



## North Harrison High School School Improvement Plan

June, 2008

North Harrison High School  
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# Mission Statement

The mission of North Harrison High School is to empower all students to become successful in life by providing both a challenging academic experience and lessons in character education in a safe, secure environment.

# Vision Statement

The vision of North Harrison High School is to provide education to all students helping to develop positive character traits and practical skills for productive citizenship.

# Belief Statements

The North Harrison High School administration, faculty and support staff believes:

1. Students learn in a variety of ways.
2. The pivotal factors to student learning are student motivation and accountability.
3. Students learn best when given precise expectations and goals.
4. Students learn from all life experiences.
5. Student learning is promoted in a respectful and comfortable environment.
6. The uniqueness of each student is an important facet of our school community.

# School Profile

North Harrison High School is a comprehensive high school serving students in grades nine through twelve and is accredited by the Indiana Department of Education and the North Central Association.

The school is located in Ramsey, Indiana on Indiana State Road 64, twenty-five miles west of Louisville, Kentucky. Students come from the four northernmost townships of Harrison County: Jackson, Morgan, Blue River and Spencer.

Residents of this community work small, family-owned farms and/or work in a variety of professions and labor occupations in the Louisville metropolitan area. The median household income for Harrison County as of 2005 was \$46,420.

During the 2007-08 school year, 689 students were enrolled in North Harrison High School. This is an increase of .99% or 6 students from the year before. Reasons for the increase are negligible. In the previous 5 years North Harrison realized a decline in enrollment of approximately 18%. This was due to three major companies in the county that shut down production. Workers left with their families to find new jobs. Some students whose parents work in Floyd County, Indiana or Jefferson County, Kentucky moved closer to their jobs because of the rising price of gasoline.

Most of the towns in the North Harrison school district are unincorporated. There is no county-wide sewer system, meaning that large subdivisions must build their own and no large businesses will locate in the northern part of the county. As a result, North Harrison's enrollment stagnated then declined.

## **Unique Local Insights**

### **Data Collection Instrument**

We selected the following instruments to collect data regarding Unique Local insights:

Survey about beliefs put forth by AdvanceEd.

Locally Developed Parent Survey based on Victoria Bernhart parent survey

Locally Developed Student Survey based on Victoria Bernhart student survey

Student Assessment Systems Survey developed by Dr. Cathy Berlinger- Gustafson

Analysis of State Data on the Department of Education website (2006 information)

## **Student Survey**

In May, 2007, a student survey was given to 287 of the 683 students enrolled at NHHS. The survey included members of the freshmen, sophomore, and junior classes. These students took the survey in the computer lab while monitored by classroom teachers. The survey was compiled through *survey monkey.com* and was available for two to three weeks. The senior class was not included because of time constraints and the fact that these students would soon be alumni and could complete the alumni survey during the summer or next year.

The majority of the students said they felt safe at school. Students felt that most teachers are knowledgeable in their subject area(s) and are concerned about students' understanding the materials presented to them during instructional time. Students felt that North Harrison High School teachers were willing to help students who asked for help. Students felt that North Harrison High School offered a wide variety of classes that met the needs of the majority of the student body and that the teachers challenged them to do their best. Students articulated they were receiving a good education.

Many students felt that teachers relied too heavily on lectures as the main method to impart knowledge. Most students felt that North Harrison High School teachers required too much homework. The majority felt that the teachers were responsible for what students learn.

Students commented on the character education program that was instituted during the 2006-07 school year. Many felt that it was a good idea and liked the fact that they could receive rewards for passing classes, making the honor roll, and for being on time and in school. The survey answers reflect the change in attitude that the character education program tried to instill during the 2006-07 school year. Large percentages strongly agreed

