

# Hammond High School

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## SCHOOL IMPROVEMENT PLAN

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Building Character, Leadership, and Tradition

# School Improvement Plan 2009-2012

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# School Improvement Plan 2009-2012

## 1. COMMITTEE AND DESIGN TEAM MEMBERSHIP

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### PLAN TEAM

Fullilove, Linda – Principal  
Wilson, Robert – Asst. Principal  
David Perez – Dean of Students  
Ritter, Cynthia - Classified Staff  
Robinson, Kathrine-School Nurse  
Ekdahl, Debra – English Dept./Teacher  
Robert Duffy – Math Dept./Teacher  
William Goldsby- Social Studies Dept./Teacher  
William Hayden- Science Dept./Teacher  
Christopher Bajmakovich- Business Dept./ Teacher  
Maritza Medina – Foreign Languages/Teacher  
Robertson, Robert – Phys. Ed. Teacher  
Jessica Manzo-Pavich – Counselor  
Sonya Halliburton – Read 180 Teacher  
Browne, Marsha – Visual ArtsTeacher

### STUDENT LEARNING COMMITTEE

Foor, Nathan – Soc. Studies  
Hayden, William - Science  
Ekdahl, Debra – English/ LA  
Bauer, Stephanie – Special Ed.  
Rapp, Sylvia – Foreign Lang.

### STEERING COMMITTEE

Brasseau, Jacqueline - Science  
Sherer, James – Health/Phys. Ed.  
Wilson, Robert – Asst. Principal  
Hill, Colantha – FACS

### PERCEPTIONS & MISSION

Haas, Joyce- Guidance Counselor  
Cox, Anita- Social Studies  
Maka, Larry – Math  
Joshua, Levi– Special Ed.  
Pramuk, Michael – English/LA  
Robison, Mary – English/LA  
David Perez – Dean of Students

### DEMOGRAPHICS

Duffy, Robert  
Cline, Christine  
Mathewson, Sue  
Rea, Lavern  
Woodbury, Darlene

### SCHOOL PROCESSES

Manzo-Pavich, Jessica – Guidance Counselor  
Wilson, Robert – Asst. Principal

## 2. OVERVIEW

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### 2.1. BACKGROUND

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The Vision, Mission, and Belief statements that follow are those for Hammond High School in conjunction with that of School City of Hammond. The whole school community shaped each aspect of the vision, mission and belief statements below. These were derived in part from surveys completed by staff, parents, and students. In addition, the Principal's Student Advisory Committee and the Adult Booster Club were influential in developing the school's vision and belief statements. *(See appropriate documents attached.)*

### 2.2. SCHOOL MOTTO

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Building Character, Leadership, Tradition

### 2.3. SHARED VISION

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Hammond High School prepares its students to reason, think creatively, and use essential information in meaningful and socially responsible ways as they work to improve their community, fully participate in the democratic process, and compete in a global economy.

### 2.4. MISSION STATEMENT

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Hammond High School provides students the opportunity to develop skills, knowledge, and understanding needed to function and succeed as a responsible member of society and compete on a global economic level.

### 2.5. BELIEFS

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At Hammond High School We Believe

1. The purpose of a school is to provide each student an opportunity to learn, grow, and succeed
2. Every student can learn
3. Every student is entitled to be treated with respect, dignity, and equity
4. A student's regular attendance is indicative of future success
5. It is the obligation of teachers/staff to ensure that each day's instruction is...
  - highly organized and clearly identifies appropriate standards based objectives
  - stimulating student's curiosity
    - reinforcing prior knowledge
  - actively engaging students throughout the learning process
  - providing multiple modes of practice which to master the concepts being taught
  - reinforcing and strengthening critical thinking and writing skills
  - providing varied assessment with immediate feedback
  - empowering and challenging students to do more and be more as they learn, achieve, and grow
  - developing and broadening student's content knowledge and understanding to the fullest extent possible
  - developing and reinforcing student's time management skills, personal organization, social skills and competencies required to be successful in life
6. Teacher/staff regular communication with the parent/guardian regarding their student's performance is key to success
7. Curriculum must be both rigorous and relevant to students
8. Teacher/staff participation in professional development activities makes for a more highly qualified instructional base that will benefit students

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### 3. FOUR GUIDING PRINCIPLES TO ACTION

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In careful contemplation each individual is expected to think or (**PAWS**) before they act. In doing so ask yourself is what I am about to do reflect and/or demonstrate that I am:

**Proud**..... **Is what I am about to do demonstrate to others that I am proud in myself, family, school, and/or community?**

**Accountable**..... **Is what I am about to do demonstrate to others that I am accountable and follow through to completion on commitments I have made to others?**

**Wise**..... **Is what I am about to do demonstrate to others that I am wise and make decisions based on logic and NOT emotion?**

**Safe**..... **Is what I am about to do safe such that in no way am I or others physically, mentally, and/or spiritually harmed or damaged?**

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**4. BASIC EXPECTATIONS FOR STUDENTS**

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**4.1. PRESENT**

Students are expected to be in attendance and prompt to all classes 100% of the time.

**4.2. ATTENTIVE**

Students are expected to be attentive listeners that are considerate of others; only speak after first gaining permission from the teacher; and require being told to do something but once before they comply.

**4.3. RESPECTFUL**

Students are expected to be respectful of people, place, and property.

**4.4. PREPARED**

Students are expected to be prepared to learn when they enter class having in their possession all materials including book(s), paper, pencil, and any homework complete.

**4.5. ACTIVE PARTICIPANTS**

Students are expected to do their best work and be active participants in the learning process engaged in reading, appropriate conversation, note taking, laboratory activities, assessment, oral presentations, research, and/or outside experiential learning opportunities that enrich or further advance their understanding and/or mastery of standards based lessons provided in class.

**4.6. RESPONSIBLE**

Students are expected to be responsible for themselves and their actions.

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### 5. THE SCHOOL AND COMMUNITY

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Hammond, Indiana is an urban community with a total population of approximately 80,344. Four public high school serve the educational needs of approximately 5, 068 students in grades 9-12. Approximately 850 of these secondary students attend private parochial schools.

According to the U.S. Census Bureau's 2006 American Community Survey, the Hammond population is comprised of 55.4 % white, 22.8% African American, 20% Latino, and about 2% being listed as "other". The breakdown of students enrolled in grades k-12 in the Hammond Public School system is: Native American-23, Asian-34, and Multiracial- 858 (6%), White- 3,807 (26%), African American-4,171 (29%), and Hispanic-5521 (38%)-giving a total minority population of approximately 74%.

Hammond is part of an industrialized, interdependent metropolitan community, located in Northwest Indiana, with close ties to Chicago. Job opportunities in: research laboratories, oil refineries, steel mills, retail establishments, trucking and shipping, as well as the gaming industry are available in Hammond, Indiana. The economic development of the community has been mixed in the past several years. A gradual change has been taking place from heavy industry to specialized service and skilled trades, spearheaded by the recent closings and cutbacks of major mills and industries in the area. Due to the decline of economic conditions Hammond has a growing number of individuals living below the poverty level-currently 22.5% of Hammond's population which is slightly less than double the national average (13.3%). This along with increased reliance on public assistance, social security, and median household income (\$39,449) below the national average (\$48,451) has brought about a decrease in home ownership and an increase of rental and vacant properties in our district.

The enrollment has increased in recent years due to the migration of many families from the Chicago area. In addition, this increase has resulted in a decrease in the white and Hispanic populations and a increase in the African American population. Current statistics show the racial makeup as: 2.0% Multiracial, 10.0% White, 32.0% Hispanic and 56.0% African American. The percent of students identified as qualifying for Special Education services is 19% of the total enrollment. Of the current students enrolled at Hammond High 48% are males and 52% are females. Current records show that 69% of the student body qualifies for the free lunch program and 9% qualify for the reduced lunch program. Those percent totals (78%) qualify Hammond High for Title One services beginning with the 2009-2010 school year.

A variety of courses, including AP, Honors, and General are offered to our students. Beginning with the 2009-2010 school year students can earn one of the following diplomas: Core 40, Core 40 with Academic Honors, or Technical Honors. Students who choose the Core 40 with Technical Honors must enroll at the Area Career Center (ACC) during their junior and/or senior year(s). All students must earn a minimum of 47 credits and pass all state mandated tests. Any student who fails to meet the state's test requirement will be eligible to receive a certificate of attendance. Students placed in the Community Based Special Education program will be awarded a Certificate of Attendance

Special education classes are offered for students with disabilities except for profound blindness or deafness. Teachers certified to teach students with disabilities are on staff and aides are in place in the severe disabilities rooms. A Case Manager, Psychologist, Speech Therapist, Tri-City Mental Health Therapist, Speech Therapist and three Counselors are also on staff.

To help those students from homes in which English is not the primary language, a half-day bilingual program is offered through the ACC. These individuals receive instruction designed to help assimilate



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them into the general community and assist them in reaching the academic standards. Additionally, these students who have not yet passed state mandated exams and who come from language minority backgrounds attend a built-in remediation program.

An after school ACT/SAT preparation class is also available to our students. A before and after school remediation program provides students the opportunity to obtain extra assistance toward meeting the state standards. This program provides the assistance of qualified instructors, the knowledge of honor students and the use of the PLATO system as a means of meeting these criteria. Students may participate in any or all of these sessions. A student must participate in at least one session per year in order to qualify for a waiver and receive a diploma.

Our goal is to maintain a sufficient level of security in order to provide safe operations on a daily basis. Hammond High School is a secure facility that is dedicated to the safety of students, faculty, and staff. Currently video surveillance cameras monitor all hallways and entrance/exit doors of the building. A buzzer/intercom system has been installed at both entrances A and F (handicap entrance) to gain access to the building. All visitors are required to produce proper credentials and sign in at the main office before they are allowed further access to the building. Off-duty police officers are present in the building and are employed to serve as building/campus security. The School City of Hammond requires all students to abide by a Board approved dress code and all students, faculty and staff are required to wear a school issued picture identification badge. Administrative, custodial, and security personnel use two-way radios for immediate communication. In accordance with State requirements, Hammond High School has an emergency/crisis plan in place to handle situations requiring immediate evacuation or lock-down of the building.

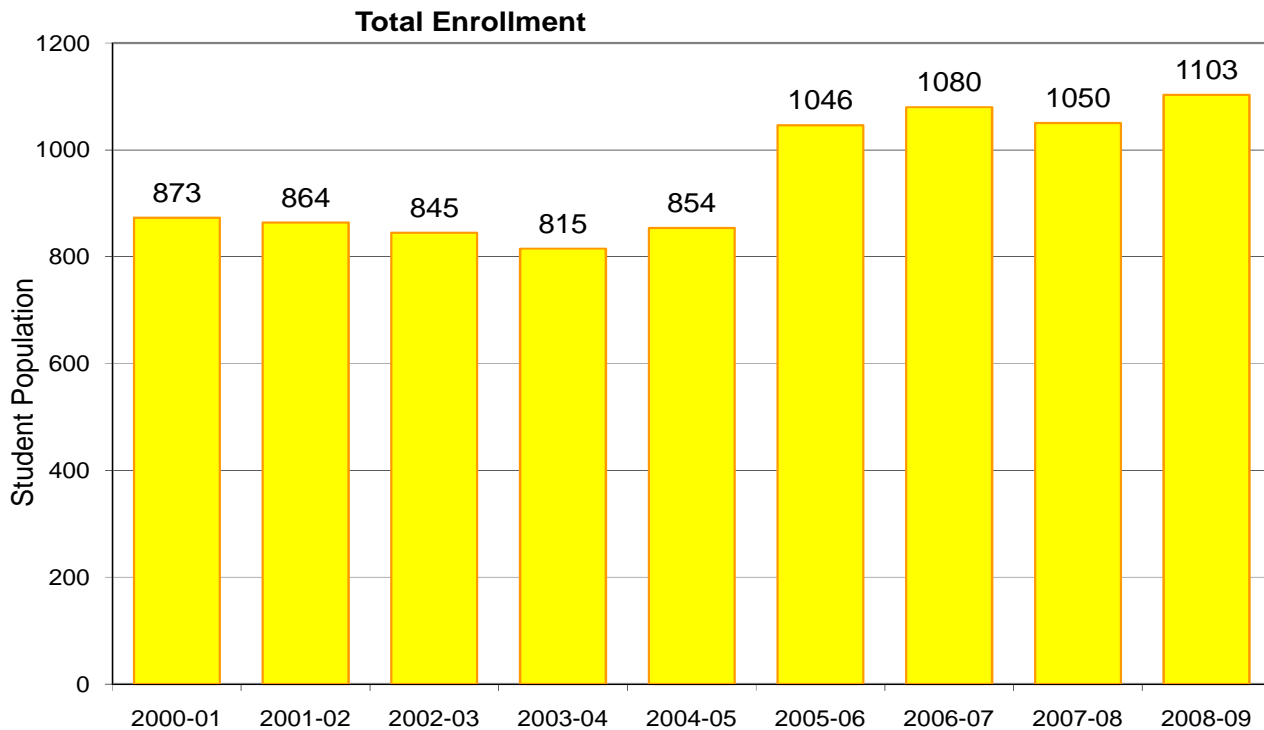
6. ENROLLMENTS AND GROUP MEMBERSHIP

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The 2008-09 school year was the fourth time in many years that Hammond High experienced an increase in student enrollment. The projections for the next several years indicate a continued increase, which will greatly impact course offerings and staffing. This increase takes place mainly in the African-American populations. Minority students at Hammond High School are improving academically and achieving but at a lesser rate than that of other student populations. The data indicates that Hammond High School continues to concentrate its efforts on these students in order to improve overall achievement scores. Therefore, the teaching strategies and curriculum offerings must be adjusted in order to reach the minority populations.

The graphs below further illustrate both enrollment and group membership.

Fig. 6.1.1. (below)



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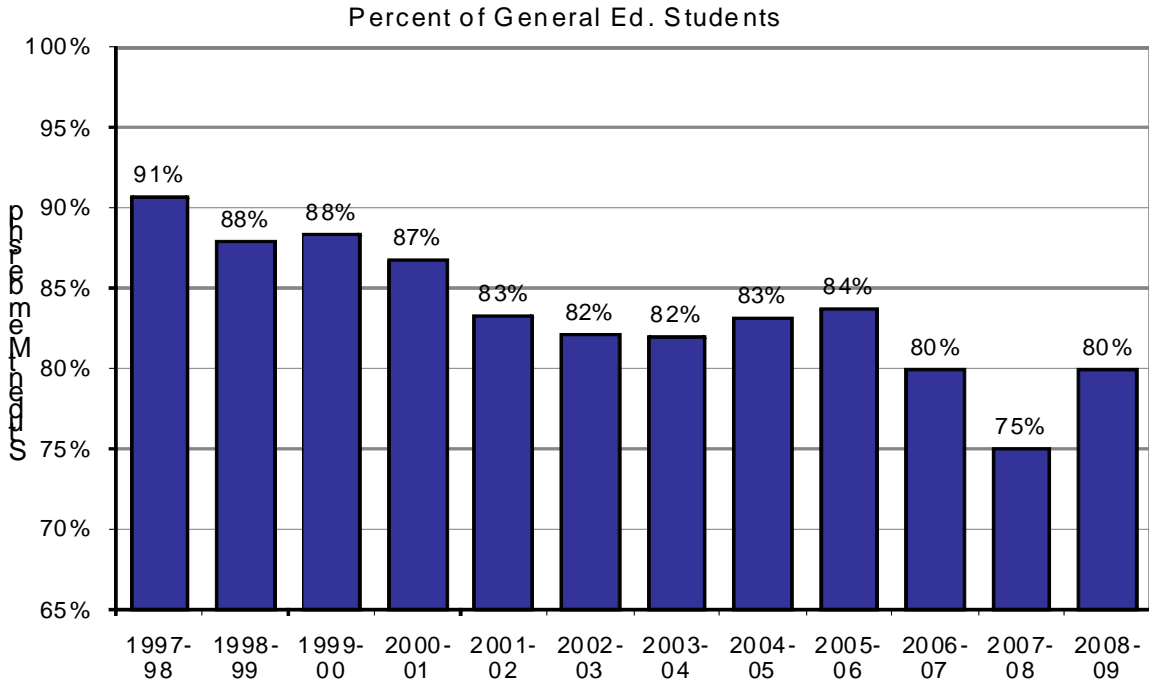


Fig. 6.1.3. (above)

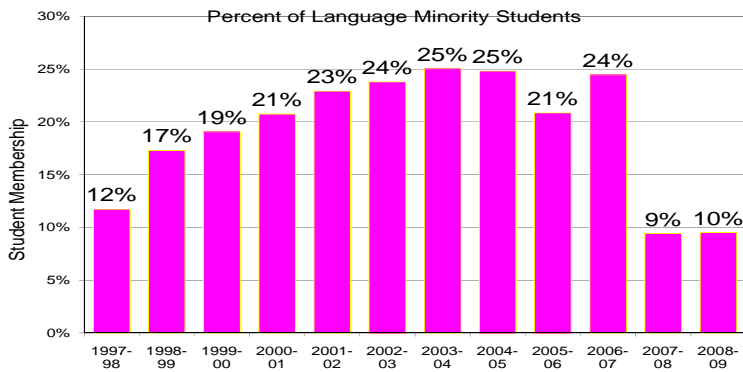


Fig. 6.1.4. (above)

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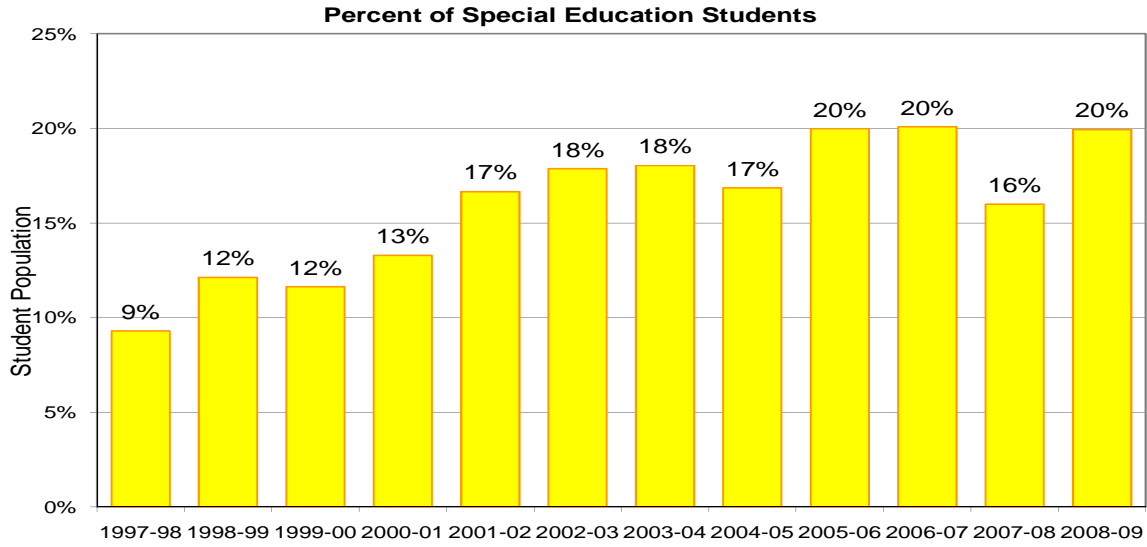
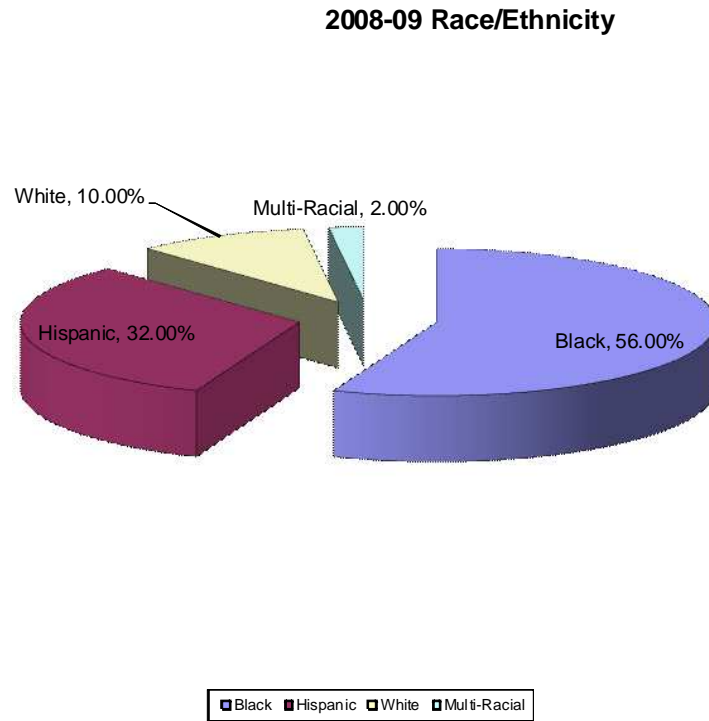


Fig. 6.1.5. (above)

Fig 6.1.6a (above)



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2007-08 Race/Ethnicity

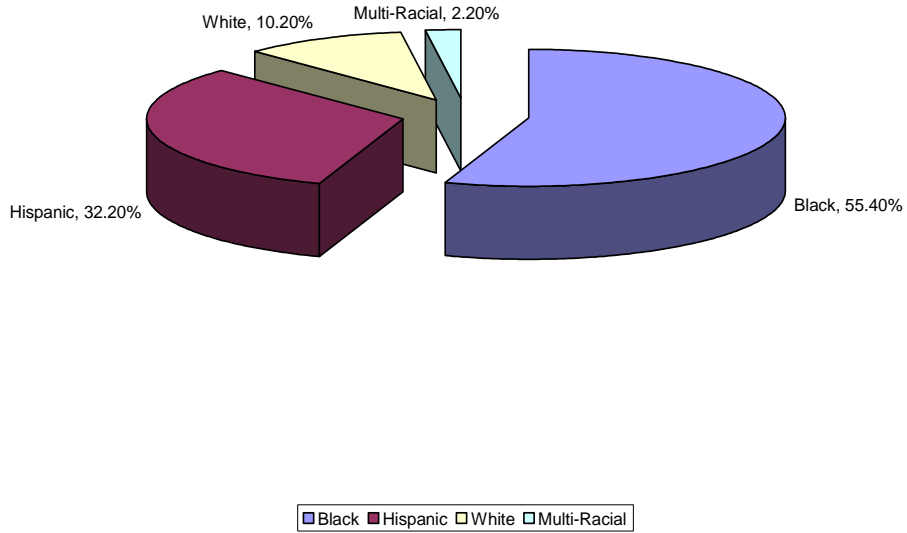


Fig. 6.1.6b. (above)

2006 - 07 Race / Ethnicity

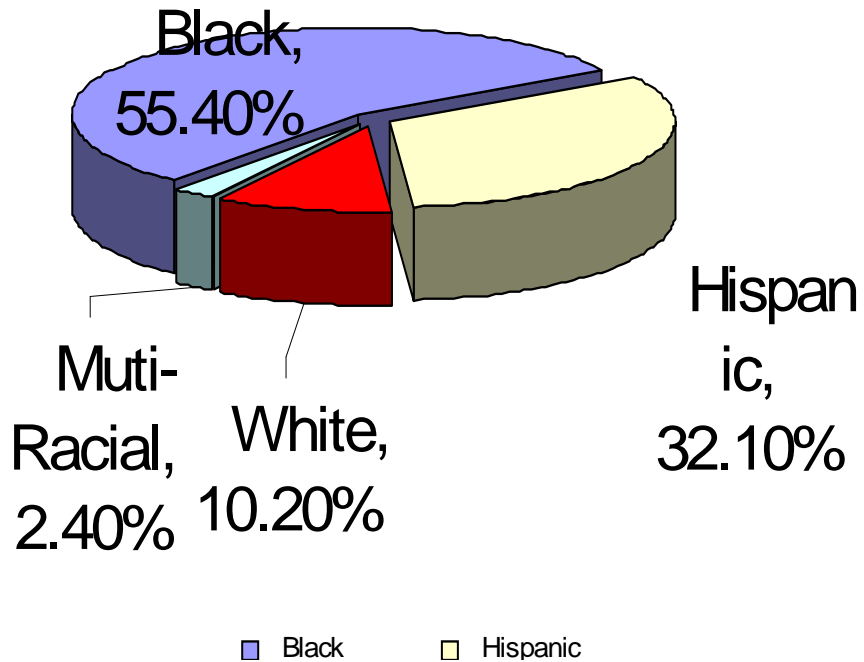


Fig 6.1.6c (above)

