

Hagerstown Jr-Sr High School - School Improvement Institute

INTERVENTIONS TITLE & DESCRIPTION REPORT

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Academic Rigor: Advanced Placement/Dual Credit

Dual credit courses offered at Hagerstown High School provide an opportunity for high school students to earn college credit here on campus.

Each AP teacher, Mr. Lester, Mr. Olinger and Mrs. Bowman will incorporate preparation resources, including practice tests, test-taking advice and workbooks to help prepare students for spring exams.

Adult Mentors for At-Risk Seniors and Underclassmen

The school counselor will identify seniors who are currently not on track for an on-time graduation. Those students will be provided an adult mentor for encouragement, progress monitoring and overall accountability. Each identified at-risk senior will be assigned to an adult mentor, which includes a faculty or staff member. The objectives for this part of the mentoring include:

1. The mentor will develop a positive rapport with the student and provide general counseling and advice as needed.
2. The mentor will have access to the student's grades and progress reports, keeping the student accountable for completing all assignments during the grading period.
3. The mentor will communicate with the student's teachers as needed, arranging for missed work to be completed as well as scheduling any extra help or tutoring opportunities

ALEKS Math

All members of the school community, including parents, math teachers, study hall supervisors, Basic Skills teachers and Tiger Time supervisors will work in partnership to ensure that every student will complete the required amount of topics each week in the ALEKS math program. The math department will set the requirements for each course and inform all other teachers of those requirements.

At-Risk Seniors

Parents of at-risk seniors will be notified of their child's risk of not graduating on time at the end of each nine weeks in the students senior year.

The guidance counselor will notify parents of senior students at risk of not graduating on time during the second semester. The communication is designed to create a sense of urgency of helping that student to complete necessary steps to ensure a timely graduation.

Attendance Plan

The Information Now student management system is used by the assistant principal, attendance secretary and guidance office to monitor student attendance. The primary functions of Info Now in monitoring student attendance include:

1. Sending home letters for students who accumulate 3 and 5 absences in any course during the semester.
2. Creating a list each day of absent students without a parent contact. The list of parents is entered into the School Messenger system that generates an automated reminder call to parents. The call asks parents to inform the school the reason for the student absence.

Hagerstown Jr. Sr. High School Attendance Policy

IV. Admission Procedure to Excuse an Absence

A. This procedure must be followed within 24 hours of the absence. If no reason is given within 24 hours, the absence will be considered unexcused and appropriate disciplinary action for unexcused absences will be taken. The reason for each absence must be given by the parent/guardian. If the absence is for a medical or dental appointment, the doctor's name and location of his/her practice should be identified in writing to the school.

B. PARENT PROCEDURE TO ADMIT STUDENT. One of the following procedures must be followed: 1. Call the school (24 hrs. a day) and leave a message on the auto-mated answering system with the reason for the absence. 2. Come to the school office to return the student to the attendance officer and provide the reason for the absence. 3. Write a statement giving a specific reason for the student's absence and have your student bring this statement to the attendance secretary with-in 24 hours of returning.

C. STUDENT PROCEDURE FOR ADMISSION. 1. If the parent/guardian has not contacted the school during the absence, then the student shall bring his/her parents' statement to the front office prior to beginning of school. 2. If the school is not notified of the reason for absence by the parent/guardian on the day the student returns, it is the student's responsibility to be sure the school receives proper notification. The student must obtain an admit slip the second day after the absence.

Administration need to develop a system to hold students accountable to attendance in place of the six day policy which is no longer in effect.

Develop a plan to alert teachers of unexcused and excused absences through STI (home screen or color of box) to hold students accountable for numerous absences.

Behavioral Peer Helpers Program

Peer Helpers will be trained in how listen and help students who have non academic problems that interfere with learning. The Peer Helper organization, led by sponsor Andrea Van Meter, will use school announcements and word of mouth to let students know they can be trusted to maintain confidentiality while assisting young adolescents through conflicts, frustrations, and lack of self-confidence. Close communication must exists between the guidance department and the Peer Helper sponsor. 11th and 12th grade peer helpers will serve as mentors to 7th and 8th grade students in areas of non academic problems. Peer helpers will be assigned as mentors in academic areas based off academic achievement.

Graduation Plan

Indiana Code 20-30-4-2 requires that a graduation plan resumes for students in grade 9. The counseling department shall meet with both student and parents to develop the plan. The graduation plan must include:

The plan must include the following: (1) A statement of intent to graduate from high school. (2) An acknowledgment of the importance of: (A) good citizenship; (B) school attendance; and (C) diligent study habits. (b) The plan must become part of the student's permanent school record.