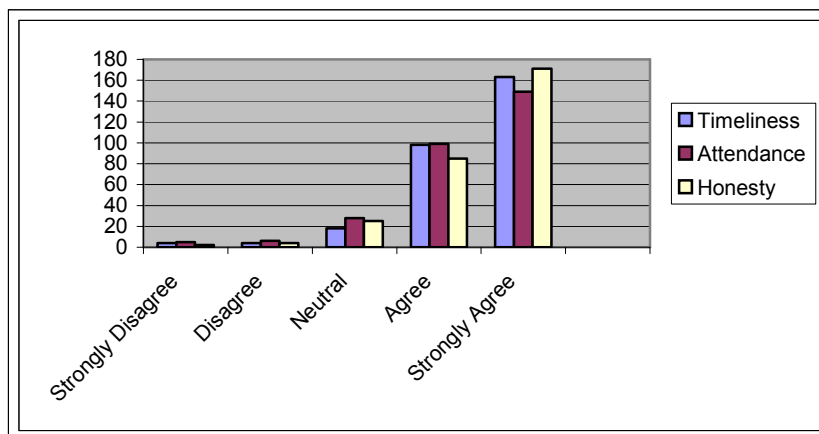
that being on time, being present everyday, doing their best, and honesty would be important to their future success.

Several students felt that their freedom to be themselves was restricted at North Harrison and wanted the right to dress however they wished; to color their hair; and to have facial and visible body piercings. According to the survey, only 17% of the respondents felt that students at this school respected those students who are different from them.

While the majority of students felt they were ready for the real world in writing, reading, and math, the percentage who felt ready in math was much lower than in the language arts. Of the 287 respondents, over 120 strongly agreed they felt ready in reading, but less than 80 strongly agreed they were ready in math.

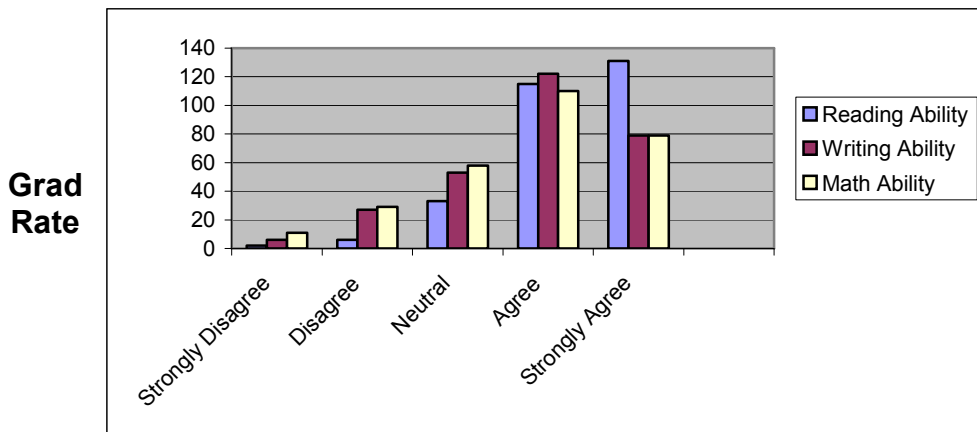
#### Character Education Traits Needed For Success in Future Life

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<a href="#">Timeliness</a>	4	4	18	98	163
<a href="#">Attendance</a>	5	6	28	99	149
<a href="#">Honesty</a>	2	4	25	85	171



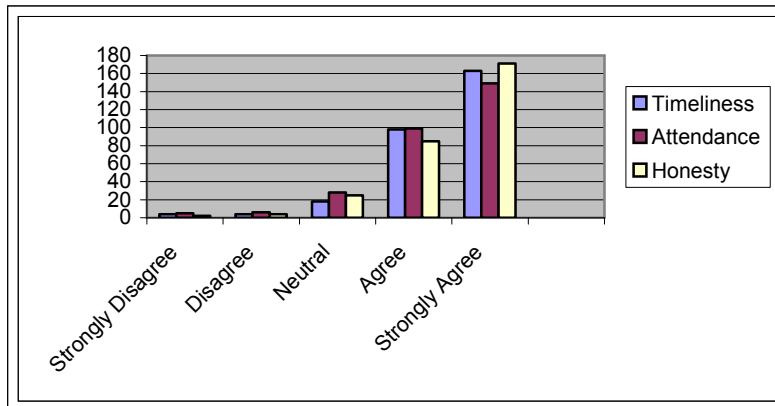
## Student Response to Real World Readiness in Writing, Reading and Math