Disaggregated % of Race/Ethnicity 1996 - 2009

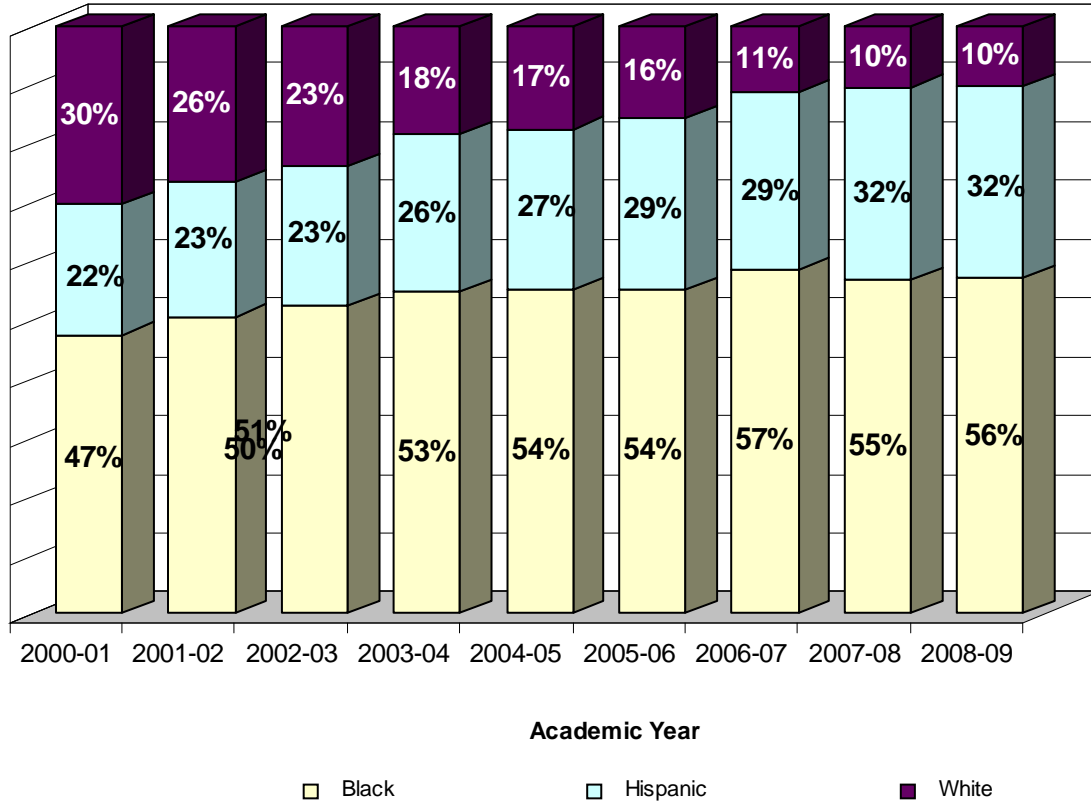


Fig. 6.1.7. (above)

**% of Students Qualifying for Free/Reduced Lunch 2008-09**

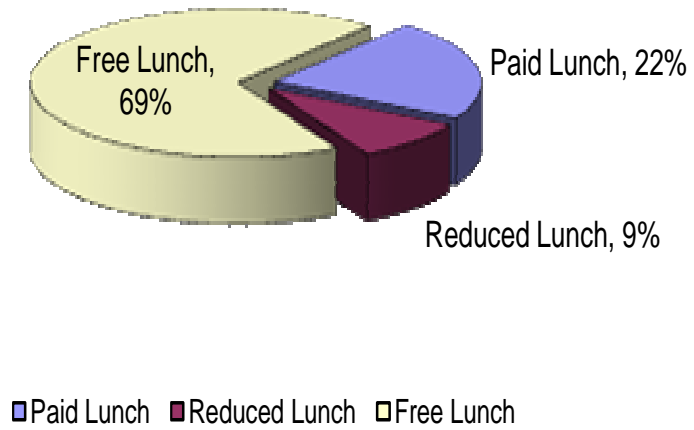


Fig. 6.1.8. (above)



**% of Students Qualified for Free & Reduced Lunch**

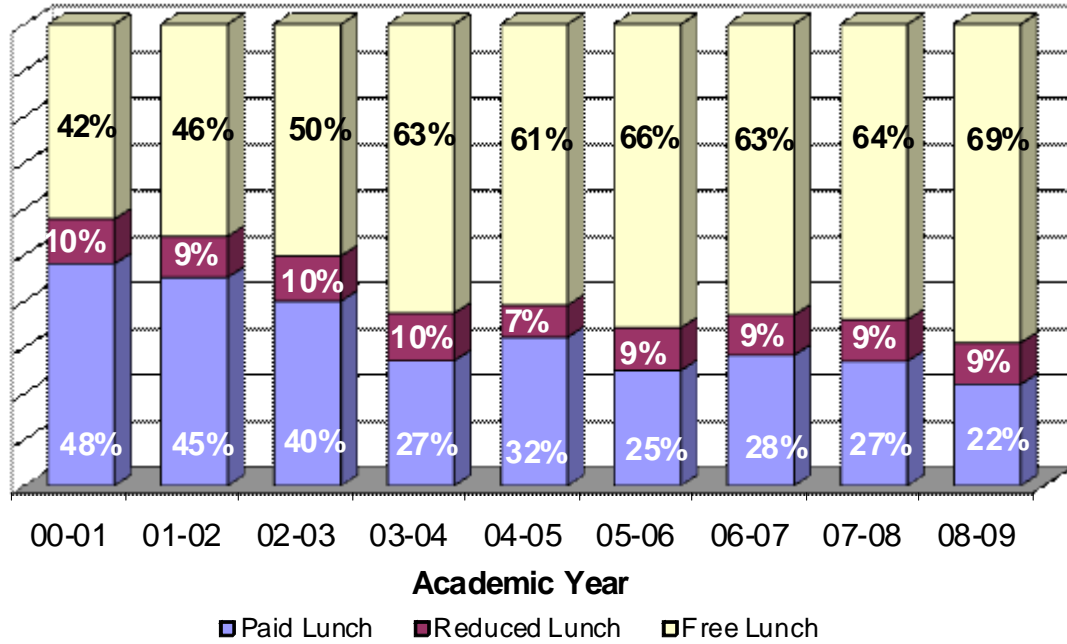


Fig. 6.1.9. (above)

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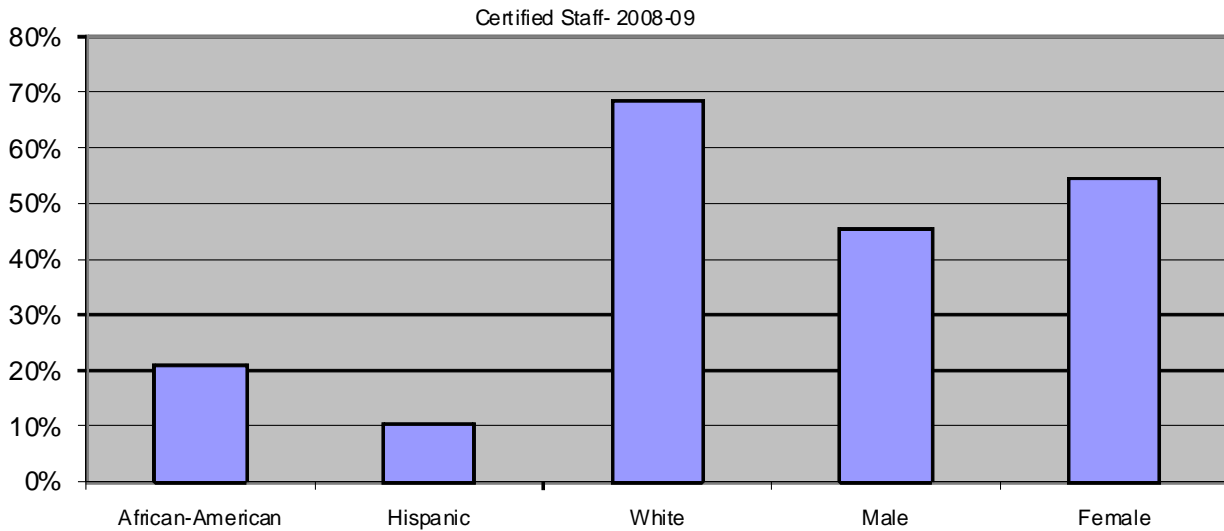


Fig. 6.1.10. (above)

Hammond High School's certified staff consists of a large majority of white members; 31 of the staff members are female, which is 54%. During the 2007-08 school year, a new office secretary was hired to fill a vacancy previously filled by a temporary secretary. This secretary speaks Spanish fluently, which greatly improves communication between school personnel and parents/community. In the future, every effort will be made to improve the diversity of the staff at Hammond High by attempting to hire highly qualified, certified staff members representing the various subgroups.

It should also be noted that School City of Hammond employs several individuals to provide support for groups of parents with unique needs. One such employee works exclusively with the homeless population in Hammond. Homeless students and their families receive services guaranteeing the students access to education and assistance with daily living needs. There is a Special Education Parent liaison whose job entails advocating for student and parent rights as guaranteed under Federal and State laws. A similar position within the Bi-lingual Department exists to facilitate communications between the school and homes where English is not the primary language.

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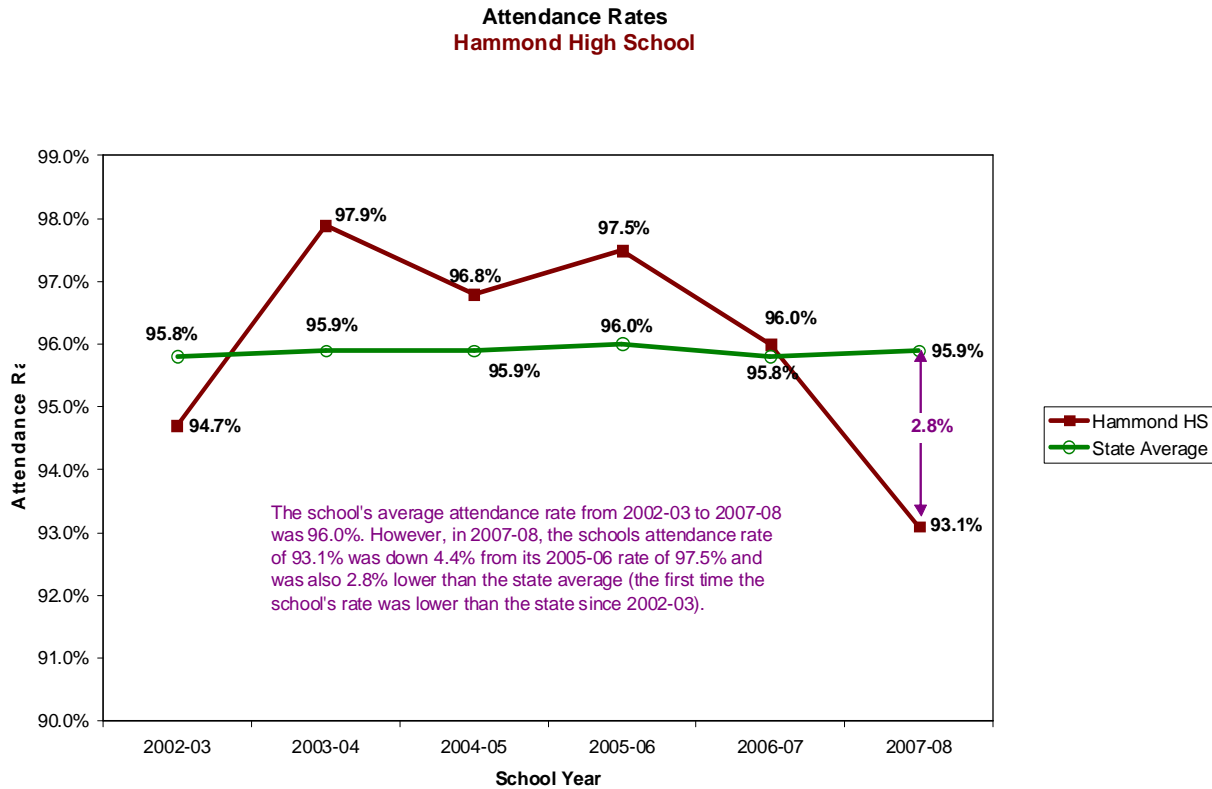


Fig. 6.1.11. (above)

In the past seven years, the attendance procedures and personnel at Hammond High School have varied greatly. The attendance rate for the school reflects this, ranging from a low of ninety percent to the 2005-2006 school year high of 97.5%. During the 2006 – 2007 school year the attendance rate dropped approximately 2% to 2006-2007. This current year the newly appointed administration has implemented a new attendance procedure for the start of the school day. This procedure tracks and regulates all student's arriving late to school. At the onset of this program there was an average of approximately 225 late students during the first week of implementation. Currently, there is an average of 30 tardy students. This procedure will be continued into next year and Hammond High's Administration expects tardy numbers to continue to show a decline. In addition to this program, the administration at the school as well as the District administrators have focused efforts and established procedures for keeping accurate attendance records. These efforts have included procedures and protocol for entry withdrawals, policies for recording tardies and trancies, established consequences for trancies and tardies and have dedicated time and resources to train all SCOH employees who are responsible for following these policies and procedures.

The Hammond High School Behavior Support Team (BST) has been designated to work with the School City of Hammond's School-Wide Behavior Support Professional Development team. The BST's mission is to work with the Hammond High School Community to create and maintain a safe and supportive environment that promotes teaching and learning. The team is to devise motivators for students and classroom lesson plans for teachers to help improve student behaviors and school climate. A survey of Hammond High School teachers found that teachers would like to see positive behavior modeling taught directly to students, both in classroom and non-classroom settings.

The BST has initiated a "Student of the Week" program where students exemplifying desired positive character traits are nominated by their classroom teachers and publicly recognized by school administration and staff. Other projects the BST is currently working on include student-generated posters for display in the hallways and classrooms that focus on positive behaviors, student assemblies which highlight positive behaviors, public service announcements for use with the daily announcements, and an improved discipline referral form.

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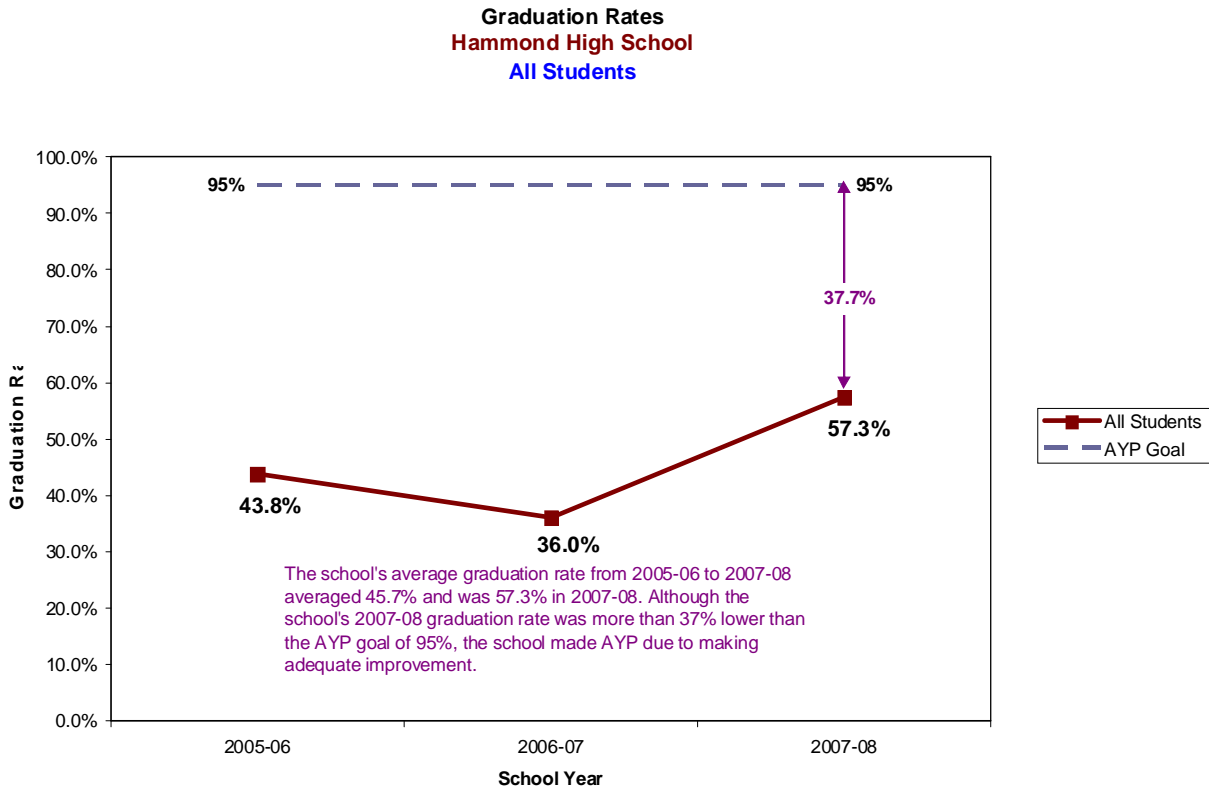


Fig. 6.1.12. (above)

Many of our students are first generation high school graduates. This statement characterizes the community in which we exist; therefore, many students struggle to complete a high school education as there aren't sufficient role models at home who can guide students through completion of high school. Consequently, many lose interest and eventually drop out of school when confronted with the rigors of traditional academia.

## Academic Honor Diplomas Earned

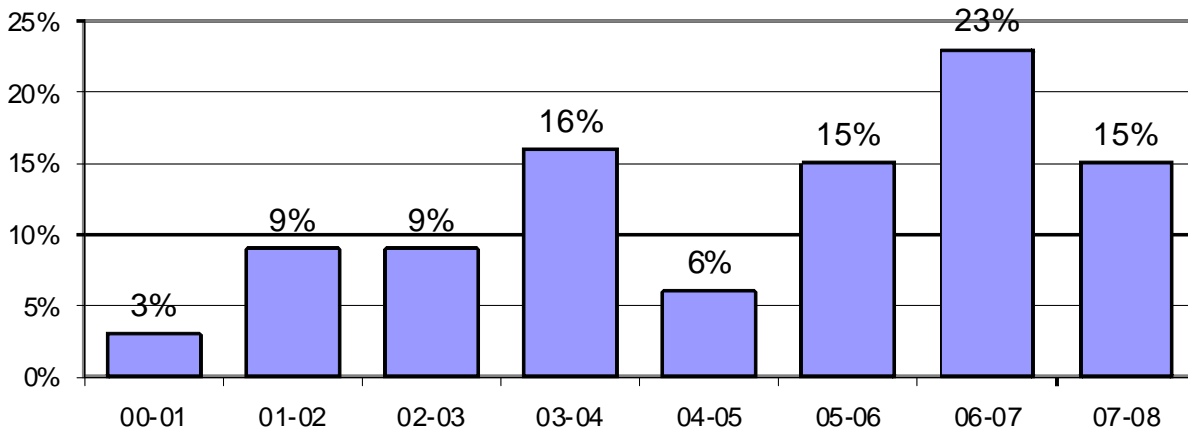


Fig. 6.1.13. (above)

**Percent of Graduates Earning CORE 40 Diploma**

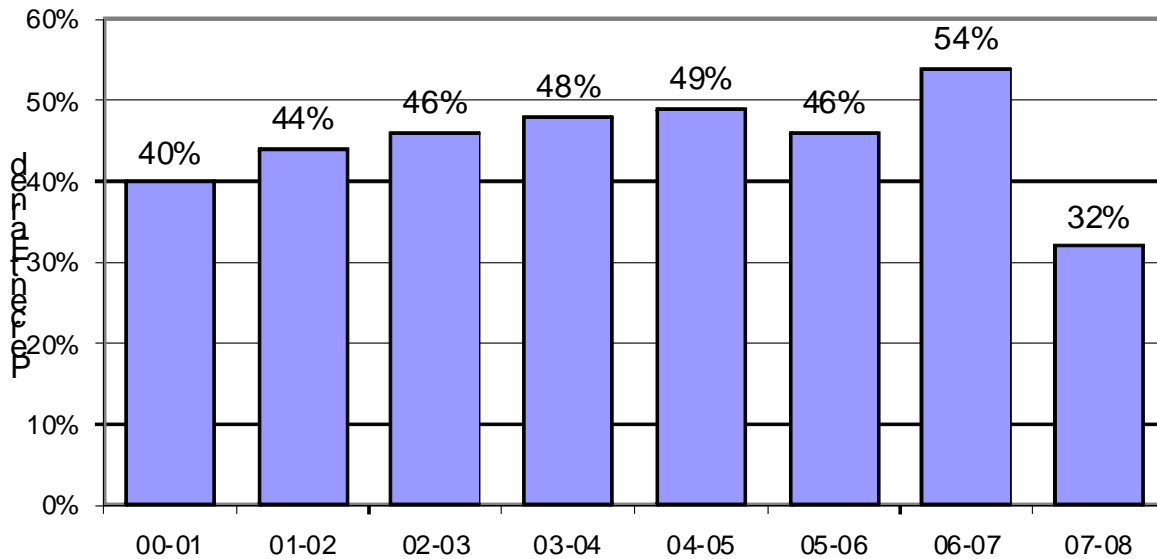


Fig. 6.1.14 (above)

The percent of Academic Honors and Core 40 Diplomas awarded has steadily increased over the past several years. All students are encouraged to complete the requirements necessary to receive these diplomas. With the change to trimester scheduling and the opportunities to take more classes during the school day, students should be able to complete the additional requirements necessary for these advanced diplomas. All students have the opportunity to receive 15 credits per year, as opposed to 12 in a school year with semesters, and therefore have a greater chance of receiving their diplomas within four years.

We are encouraged with the institution of a trimester schedule as it provides students greater opportunity for remediation as necessary and advanced study for others. The flexibility in scheduling has given students the ability to track seamlessly into post secondary education with little intermission in their continued studies. This continues to be a beneficial scheduling tool enabling more students to successfully complete their requirements and graduate from Hammond High School.

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### 7. CURRICULUM

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The curriculum at Hammond High School includes course in: general education, advanced placement, dual college credit, honors, introductory vocational and special education. In addition to core academic offerings, students have classes in career exploration, fine arts, performing arts, foreign language, physical education, health and safety, business, journalism, forensics, and peer tutoring for the community based special education program. Students also receive a selection of course offerings through the ACC and the Indiana Online Academy to all students. During the 2009-2010 school year Bob Trammel, math consultant, will be training, planning and evaluating teacher's instructional strategies in math. Sessions have been scheduled for twice a month throughout the school-year.

Hammond High School has three computer labs available to teachers and students. Teachers schedule the use of these labs via a calendar in the main office. The library/media center is on-line and available for scheduled classroom use and technology education. Various projects, written assignments, and research projects are completed using this technology. The School City of Hammond has developed a "Plan for the Integration of Technology and Instruction" that supports the implementation of technology in all areas of the curriculum. Hammond High School has a representative serving on this citywide team.

Within Hammond High School (HHS), students are offered free tutoring before and after school through a tutoring program headed by an HHS math teacher and assisted by an HHS science teacher and the National Honor Society (NHS). Hammond High is the home of The Men of Tomorrow- a mentoring program that connects role models to students who have struggled academically, socially or behaviorally. This program offers unique opportunities and experiences to the program recipients while promoting morals and character building. Through this moral and character building program students are guided towards academic success.

Advanced vocational courses are offered through the Hammond Area Career Center in one or two year programs. The Career Center offers an after-school credit lab allowing students to earn credits in core academic classes. This program uses the PLATO technology which allows for students to access this program from home in addition to the Area Career Center.

Hammond High School follows a standards based curriculum that is aligned with the Indiana State standards. Several alternative programs are available away from the Hammond High School campus. These programs include, but are not limited to: homebound instruction, day treatment programs, and residential placements. The implementation of both the Restricted class and Respect classes focus heavily on behavior management programming and regular academic instruction for those students whom would be otherwise placed on homebound instruction. Homebound instruction is offered to students with medical and/or physical restrictions that prevent them from regular attendance at school. Residential placement of students is available upon exhaustion of all other options and can be initiated by the school, the courts, the parents, and/or other social agencies.

Extracurricular activities such as academic teams, sports for males and females, clubs and other organizations are offered to all students. Some of the specialized clubs and activities are Student Council, Peer Mediators, Peer Tutors, Student Government, PomKats, Chess Club, Athletes in Motion, Men of Tomorrow, Bible Club, Year Book, and National Honor Society which offer a variety of opportunities to support student learning and social development.

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### 8. ASSESSMENTS USED FOR STUDENT LEARNING

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Teachers are actively involved in examining and evaluating the curriculum as they create curriculum pacing guides. During the 2009-2010 school year the math department will work closely with Bob Trammel to increase student performance on state mandated test. During this process the math department will ensure curriculum alignment and examine their own teaching practices through collaboration and examination of data. A team of teachers have volunteered to become part of the Freshman Academy through the Small Learning Community Grant. These teachers have collaborated with Nathan Foor, SLC Project Manager, to develop a vision and mission statement, a model, discussed and agreed upon teaching concepts and strategies as well as the formulated departmental and interdisciplinary teaching teams and redesigned instructional space. Curricular mapping, differentiated learning and increasing rigor and relevance will be the focus of all teaching and learning practices during the 2009-2010 school year as teachers adopt and embrace 6+1 Writing Traits and research based teaching strategies.

Besides the standardized, statewide ISTEP+ test, Hammond High School students are assessed using the following norm-referenced tests: PSAT, SAT, ACT PLAN, ACT, National Math Exam, AP tests for the AP courses. The results and reports generated by these tests are housed in the Guidance Department. In addition to using the state ISTEP+ assessment, student learning is measured with various tools and methods. Many of the academic departments use end-of-the-book tests as "standardized" assessment tools. They are "standardized" in that they are used from year to year, by those teachers using that textbook, and are therefore used as a standard of assessment for students in those courses.

