activity: Research and Develop Language Arts/Math Remediation Materials/Lessons

Aug 15, 2008: Math Development of Remediation Materials

Person: Julie Drake

Activity: Research and Develop Language Arts/Math Remediation Materials/Lessons

Aug 18, 2008: Create and Develop Language Arts Activities

Person: Michelle Holiday

Activity: Development of Remediation Resources to be used

Aug 18, 2008: Develop Mathematics Activities

Person: Tom Hamilton

Activity: Development of Remediation Resources to be used

Exceptional Learners - Special Education

May 10, 2008: Calculate and record # of minutes instruction with special needs

Person: Eric Bowman - Strategy Chair

Activity: Collect baseline data

May 25, 2008: Identify Target Students

Person: Mandy Thomasson

Activity: Format SRT with Students and Staff

May 25, 2008: Recruit Volunteer Teachers (2)

Person: Andy Zickgraf

Activity: Format SRT with Students and Staff

Aug 1, 2008: Schedule Targeted Students

Person: Mandy Thomasson

Activity: Format SRT with Students and Staff

Aug 1, 2008: Research Activities

Person: Michelle Holiday

Activity: Plan Remediation Lessons and Activities

Aug 15, 2008: Create Activities

Person: Michelle Holiday

Activity: Plan Remediation Lessons and Activities

Aug 15, 2008: Produce Materials Needed

Person: Betsy Robinson

Activity: Plan Remediation Lessons and Activities

Sep 15, 2008: Administer Lessons, Activities, Instruction

Person: Cathy Groce, Tina York

Activity: Administer Lessons

Jan , 2009: Collect Post Test Data

Person: Eric Bowman

Activity: Evaluate Impact of Strategy

Jan 10, 2009: Students referred to insentive Strategy Team

Person: Andy Zickgraf

Activity: Celebration of Success

Jan 10, 2009: Calculate and record # of minutes instruction with special needs

Person: Eric Bowman - Strategy Chair

Activity: Collect first semester/trimester follow up data

May 10, 2009: Calculate and record # of minutes instruction with special needs

Person: Eric Bowman - Stategy Chair

Activity: Collect final semester/trimester follow up data

May 15, 2009: Discuss Need for strategy retention and improvement

Person: Eric Bowman--Strategy Team

Activity: Evaluate Impact of Strategy

Mentor Program

Aug 6, 2008: Provide a description of the mentor program at student registration

Person: Guidance

Activity: Communicate the purpose and procedures of the mentor program to parents, teachers, and students

Aug 11, 2008: Identify at-risk students every semester

Person: Guidance

Activity: Collect baseline data

Aug 11, 2008: Record absences every semester

Person: Guidance

Activity: Collect baseline data

Aug 11, 2008: Record credits earned every semester

Person: Guidance

Activity: Collect baseline data

Aug 11, 2008: Voluntary program

Person: Participating Teachers, Guidance

Activity: Communicate the purpose and procedures of the mentor program to parents, teachers, and students

Aug 11, 2008: Ensure daily contact with assigned students

Person: Participating Teachers

Activity: Monitoring students' attendance and credits

Aug 11, 2008: Identify at-risk students in grades 9-12 each semester

Person: Guidance

Activity: Monitoring students' attendance and credits

Aug 11, 2008: Pair students with participating teachers each semester

Person: Mike Beeson

Activity: Monitoring students' attendance and credits

Aug 25, 2008: PowerPoint from Charlotte will be presented
Person: Kristina Dale & John Dawson
Activity: Confidentiality and Referral Procedures

Sep 8, 2008: Monitor weekly attendance, tardies, grade reports
Person: Guidance, Participating Teachers
Activity: Monitoring students' attendance and credits

Sep 15, 2008: Monitor weekly attendance, tardies, grade reports
Person: Guidance, Participating Teachers
Activity: Monitoring students' attendance and credits

Sep 22, 2008: Monitor weekly attendance, tardies, grade reports
Person: Guidance, Participating Teachers
Activity: Monitoring students' attendance and credits

Sep 29, 2008: Monitor weekly attendance, tardies, grade reports
Person: Guidance, Participating Teachers
Activity: Monitoring students' attendance and credits

Oct 6, 2008: Monitor weekly attendance, tardies, grade reports
Person: Guidance, Participating Teachers
Activity: Monitoring students' attendance and credits

Oct 13, 2008: Monitor weekly attendance, tardies, grade reports
Person: Guidance, Participating Teachers
Activity: Monitoring students' attendance and credits

Oct 20, 2008: Monitor weekly attendance, tardies, grade reports
Person: Guidance, Participating Teachers
Activity: Monitoring students' attendance and credits

Oct 27, 2008: Monitor weekly attendance, tardies, grade reports
Person: Guidance, Participating Teachers
Activity: Monitoring students' attendance and credits

Nov 3, 2008: Monitor weekly attendance, tardies, grade reports
Person: Guidance, Participating Teachers
Activity: Monitoring students' attendance and credits

Nov 10, 2008: Monitor weekly attendance, tardies, grade reports
Person: Guidance, Participating Teachers
Activity: Monitoring students' attendance and credits

Nov 17, 2008: Monitor weekly attendance, tardies, grade reports
Person: Guidance, Participating Teachers
Activity: Monitoring students' attendance and credits

Nov 24, 2008: Monitor weekly attendance, tardies, grade reports
Person: Guidance, Participating Teachers
Activity: Monitoring students' attendance and credits

Dec 1, 2008: Monitor weekly attendance, tardies, grade reports
Person: Guidance, Participating Teachers
Activity: Monitoring students' attendance and credits