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<a href="#">Reading Ability</a>	2	6	33	115	131
<a href="#">Writing Ability</a>	6	27	53	122	79
<a href="#">Math Ability</a>	11	29	58	110	79



## Comparison of Student Responses to ISTEP Preparedness

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<a href="#">Prepared for ISTEP in Reading</a>	6	16	42	118	105
<a href="#">Prepared for ISTEP in Writing</a>	8	20	67	105	87
<a href="#">Prepared for ISTEP in Math</a>	24	32	62	85	84



## **Parent Survey**

Parents of current students at North Harrison High School were afforded the opportunity to take an online survey. At this time, only 27 responses have been received. The survey will have to be continued in the 2007-08 school year. We suggest having the surveys available at the open house in early August when parents and students come to the school to pick up the new class schedules.

Areas of concern expressed by parents as of May, 2007, include a lack of information concerning the child's progress and expectations from the school. Also, concerns were expressed concerning lack of respect shown by students to each other. There is some concern about NHHS's academic performance yet there were few concerns about the school's success in preparing students for future work and for ISTEP.

Parents are involved in the school as lay coaches for many sports' teams, as members of various school committees, such as Renaissance, and as guest speakers. Parents give freely of their time and talents to help the school provide extracurricular experiences for students outside the classroom. Their special expertise is a welcome addition to enrich the classroom materials.

## **Faculty Survey**

In February of 2008, all faculty members took part in an online Standards Assessment Survey which was compiled through *surveymonkey.com*. Forty One (41) individuals responded to the survey over a 16 day period. The Standards Assessment will replace the Capacity Assessment report included in the 2007 school improvement plan. The results are as follows:

**Standard 1: Vision & Purpose: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.**

Eighty three percent (83%) of those responding to the survey believed North Harrison High School is Operational or Highly Functional in their assessment for this standard, while only seven individuals considered NHHS to be emerging in this standard. The Character Education program has been universal in guiding the teaching and learning process at North Harrison High School. This program is designed to teach students character traits and the value of choices to support the mission and vision statements of North Harrison High School. Each month a character trait is highlighted and special assignments and guest speakers are provided to reinforce these lessons.

**Standard 2: Guest Speakers Governance & Leadership: The school provides governance and leadership that promote student performance and school effectiveness.**

Sixty One Percent (61%) of the Respondents believed North Harrison High School is Operational in Governance and Leadership. 19.5% of those who responded (8 individuals) believed North Harrison was emerging. This number may have been influenced by the number of new staff and transferred staff who are relatively new to this building. It is significant to note that the same percentage (19.5%) thought North Harrison High School was highly functional in this same category.

**Standard 3: Teaching & Learning: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.**

Of those surveyed 33 of the respondents felt North Harrison High School is operational and/or highly functional for this standard. Eight (8) individuals believed North Harrison High School was emerging in this standard. Those 8 who believed North Harrison High School is “emerging” may be the newest additions to the staff. None of the respondents felt that there was no evidence of this standard throughout the High School.

**Standard 4: Documenting & Using Results: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.**

This is the first category where respondents cited no evidence of North Harrison meeting a standard. However, the majority of the respondents (75.6%) believed this standard was operational or highly functional at North Harrison. Teachers are required to make students aware of the grade policy for each class. These grade policies are posted in each classroom. North Harrison grade periods are divided into 6 week grade period. Students and parents are given assessment reports every 3 weeks; one mid term and the other at the end of the grade period. Data maintained by the Guidance Department is used to document data for each student. This data is used to determine class size, student teacher ratios, and curriculum that can be used to improve when and how many classes are offered.