English teachers instruct students in language or language-related skills according to a general curriculum plan. These teachers are able to assess the students' learning using in-class, prompt-provided written assignments, book reports, and other class work. Reading skills are assessed through the questioning of students following prescribed readings. Other subject teachers use similar in-class written assignments, such as essays, reports, and journals.

Mathematics teachers assess students' problem solving skills using the tests accompanying the adopted textbooks, as well as teacher-made tests. Additionally, they, along with other subject area teachers, assess problem solving skills related to critical thinking, cause and effect, inferencing, identification of main ideas, interpreting data, and comparing and contrasting. These problem-solving skills are assessed through teacher-made tests, teacher observation of in-class assignments, and teacher directed experimental data collection and interpretation.

While the need for coordination is apparent, an assessment of student data does indicate that the classroom standards for Hammond High School teachers are, in general, consistent with the State standards as measured by ISTEP+ and other tests.

## School Improvement Plan 2009-2012

### AYP / ISTEP Test Data and Analysis

#### English / Language Arts ISTEP Data 2004 – 2008

Student Group Tested	2008 Percent Passed	2007 Percent Passed	2006 Percent Passed	2005 Percent Passed	2004 Percent Passed
Total Population-English/Lang Arts	43% [110/255]	32% [87/271]	38.5% [97/252]	40.3% [83/206]	40.4% [63/161]
Free/Reduced Lunch-English/Lang Arts	42% [89/212]	30% [69/231]	36.7% [81/221]	41.7% [48/115]	34.0% [35/108]
Paid Lunch-English/Lang Arts	50% [21/42]	45% [18/40]	39% [17/44]	32% [36/114]	38% [41/109]
African-American-English/Lang Arts	39% [53/136]	26% [41/158]	29.2% [35/120]	32.7% [35/107]	36.5% [30/85]
Caucasian-English/Lang Arts	48% [10/21]	50% [10/20]	54.5% [18/33]	42.9% [15/35]	60.8% [14/23]
Hispanic-English/Lang Arts	51 [46/90]	41% [31/76]	46.1% [41/89]	53.4% [31/58]	37.5% [17/48]
General Ed-English/Lang Arts	49% [108/220]	37% [85/231]	43.0% [91/211]	46.5% [79/170]	45.5% [60/132]
Special Ed-English/Lang Arts w/o ISTAR	6% [2/33]	5% [2/40]	3.0% [1/36]	0.0% [0/32]	0.0% [0/26]
Male Population-English/Lang Arts	36% [43/119]	27% [36/134]	32.0% [36/113]	28.6% [30/105]	29.5% [23/78]
Female Population-English/Lang Arts	50% [67/134]	19% [51/137]	44.0% [61/138]	50.5% [49/97]	46.3% [37/80]
Limited English	19% [4/21]	13% [4/30]	35.0% [16/46]	41.3% [19/46]	26.7% [8/30]

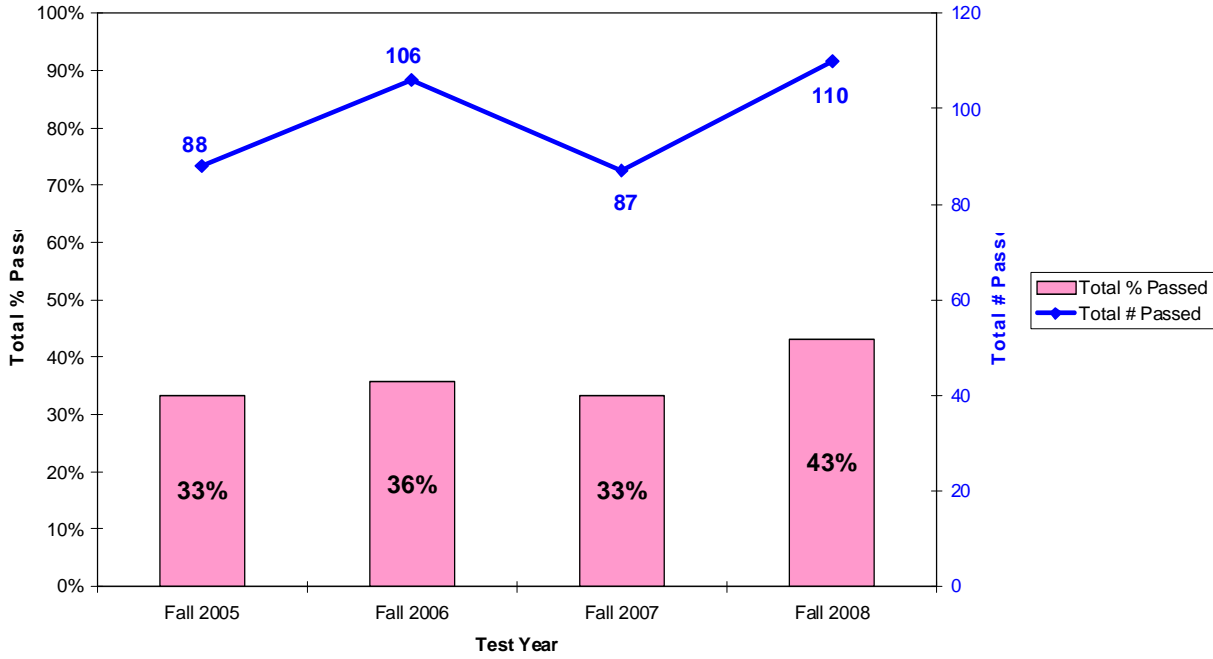
In 2008 ISTEP test results in English/Language Arts show that every subgroup except Caucasian improved their passing rate over the prior year. (i.e. Paid Lunch, Special Ed w/o ISTAR) Declining scores among the other subgroups are being addressed through improved instructional practices and curriculum enhancements. Hammond High will institute lessons involving Differentiated Learning and Rigor and Relevance for the 2008-2009 school year. Select Hammond High faculty has received training in these two concepts and continuing professional development is scheduled for all staff.



# School Improvement Plan 2009-2012

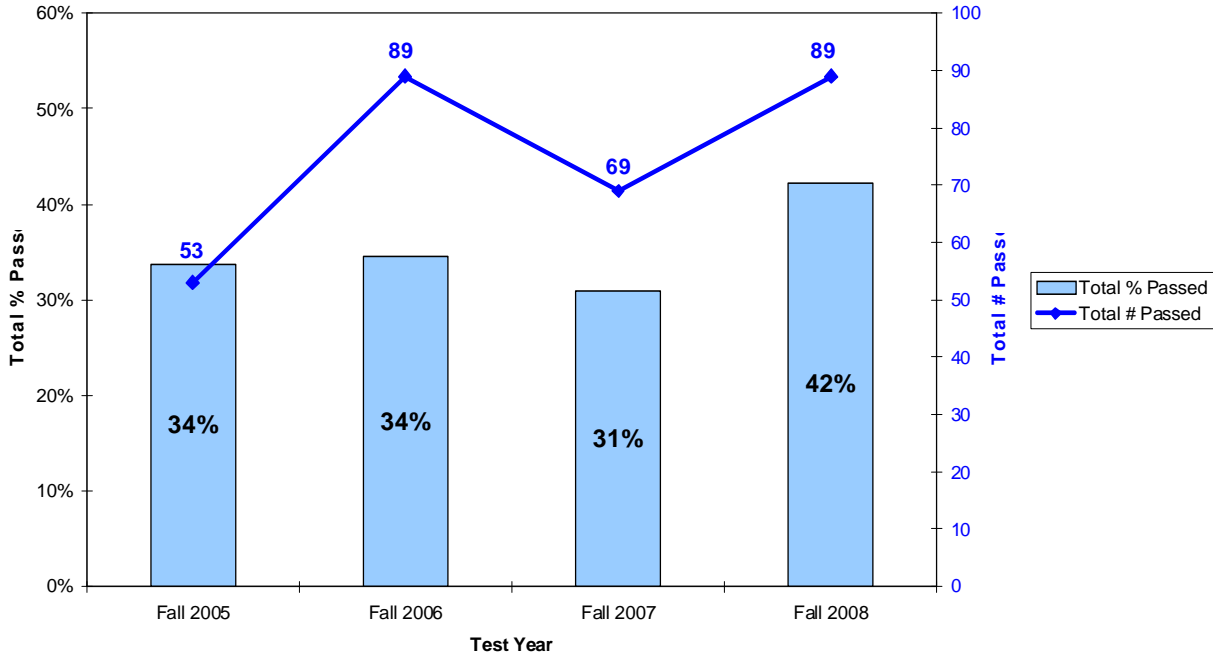
## Total Percent and Number of Passing Students English/Language Arts - Grade 10 ISTEP+ Hammond High School - All Students

(only students who had counted scores are used in calculations)

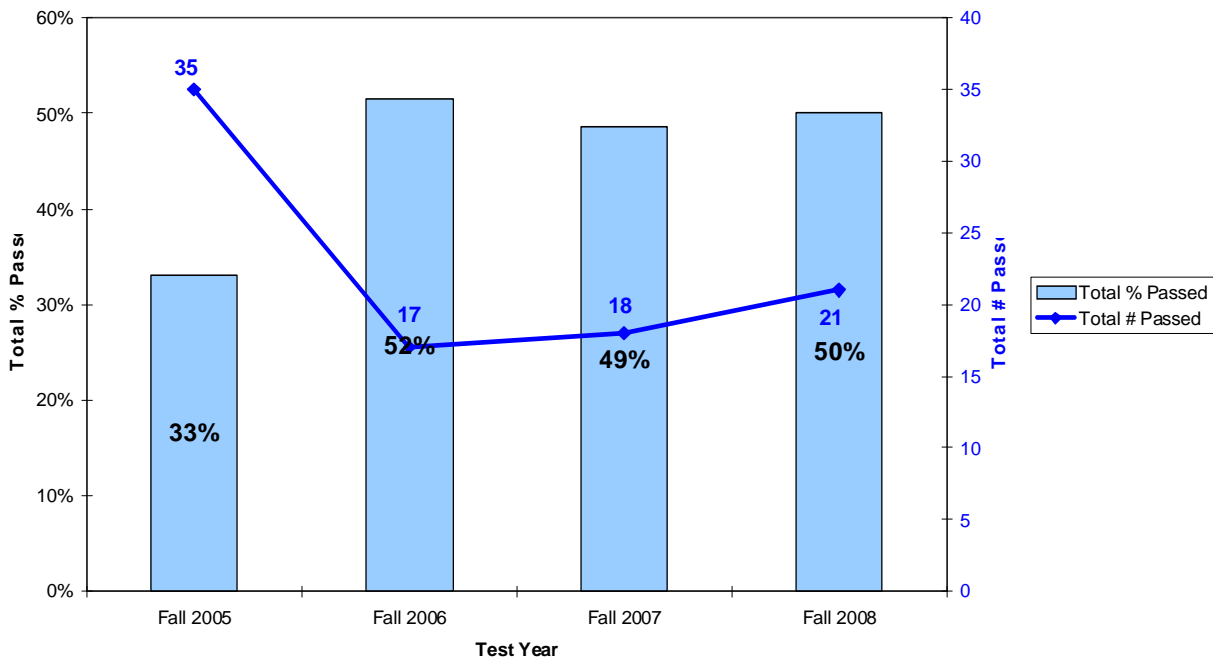


# School Improvement Plan 2009-2012

**Total Percent and Number of Passing Students  
English/Language Arts - Grade 10 ISTEP+  
Hammond High School - Free/Reduced Price Meals**  
(only students who had counted scores are used in calculations)

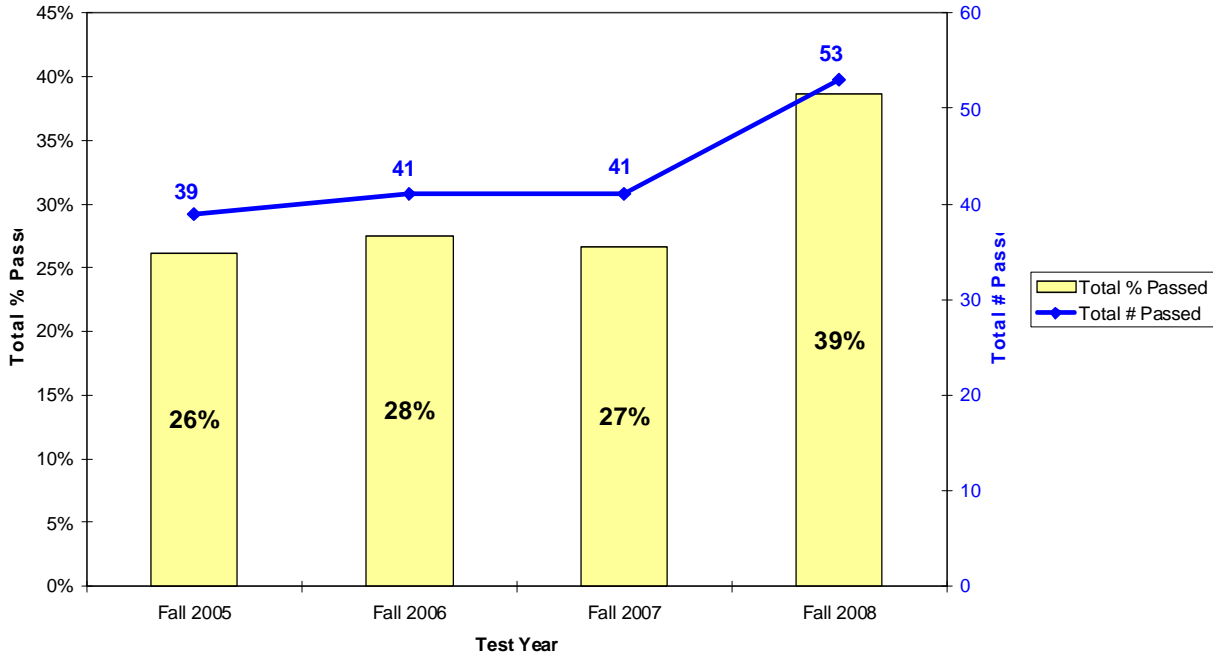


**Total Percent and Number of Passing Students  
English/Language Arts - Grade 10 ISTEP+  
Hammond High School - Paid Meals**  
(only students who had counted scores are used in calculations)

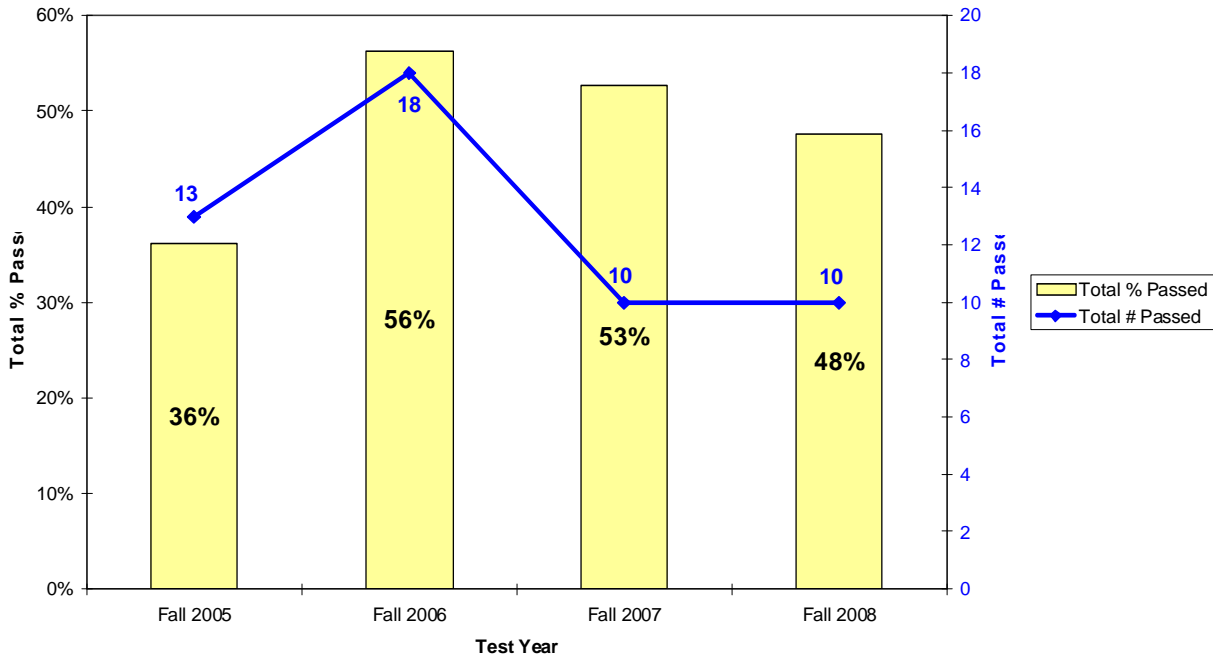


# School Improvement Plan 2009-2012

**Total Percent and Number of Passing Students  
English/Language Arts - Grade 10 ISTEP+  
Hammond High School - African American Students**  
(only students who had counted scores are used in calculations)



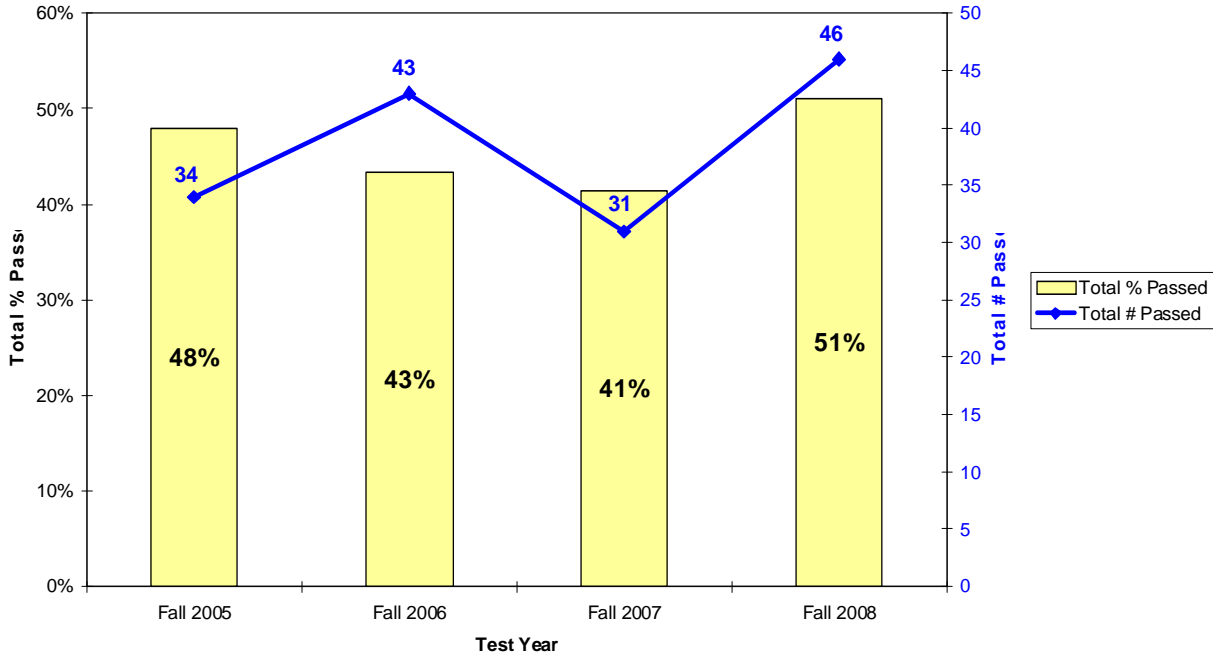
**Total Percent and Number of Passing Students  
English/Language Arts - Grade 10 ISTEP+  
Hammond High School - White Students**  
(only students who had counted scores are used in calculations)



# School Improvement Plan 2009-2012

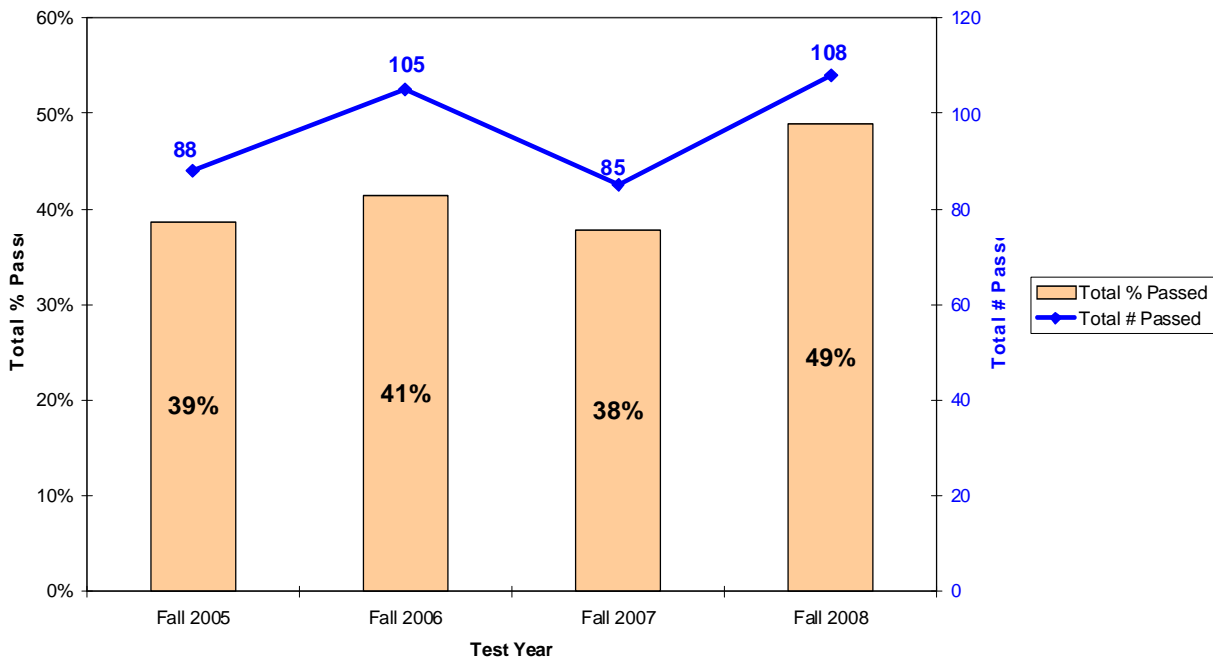
## Total Percent and Number of Passing Students English/Language Arts - Grade 10 ISTEP+ Hammond High School - Hispanic Students

(only students who had counted scores are used in calculations)



## Total Percent and Number of Passing Students English/Language Arts - Grade 10 ISTEP+ Hammond High School - General Ed Students

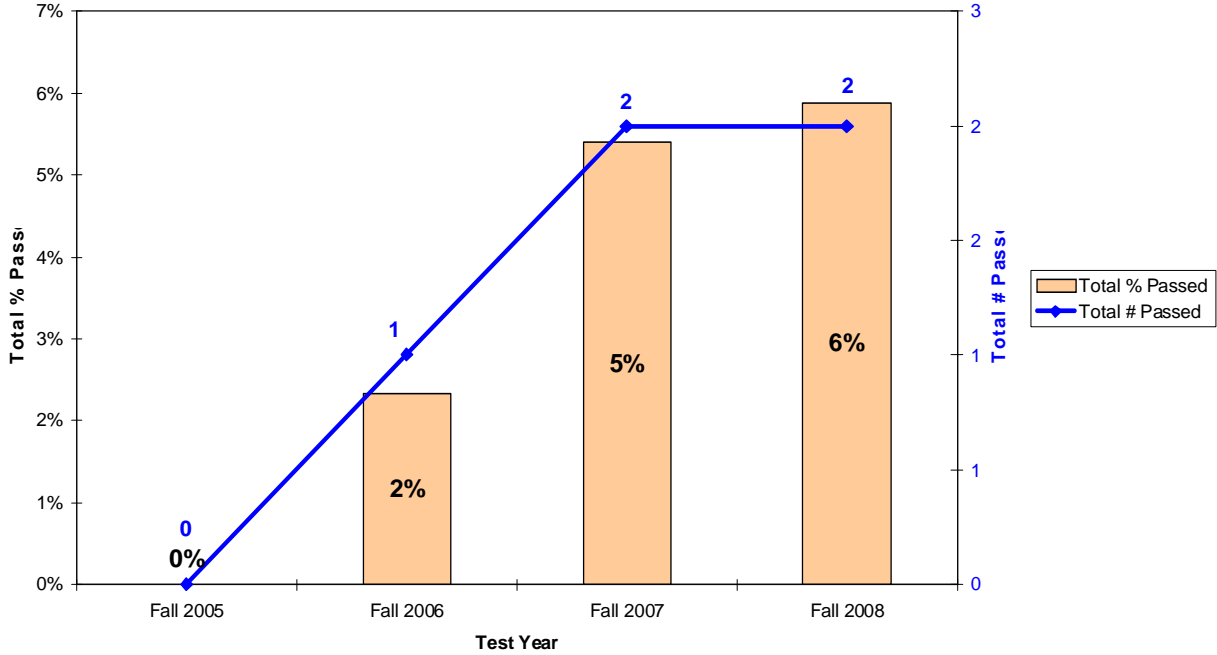
(only students who had counted scores are used in calculations)