In consultation with the student's guidance counselor, after seeking consultation with each student's parents, and not later than the date on which the student completes grade 9, each student shall further develop the graduation plan developed in grade 6 to include the following: (1) The subject and skill areas of interest to the student. (2) A program of study under the college/technology preparation curriculum adopted by the state board under IC 20-30-10-2 for grades 10, 11, and 12 that meets the interests and aptitude of the student. (3) Assurances that, upon satisfactory fulfillment of the plan, the student: (A) is entitled to graduate; and (B) will have taken at least the minimum variety and number of courses necessary to gain admittance to a state educational institution. (4) An indication of assessments (other than ISTEP and the graduation examination) that the student plans to take voluntarily during grade 10 through grade 12, and which may include any of the following: (A) The SAT Reasoning Test. (B) The ACT test. (C) Advanced placement exams. (D) College readiness exams approved by the department. (E) Workforce readiness exams approved by the department of workforce development established under IC 22-4.1-2

High Ability Plan

The high ability learners in grades 7-12 will be served through a variety of curricular options, including junior and senior high honors courses, subject acceleration, dual credit courses, and AP courses.

1. Junior high honors courses: English 7-8, Math 7, U.S. History 8
2. Subject acceleration: Integrated Chemistry and Physics (ICP) offered to 8th graders, opening the opportunity for a 9th grader to take Chemistry or Biology as a freshman. Algebra I is offered to 8th graders. Spanish I is offered to 8th graders. High school credit is offered for 8th graders who take Algebra I and Integrated Chemistry and Physics.
3. Dual credit--English 111 and Honors U.S. History, Chemistry II through Ivy Tech
4. AP courses--English Language Composition, English Language Literature, Calculus AB and Environmental Science.
5. High School Honors--English 9 and 10 and Pre-Calculus.
6. Honors English 7, 8, 9, and 10 will implement high ability English modules.

Instructional Strategies

On the condensed days that alternate with PLC's, eight of those must be presenting information to teachers on instructional strategies in the areas of differentiated teaching and strategies related to our Priority Areas of Improvement.

IXL English

7th, 8th and 10th grade students will utilize the IXL online tool as a means of addressing academic deficiencies and developing more skills in their English Language Arts courses. IXL provides each student with a useful technological learning tool, as the instructor incorporates IXL as both lesson activities and formative assessments.

MAPS data for Decision-Making

50% of faculty members will use MAPS assessment data to inform instructional planning decisions. The percentage of faculty represented comes from math and English Language Arts teachers, along with teachers from science and social studies. NWEA and MAPS assessment will be a focus of professional development for all staff members during condensed day sessions along with selected faculty meetings.

Laura Swain, Instructional Coach and Curriculum Coordinator will facilitate the sessions in conjunction with HJSHS administrators.

Parent Involvement

Request parent emails to better develop the lines of communication between teachers, administrators and parents. The emails will be collected during school registration. At the beginning of each semester, each teacher will submit five (5) Good News cards to be mailed home.

School Safety

The school has a Safe Schools Committee and a certified School Safety Specialist. The Emergency Preparedness Plan is updated each year and will continue to be updated throughout the year. The committee is pursuing grants that will address the need for door hardware on the second floor, adding doors to the second floor classrooms, adding additional cameras to the exterior of the building and beginning to plan exterior door replacements.

Student Discipline and Behavior Plan

Hagerstown Jr. Sr. High School, in conjunction with the Nettle Creek School Board of Trustees, has created a system of behavioral expectations necessary for the successful performance of students at school.

The student handbook, distributed prior to the start of each school year, contains the behavioral expectations for students. The Hagerstown Jr. Sr. High School Student Handbook is also available on the Nettle Creek Schools website at <http://nettlecreekschools.com/hjsHS/about/handbook/>.

Sustained Silent Reading

Sustained Silent Reading sessions will be conducted in 2 30-minute sessions twice each week. The session will take place in the students study hall period. Students will be expected to read during the first 30 minutes of study hall. Students will be provided an exit assessment in the form of a summary or reflection of material read. Teachers will be provided a rubric for student assessment by the English Department. Administration will monitor reading assignments through weekly classroom observations and analyzing student exit assessments. The intervention is designed to help address the academic content area of Literature.