**Standard 5: Resource & Support Systems: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.**

Over nineteen percent (19.5%) of respondents believed North Harrison High School was highly functional for this standard. Another fifty-six percent (56%) believed this school is operational in this standard. North Harrison recruits qualified teachers, administrators and support staff through networking and posting of positions on the school's web site. Teacher credentials, including license and high qualified status are on file in the Central Office. Induction may be the reason for the "not evident" assessment. Evaluation and retention is the responsibility of the building administrators. The principal performs several classroom observations of teachers. An evaluation is made during the observation. The teacher is then invited to meet with the principal to review and discuss the evaluation. The principal then

makes a recommendation to the school's superintendent and board on whether to retain the teacher in their current position.

**Standard 6: Stakeholder Communications & Relationships: The school fosters effective communications and relationships with and among its stakeholders.**

The school's leadership fosters a learning environment through open communication with the teachers, staff, stakeholders, parents and students. The school's leadership wisely gives all stakeholders some ownership in decisions that effect the overall learning environment. Each participant is allowed input, even though final determinations are made by the school's leaders. Input is solicited from parents and students during student orientation and long term planning strategies. It is also sought through correspondence and e-mails. Teachers and staff are invited to provide their input during staff and professional development meetings.

**Standard 7: Commitment to Continuous Improvement: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.**

This is a reactive process of reviewing what is currently being done. The majority of the respondents (34 out of 41) believe this process is operational and/or highly functional. This category tied with the teaching and learning standard (3) for highly functional ratings. This could be interpreted to mean that respondents believe this process is effective in delivering for student performance.

**Follow Up of Former Students**

**Data Collection Instruments**

We selected the following instrument to collect data regarding Follow-Up of Former Students:

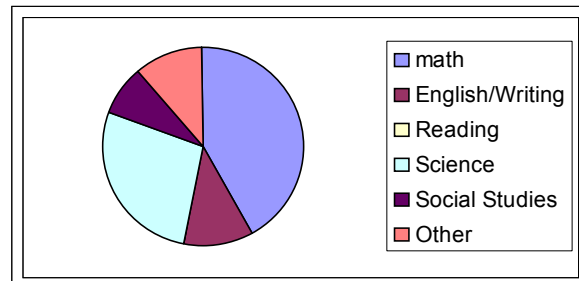
Locally Developed Alumni Survey

## Alumni Survey

In the spring of 2007, 45 former students of NHHS contained in our data base of alumni who were students here from 1997-2006 responded to an alumni survey. 62.5% indicated that they need more math skills to be successful in life. None of the respondents indicated the need for more reading skills and only 16.7% indicated more English skills.

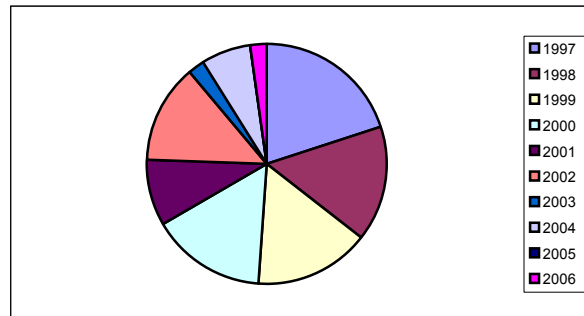
### Alumni Response: Areas in which they felt they need additional help in order to be more successful

math	62.5
English/Writing	16.7
Reading	0
Science	41.7
Social Studies	12.5
Other	16.7



### Presentation of Alumni who Responded by Year of Graduation

1997	20
1998	15.6
1999	15.6
2000	15.6
2001	8.9
2002	13.3
2003	2.2
2004	6.7
2005	0
2006	2.2



### Implications for Action: Follow-up of Former Students

#### Student Performance Goals

Potential student performance goals identified in the data include:

Math skills

#### Other Data

The survey was narrowed to include students who graduated from 1997-2006.

#### Clarifying Goals

The math program and skills taught should be further investigated and analyzed.

## **Interventions**

Former students who attended college generally felt they were well prepared although the majority indicated the need for more math skills in order to be more successful.