# School Improvement Plan 2009-2012

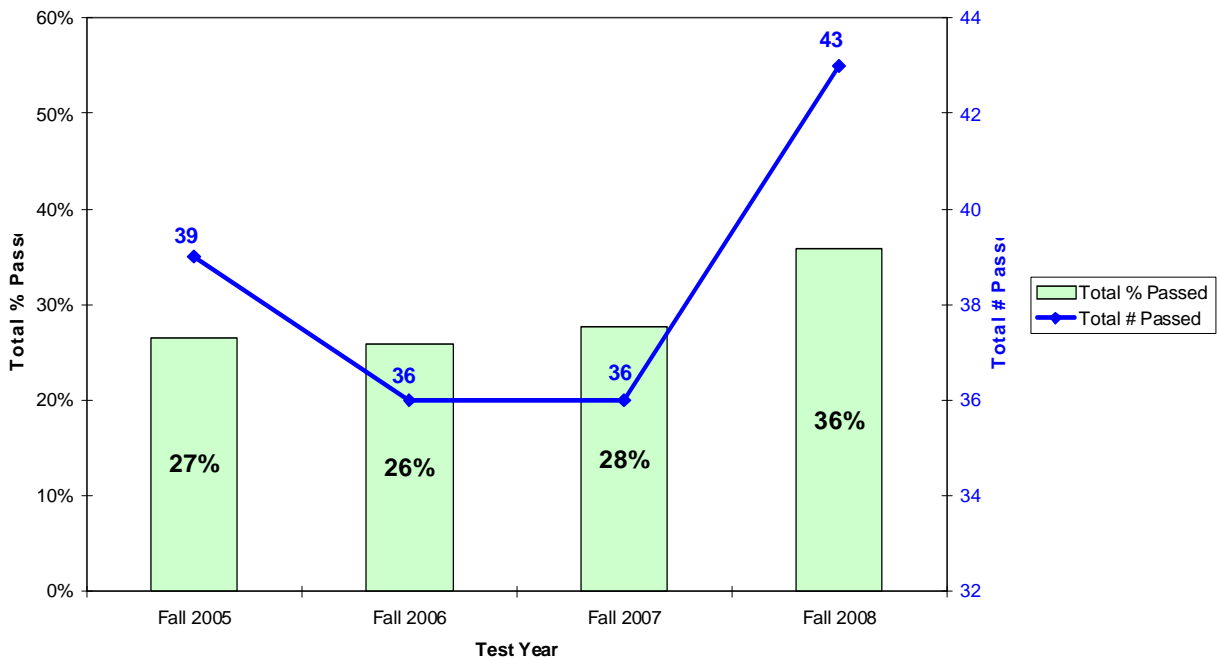
## Total Percent and Number of Passing Students English/Language Arts - Grade 10 ISTEP+ Hammond High School - **Special Ed Students**

(only students who had counted scores are used in calculations)



## Total Percent and Number of Passing Students English/Language Arts - Grade 10 ISTEP+ Hammond High School - **Male Students**

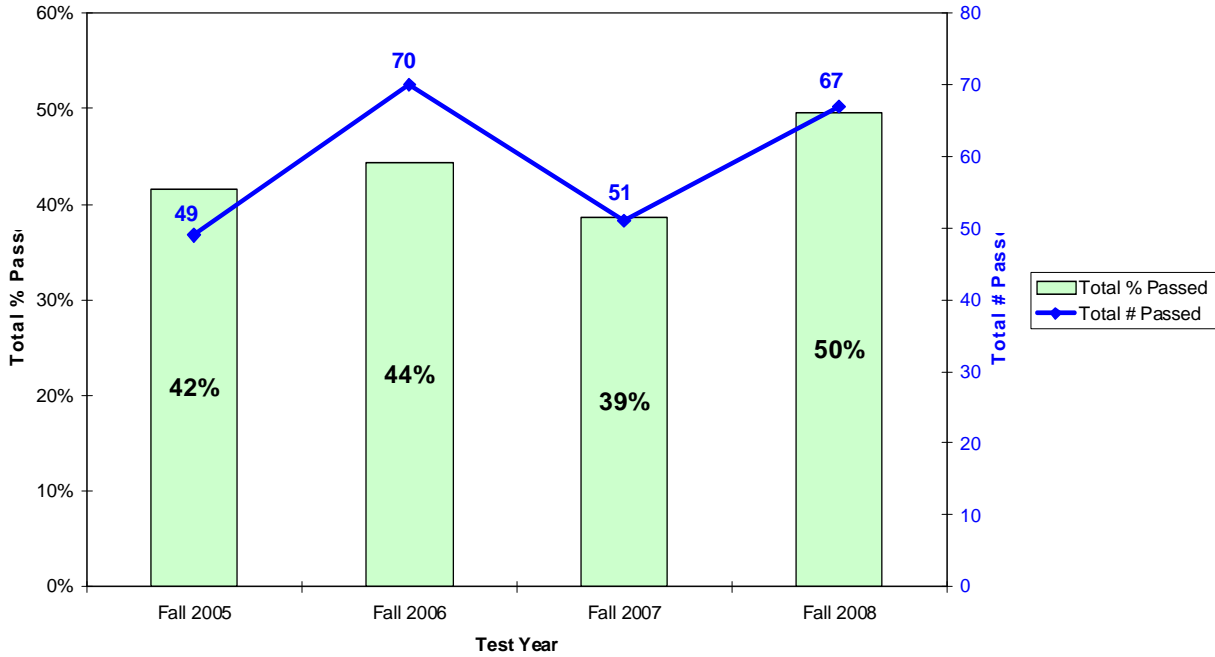
(only students who had counted scores are used in calculations)



# School Improvement Plan 2009-2012

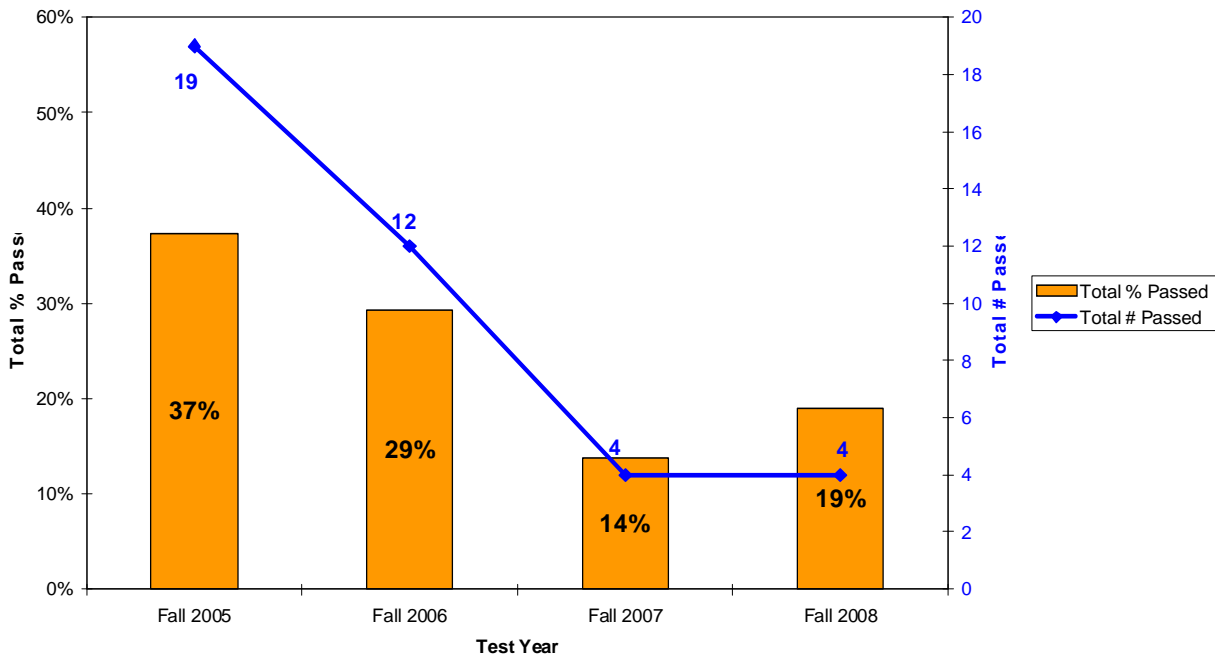
## Total Percent and Number of Passing Students English/Language Arts - Grade 10 ISTEP+ Hammond High School - Female Students

(only students who had counted scores are used in calculations)



## Total Percent and Number of Passing Students English/Language Arts - Grade 10 ISTEP+ Hammond High School - Total ESL/LEP Students

(only students who had counted scores are used in calculations)



## School Improvement Plan 2009-2012

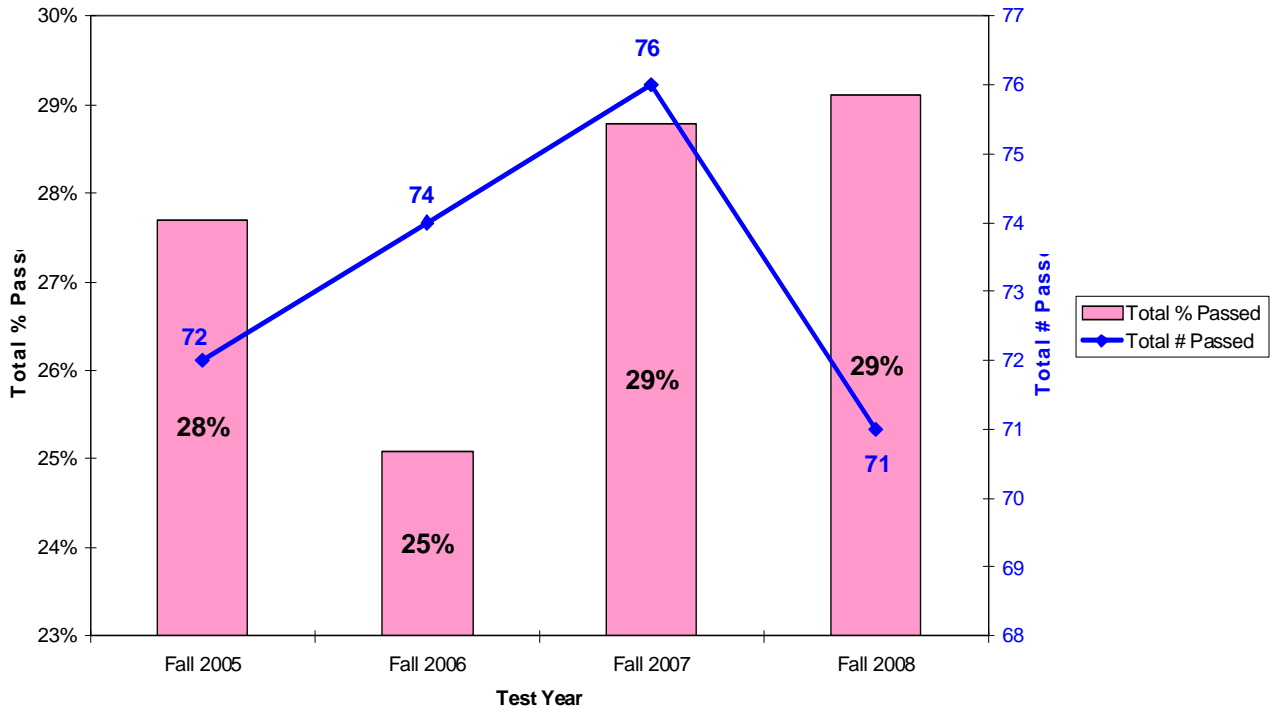
### Mathematics ISTEP Data 2004 – 2008

Student Group Tested	2008 Percent Passed	2007 Percent Passed	2006 Percent Passed	2005 Percent Passed	2004 Percent Passed
Total Population-Math	29% [71/245]	28% [76/271]	24% [74 / 308]	29% [66 / 252]	34 % [68 / 206]
Free/Reduced Lunch- Math	29% [59/203]	28% [65/231]	26% [69 / 265]	28% [56 / 221]	39% [43 / 115]
Paid Lunch-Math	29% [12/41]	28% [11/40]	16% [7/44]	23% [26/114]	24% [26/114]
African-American-Math	25% [32/128]	19% [30/158]	15% [23 / 150]	19% [22 / 120]	26% [27 / 107]
Caucasian-Math	30% [6/20]	60% [12/20]	40% [14 / 35]	39% [12 / 33]	37% [12 / 35]
Hispanic-Math	34% [30/88]	41% [31/76]	34% [35 / 104]	38% [31 / 89]	48% [27 / 58]
General Ed-Math	33% [70/212]	31% [72/231]	28% [74 / 265]	32% [61 / 211]	39% [64 / 170]
Special Ed-Math w/o ISTAR	3% [1/33]	10% [4/40]	0% [0 / 44]	0% [0 / 36]	0% [0 / 27]
Male Population-Math	30% [33/110]	34% [46/134]	25% [37 / 146]	31% [29 / 113]	32% [31 / 105]
Female Population-Math	28% [38/136]	23% [32/137]	24% [39 / 162]	27% [37 / 138]	34% [33 / 97]
Limited English	15% [3/20]	20% [6/30]	29% [13 / 45]	33% [14 / 46]	37% [16 / 46]

The percent of students passing the Math portion of the GQE has shown improvement from the previous year. The following subgroups have shown improvement from the previous year (2007): Free and Reduced, Paid, African American, General Ed., Female while all other subgroups have displayed a decrease in scores. Students' schedules will be rewritten each semester/term in order for the students to immediately retake a math class that they have failed.

# School Improvement Plan 2009-2012

**Total Percent and Number of Passing Students**  
**Mathematics - Grade 10 ISTEP+**  
**Hammond High School - All Students**  
(only students who had counted scores are used in calculations)

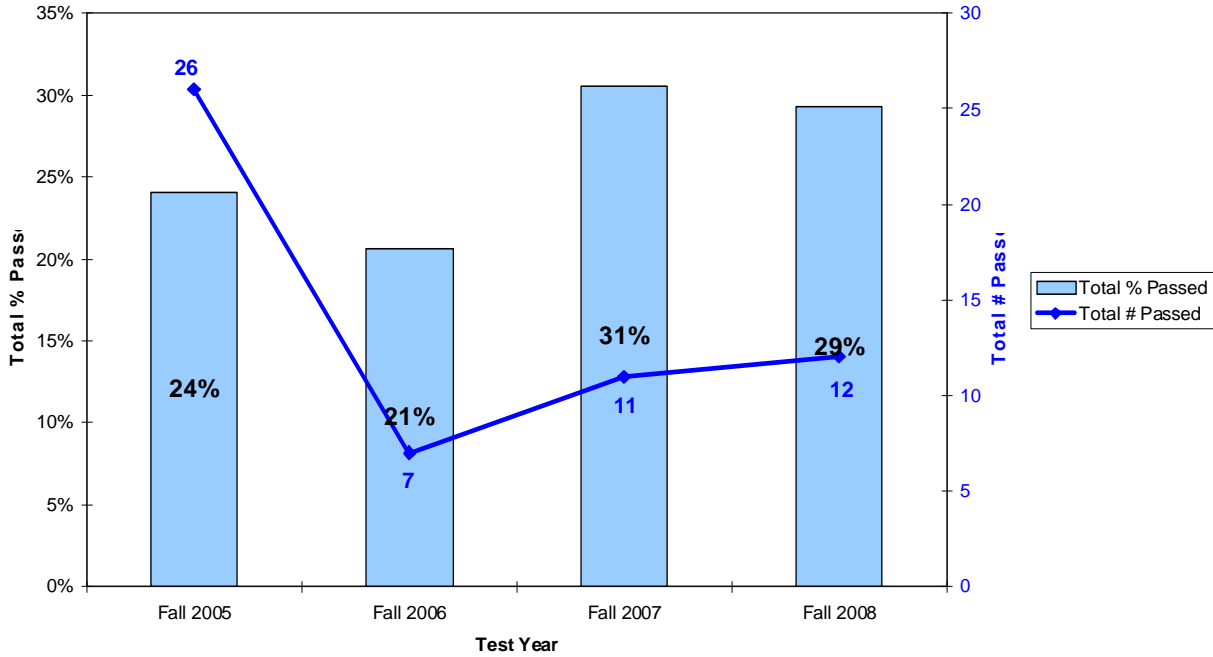




# School Improvement Plan 2009-2012

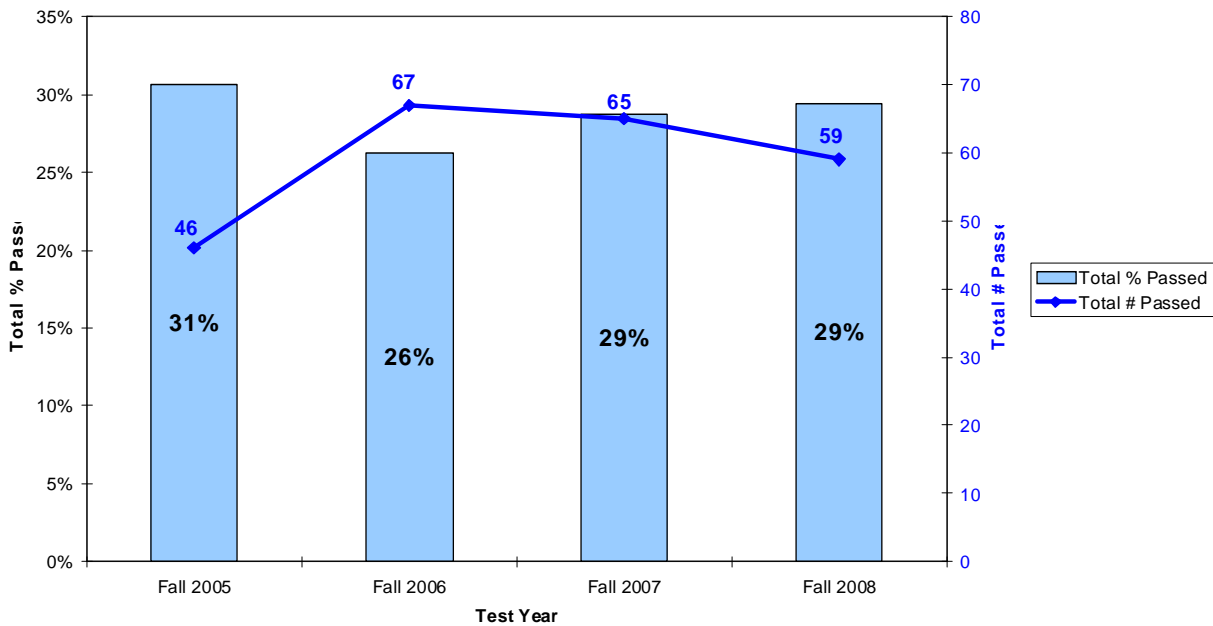
## Total Percent and Number of Passing Students Mathematics - Grade 10 ISTEP+ Hammond High School - Paid Meals

(only students who had counted scores are used in calculations)



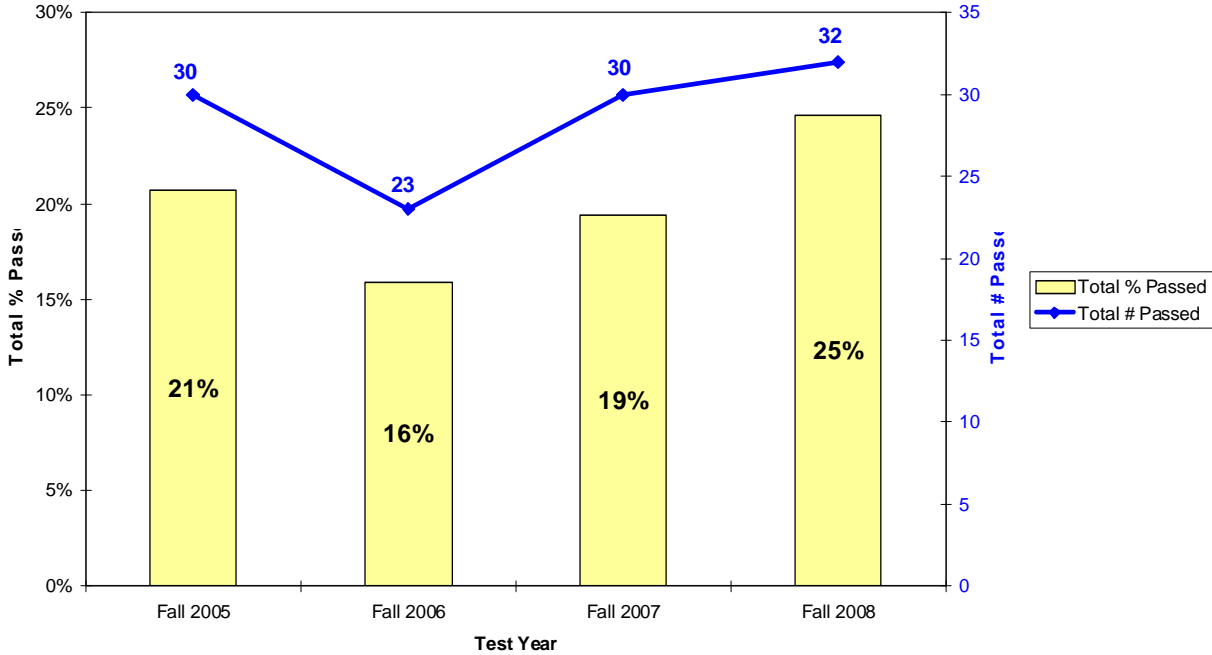
## Total Percent and Number of Passing Students Mathematics - Grade 10 ISTEP+ Hammond High School - Free/Reduced Price Meals

(only students who had counted scores are used in calculations)



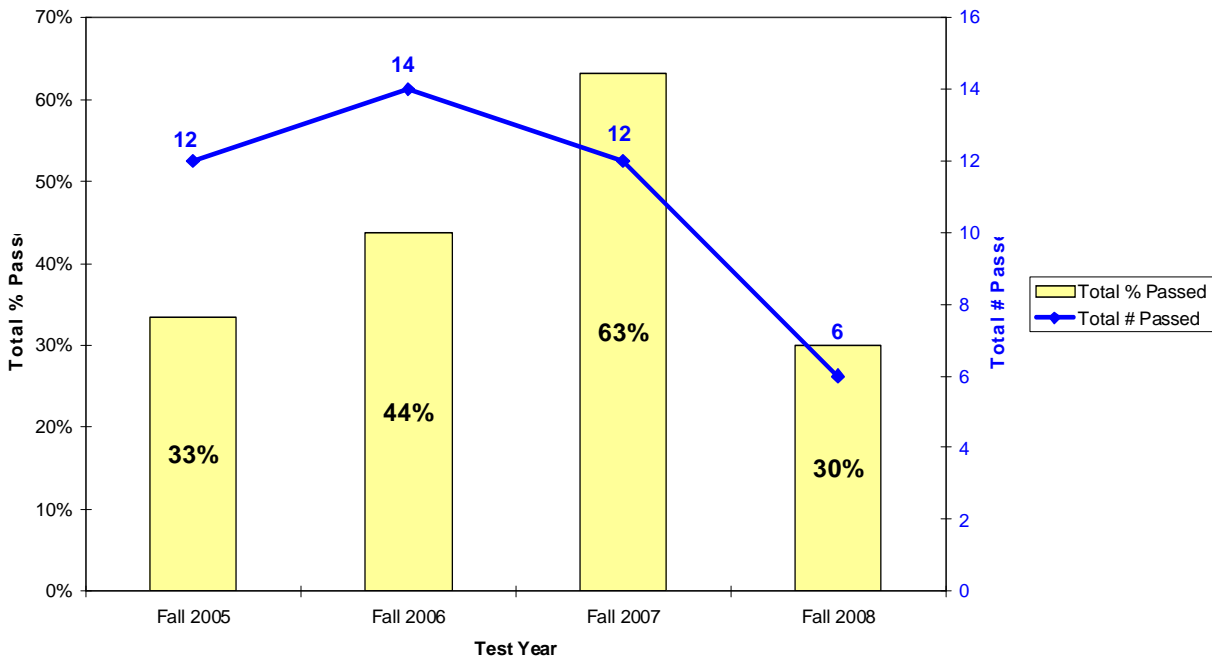
# School Improvement Plan 2009-2012

**Total Percent and Number of Passing Students  
Mathematics - Grade 10 ISTEP+  
Hammond High School - African American Students**  
(only students who had counted scores are used in calculations)