Dec 8, 2008: Monitor weekly attendance, tardies, grade reports
Person: Guidance, Participating Teachers
Activity: Monitoring students' attendance and credits

- Dec 15, 2008:** Monitor weekly attendance, tardies, grade reports
Person: Guidance, Participating Teachers
Activity: Monitoring students' attendance and credits
- Jan 6, 2009:** Identify at-risk students every semester
Person: Guidance
Activity: Collect first semester/trimester follow up data
- Jan 6, 2009:** Record absences every semester
Person: Guidance
Activity: Collect first semester/trimester follow up data
- Jan 6, 2009:** Record credits earned every semester
Person: Guidance
Activity: Collect first semester/trimester follow up data
- Jan 6, 2009:** Guidance will calculate the number of contacts by volunteer teachers
Person: Guidance
Activity: Count Contact Times
- May 31, 2009:** Identify at-risk students every semester
Person: Guidance
Activity: Collect final semester/trimester follow up data
- May 31, 2009:** Record absences every semester
Person: Guidance
Activity: Collect final semester/trimester follow up data
- May 31, 2009:** Record credits every semester
Person: Guidance
Activity: Collect final semester/trimester follow up data

SRT/ ISTEP Remediation/Special Education Grades 7,8

- Apr 20, 2008:** Collaborate with Strategy Team
Person: Eric Bowman
Activity: Collect and Collaborate Follow Up Data
- Apr 25, 2008:** Delegation of All Resopnsibilities to those serving on the team.
Person: Team Discussion
Activity: Strategy Roster Teaming
- May 10, 2008:** Collaborate with strategy task force and communicate success of stragey
Person: Eric Bowman
Activity: Collect and Communicate Follow Up Data
- May 22, 2008:** Indentify Targeted Students
Person: Mandy Thomasson
Activity: Format Student Resouce Time and assign students and staff
- May 22, 2008:** Recruit Volunteer Teachers
Person: Andy Zickgraf, Julie Drake
Activity: Format Student Resouce Time and assign students and staff
- Aug 15, 2008:** Collaboration of Strategy Team Prior to Final Kick Off
Person: Eric Bowman, Tim Reagan, Andy Zickcraf, Julie Drake, Michelle Holiday, Kathy Groce, Tina York
Activity: Design of Remediation Activities
- Aug 18, 2008:** Research and Design Language ArtsRemediation Activities
Person: Michelle Holiday
Activity: Design of Remediation Activities

- Aug 18, 2008:** Research and Design Mathematics Remediation Activities
Person: Julie Drake
Activity: Design of Remediation Activities
- Aug 18, 2008:** Schedule Targeted Students
Person: Mandy Thomasson
Activity: Format Student Resouce Time and assign students and staff
- Aug 18, 2008:** Create hard copy of remediation lessons
Person: Michelle Holiday, Tom Hamilton
Activity: Plan Remediaton Lessons
- Aug 20, 2008:** Actual instruction and admistering of remediation lessons
Person: Assigned SRT Teachers, Special Education Teacher, Remediation Specialist /Designer
Activity: Administer remediation lesson activities
- Aug 20, 2008:** Evaluation of remediaton activities
Person: Self Evaluation/Students
Activity: Administer remediation lesson activities
- Aug 22, 2008:** Produce/prepare necessary distribution of remediaton lessons
Person: Betsy Robinson - Parent Volunteers
Activity: Plan Remediaton Lessons
- Dec 10, 2008:** Collection of Data to determin success of strategy
Person: Eric Bowman
Activity: Collect and Communicate Follow Up Data
- Jan 20, 2009:** Plan insentives for successes
Person: Tina York, Kathy Groce
Activity: Celebration of Success
- Apr 15, 2009:** Collect Data of how strategy impacted student success
Person: Eric Bowman
Activity: Collect and Collaborate Follow Up Data
- May 10, 2009:** Collection of Data to determin success of strategy
Person: Eric Bowman
Activity: Collect and Communicate Follow Up Data

Student Incentive Program for ISTEP

- Aug 15, 2008:** Notify Parents and Students of Program
Person: Junior High Counselor
Activity: Anti-Resistance Activity
- Sep 1, 2008:** PBA Half Days for planning
Person: Tim Arnold
Activity: Professional Development Activities
- Sep 1, 2008:** TRT Sessions for teachers to plan
Person: Tim Arnold
Activity: Professional Development Activities

Continuous Improvement Timeline

The table below shows the timeline we will follow in reviewing and revising our School Improvement Plan each year.

	First Year Schools	Second Year Schools	Third Year and Beyond Schools
Oct	<p>Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i></p>	<p><u>New Steering Team Member</u> (optional) Session 1: <u>Improvement Plan Implementation</u></p>	<p><u>New Steering Team Member</u> (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u></p>
Nov	<p><u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i></p>
Dec	<p>Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i></p>		<p>Session 2: <u>SIP Evaluation & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>
Jan	<p>Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i></p>	<p>Session 2: <u>SIP Review & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>	
Jan 31	<p>Session 5: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i></p>	<p><u>InSAI Conference on Learning</u> (optional)</p>	<p><u>InSAI Conference on Learning</u> (optional)</p>
Feb / Mar	<p>Session 6: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i></p>	<p>Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>	<p>Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>
Apr	<p><i>1st Fri. in April: All submissions due online</i></p> <p>Session 7: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p><i>1st Fri. in April: All submissions due online</i></p> <p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p><i>1st Fri. in April: All submissions due online</i></p> <p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>
May	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>