### **Existing School Data: Student Data**

#### **Data Collection Instruments**

We selected the following instruments to collect data regarding Student Data:

##### School records

- Attendance Records
- Discipline Records
- Students' Permanent Records
- Class Rosters
- State Department of Education Reports
- Tardy Records

#### **Analysis of Data**

For the 2007-2008 school year, North Harrison Community Schools had 590 students on free lunch and 287 on reduced lunches. This represents 38% of the total school population. The ethnic makeup of the student body is 97% Caucasian, 1% percent Hispanic, and 2% multiracial.

The attendance rate, tardy rate and discipline referrals have significantly improved because of the implementation of the Character Education Program. Several areas were targeted for inclusion in this program. The following graph documents the progress of this program:

YEAR	ATTENDANCE RATE	TARDIES	DISCIPLINE REFERRALS	AVE. ISTEP SCORES
2005-2006	96.01%	343	838	69.00
2006-2007	96.13%	223	622	72.50
2007-2008	96.28	199	511	73.70

Our graduation rate pursuing college education was 70.2% for 2007-2008. Since 2001-02, the State Department of Education has reformulated the method by which graduation rates are determined. North Harrison High School's graduation rate is below the state average.

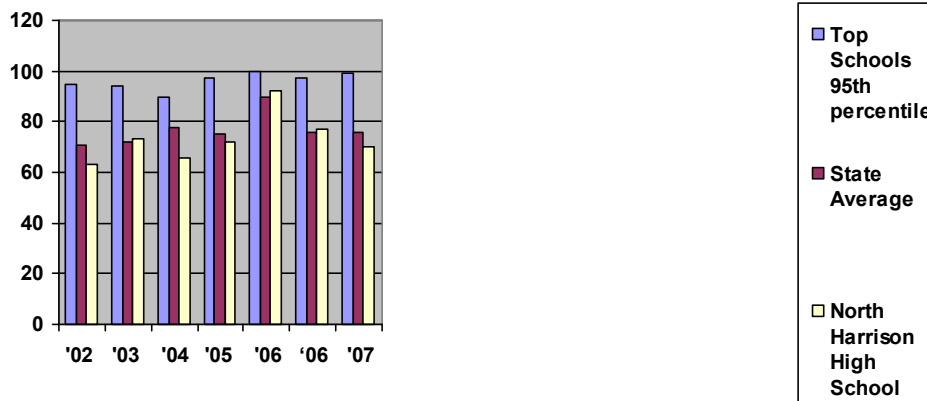
North Harrison High School lacks a school wide grade scale. Each individual teacher employs his or her own grade scale.

### Presentation of Student data

#### NHHS 2007-2008 Class Enrollment

#### Graduates Pursuing College Education, Percent

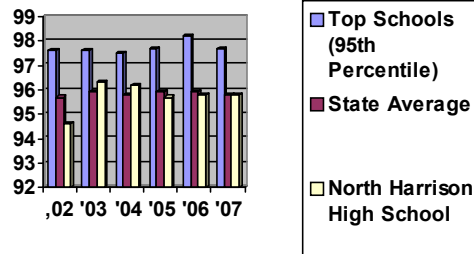
	'02	'03	'04	'05	'06	'07
<a href="#">Top Schools (95th Percentile)</a>	95	94	90	97	97	99
State Average	71	72	78	75	76	76
<a href="#">North Harrison High School</a>	63	63	66	72	77	70



## Attendance Rate of North Harrison High

### School

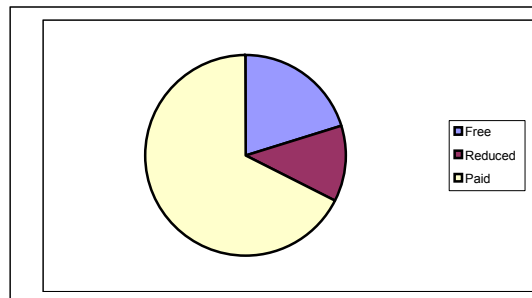
	'02	'03	'04	'05	'06	'07
<a href="#">Top Schools (95th Percentile)</a>					98.2	97.7
State Average	97.6	97.6	97.5	97.7		
<a href="#">North Harrison High School</a>	95.7	95.9	95.8	95.9	95.9	95.8
	<b>94.6</b>	<b>96.3</b>	<b>96.2</b>	<b>95.7</b>		



## Presentation of Student data

### 2007-2008 Free and Reduced Lunch Data NHHS

Free 140  
 Reduced 83  
 Paid 466



## Implications for Action: Student Data

### Student Performance Goals

1. Increase attendance rate
2. Diversity training to increase tolerance for differences

### Non-student Data

Staff needs to continue to monitor student behavior and attendance in an attempt to continue to decrease discipline problems and to continue to increase attendance.