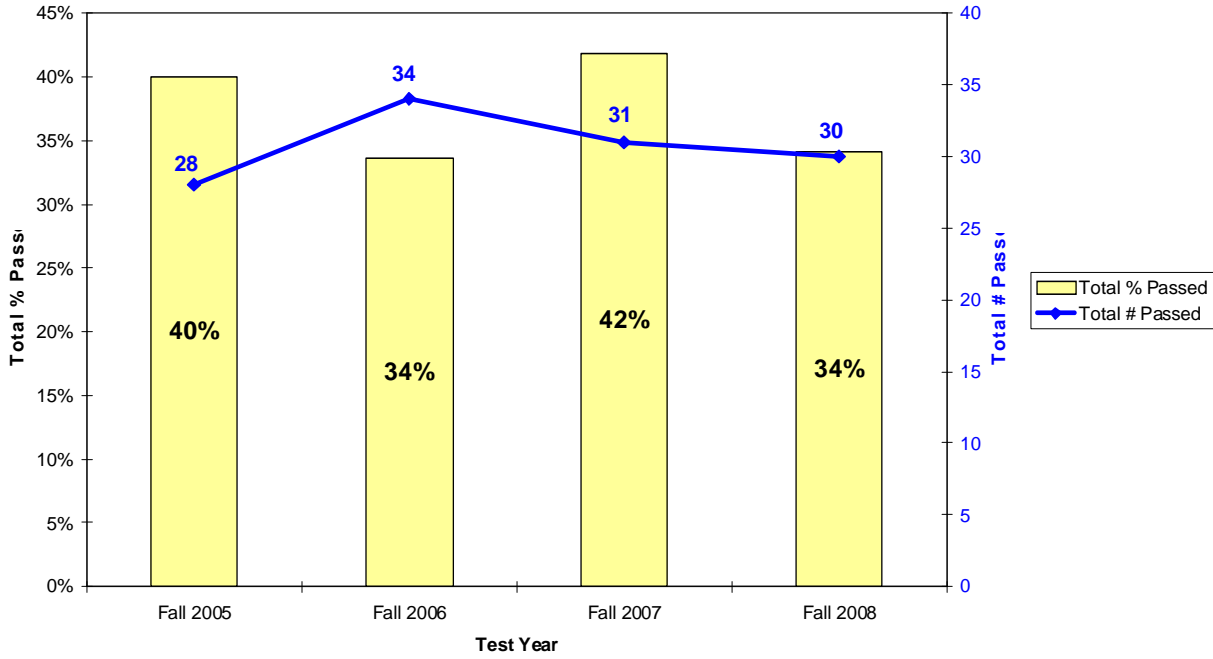
Language

**Total Percent and Number of Passing Students  
Mathematics - Grade 10 ISTEP+  
Hammond High School - White Students**  
(only students who had counted scores are used in calculations)



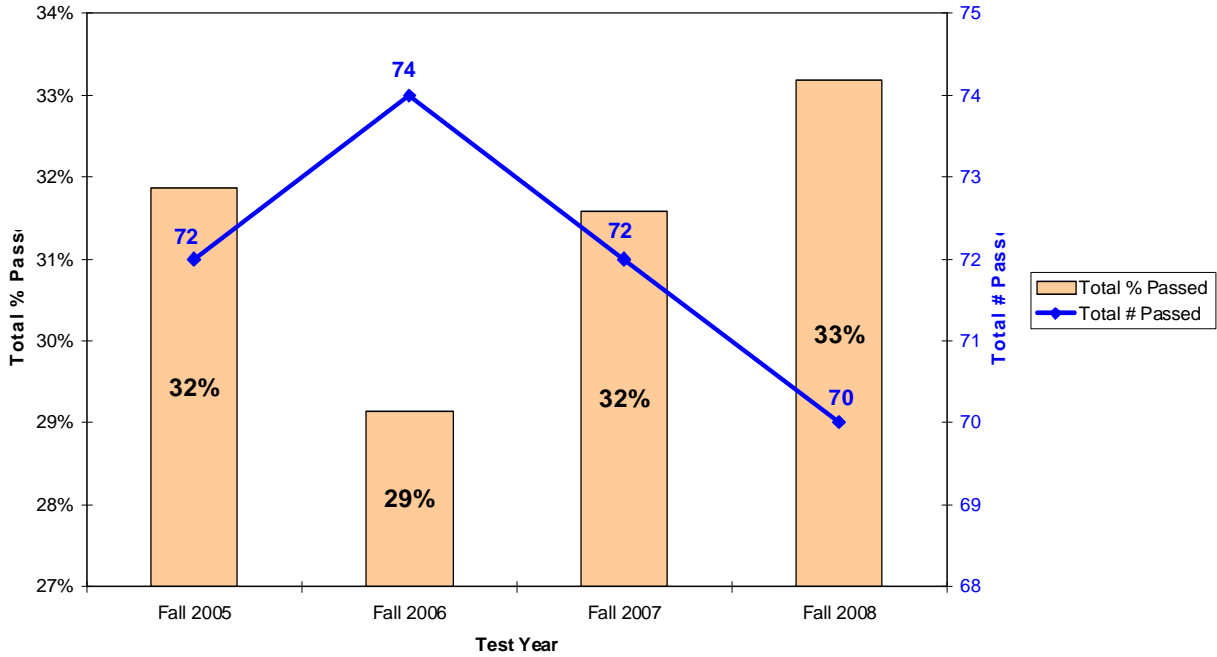
# School Improvement Plan 2009-2012

**Total Percent and Number of Passing Students**  
**Mathematics - Grade 10 ISTEP+**  
**Hammond High School - Hispanic Students**  
(only students who had counted scores are used in calculations)

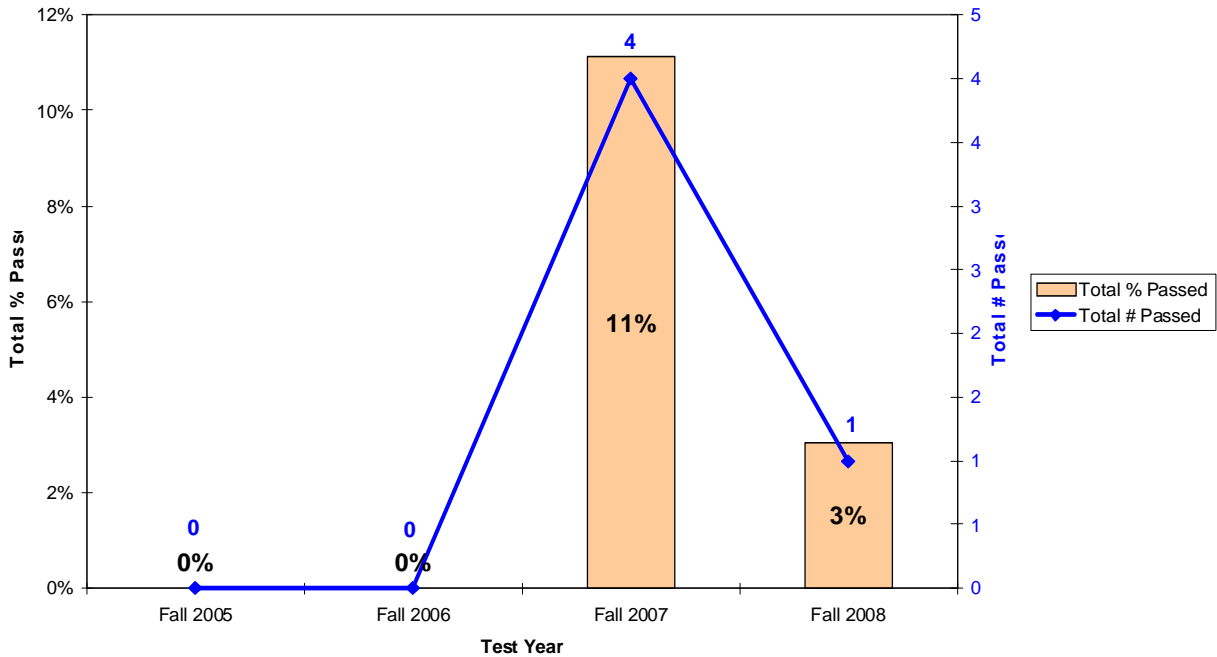


# School Improvement Plan 2009-2012

**Total Percent and Number of Passing Students  
Mathematics - Grade 10 ISTEP+  
Hammond High School - General Ed Students**  
(only students who had counted scores are used in calculations)

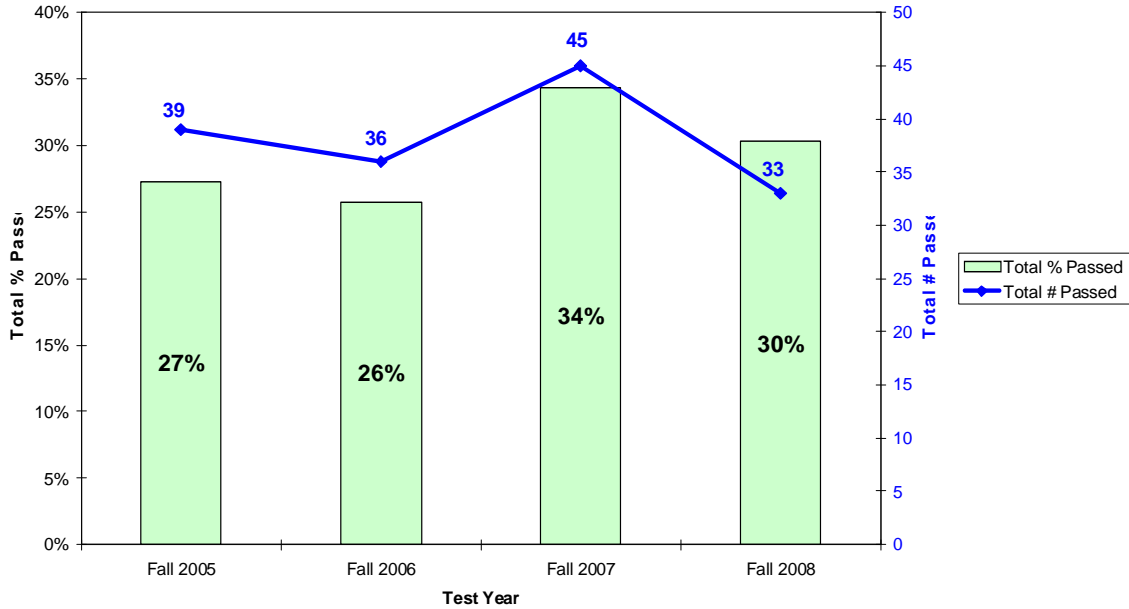


**Total Percent and Number of Passing Students  
Mathematics - Grade 10 ISTEP+  
Hammond High School - Special Ed Students**  
(only students who had counted scores are used in calculations)

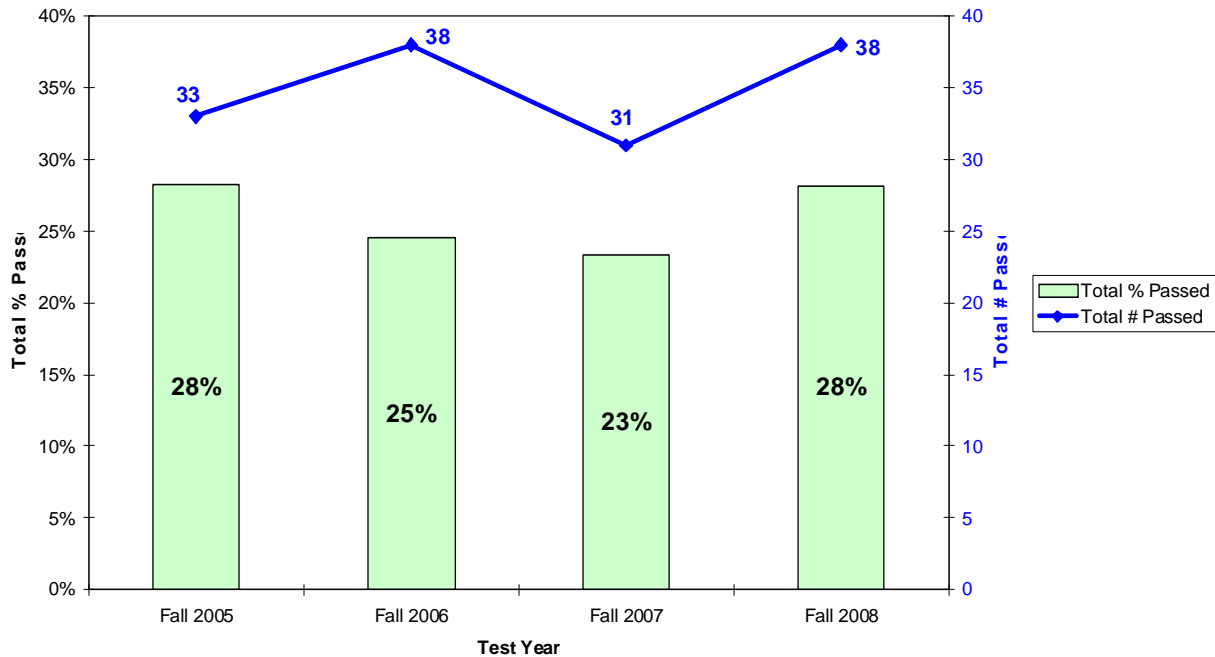


# School Improvement Plan 2009-2012

**Total Percent and Number of Passing Students**  
**Mathematics - Grade 10 ISTEP+**  
**Hammond High School - Male Students**  
(only students who had counted scores are used in calculations)

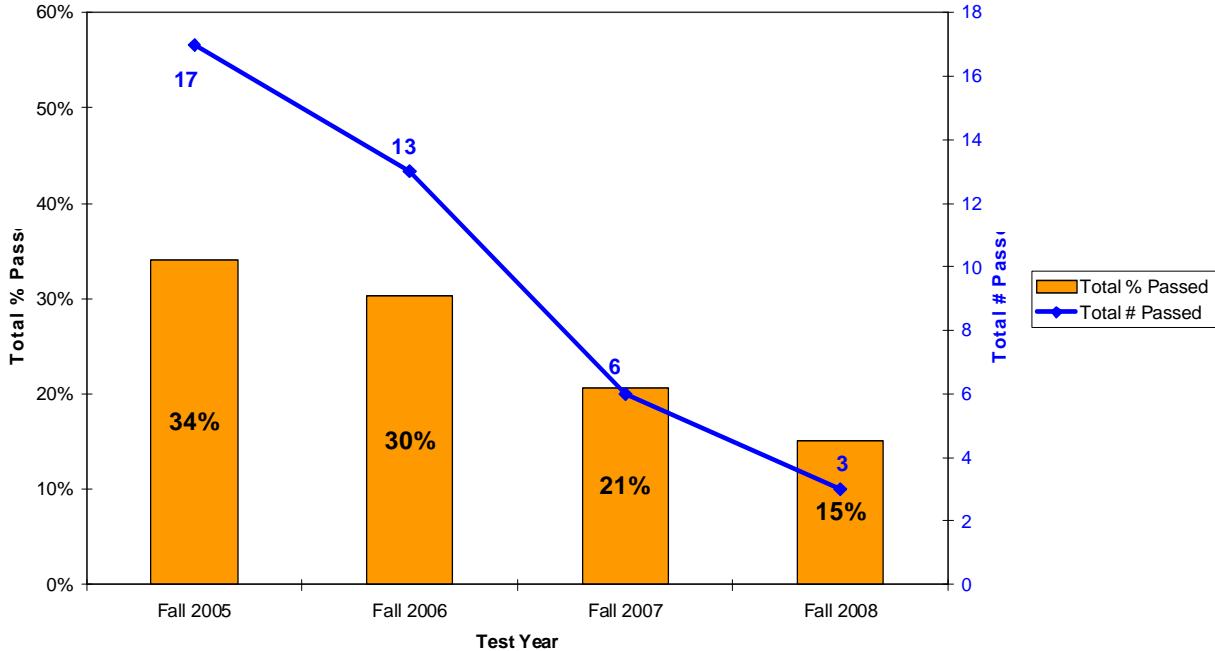


**Total Percent and Number of Passing Students**  
**Mathematics - Grade 10 ISTEP+**  
**Hammond High School - Female Students**  
(only students who had counted scores are used in calculations)



# School Improvement Plan 2009-2012

**Total Percent and Number of Passing Students**  
**Mathematics - Grade 10 ISTEP+**  
**Hammond High School - Total ESL/LEP Students**  
(only students who had counted scores are used in calculations)



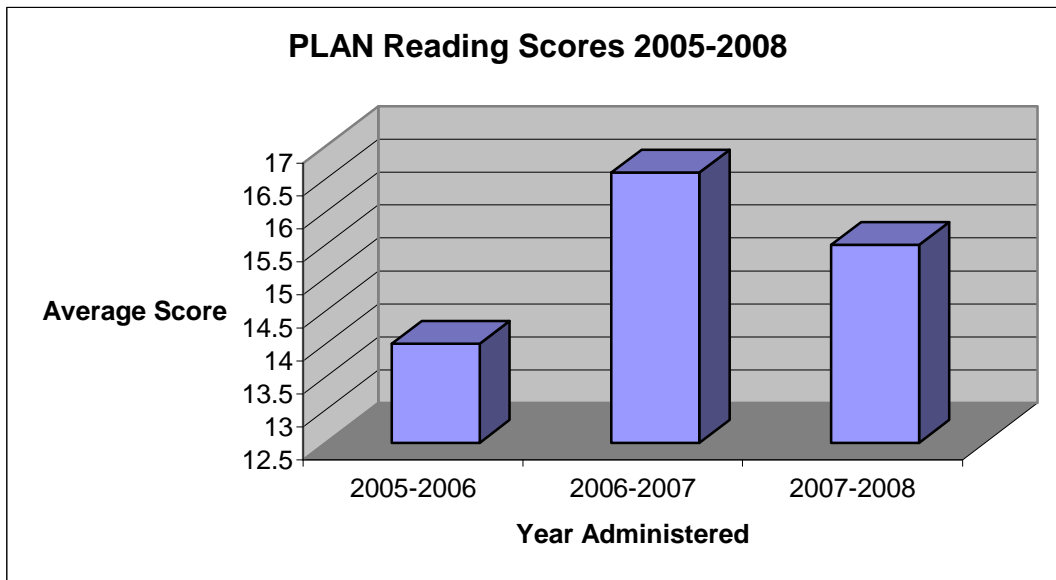
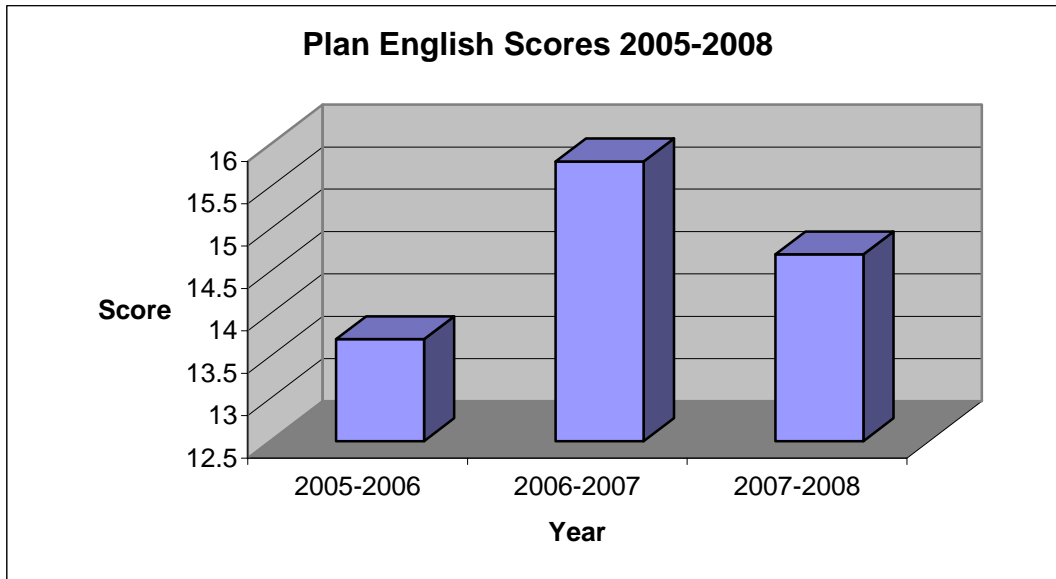
The Math Department realizes that student scores have been constant over the past two years however, they remain far below the state average. All teachers will be given professional development and training that focuses on the use of research based strategies, rigorous instruction, relevant activities, setting goals and standards and building relationships, both, within the curriculum and other disciplines and building personal relationships with all stakeholders.

Hammond High continues to address the specific needs of the subgroups by providing individualized instruction during the freshman year in Read 180 classes. With the success that has been shown in the students' reading ability during the current school year, we anticipate test score improvement in both English/Language Arts and problem solving sections of the 2005-06 GQE examination.

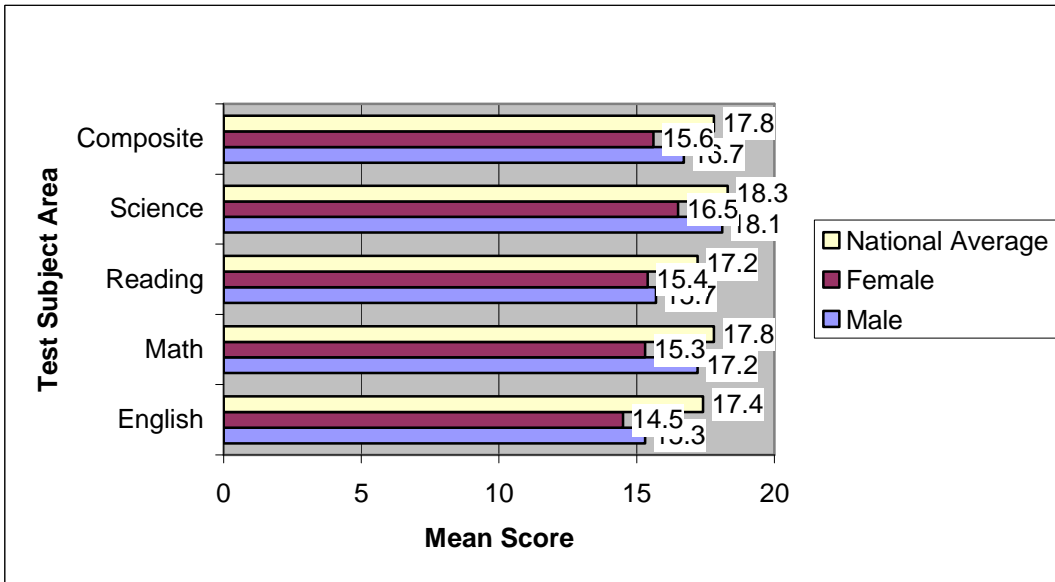
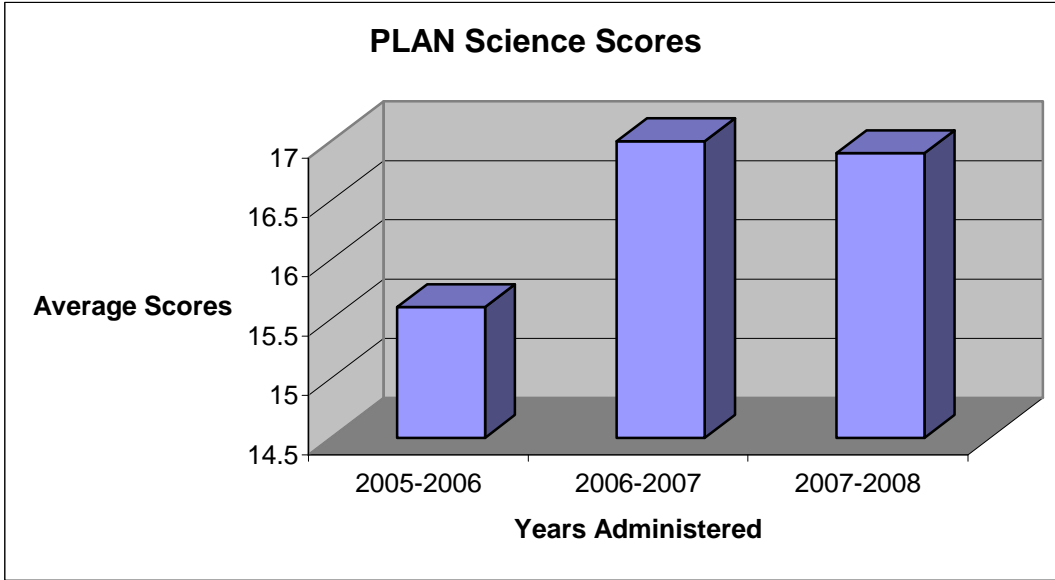
In addition to classroom instruction, Hammond High School offers remediation classes before and after school, and during the two weeks prior to the start of school (Jumpstart). These classes are designed to meet the specific needs of each student who enrolls in the program, and each student works on test-taking skills, in addition to the skills that are necessary to pass the state mandated test.

## School Improvement Plan 2009-2012

The results of the PLAN test indicate that our total population tested scored below the national average in all subjects tested. All tests indicate a decrease in the mean score from the previous year. Male students scored close to the national average on the math and science portions ( respectively they came within .6 of a point and .2 of a point to meeting the national average). Disaggregated data according to race and ethnicity is not shown due to a limited number of students who were tested (45). This limited number has caused Hammond High's second largest subgroup (Hispanic) to be eliminated in reporting due to limited numbers. Efforts to increase the number of students tested was addressed by terminating the administration of this assessment and replacing it with the PSAT which allowed us to administer to all sophomores. Results from this test were used to make adjustments to the curriculum as evidenced by the addition of a developmental reading class at the 10<sup>th</sup> grade level.