### Clarifying Goals

The student behavior survey indicated that the Character Education program was successful. For example, 256 out of 287 students (90%) felt that honesty “was important to my success later in life.”

### Interventions

During the 2006-07 school year, a Character Education program was instituted through the efforts of Mr. Doug Dodge, the assistant principal. The program consisted of a character trait of the month, such as honesty, being on time, integrity, etc. Once a month an outside speaker was invited to present a talk to the high school students on that trait and how it impacted on the working world. These speakers consisted of local television personalities as well as local people involved in occupations in the area in which students may be employed after graduation.

### **Other Actions**

Changes involving discipline, tardies, and truancy were implemented through the formation of the alternative school located in Corydon. North Harrison High School uses this school extensively as do other school corporations in Harrison County. North Harrison also has truancy court at least once a month at the high school. Students do not miss as much class if they are attending court at the school.

## **Existing School Data: Instructional Data**

### **Data Collection Instruments**

We selected the following instruments to collect data regarding Instructional Data:

- Course Description Booklet
- Department of Education records
- ISTEP scores
- SAT test scores

### **Analysis of Data**

Forty credits are required for graduation, with one credit awarded for each semester course that is passed. The exception is physical education where students receive one-half credit for each semester passed. Most students earn a regular diploma; however, 27.1% (41 of 151) of the 2007 graduates earned an Indiana Academic Honors Diploma. Additionally,

25.8% (39 of 151) of the 2007 graduates satisfied the course and credit requirements for the Indiana Core 40, a set of standardized college admissions course requirements. We are 2 weeks away from graduation for the 2007-2008 school year. Current data is still unavailable.

North Harrison High School offers a wide variety of classes designed to meet the needs of the state requirements and the student body. Curriculum guides are available in each department office and in the guidance office. Course description booklets are also available in the guidance office. The curriculum includes a large variety of course offerings at North Harrison High School and an additional courses are available at Prosser Vocational School. This allows students to design academic and vocational programs to meet their individual needs. North Harrison students use the alternative school located in Corydon, IN, either as the least restrictive environment they can tolerate or on an assigned basis by the assistant principal. Special features of curriculum include:

- Honors and Advanced Placement courses
- Vocational/technical programs
- Core 40 classes
- Award winning fine arts and band programs

Students are counseled from seventh grade on as to the availability of Academic Honors Diplomas and Core 40 diplomas. The requirements are listed, the classes are outlined, and students are encouraged to do their best work so they will be eligible for these diplomas. Classes that prepare students for these types of diplomas are offered in both middle school and high school. Each year as students are enrolling for classes for the next school year, counselors help students decide if they want to work for an Academic Honors Diploma or a Core 40 Diploma. In addition, students are advised that successful completion of the requirements for these diplomas will help them with the GRE waiver if they have problems with passing the GRE for any reason.

The average passing ISTEP score in 2007 is above state average in English and Math as compared to the state average. Teachers are beginning to use the copies of returned ISTEP tests to aid students in remediation. Teachers who have been teaching the remediation classes have used the results to develop instructional methods and activities

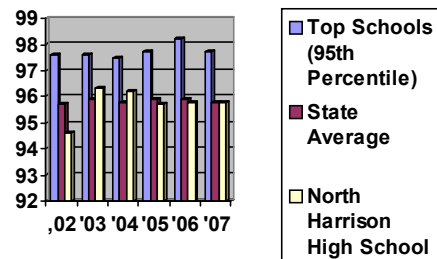
North Harrison has added extra math and English classes for incoming freshman who have struggled on the ISTEP in the lower grades. English scores have continued to increase or remain above state average, math scores have fluctuated over the past several years but were higher than the state average for the 2007-2008 school year.