# School Improvement Plan 2009-2012





## School Improvement Plan 2009-2012

### 9. DATA SUMMARY

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Hammond High School is faced with a high mobility factor, which, we believe, has a great impact on student learning and family/community involvement. This high mobility factor leads to a very transient student population and major difficulties in maintaining consistency of instruction.

ISTEP/GQE Language Arts test data indicates that, while not meeting the State benchmark, students at Hammond High School are showing some improvement. With this highly mobile population, a large percentage of high school age students have not been exposed to a consistent, articulated curriculum, which prepares them to meet the Indiana State Standards. Hammond High School's goals and intervention strategies were developed and have now been redesigned to address the needs of this population.

The Math data for the same group of students does not show any improvements, but rather indicates a decline in students' achievement. Therefore, new instructional strategies and interventions must be implemented to reverse this trend.

ISTEP+ assessment results indicate that Hammond High School students generally perform below state standards in all areas of assessment. The same holds true for all standardized testing in which our students participate.

This current year the administration has enforced the attendance procedure for the start of the school day. This procedure tracks and regulates all students arriving late to school. At the onset of this program there was an average of approximately 225 late students during the first week of implementation. Currently, there is an average of 30 tardy students. This procedure will be continued into next year and Hammond High's Administration expects tardy numbers to continue to show a decline. In addition to this program, the administration at the school as well as the District administrators have focused efforts and established procedures for keeping accurate attendance records. These efforts have included procedures and protocol for entry withdrawals, policies for recording tardies and trancies, established consequences for trancies and tardies and have dedicated time and resources to train all SCOH employees who are responsible for following these policies and procedures. Administrators have worked to establish communication with students' parents by placing calls home, either personally or through the use of a computer calling tree, scheduling conferences with parents, notifying the Juvenile Justice System and ordering home visits through the Student Services Department.

## School Improvement Plan 2009-2012

### 10. STUDENT ACHIEVEMENT

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An overall review of the achievement of students at Hammond High School has yielded the following conclusions.

- Current teaching methods have resulted in male students out performing females on:
  - All tests in the PLAN assessment”.
- Male 10<sup>th</sup> grade students came close to national average scores on the PLAN math and science exams (within .2 of a point- science and .6 of a point- math).
- All groups and subgroups scored below the national average on all sections of the PLAN exam.
- 2008-2009 overall English ISTEP passing percentage increased by 10% from the previous 2007-2008 test administration.
- Limited English students had the lowest percentage of passing individuals, with a total of 4 out Of 30 tested passing.
- Majority of the classroom failures were due to excessive truanancies

## School Improvement Plan 2009-2012

### 11. MOBILITY FACTOR

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Hammond High School is faced with a high mobility factor, which, we believe, has a great impact on student learning and family/community involvement.

There have been a total of 1103 students enrolled at Hammond High School during the 2008-2009 school year. At the beginning of the first Tri-mester (August 20, 2008) there were 1010 students enrolled at Hammond High. At the beginning of the second Tri-mester (November 20, 2008) there were 1089 active students on the roster at Hammond High which translates into a 7.8%% increase in enrollment. The enrollment at the beginning of the third tri-mester decreased by 41 students to show a total enrollment of 1048 (3.7% decrease). The 2008-2009 senior class of Hammond High has had a total of 230 students who have been at the beginning of the 2008-2009 school year. There are now 238 members of the class still attending (3.4% increase). A large number of students withdraw during their senior year after they have not passed the ISTEP/GQE test, and realize that they cannot receive an Indiana Diploma. To combat this dropout rate we have offered before and after school remediation classes and tutoring, online courses through Indiana Online Academy, Credit Recovery Opportunities at the ACC and increased the dissemination of these opportunities through the use of the P/A system, school marquee, computerized phone tree and personal conferences with parents and students.

A high mobility factor leads to a very transient student population and major difficulties in maintaining consistency of instruction. This large number of students moving in and out of the school leads to a student population whose education achievements, or lack thereof, are not the result of Hammond High School's educational program. However, these students' test results are used to evaluate the educational program of the school. Transient students are most often lacking the basic skills necessary for achievement at appropriate levels and require "basic level" instruction. To defray the negative influences of having a high mobility rate the administrators and faculty will utilize differentiated instruction, rigor and relevance, 6+1 Writing Traits and collaborate with a math, title one and small learning community consultant in attempt to improve instructional strategies that are research based and proven to work with all students. Efforts to establish a community environment will be made through increased open houses, activities (job fair, community resources/services), and other programs aimed at reducing the mobility rate of our school populations.

### 12. PARENT AND COMMUNITY INVOLVEMENT

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The Athletic Booster Club of Hammond High was resurrected this year. This was an extremely active parent organization that held bi-weekly meetings at the school facility. Their main purpose was fund raising for athletes and athletic organizations in the building. These funds were used for activities, uniforms, materials, equipment, *etc.* Throughout its history, the Booster Club has raised over \$100,000.00 for the school's organizations and athletic teams. In addition to fund raising, this organization was responsible for hosting an athletic awards night honoring all athletes in every school sponsored sport and promoted school spirit through clothing sales.

The Hammond High School PTSA has a varied history. At times the PTSA is an active, involved organization that supports the involvement of parents in education. In the past three years, the group was non-functioning at the building level due to a lack of parental volunteers. This year's PTSA leadership focused on building membership. A partnership with the community stakeholders remained a focus by sponsoring potluck dinners for all stakeholders and they honored teachers by providing them a luncheon during the end of year professional development day.

Beyond these two areas of support that we receive from the community, Hammond High is lacking in parental and community involvement. Parent and community involvement has been encouraged throughout the 2009/2010 school year through community open houses, Athletic Booster Club and PTSA meetings. The school's web site has been updated and will continue to be updated to provide easier access with relevant information. Attendance at sporting events increased this year due to successful seasons in several sports. Attendance at other after school functions improved but still remains minimal. Efforts to create relationships with community stakeholders will continue to be nurtured through continued efforts of open communication in which knowledge is shared, community activities, and providing a welcoming environment.

An alumni survey was conducted at the Homecoming Varsity Football game. Results indicate that students' academic preparation for life immediately after graduation and for life in general was viewed as favorable. Non-academic activities were viewed as less favorable than academic preparation, but still received positive ratings. This survey indicated that technology education and implementation was viewed as an area in need of improvement. To address this need, during the 2009/2010 school year, the school's IT trainer is required to highlight technology in education during the first 20 minutes of every faculty meeting. Updates of new resources should be compiled and supplied to all teachers.

Additionally, parent contact is done as part of the remediation program. Certified letters are sent to the parents of the students involved. These letters are sent in an effort to guarantee that parents are aware of the remediation program and the need for their student to participate. Teachers are encouraged to contact parents during their plan time, before, or after school. These contacts are either parent or teacher initiated. The guidance counselors frequently act as intermediaries in contacting parents to schedule conferences for teachers. The administrators contact parents anytime a student is issued an out-of-school suspension. As part of the computerized attendance program, a calling machine is connected to the attendance record; any student marked absent is flagged to receive a phone call informing the answerer that the student missed one or more class periods.

### 13. CURRENT INTERVENTIONS

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Every year for the past seven years, Hammond High School has offered a transition program for incoming freshmen. The program brings together students from the three feeder middle schools for the two weeks prior to the beginning of the school year for four-hours per day. During this time in the program, the students are remediated in mathematics and English, instructed in character building, and introduced to the policies, procedures, personnel, and facilities of Hammond High School. The purpose of this program is to better prepare the students for their high school career.

ISTEP+ remediation is offered at least three times a year, with sessions available both before and after school to better accommodate students' schedules. These sessions are offered for two-weeks prior to the beginning of school for any student preparing to take the Fall test; sometime between November and March for Junior and Senior re-testers prior to the Spring test; and from March through May for any student who has failed to previously pass the test. The remediation students are grouped according to their grade levels so that sophomore, first-time test takers are exposed to all of the skills and tasks ISTEP+ evaluates, while upper classmen groupings use prior test results to identify and address deficiencies.

The School City of Hammond has a Bilingual Department that oversees the ESL Programs at individual schools. Due to an increase in the percent of Language Minority students over the past several years at Hammond High School, a full-time staff person has been employed to assist those students identified as levels one, two, or three under Limited English Proficiency guidelines. The majority of Hammond High's LEP students (Limited English Proficient students) are level four students. Although these students are not fluent in spoken English or in reading, most of them are not serviced by the ESL instructor. Two classes of identified level four students, who have also not passed the ISTEP+, have been established to provide specific interventions based on the unique needs of Language Minority students..

Like Bilingual education, there is a citywide Special Education Department that administers to the needs of the city's special education students. Hammond High School offers courses in all of the State recognized areas of disability, except deafness and blindness (whose programs are housed at another school site). Recently, in an effort to provide a more diverse academic program, special education students have been mainstreamed into general education classes. The analysis of the grades and failure rate indicate that a vast majority of these students either do not have the necessary academic skills or social skills to be successful. This implies that further interventions are needed to best provide for and meet the needs of these students.

Another aspect of special education interventions is the Resource class. This class is offered for mainstreamed students and is staffed by a Special Education teacher who assists the students with work to be done in general education classes.

Additional interventions are available to Hammond High School students through citywide programs at the Area Career Center and Summer School. Agencies, such as Talent Search, Upward Bound, and Twenty-first Century Scholars, provide specialized, off-site support services for students qualifying for these programs.

#### 13.1. TECHNOLOGY

In addition to the school's Media Center, which has twenty internet-connected computers, there are now five computer labs with the same capability that can be used for incorporating technology into the curriculum. Teachers may schedule computer lab time through an all-school calendar located in the main office. Research projects, word processing of class assignments, Power Point projects, web quests, and other classroom activities are commonly carried out in these facilities. After the teacher demonstrates the proper use of the appropriate technology, the students are then allowed to use them for their assignments. Portfolios permit the students to select their favorite technology to produce projects that demonstrate their aptitude. In preparation for these activities, many teachers model the use of appropriate technology by producing their own Power Point presentations, web quests, and other documents.

## School Improvement Plan 2009-2012

In addition to having Internet capabilities, the school also has forty licenses for PLATO. PLATO is a web-based tutorial system emphasizing math, reading and writing, and other subject area skill development and reinforcement. With more than one hundred student stations, we are able to efficiently administer Core 40 exams, as well as the SRI (Scholastic Reading Inventory) Reading assessments.

Teacher workstations in each classroom enable teachers to electronically report attendance period-by-period, record and calculate grades, and access student information and schedules. With these workstations, the staff has access to email for immediate communication about student discipline and other concerns. With Internet capabilities, teachers may also access supplemental teaching materials, such as *United Streaming*. *United Streaming* is a standards-based source from which teachers may download topic or standards related videos to enhance classroom instruction. Through the Media Center, teachers and students are provided the use of LCD projectors, video and DVD players, Smart Boards and Visual Presenters as well as other educational programs like *Inspiration*, *Nettrekker*, and *Atomic Learning*.

Read 180, a Scholastic reading enrichment program, has also been installed at Hammond High. This program uses two classrooms, and includes student computers with interactive programs to differentiate instruction based on individual students' needs. Read 180 also has teacher and administrator components that generate detailed student achievement and progress reports.

Upon entering ninth grade, students were assessed using the Scholastic Reading Inventory (SRI). This placement test is based on the Lexile Framework, which helps match students to appropriately leveled texts. As students take the Inventory, they answer modified and embedded Cloze Test items similar to those found on standardized tests. These items are aligned with standards and skills, such as making inferences, drawing conclusions, cause and effect, and defining vocabulary words.

After completing the Inventory, each student receives a Lexile measure (reading level), which is used to find a range of reading materials in which the student will most likely find success. Students scheduled into Read 180 classes for their freshman year begin their individualized curriculum at their designated Lexile level.

### SRI Lexile Reading Equivalents

Lexile 200 – 450	Level 1
Lexile 400 – 700	Level 2
Lexile 600 – 900	Level 3
Lexile 800 – 1000	Level 4
Lexile 1000+	Level 5- Ninth Grade Equivalent

In 2008-2009 a large number of students scores fell below a Lexile of 900. There was a significant number of students who scored below a Lexile of 200 and who were reported as "BR", or beginning reader. These students were scheduled into Developmental Reading, taught by a licensed Special Education teacher.

Preliminary analysis of the SRI data for the 2004-05 school year freshmen showed that the students enrolled in the program showed significant increases in reading Lexile scores. The charts below show the data compiled for the current school year. The initial assessment was done in August for most students, and upon enrollment for all others. The second assessment occurred in January of 2005. Scores are reported as Lexile scores.

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### Race/Gender Scores for Students in Read 180 2007-2008

Race/Gender	Initial Assessment	Second Assessment	Growth
African-American Female	676	636	(-40)
African-American Male	472	354	(-118)
Caucasian Female	N/A	N/A	N/A
Caucasian Male	N/A	N/A	N/A
Hispanic Female	1034	1028	(-6)
Hispanic Male	1176	1127	(-49)

### Race/Gender Scores for Students in Read 180 2005-2006

Race/Gender	Initial Assessment	Second Assessment	Growth
African-American Female	733.13	827.58	+94.45
African-American Male	615.2	786.70	+171.5
Caucasian Female	747.3	924.67	+177.37
Caucasian Male	672.7	752.55	+79.85
Hispanic Female	648.37	748.76	+100.39
Hispanic Male	517.0	719.46	+202.46

Additional data for that year revealed that our Special Education students initially scored 530, and in January had grown by 49.8 points to an average Lexile of 580.1. Read 180 students who received free or reduced lunch initially scored 638.84, and in January had increased their Lexile scores by 165.39 to a new average of 804.23. Limited English speaking students in Read 180 showed an average 232.99 Lexile increase from September to January.

In the 2007-2008 test year an average drop from the first to the second test occurred across the board for all sub-groups in the read 180 class. The lowest performing group was that of African-American Males who scored 472 on the first test and 354 on the second which is a drop of 118 points which translates into a 33% drop. Hispanic females and males scored in level five with Lexiles of 1034 and 1176 respectively on the first assessment and posted respected Lexiles of 1028 and 1127. Although these scores showed a drop they remained in level five. Hispanic males boasted the highest Lexile however; they also had the second largest loss on the second assessment. This phenomenon may be attributed to the difference in programming for the Hispanic and special education students. Currently the ESL program is a pull out program which removes the student from total emersion in Hammond High whereas the special education population has been mainstreamed and included in all classes. This process may have reduced the amount of support they may have received in reading during previous years.

Additional data for the 2007-08 year revealed that our Special Education students initially scored 511 and in January had lost 17 points to an average Lexile of 494 by the second assessment in January. Read 180 students who received free or reduced lunch initially scored 810, and in January had increased their Lexile scores by 7 to a new average of 817. Limited English speaking students in Read 180 showed an average increase of 42 Lexile points increase from August to January.

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### 13.2. SAFE ENVIRONMENT

In an effort to provide a safe learning environment for students, staff, and community, Hammond High School employs off-duty Hammond Police officers as security officers in the building. There are also 24-hour video cameras monitoring hallways, all entrances, the parking lot, and the cafeteria. In 2007-08 Hammond High School instituted a uniform dress code for students. In addition, both students and staff are provided with a photo ID, which is to be worn at all times. This has aided security and staff to readily identify all visitors and direct them to the office in efforts to better provide a safe, secure environment that is optimal for educating Hammond High students.

Entrance to the building has been limited to two designated doors, both of which have a buzzer and live camera-feed to the main office. Monitors in the main office provide visual and audible communication between the visitor and the office staff, who then can electronically admit the person.

A peer mediation program has been in existence for several years, utilizing students who are trained in conflict resolution as peer helpers to help diffuse possible combative situations between students. This program is coordinated by one of the assistant principals and the lead counselor. There is a citywide coordinator who oversees the mediation efforts in all schools, and facilitates meetings and training.

### 13.3. CULTURAL COMPETENCY

Hammond High School is well aware of the cultural diversity that our community represents. There are many events and programs that exist to help us explore, celebrate, and educate our clientele and ourselves concerning this fact. To this end, the staff at Hammond High has instituted numerous programs to enhance our cultural awareness.

The students at Hammond High participate in two celebration assemblies per year, one for Hispanic Heritage, and one to honor African-American History Month. We are also involved in a grant project with the Lumina Foundation and the National Center for College Costs. This program was brought to Hammond High because of our extremely high minority, first generation student population who traditionally had a low college entrance and college retention rate. During the past three years, four student workshops have been presented each year, with at least three parent workshops also held. The emphasis of all of these sessions is to encourage students to look at the possibility of post-secondary education/training of some kind, and to assist them as they attempt to fund their education. Sessions held with the parents have been extremely well received, as we enable the parents and students to see that they can afford to go to college, and that a college education is possible for the first time in their family. Juniors are taken on a bus trip to colleges in the state to expose them to life away from Hammond, and to give them a brief introduction to the types of experiences they will have as they apply to other schools. The number of students applying to a much wider variety of colleges has increased in both aspects greatly in the past three years.



### 14. CONCLUSIONS FROM DATA

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An analysis of the data that has been collected leads to several conclusions that need to be addressed.

There is growth in academic skills for the students who enroll at Hammond High School and remain students over a period of time. Although some students are never able to achieve mastery of skills measured by ISTEP+, almost all students experience growth over time. However, the high transient rate has a major impact on skill development, both because students are not with us for a length of time, and also because they come to us with deficient skills. Since we cannot change this fact, we need to make a concerted effort to properly place students into appropriate classes when they enroll, and encourage them to participate in all remediation opportunities to help increase their academic skills.

Much emphasis has been placed on Language Minority students over the past several years. The academic skills of these students have shown a steady increase, even though, as a group, they are still below the standards in both math and language arts. We must continue to work with these students to improve their achievement. At the same time, we must develop methods to help our African-American students who remain deficient in their skill development. This group, as a whole, is performing lower than any other group of students at Hammond High School. Our over-all academic program needs to address these weaknesses and provide instruction using strategies and programs that are designed to improve these skill areas.

Attendance has become a major problem at Hammond High. Students are missing many single periods, and this has created an issue with record keeping, student achievement, and State reporting. The reporting of attendance needs to be more precise. Efforts must be made to utilize the Corporations adopted student management system (STI) to maintain accurate and precise records to help address student needs and effectively communicate with parents. One method of communication that we do have with parents is our attendance-calling machine. The system needs to be making attendance calls each evening, and the school must ensure that phone numbers in the computer system are updated regularly so that the calls are made to the appropriate household.

Hammond High School also needs to address ways to improve parental involvement. Open communication with parents and the community is necessary, as shown by feedback in all of the surveys. In spite of the lack of responsiveness on the part of the parents and the community to the efforts of the school, it is essential that all parties work together to develop methods that will promote both communication and involvement by all. To improve upon this, it is imperative that comprehensive measures are taken to build relationships with all community members and stakeholders. In short, a committee should be assembled to create a community relationship plan. Within this plan, details to strengthen the PTSA and Booster Club at Hammond High.

The current ISTEP+ Remediation Program that is provided for Hammond High students is working for those who participate in it. Student scores have increased dramatically for students who complete the sessions, both in Mathematics and English/Language Arts. More students should be participating in these sessions, and efforts need to be made to increase enrollment in Remediation. In addition, some form of scheduled class for Mathematics remediation/enrichment should be incorporated into the master schedule. If enrollment is kept at a manageable level, students could be targeted to complete in-class remediation work to improve their basic academic skill development.

## School Improvement Plan 2009-2012

The Special Education program at Hammond High is extensive, as shown by the number of students serviced by it. Currently, a large majority of the students are mainstreamed into class, and are receiving failing grades in those classes. It is believed that many of these students do not have the basic skills necessary to be mainstreamed; additionally, while some of these students have the basic skills, they require effective support to be successful in these classes. Resource classes should be restructured to effectively meet the needs of these students. Providing students with the staff and resources to supplement their activities in general education classes should enable them to obtain the more advanced skills presented in general education classes and the skills that are necessary to demonstrate mastery on the ISTEP+ test. Those students who are mainstreamed should be monitored consistently as to provide extra support when needed. This proactive attitude would help prevent the students' frustration level from exacerbating to the point of futility. This frustration/futility syndrome has led to increased truancy, discipline problems, and overall disillusionment with the learning process. This cycle of failure, frustration, and futility impacts all areas of the school and student achievement.



**GOAL #1**

**School Improvement Action Plan - Writing**

**Goal Statement:** All students will improve writing and reading across the curriculum.

**Benchmark:** By the fall of 2010,  $\geq 72.6\%$  of 10<sup>th</sup> grade students and subgroups will meet State standards in ELA measured by English 10 ECA

**Safe Harbor Benchmark:** On the Fall of 2010 ECA,  $\geq 20\%$  of all students will pass ELA in the Limited English subgroup.

**Support Data**

Standardized Assessments	Local Assessments
<ol style="list-style-type: none"> <li>1. ECA</li> <li>2. PSAT</li> <li>3. SRI Assessments</li> <li>4. SAT/ACT Assessments</li> <li>5. End-of-Course Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom Teacher made Tests</li> <li>2. End of term tests developed From standardized test banks</li> <li>3. SRI Assessments</li> <li>4. School City of Hammond Assessments</li> </ol>

**Data Statements:** ISTEP [ELA] Data for all subgroups

**ISTEP [ELA] Data for All Subgroups**

Student Subgroups	2006 Percent Passed	2007 Percent Passed	2008 Percent Passed
African American	29%	26%	47%
Caucasian	53%	50%	52%
Hispanic	42%	39%	57%
Special Ed	2%	5%	11%
General Ed	41%	36%	57%
Male Population	29%	28%	46%
Female Population	42%	35%	56%
Limited Eng	26%	10%	43%
Free/Reduced	35%	31%	47%



**Interventions:**

- Students will produce work in a variety of formats focused on writing.
- Build reading comprehension by using group reading, graphic organizers, inferences, written and oral summarization, and student-led discussion.
- Improve understanding of questions about reading by marking and coding text.
- Enhance vocabulary efficiency

**Research Data**

**The Three Steps to Powerful Writing, Hamilton, Betty**

**NCRL's STRP**

**6+1 Traits of Writing, NREL**

**Resources from Successful Practices Network**



<b>Activities to Implement the Intervention</b>	<b>Person (s) Responsible</b>	<b>Timeline Begin End</b>	<b>Resources /Materials needed</b>	<b>Staff Development</b>
Students will produce brochures, surveys, letters, and other practical forms of writing.	Art, Social Studies, English, FACS, Foreign Lang, Special ED	8/09 6/12	Writing Across the Curriculum:	Training Programs for Differentiating Instruction
Students will receive instruction in 6+1.	Art, Business, Foreign Lang, Social Studies, FACS, English	8/09 6/12	6+1 Resources,	Training in 6+1
Students will use graphic organizers in completing the writing process	Business, Social Studies, FACS, Science, Special ED	8/09 6/12		None
Students will read Newspaper/magazine articles relating/summarizing what they've read	Art, Business, Social Studies, FACS, Foreign Lang, PE, Science, Special ED	8/09 6/12	Newspapers and magazines	None
Students can write in a variety of formats and genres (plays, skits, personal narratives, diaries, records, observational notes, poetry)	Art, Business, Social Studies, English, FACS, Foreign Language, Science	8/09 6/12	Use the Rigor and Relevance Framework for planning Instruction	Training in Rigor and relevance framework

<b>Activities to Implement the Intervention</b>	<b>Person (s) Responsible</b>	<b>Timeline Begin End</b>	<b>Resources /Materials needed</b>	<b>Staff Development</b>
Students can write to an authentic audience and adjust writing style to various readers and public officials, companies, media and/or explanations of topics for younger students	Art, Foreign Language, Business, FACS, PE, Special Ed	8/09 6/12	Use the Rigor and Relevance Framework for Planning and Instruction	Training in Rigor and Relevance Framework
Students can compose using nontraditional media, audio, and video topics, computers and multimedia presentations	Art, Business, Social Studies, English, PE, Foreign Lang.	8/09 6/12	Computer labs, media center	Training with Media specialist
Students can write cover, business, acceptance, and friendly Letters and resumes.	Art, Business, English, FACS, Foreign Lang	8/09 6/12	Textbooks, NCRL's STRP Resources, 6+1 Ancillary Resources	6+1 Writing Traits
Students will use graphic organizers to enhance their comprehension of content.	English, Special ED, Art, Foreign Lang, FACS, Business	8/09 6/12	NCRL's STRP Resources	None
Students practice note taking skills as a method for summarizing.	Social Studies, English, Special ED, Art, Foreign Lang, FACS, Business	8/09 6/12	NCRL's STRP Resources	None

<b>Activities to Implement the Intervention</b>	<b>Person (s) Responsible</b>	<b>Timeline Begin End</b>	<b>Resources /Materials needed</b>	<b>Staff Development</b>
Students practice reading aloud to small groups of students	English, Art, Foreign Lang, Social Studies, Business	8/09 6/12	Real Reading, Real Writing, Topping and McManus	None
Students lead discussion groups over a reading selection that is content specific.	English, Art, Foreign Language, Social Studies, Business	8/09 6/12	Textbooks, magazine articles, other resources	None
Students highlight/underline text to emphasize important parts to answer questions anchored in the text.	English, PE, Art, Foreign Lang, FACS, Science	8/09 6/12	Notes and other resources	None
Students are taught academic vocabulary that will improve reading comprehension and create vocabulary walls.	Art, Business, FACA, P.E., Foreign Land, Science, Special ED.	8/09 6/12	6+1 Ancillary resources	Training in 6+1 Process
Students summarize reading assignments in their own words.	English, Business, Art, FACS, Foreign Lang, Special ED	8/09 6/12	Textbooks, magazines, handouts	Training in Differentiating of Instruction
Students should write or discuss how reading assignments relate to them.	English, Art, Foreign Lang, FACS, Business, Science	8/09 6/12	Use the Rigor and Relevance Framework for Planning and Instruction	Training in the Rigor and Relevance Framework



<b>Activities to Implement the Intervention</b>	<b>Person (s) Responsible</b>	<b>Timeline Begin End</b>	<b>Resources /Materials needed</b>	<b>Staff Development</b>
Ninth grade students will receive SRI testing	Guidance Counselors and Reading Teachers	8/09 6/12	Computer Labs	READ 180 Training
Students will use PLATO to enhance reading comprehension especially of ELL students.		8/09 6/12	PLATO/Computer labs	Training in the use of PLATO



## School Improvement Action Plan Hammond High School 2008-2011 MATHEMATICS

**Goal # 2**

**Goal Statement:** By the fall of 2010  $\geq 71.5\%$  of 10<sup>th</sup> grade students and subgroups will meet State standards in Mathematics as measured by Algebra I ECA.

**SAFE HARBOR MATH  
BENCHMARKS:**

- Fall 2008 ISTEP+,  $\geq 42\%$  of all students will pass Math at 10<sup>th</sup> grade.
- Fall 2008 ISTEP+,  $\geq 35\%$  of students will pass Math in the Black subgroup.
- Fall 2008 ISTEP+,  $\geq 50\%$  of students will pass Math in the Hispanic subgroup.
- Fall 2008 ISTEP+,  $\geq 41\%$  of students will pass Math in the Free/Reduced subgroup
- Fall 2008 ISTEP+,  $\geq 46\%$  of students will pass Math in the LEP subgroup.
- Fall 2008 ISTEP+,  $\geq 18\%$  of students will pass Math in Special Ed. subgroup

**Support Data  
Data Statements:**

**ISTEP [Math] Data for Subgroups**

Total Population	2005 Percent Passed	2006 Percent Passed	2007 Percent Passed	2008 Percent Passed
Black	20.0 [29/145]	18.0 [26/145]	23.0 [35/155]	27.0 [36/131]
White	36.0 [13/36]	44.0 [14/32]	58.0 [11/19]	50.0 [10/20]
Hispanic	40.0 [28/70]	33.0 [33/101]	39.0 [29/75]	44.0 [39/88]
Special Ed	0.0 [0/34]	0.0 [0/41]	03.0 [1/37]	9.0 [3/34]
Free/Reduced	30.0 [45/150]	27.0 [70/255]	30.0 [67/227]	35.0 [70/202]
LEP	32.0 [16/50]	28.0 [12/43]	23.0 [7/30]	40.0 [8/20]
General Ed	31.0 [70/226]	30.0 [77/254]	34.0 [77/228]	40.0 [85/211]
Female	27.0 [32/117]	25.0 [39/154]	22.0 [29/134]	35.0 [47/134]
Male	27.0 [38/143]	27.0 [38/140]	37.0 [49/131]	37.0 [41/110]

**ACT PLAN**

Sub-Group	2005-2006	2006-2007	2007-2008	2008-2009*
Black	14.0	15.0	15.1	
Hispanic	16.0	17.5	16.6	
White	17.1	19.2	NA	

**Standardized Assessments**

1. ECA
2. ACT PLAN/PSAT

**Local Assessments**

1. Classroom Teacher-made Tests
2. School City of Hammond Assessments



Students Tested: 2005-2006: 140; 2006-2007: 70; 2007-2008: 45 2008-2009 *PSAT was administered due to funding issues.	
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Activities to implement the intervention	Person's Responsible	Timeline		Resources/Material Needed	Staff Development
		Begin	End		
Students will use charts, concept maps, and graphic organizers.	All teachers	Aug. 09	June 2012	STRP materials and 6+1 materials/resources	Teachers will be trained in the use of 6+1 Writing Traits and STRP organizational tools.
Student's will construct and interpret graphs.	Science, and Social Studies, Math	Aug. 09	June 2012	STRP and 6+1 Writing Traits	Teachers will collaborate between departments and Bob Trammel will train and monitor math teachers instruction
Students will use measurements in a variety of labs and activities.	P.E., F.A.C.S., Art, Science,	Aug. 09	June 2012	Various labs texts and activities that use both direct and indirect measurements with metric or standard units	Teachers will share ideas with others, creating an environment where students learn the benefits of cross-curricular studies
Students will write a story given a graph, equation, etc.	Math	Aug. 09	June 2012	STRP and 6+1 Writing Traits	Training with 6+1 writing traits and collaboration with English Dept.
Students will compare and contrast numbers and data	All teachers	Aug. 09	June 2012	Newspapers, Magazines, Journals and various ads and articles	Collaboration opportunities among teachers at faculty meetings.
Through the use of collected or provided data, students will manipulate the data to further develop essential knowledge of data analysis.	F.A.C.S., Guidance	Aug. 09	June 2012	ECA, Acuity, and SAT released questions; textbooks; lab manuals	Counselors will conduct training for teachers addressing the ECA, Acuity, and SAT essential skills

Activities to implement the intervention	Person's Responsible	Timeline		Resources/Material Needed	Staff Development
		Begin	End		
Students will use unit pricing to determine the best value.	F.A.C.S., Art, Foreign Language, Special Ed.	Aug. 09	June 2012	Newspaper, Internet and magazine ads.	Collaboration opportunities made within the school day and during meetings
Teachers will model the use of graphic organizers and other tools to logically approach the thinking process.	F.A.C.S, Art, Foreign Language	Aug. 09	June 2012	Text books, STRP materials, Miniature Guide to Critical Thinking, 6+1 Writing Traits materials	Teachers will be trained in 6+1 Writing Traits, STRP organizational materials, and Foundation for Critical Thinking.
Students will use organizational tools to plan, process through, and solve both mathematical and everyday problems.	F.A.C.S., Science, and Special Ed.	Aug. 09	June 2012	Text Miniature Guide to Critical Thinking, books, STRP materials, 6+1 Writing Traits materials	Teachers will be trained in 6+1 Writing Traits, STRP organizational materials, and Foundation for Critical Thinking.
Students will utilize technology (i.e. internet, excel etc.) to perform mathematical tasks such as calculating grades, balancing a checkbook, reconciling an account etc.).	F.A.C.S., Math	Aug. 09	June 2012	Computer Lab, Computers, Symposium or Smartboard.	School IT specialist will conduct training on Symposium and Smartboard
Students will use proper math terms in a variety of labs and activities.	F.A.C.S, Science	Aug. 09	June 2012	Math texts, Robert Marzano materials, Rigor and Relevance, Differentiated Instruction Materials	Professional development through book studies and faculty collaboration.



<b>Activities to implement the intervention</b>	<b>Person's Responsible</b>	<b>Timeline</b>		<b>Resources/Material Needed</b>	<b>Staff Development</b>
		<b>Begin</b>	<b>End</b>		
Students will use probability, data analysis, and statistics to support daily decision making	Science	Aug. 09	June 2012	Internet, computer labs, math texts	Teachers will be trained in 6+1 Writing Traits, STRP organizational materials, and Foundation for Critical Thinking.
Students will draw pictures with labels for problem-solving	F.A.C.S., Science, Math	Aug. 09	June 2012	STRP and 6+1 Writing Traits	Teachers will be trained in 6+1 Writing Traits, STRP organizational materials, and Foundation for Critical Thinking.
Students will use mental math and estimation to help determine answers to various problems they face.	P.E., F.A.C.S., Art, Foreign Language, Science, Math	Aug. 09	June 2012	Various problems/activities provided by the teacher and within the texts	' Teachers will be trained in 6+1 Writing Traits, STRP organizational materials, and Foundation for Critical Thinking.
Students will construct angles and geometric shapes.	Math	Aug. 09	June 2012	IN. Geometry Standards, Rigor and Relevance, and Differentiated Learning Materials	Collaboration of teachers
Students will use various materials to model/demonstrate geometric transformations.	Math, Art	Aug. 09	June 2012	IN. Geometry Standards, Rigor and Relevance, and Differentiated Learning Materials	Collaboration with math and art department

Activities to implement the intervention	Person's Responsible	Timeline		Resources/Material Needed	Staff Development
		Begin	End		
Students will use the basic counting principal and tree diagrams for solving probability problems.	Science, Math	Aug. 09	June 2012	Text Miniature Guide to Critical Thinking, books, STRP materials, 6+1 Writing Traits materials	Training in STRP, Rigor and Relevance, Differentiated instruction and coaching with Bob Trammel.
Students will use the concept of independent and dependent events for problem-solving	Science	Aug. 09	June 2012	Text Miniature Guide to Critical Thinking, books, STRP materials, 6+1 Writing Traits materials	
Selected students in grades 9-12 will participate in Plato Learning Lab for additional support or credit recovery. This will be utilized as a support tool in career choices class	Jeff Hayden	Aug. 09	June 2012	Computer Lab, Plato Software, General Fund	Teacher training and PLATO certification/Licenses
Before and After School Tutoring Students in grades 9-12 who voluntarily attend will be provided support in math and other subjects from a Highly qualified teacher and a peer tutor.	Jeff Hayden Rhoderick Poats			Computer Lab with PLATO, Netrekker, United Streaming, ASK ROSE and a variety of other websites and resources for math.	Presentation to entire faculty from tutoring program sponsors to address hours of operation, purpose, assessment and progress reporting.

Activities to implement the intervention	Person's Responsible	Timeline		Resources/Material Needed	Staff Development
		Begin	End		
Student will apply the Scientific Method to solve various problems in various arenas of life.	F.A.C.S., Science	Aug. 09	June 2012	Text, Miniature Guide to Critical Thinking, books, STRP materials, 6+1 Writing Traits materials	Teachers will be trained in 6+1 Writing Traits, STRP organizational materials, and Foundation for Critical Thinking.
Students will use mental math and estimation to determine answers to various problems they face.	P.E., F.A.C.S., Art, Foreign Lang., Science, Special Ed., Math	Aug. 09	June 2012	Text books, STRP materials, Miniature Guide to Critical Thinking, 6+1 Writing Traits materials	Teachers will be trained in 6+1 Writing Traits, STRP organizational materials, and Foundation for Critical Thinking.
Students will solve algebraic equations.	F.A.C.S., Science, Math	Aug. 09	June 2012	Text books, STRP materials, Miniature Guide to Critical Thinking, 6+1 Writing Traits materials	Teachers will be trained in 6+1 Writing Traits, STRP organizational materials, and Foundation for Critical Thinking.
Students will write autobiographies to sequence events in their lives.	F.A.C.S., English, Social Studies	Aug. 09	June 2012	Text books, STRP materials, Miniature Guide to Critical Thinking, 6+1 Writing Traits materials	Teachers will be trained in 6+1 Writing Traits, STRP organizational materials, and Foundation for Critical Thinking.
Student will construct a timeline to construct an accurate record of a given subject or period of time.	Art, Foreign Language	Aug. 09	June 2012	Text books, STRP materials, Miniature Guide to Critical Thinking, 6+1 Writing Traits materials	Teachers will be trained in 6+1 Writing Traits, STRP organizational materials, and Foundation for Critical Thinking.



Activities to implement the intervention	Person's Responsible	Timeline		Resources/Material Needed	Staff Development
		Begin	End		
Students will use calculators in a variety of labs and activities.	F.A.C.S., Science, Math	Aug. 09	June 2012	Calculators, computers, Microsoft Excel, texts and Lab activities	Mrs. Bell will conduct training of how to use technology in instruction.
Students will calculate their grades on an individual assignment or a collection of assignments	All Subjects	Aug. 09	June 2012	Student grading materials on assignments, grade journals or computer programs.	Teacher collaboration
Students will complete math problems in a target language.	Foreign Language	Aug. 09	June 2012	Hamilton and STRP materials	Teachers will be trained in the use of 6+1 Writing Traits, STRP and partake in book discussions
Students will practice math computations with nutrition facts.	F.A.C.S., Math	Aug. 09	June 2012	Hamilton and STRP materials	List of guest speakers and volunteers will be generated.
Teacher and administrators will receive consultation/coaching from Bob Trammel regarding effective math instruction, curriculum design, rigorous and relevant math activities and use of technology twice a month	Math and Special Ed. Teachers	Aug. 09	June 2012	Substitute Teachers, .technology Resources and material from Bob Trammel State Standards, School Curriculum, Various test results	Training to be conducted by Bob Trammel and monitored by school administration.
Freshman Academy Freshman students will be placed in an academy setting in which teachers in core subjects will form a team to work closely with a set group of student to deliver instruction, monitor behaviors and foster relationships.	Linda Fulilove Robert Wilson Nathan Foor Academy Teachers	Aug. 09	June 2012	Academy Vision, Mission, Code of Conduct, Academy Curriculum, resources and materials from Small Learning Community Grant, Survey results.	Continued training and conferences with administration Academy Director, and Helen Brannigan



<b>Activities to implement the intervention</b>	<b>Person's Responsible</b>	<b>Timeline Begin End</b>	<b>Resources/Material Needed</b>	<b>Staff Development</b>
Differentiated Instruction will be used to teach all students by addressing them at their cognitive level	All teachers	Aug. 09    June 2012	Carolyn coils models in <u>Successful Teaching in the Differentiated Classroom</u> , Collaboration and sharing of lessons among teachers. Bob Trammel	Workshops and training in Differentiated Instruction from the school trainer. Training with Bob Trammel
Rigor and Relevance	All Teachers	Aug. 09    June 2012	Materials from the International Center for Educational Leadership.	Workshops, book studies and training led by the Rigor and Relevance trainer in the school

Activities to implement the intervention	Person's Responsible	Timeline		Resources/Material Needed	Staff Development
		Begin	End		
Students will practice their basic math facts to increase efficiency.	F.A.C.S., Art, Foreign Lang., Science, Special Ed.	Aug. 09	June 2012	Basic math fact timed test sheets	Math teachers will construct various forms of fact tests
Student will convert standard units of measures for length, mass, volume, heat/energy to the metric system and vice versa and will write/notate the calculator keystroke sequence.	F.A.C.S., Art, Foreign Lang., Science	Aug. 09	June 2012	STRP materials, texts, subject specific curriculum materials and resources	Teachers will work with math consultant, Bob Trammel at least 1 day a month.
Students will solve equations by using pass the pen (error analysis).	Math	Aug. 09	June 2012	Symposium and or Chalk or Wipe boards	School IT specialist will conduct training on symposium
Students will complete and discuss a target problem of the day.	Math	Aug. 09	June 2012	Sample/released ECA, SAT test items.	Counselors will conduct training for teachers addressing students strengths and weaknesses on test
Teachers will model strategies and solutions to problems similar to the problem of the day.	Math	Aug. 09	June 2012	Released ECA and SAT test items with rationale.	Counselors will train teachers on gaining access to web sites established for these evaluations
Teachers will include at least one daily target problem on the test.	Math	Aug. 09	June 2012	Released ECA and SAT test items.	Analyze test results and collaborate with other teachers to improve student performance

Activities to implement the intervention	Person's Responsible	Timeline		Resources/Material Needed	Staff Development
		Begin	End		
Through the study of rhythm students will review and reinforce basic math skills.	Band, Choir	Aug. 09	June 2012	Write Source and STRP organizational materials.	Teachers will be trained in the use of 6+1 Writing and STRP organizational skills
Students will compare note values to measure values	Choir, Band	Aug. 09	June 2012	Music books, word processor, Sheet music	
Student will measure and calculate dimensions when creating 2D and 3D artworks.	Art, Project Lead the Way	Aug. 09	June 2012	Various measuring devises such as rulers, compasses, and a CAD system on computers	Art teachers will collaborate within their department and with the Math Department and PLTW teacher.
<u>Math Benchmark Assessment</u> GR. 9-12 teachers will administer, score and analyze school wide math skills assessment three times a year using math problem-solving exemplar and rubric based on grade level standards.	Math	Aug. 09	June 2012	Benchmark Assessment, Rubric	
<u>Math Articulation Meetings</u> Math and guidance department representatives, will meet with Eggers 8 <sup>th</sup> grade math teachers and administration once each trimester.	Math and Counseling Dept.	Aug. 09	June 2012	Meeting schedule and location reserved. Test results from various tests.	

**Improvement Action Plan**  
**Hammond High School**  
**2008-2011**  
**ATTENDANCE**

Goal # 3

Goal Statement: The Attendance Rate at Hammond High School will continue to meet or exceed the State requirements.

**Attendance Benchmarks:**

- 2009-2010- The attendance rate at Hammond High School will increase by 2% over the previous year's rate.
- 2010-2011 - The attendance rate at Hammond High School will increase by 1% over the previous year's rate.
- 2011-2012 – The attendance rate at Hammond High School will increase by 1% over the previous year's rate.

**Support Data:**

Benchmarks : State Average: 96%

**Data Statements:**

	2005-2006	2006-2007	2007-2008
Black	97.7%	96.2%	93.5%
White	96.9%	94.8%	91.0%
Hispanic	97.4%	96.2%	93.4%
Female	97.2%	95.7%	93.0%
Male	97.8%	96.3%	93.3%

**Research/Best Practice**

1. *Framework for Understanding Poverty*, Ruby Payne
2. *Tackling it Together-Working Together to Raise Attendance*,  
<http://www.dfes.gov.uk/schoolattendance/>
- 3.











**Improvement Action Plan  
Hammond High School  
2008-2011**

**ATTE**  
**NDAN**  
**CE**

<b>INTERVENTION: # <u>  2  </u></b> Intervention: Friday School					
Activities to implement the intervention	Person(s) Responsible	Timeline Begin      End		Resources	Classroom Level Monitoring System
<ul style="list-style-type: none"> <li>• Teachers are required to shut their doors and direct all late students to the cafeteria.</li> <li>• Hallways are cleared by security.</li> <li>• All students entering the building between 7:50 and 8:10 are required to report to the cafeteria.</li> <li>• Once in the cafeteria students check in and tardy is recorded on a student listing by an office aide.</li> <li>• After check in students are required to stand quietly in the cafeteria until 8:10.</li> <li>• At 8:10 students are released and have four minutes to report to class.</li> <li>• Student list is given to attendance officer who records the tardy.</li> <li>• Any student who arrives late twice in a week or is late six times to second through fifth periods is assigned a Friday school in the cafeteria from 3:00 to 5:30. Students are required to complete one of the following activities:             <ol style="list-style-type: none"> <li>1. Homework</li> <li>2. Reading</li> <li>3. PLATO Lab</li> </ol> </li> </ul> <p><u>Parent Letters and Computerized Telephone Calls</u> Parent letters are sent home for students assigned ICBM and/or Friday School and a computerized telephone system is in place to call parents of students not in attendance on any given day.</p>	<p align="center">Teachers, Security, Attendance Clerk, Dean, Assistant Principal</p>	<p align="center">September 2008</p>	<p align="center">June 2011</p>	<p align="center">None required</p>	<ul style="list-style-type: none"> <li>• Check Student list completed by office aides</li> <li>• Check in list provided by attendance aides</li> <li>• Run attendance report</li> <li>• Run Friday School list</li> </ul>

**School  
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School  
2008-  
2011  
ATTE  
NDAN  
CE**

**INTERVENTION: # 3**

**Improved communication between students, parents, and Hammond High School staff in articulating attendance policies, procedures, and expectations. It is important to maintain immediate communication when there are issues with students' attendance.**

<b>Activities to implement the intervention</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>		<b>Resources</b>	<b>Classroom Level Monitoring System</b>
		<b>Begin</b>	<b>End</b>		
<ul style="list-style-type: none"> <li>• Include attendance policy in registration packet</li> <li>• Translate information into necessary languages</li> <li>• Present explanation of policy at a PTSA meeting(s)</li> <li>• Send attendance notice home through STI, emails, and home mail</li> <li>• Have teacher give courtesy calls</li> <li>• Use computerized calling machine</li> <li>• Notify Student Services</li> </ul>	<p>All teachers</p> <p>Attendance Aide</p> <p>Office manager</p>	<p>September 2008</p>	<p>June 2011</p>	<p>Classroom computer</p> <p>Office computers</p>	<ul style="list-style-type: none"> <li>• Weekly attendance reports are printed by attendance aide and shared with administration and registrar.</li> <li>• Parents of students with five days of consecutive truancy are called by the registrar immediately for notification and/or a decision for withdrawal.</li> <li>• Have teachers include policy in the syllabi given to students.</li> <li>• Maintain teacher contact logs</li> <li>• Maintain office calling logs</li> <li>• Maintain a copy of truancy form maintained in student files.</li> <li>• Maintain a total number of referrals to student services</li> </ul>

**School Improvement Action Plan  
Hammond High School  
2008-2011  
GRADUATION RATE**

**Goal # 4**

**Goal Statement:** The graduation rate at Hammond High School will increase each year.

**Benchmarks:**

- 2008-2009 –The graduation rate at Hammond High School will improve by 20% over the previous year’s rate.
- 2009-2010 - The graduation rate at Hammond High School will improve by 10% over the previous year’s rate.
- 2010-2011 - The graduation rate at Hammond High School will improve by 10% over the previous year’s rate.

**Support Data :**

**Benchmarks:** State Average: 2008-09 95.9%

**Data Statements:**

1. Hammond High School’s graduation rate for 2004-2005 was 81.5 %
2. Hammond High School’s graduation rate for 2005-2006 was 43.8 %
3. Hammond High School’s graduation rate for 2006-2007 was 36.0%.

**Sub-group Data (Note information not available for 2004-2005:**

Sub-groups	2005-2006	2006-2007	2007-2008
General	43.8%	36.0%	57.3%
Black	40.2%	31.4%	57.4%
Hispanic	41.7%	43.1%	62.2%
White	54.2%	40.7%	51.5%
Free/Red	48.1%	35.3%	59.1%
Spec Ed	NA	11.1%	25.7%
LEP	58.3%	24.1%	44.4%
Female			70.5%
Male			45.0%

**Research/Best Practice**

**1.**





**Improvement Action Plan  
Hammond High School  
2008-2011  
GRADUATION RATE**

<b>INTERVENTION: # __1__</b> Intervention: Trimester scheduling					
Activities to implement the intervention	Person(s) Responsible	Timeline Begin      End		Resources	Classroom Level Monitoring System
<ul style="list-style-type: none"> <li>• Students have the opportunity to earn 60 credits in four years.</li> <li>• Individual students meet with their counselors each term to review the student’s progress and transcripts.</li> <li>• New course offerings will enhance the current schedule, and add relevance while maintaining rigor. The past basic schedule offered at Hammond High School has spurred interest among under classmen. In 2008-2009, Hammond High School will offer courses/programs in the following areas:               <ol style="list-style-type: none"> <li>1. Web Design</li> <li>2. PLTW/POE</li> </ol> </li> </ul> <p>In 2009-2010, we will offer courses in the following areas:</p> <ol style="list-style-type: none"> <li>1. Contemporary Literature</li> <li>2. Calculus</li> <li>3. World Literature</li> <li>4. Creative writing</li> <li>5. AP science program</li> <li>6. AP Spanish Program</li> <li>7. AP English Program</li> </ol>	<p align="center">Guidance Department</p> <p>Administrators, Foreign Language, Social Studies, English, Math Fine Arts, Science, And Business Department Heads, Data Specialists, PTSA officers</p>	<p align="center">October 2008</p>	<p align="center">June 2011</p>	<p align="center">General Fund</p>	<ul style="list-style-type: none"> <li>• Trimester transcripts</li> <li>• Counselor logs</li> <li>• Student sign-in sheets</li> <li>• Data collection in the form of student surveys and course selections.</li> <li>• Data collection from parents through survey at PTSA meetings and on line on course selections offered during current year and the next year.</li> </ul>



<p><b>8. Freshman Academy (see attached plan Appendix A)</b></p> <ul style="list-style-type: none"><li>• <b>At the end of trimester, we will collect data that will help us decide the effectiveness of programming offered as it relates to the graduation rate.</b></li><li>• <b>Posting of graduation and CORE 40 information on school's website.</b></li><li>• <b>Posting of scholarships available and important dates on school's website.</b></li><li>• <b>Development of student surveys to be administered either at the end or beginning or the end and beginning of each trimester to measure student interest in course offered and interest in future courses, as well as, success in courses offered. It is our desire to build a master schedule which serves and meets the needs of Hammond High school students.</b></li></ul>	<p><b>Guidance Department,  Web Design class, Administrators</b></p>	<p><b>August 2008</b></p>	<p><b>J 2</b></p>
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**Improvement Action Plan  
Hammond High School  
2008-2011  
GRADUATION RATE**

<b>INTERVENTION: # <u>3</u></b> Intervention: ISTEP+ Remediation					
<b>Activities to implement the intervention</b>	<b>Person(s) Responsible</b>	<b>Timeline</b> <b>Begin                  End</b>		<b>Resources</b>	<b>Classroom Level Monitoring System</b>
<p><b><u>Before and After School ISTEP+ Remediation</u></b> Students will be provided 20 hours of additional support in math and English. Targeted students are juniors and seniors. Class will be focused on ISTEP+ standards and will be taught by a highly qualified teacher. Those students needing remediation will be notified by the guidance department. This class will be offered once a year.</p> <p><b><u>PLATO Learning Lab</u></b> Students will be provided an opportunity to complete ISTEP+ remediation in the tutoring lab after school.</p>	<p>Remediation Coordinator, Principal, Assistant Principal, Guidance Department</p>	<p>November/December 2008</p> <p>November/December 2009</p> <p>November/December 2010</p>	<p>March 2009</p> <p>March 2010</p> <p>March 2011</p>	<p>Remediation Fund</p>	<ul style="list-style-type: none"> <li>• Student sign-in sheets should include student name and name of English/math teacher</li> <li>• ISTEP+ results</li> <li>• English/math teachers and guidance department can track student attendance in remediation with student grades in class</li> </ul>

**Improvement Action Plan**  
**Hammond High School**  
**2008-2011**  
**GRADUATION RATE**

<b>INTERVENTION: # _4__</b>					
Intervention: Proper coding and record keeping of student cohorts in student information system.					
Activities to implement the intervention	Person(s) Responsible	Timeline		Resources	Classroom Level Monitoring System
<ul style="list-style-type: none"> <li>• Contact parent/guardian of students with five or more days of absences coded truant.</li> <li>• Contact student services if parent/guardian cannot be contacted</li> <li>• Withdraw students with more than five days of absences after no initial contact can be made with parent/guardian and attendance information has been reevaluated by registrar and attendance aide with coding of missing/not located if unable to make parental contact</li> <li>• Inactivate students with in two days of notice</li> <li>• Locate student/parent so that withdrawal can be correctly coded               <ul style="list-style-type: none"> <li>Check State STN site.</li> <li>Make telephone calls to contact parent.</li> <li>Follow up information sent to student services.</li> </ul> </li> <li>• Completing enrollment/ no show sheets the 5<sup>th</sup> and 10<sup>th</sup> day after the start of a new trimester.</li> <li>• Monthly meetings between guidance department, registrar, office manager, and administration to discuss any updates needed in STI student listing/cohorts.</li> </ul>	Registrar, Guidance Department, Principal, Assistant Principal, Student Services	April 2008	June 2011	General Fund	<ul style="list-style-type: none"> <li>• Monthly withdrawal applications folder</li> <li>• Monthly exit interviews folder</li> <li>• Enrollment/Body count sheets</li> <li>• Meeting Record form</li> <li>• Referrals to Student Services</li> </ul>



## *Professional Development Plan*

<b>Activity</b>	<b>Persons Responsible</b>	<b>Documented Evidence</b>	<b>Timeline</b>	<b>Resources</b>
Bob Trammel – Kickoff Session for select Math Teachers	Duffy Cline, Foor, Wilson, Fullilove	Meeting Records Form	8/05/09 9:00am - 3:00pm	Math Initiative resources provided by Mr. Trammel
Regular Math consultant visits (twice a month)	Trammel, Fullilove, Foor, Math Dept.	Meeting Record Forms, artifacts, ancillary resources	9/21-22    2/10-11 10/21-22    3/22-23 11/9-10    4/21-22 12/9-10    5/26-27 1/11-12	Assessment data, Lesson plans, Text books
Rigor/Relevance Framework	Foor, Branigan	Meeting Record forms	8/09    6/12	Assessment Data, Lesson plans, Textbooks
6+1 Writing Skills Review	Ekdahl, Cavanaugh, Robison	Meeting Records, Forms	8/09    6/12	Lesson Plans, resources
Professional Book Chats	Fullilove, Wilson, Leadership Team	Meeting Records forms	Monthly	Various books on Education



STRP Review	Department Heads	Meeting Records forms	8/09	612	STRP materials/book
Differentiated Instruction	Carrie Hutton	Meeting Records Forms	8/09	6/12	Lesson Plans
Critical Thinking Concepts and Tools	Fullilove/ Wilson	Meeting Records Forms	8/09	6/12	<u>The Miniature Guide to Critical Thinking, Concepts and Tools</u> , Dr. Richard Paul and Dr. Linda Elder
Building Academic Vocabulary	Wilson/Fullilove	Meeting Records Form	8/09	6/12	<u>Building Background Knowledge for Academic Achievement: Research on What Works</u> , Robert Marzano

**Appendix A**

**90**  
**Individualized Action Plan**

School:	Hammond High School, Hammond, IN
ICLE Coach:	Helen M. Branigan
Principal and Leadership Team:	Linda Fullilove, Principal; Nathan Foor, Project Manager; Team Members: Chris Bajmakovich, Marsha Browne, Cynthia Cavanaugh, Robert Duffy, Debra Ekdahl, Jeff Hayden, Sue Mathewson, Maritza Medina, Rhodrick Poats, Robert Robinson
Submission Date:	

**School Performance Goal Under Grant**

**Goal:** In June 2013, Hammond High School will present as a model school at the International Center for Leadership’s (ICLE) National Conference. To be identified as a model school, Hammond will meet Adequate Yearly Profess (AYP) under No Child Left Behind and meet the ICLE’s Learning Criteria to Support 21<sup>st</sup> Century Learners. (See attachment.)





## Performance Goals for Hammond High School

1	Implement Freshman Academy
2	Increase the Number of Students Proficient in English and Mathematics
3	Create a Culture of High Expectations
4	Build Supportive Relationships Encompassing All Groups of the Hammond High School Community



## Individualized Action Plan

**Priority Goal:**

**Implement the Freshman Academy.**

**Rationale:**

**In the recent past, 9<sup>th</sup> grade students at Hammond High School have had the most disciplinary referrals of any group and have accumulated the most failures. Implementing the Freshman Academy will create a smooth transition for incoming 9<sup>th</sup> grade students by fostering positive relations and an environment that engages students in a rigorous and relevant curriculum.**

**Growth Target:**

**Reduce the number of failures; increase the percent of students “on track”; increase attendance; decrease discipline referrals.**

Intervention	Activities	Person(s) Responsible	Expenditures
Development of an Advisory Period.	All Freshman Academy teachers will have an Advisory Period. Curriculum for the Advisory Period has been created by Academy teachers in 36 character lessons and 36 career lessons.	Academy teachers	
	Kickoff mentor program will be initiated with 70 upperclassmen working within the advisory classes in order to foster positive relations across the student body.	Kick Off students	
	Presentations by clubs, administration and community will be bi-monthly at Freshmen assemblies.	Administrative, club, and community leaders	
	Freshmen Advisory period will begin the creation of a student’s portfolio.	Academy teachers	

**Timeline and PD Needs:**

Mentor training will be held July 9<sup>th</sup>; Advisory period and mentoring program will be facilitated throughout the course of the school year. Kickoff program is training teachers and students to sustain the mentoring program.

**ICLE Services and Resources:**

See ICLE plan attached.

Intervention	Activities	Person(s) Responsible	Expenditures
The Academy will implement an Academic Intervention Policy	Beginning August 10, 2009, Freshman will be strongly recommended to attend the HHS Summer Bridge program for 8 days to increase performance in targeted English and math skill areas.	3 English Teachers 3 Math Teachers	6 teachers ½ day pay- paid through the LASS grant
	Academy teachers will implement a tri-weekly remediation program for students whose class averages are <70%.	Academy Teachers	Teacher pay to be determined by amount of students in remediation.
	An Academy teacher will run “extended school” following the last week of school for students who need remediation.	Academy Teachers	



	Students with deficiency in Math and/or English, as identified by 8 <sup>th</sup> grade ISTEP and SRI scores, will be enrolled in a supplement Math and/or English course.	Math and/or English teacher	
	Academy teachers will have a common grading scale. Term grades will be determined using a 40% per six weeks and 20% per final exam basis.	Academy Teachers	
	All academy teachers will use and administer the same math, science, and English common assessments every 6 weeks.	Academy Teachers	

**Timeline and PD Needs:**

Freshman will be strongly encouraged to be attended early beginning August 10<sup>th</sup>. Academic Interventions will be carried out through out the school year.

**ICLE Services and Resources:**

See ICLE plan attached.

<b>Intervention</b>	<b>Activities</b>	<b>Person(s) Responsible</b>	<b>Expenditures</b>
Academy will implement a Behavioral Intervention Policy	All Academy teachers will follow common steps created by Academy teachers in addressing discipline issues.	Academy Teachers and Administrators	
	Common class rules will be posted in all academy classrooms. Hallway rules will be posted throughout halls.	Academy Teachers	
	Students will be rewarded for positive citizenship weekly.	Academy Teachers and Administration	
	Awards presentations will be conducted at the end of each trimester, recognizing students for academic, citizenship, attendance and "good act" achievement.	Academy Teachers and Administration	
	Teachers will follow an Academy created attendance policy for unexcused absences.	Academy Teachers	
	Students will be required to participate in community and/or after-school curriculum service to make up seat-time for class absences; this service will be done on an equivalent time basis.	Academy Teachers	

**Timeline and PD Needs:**

Behavioral intervention will be conducted over the course of the school year.

**ICLE Services and Resources:**

See ICLE plan attached



<b>Intervention</b>	<b>Activities</b>	<b>Person(s) Responsible</b>	<b>Expenditures</b>
Implement Rigor and Relevant Instruction	Teachers will receive professional development in Rigor and Relevant instruction.	Academy teachers in conjunction with the ICLE and Purdue Calumet	SLC Grant
	Each teacher team will conduct an interdisciplinary lesson which incorporates rigor and relevance professional development training methods and is showcased at the trimester awards program.	Academy Teachers	Monies for materials to be determined.
	Freshman curriculum will be aligned to reflect rigor and relevance, state standards, and standardized tests. Common assessments will be given in all subjects every 6 weeks.	Academy Teachers	
	All academy teachers will make an observation of each Academy teacher within their content area. Teachers' best lessons will be shared at team meetings.	Academy Teachers	

**Timeline and PD Needs:**

Professional development will be June 15<sup>th</sup>-18<sup>th</sup>, 2009. Implementation of Rigor and Relevance will take place throughout the school year.

**ICLE Services and Resources:**

See ICLE plan attached

<b>Intervention</b>	<b>Activities</b>	<b>Person(s) Responsible</b>	<b>Expenditures</b>
Develop a Culture of Collaboration	Academy teacher teams will meet at least biweekly to discuss students and curriculum.	Academy Teachers	
	Core teacher classrooms will be arranged in "Mini pods".	Academy Teachers	
	All Academy teachers will share their "Best Lessons" and 2 class observations made within their content area.	Academy Teachers	
	All Academy teachers will participate in interdisciplinary lessons, awards program, Freshman social activities, and professional development.	Academy Teachers	

**Timeline and PD Needs:**

Teams of teachers will collaborate through the school year.

**ICLE Services and Resources:**

See ICLE plan attached



<b>Intervention</b>	<b>Activities</b>	<b>Person(s) Responsible</b>	<b>Expenditures</b>
Foster positive relationships within school and community	Administration, clubs, and invited community will meet bimonthly at Freshman assemblies.	Administrators, Academy teachers, school clubs, and community members	
	Students will be rewarded for positive behavior at trimester awards program.	Administrators and Academy Teachers	
	Upper classman will serve as Freshman mentors through the Kick Off Mentoring program.	KO teacher facilitators and KO student mentors	KO funded through the SLC Grant
	The Freshman Academy will create the opportunity for 3 social activities exclusively for the freshman community, such as a Tail Gate, an Ice Cream Social, and a Field Day.	Academy teachers, Administrators, community members	
	The Freshman Academy will host an Open House and Job/Career Fair centered on Freshmen and their families.	Administrators, Academy teachers, school clubs, and community members	
	Face-to-face teacher team and parent conferences will take place at least once during the first two trimesters.	Academy teachers and freshman guardians	
	Grades/Lessons/Blogs will be posted on Hammond Web page.	Academy Teachers	
<p><b>Timeline and PD Needs:</b>            KO program will begin July 9, 2009. Fostering relations will take place throughout the entire year.</p>			
<p><b>ICLE Services and Resources:</b>            See ICLE plan attached</p>			

## Individualized Action Plan

**Priority Goal:**

**Increase the Number of Students Proficient in English and Math**

**Rationale:**

A significant number of students are performing at skill-scores significantly below acceptable levels on AYP as measured by State standardized tests. By focusing on the skill areas in which students are most underachieving, student performance and learning will show significant increase.

**Growth Target:**

**Increase Proficiency of students on AYP and AYP subgroups.**

Intervention	Activities	Person(s) Responsible	Expenditures
Improve writing across the curriculum.	All staff members will be trained in 6+1 writing by the end of the 2009 school year.	Previously trained English teachers	
	All teachers will utilize 6+1 writing in their classroom assignments.	All HHS Teachers	
	Common Rubrics will be created and used by all teachers in assessing 6+1 writing.	All HHS Teachers	

**Timeline and PD Needs:**

Training will begin in May of 2009. Implementation of 6+1 will take place throughout 2009-2010 school year.

**ICLE Services and Resources:**

See ICLE plan attached.

Intervention	Activities	Person(s) Responsible	Expenditures
Align curriculum to state standards and standardized tests.	Teachers will gather/access released ECA and Core 40 tests to determine the types of questions and the skill assessment on the standardized tests.	English, Math and Biology Teachers	
	Teachers will do an error analysis report on each student to determine areas of students' greatest needs and gaps of instruction.	English, Math and Biology Teachers	
	Teachers will develop rigorous and relevant instruction to meet areas of need highlighted in analysis report.	English, Math and Biology Teachers	
	Teachers will identify high leverage items on state tests and align curriculum to address those concepts.	English, Math, and Biology Teachers	
	Teachers will develop common assessments across subject and grade level with the assessments aligned to state standards and	All HHS Teachers	



	concepts as tested on the standardized tests.	
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**Timeline and PD Needs:**

Alignment within the Freshman Academy began in February of 09. Curriculum alignment will be worked on throughout the 2009-2010 school year.

**ICLE Services and Resources:**

See ICLE plan attached.

Intervention	Activities	Person(s) Responsible	Expenditures
Analyze the effectiveness of trimesters.	Data will be collected and analyzed to determine the percentage of course failure and ECA failure for students enrolled in consecutive trimester verses split trimester courses.	Counseling Staff and HHS Teachers	
	Data on master schedule staffing needs will be gathered to determine the possibilities of offering beginning trimester course to those students who fail that course before placing them in the subsequent trimester course.	Counseling Staff and HHS Teachers	

**Timeline and PD Needs:**

Throughout the 2009-2010 school year.

**ICLE Services and Resources:**

See ICLE plan attached

Intervention	Activities	Person(s) Responsible	Expenditures
Improve Vocabulary Across Student Body	The Daily Wildcat Vocabulary words will be written/reviewed/used in all classrooms.	English Department Chairman and all HHS Teachers	
	Common Assessments will be given every week over the week's Wildcat vocabulary words.	All HHS Teachers	

**Timeline and PD Needs:**

Wildcat Vocabulary will be implemented throughout 2009-2010 school year.

**ICLE Services and Resources:**

Intervention	Activities	Person(s) Responsible	Expenditures
Improve Literacy Across the Student Body	1 <sup>st</sup> period students will participate in Silent Sustained Reading (SSR) for 20 minutes every day and will maintain a reading log of total items and pages read.	All HHS Teachers and students	
	All Teachers will be encouraged to monitor every student's six week reading with written, displayed, or oral book chats.	All HHS Teachers	



**Timeline and PD Needs:**

Throughout the 2009-2010 School Year.

**ICLE Services and Resources:**

Intervention	Activities	Person(s) Responsible	Expenditures
Improve Instructional Practices	HHS Teachers will receive training in Rigorous and Relevant Instruction in the Summer of 09.	ICLE and Purdue Calumet	
	Faculty members will share rigor and relevance lessons at monthly faculty meetings.		
	Common Rubrics and Assessments will be used across subject and grade.	All HHS Teachers	
	Interdisciplinary lessons will be encouraged and showcased at monthly faculty meetings.	Administration and HHS Teachers	

**Timeline and PD Needs:**

ICLE and Purdue training course will take place in June 09. Implementation of Rigorous and Relevant Instruction will take place over the course of the 2009-2010 school year.

**ICLE Services and Resources:**

See ICLE plan attached.

Intervention	Activities	Person(s) Responsible	Expenditures
Improve Writing in the Math Classroom.	The Math Department will incorporate essay questions aligned with state standards into all math courses.	Math Department	
	Math teachers will assess these essays using the 6+1 rubric.	All Math Teachers	
Improve problem-solving and math skills	Teachers will implement lessons designed to teach problem-solving skills.	HHS Administration and teachers	
	All teachers will incorporate mathematical and problem-solving skills into their content area.	All HHS teachers	
	The Math Department will institute a “Weekly Math Problem” program designed to require students to solve a math problem and submit their answer.	All HHS teachers and Math Department	



**Timeline and PD Needs:**

Implemented throughout the 2009-2010 school year

**ICLE Services and Resources:**

See ICLE plan attached

**Individualized Action Plan**

**Priority Goal:**

Create a Culture of High Expectations

**Rationale:** Inconsistencies between State standardized test skill expectations, school instructional practices, and community expectations creates a conflicting environment for student achievement. By developing small learning communities that stress rigor and relevant curriculum and positive relationships, the “expectation gaps” can be bridged.

**Growth Target:** Increase electives in two areas and increase access to AP and Duel enrollment courses. Develop more rigorous and relevant instruction to increase student engagement and performance. Raise uniform expectations for all staff and students. Increase participants in HEF.

Intervention	Activities	Person(s) Responsible	Expenditures
Stretch Learning	Teachers will receive certification in additional AP and duel enrollment courses	Administration, guidance, department heads	
	Additional project based elective courses that emphasize core academic content will be developed and offered.	Administration, guidance, department heads	
	The HHS staff will be encouraged to utilize HEF grants in their respective content areas and small learning communities	Administration, faculty, central Administration	TBA (grant \$)

**Timeline and PD Needs:**

Training of faculty for AP. Additional instructor(s). For cross-curricular team and small learning, teachers need “same” prep period. 2010-2011

**ICLE Services and Resources:**

Quadrant D lesson plans

Intervention	Activities	Person(s) Responsible	Expenditures
Deliver rigor and relevant	All teachers will provide rigor and relevance lesson plans.	Asst. Principal (Mr. Wilson)	



instruction

Freshman Academy Teams will complete 1 interdisciplinary lesson.

Academy T



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	All Teachers will be encouraged to apply for HEF grants and produce collaborated lessons with common rubrics.	All HHS teachers	
	Hammond High Teachers will receive training in Rigor and Relevant instruction.	ICLE, Purdue Calumet	
	Teachers will be encouraged to observe peers with purpose of developing more rigorous and relevant lessons.	HHS Teachers	
<b>Timeline and PD Needs:</b> Training for rigor and relevance for all faculties. Rigor and Relevant instruction shall be implemented all school year. Freshman Academy will present their interdisciplinary projects 3 times a year.			
<b>ICLE Services and Resources:</b> ICLE seminars and lesson plans. Access to Quadrant D lesson plans			

Intervention	Activities	Person(s) Responsible	Expenditures
Common grading system in all areas	Term grades would be based on 40-40-20 basis. This means that each grading period is worth 40% of the trimester grade and the final is worth 20% of that grade.	Administration, staff	
	Hammond High school will adopt a common grading scale for entire school using the 90/80/70/60 scale; and by 2010-2011 raise expectations to 93/85/77/70 scale.	Administration, staff	

<b>Timeline and PD Needs:</b> 2010-2011 school year			
<b>ICLE Services and Resources:</b> See ICLE plan attached.			

Intervention	Activities	Person(s) Responsible	Expenditures
Review attendance, discipline, and UOC (uniformity of color) policies	HHS will collect data regarding failure in correlation to attendance and tardiness.	Administration, attendance officer, department heads.	
	HHS will develop an award program for trimester attendance and academic achievement.	Administration, attendance officer, HHS community	
	The Plan Team will assess the effectiveness of Friday school and ICBM as discipline.	Administration and HHS Plan Team	



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	The Plan Team will work on implementing a plan for addressing the uniformity of color enforcement and consequences.	Administration and teachers	
<b>Timeline and PD Needs:</b> Through the 2009-2010 school year			
<b>ICLE Services and Resources:</b>			

Intervention	Activities	Person(s) Responsible	Expenditures
Develop channels for student input into school decisions.	Create a Principal/Student Advisory committee to meet once a month with the administration.	Administrators and PSA members	
	The HHS Plan Team will have two student members who are elected by the students on the Principal's Student Advisory Committee.	Administration, Leadership Team, and students	
	Revise student government to be more active in school based decisions.	Administration, Leadership Team, Student Government sponsor, and students	
	Students will petition for Principal/Student Advisory membership	member of administration (dean), school behavior team, teacher representative	
<b>Timeline and PD Needs:</b> 2009-2010 school year			
<b>ICLE Services and Resources:</b>			

Intervention	Activities	Person(s) Responsible	Expenditures
Foster relation with community and alumni	HHS will create an alumni webpage on the HHS website	Computer Applications Instructor	
	College and career fair geared toward HHS student body and their families	Whole school community, community business leaders	donations
	The administration and Plan Team will schedule and publicize Hammond High Open House dates.	Administration, staff, community, alumni	
	All teachers will be encouraged to make at least one call to every student on their roster sometime during each trimester.	Administration and Staff	
	A Hammond High School newsletter will be developed to publicize major events, major changes, or any "good" news regarding the school, its staff or its students.	Administration and HHS Staff and Students	



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Relationships with local colleges and universities will be developed to foster better use of learning resources and to establish a speaker's bureau.

Administration, HHS Staff, and college personnel

**Timeline and PD Needs:**

Trimester basis, as needed. 2009-2010

**ICLE Services and Resources:**



## Individualized Action Plan

**Priority Goal:**

**Build Supportive Relationships Encompassing All Groups of the Hammond High School Community**

**Rationale:**

Data from the *We Lead, Teach, and Learn* Surveys indicate that the HHS community needs to utilize its resources to restore, improve, and strengthen relationships and communication between administration, staff, students, and the community.

**Growth Target:**

The number of students involved in activities, clubs, and sports will increase. We will use comparative data from the 2009-2010 *We* surveys to the 2008-2009 surveys to show significant improvement in administration, staff, and student relations and morale.

Intervention	Activities	Person(s) Responsible	Expenditures
Create relationships that support student learning.	The Freshman Academy will institute a Kick-Off Mentor Program.	Faculty Advisors, KO Facilitators, Mentors, and Freshman	
	An “Activity Rush” program will be established where all clubs, sports, and school-related activities are represented at the September Rush and the January Rush. Brochure made for all students detailing the activities and sponsors will be used to promote “Activity Rush.	Students Body, Club Sponsors, Administrators	
	Development of the Freshman Advisory period will be instituted during the 2009 – 2010 school year, with the plan of a 10 <sup>th</sup> grade advisory in 2020-2011.	Administrators, Guidance Counselors, Teachers	
	A committee will be established to investigate increasing school spirit activities (homecoming, parades, pep assemblies, etc...).	HHS faculty	

**Timeline and PD Needs:**

Throughout the 2009-2010 school year.

**ICLE Services and Resources:**

See ICLE plan attached.

Intervention	Activities	Person(s) Responsible	Expenditures
Increase staff camaraderie and collaboration to enhance a positive school environment.	Reestablish the Faculty Social Committee to plan social events throughout the year and a retirement activity for the end of the school year.	Teacher Volunteers	
	Teachers will be encouraged to develop interdisciplinary lessons.	Administration/Staff	





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The HHS staff will develop teams for Freshman Academy and future teams in other Small Learning Communities.

Administration/Staff

**Timeline and PD Needs:**

Beginning the 2009 school year teacher teams will be working together in the Freshman Academy. Future teams will be developed through the course of the year.

**ICLE Services and Resources:**

See ICLE plan attached.



<b>Intervention</b>	<b>Activities</b>	<b>Person(s) Responsible</b>	<b>Expenditures</b>
Build school spirit and participation by building positive relationships within the school.	The staff will reach out to all students through various holiday themes (Example: Valentine's to all on the entrance walls)	Student Government	
	Activity sponsors will work to raise the level of participation in extracurricular activities	Sponsors, coaches	
	The establishment of new clubs and activities will be encouraged through the development of a sanctioning process and application.	Sponsor, students	
	The KO Mentoring Program will create bridges linking upperclassman and freshman raising school pride and accountability.	KO Mentors, Freshman, and Advisory Teachers	

**Timeline and PD Needs:**  
Throughout the 2009-2010

**ICLE Services and Resources:**

<b>Intervention</b>	<b>Activities</b>	<b>Person(s) Responsible</b>	<b>Expenditures</b>
Improve communication between administration and staff	A monthly Faculty Calendar will be produced to keep all staff aware of major events and important deadlines.	Administration, Guidance Department, HHS Staff	
	Surveys (Learning Criteria Rubric p. 3 #8) will be used to measure attitudes and opinions.	Administration/Staff	
	The monthly HTF and Administration (Faculty Advisory) meetings will be held to keep communication opened between the staff and the administration.	Administration/Staff	

**Timeline and PD Needs:**  
Throughout the 2009-2010 school year.

**ICLE Services and Resources:**