While we have three computer labs in the high school, several computers for student use in the library, and each classroom has, at least, one computer for use by the teacher. Use of word processing, spread sheets and other computer applications are becoming increasingly important to be successful in the work force.

North Harrison also offers a wide variety of extracurricular activities, such as, an Academic Super Bowl team, intramural basketball, French Club, Student Council, National Honor Society, Leo Club, SADD, Fellowship of Christian Athletes, plus the usual sports teams and more.

### Percent of NHHS 12th Graders Taking SAT

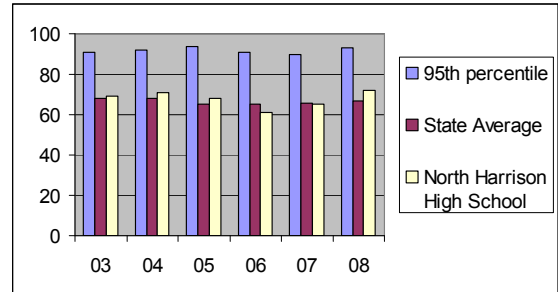
	'02	'03	'04	'05	'06	'07
<a href="#">Top Schools (95th Percentile)</a>	95	95	72	74	73	76
State Average	57	57	60	56	56	0
<a href="#">North Harrison High School</a>	58	58	60	64	92	60



## NHHS Grade 10 Pct Passing ISTEP+ Math Standard

[Top Schools \(95th Percentile\)](#)  
[State Average](#)  
[North Harrison High School](#)

03	04	05	06	07	08
			90	93	
91	92	94	91		
68	68	65	65	60	67
				65	72
69	71	68	61		



### Implications for Action: Instructional Data

#### Student Performance Data

Potential student performance goals identified from the data include:

Improve math and English language arts skills

Increase number of students who seek Core 40 and Honors diplomas

#### Non-Student Data

Teachers should receive in-service training on how to use the existing data to improve instruction for all students in the areas of math and language arts.

#### Other Data Needed

North Harrison needs further analysis of data to identify any sub groups who may be in need of additional help to achieve higher grades in class work.

#### Clarifying Goals

Conducting further analysis of students' grades to identify the subject areas and classes in which student performance is weak may lead to possible goals and intervention strategies.

#### Interventions

In the fall of 2007, North Harrison High School had 92 special education students.

#### Other Actions

Remediation for Math and Language Arts is in place for special education students as well as others who have not passed ISTEP.

## **Community Data and Information**

### **Data Collection Instruments**

Locally Developed Employer Survey

Locally Developed Community Survey based on Victoria Bernhart community survey

### **Employer Survey**

At present, employer surveys are still out. We are continuing to survey those businesses that employ our students. This information will be compiled and included in the 2007-08 school improvement plan.

### **Community Survey**

As of May, 2007 only 24 community members responded to the online survey. The survey will have to be continued in the fall of 2007 when school begins. As of this time, 65% of the respondents indicated that more instruction in math is needed in order for students to be successful in later life, and 70% indicated that additional instruction in English/writing was needed. All other evidence does not support the need for more instruction in the language arts.

### **Implications for Action: Community Data**

#### **Student performance Goals**

Potential student performance goals identified from the data include:

1. Improve English/writing skills
2. Improve math skills

#### **Other Data Needed**

Continue to expand community member database to gather information and perceptions from the community.

#### **Clarifying Goals**

Increase the number of survey participants. Use the media and word-of-mouth to let the community know of the survey. Provide computer access to allow community members the opportunity to complete the online survey.

### **Interventions**

Investigate methods to increase knowledge of math skills. Because other data does not support it, no interventions in language arts appear to be needed at this time.

### **Summary (2008 Report)**

We have re-evaluated the goals of the school improvement plan in June, 2007 concluded that the language arts goals and the technology goal have been reached to our satisfaction. We have triangulated the evidence and concluded that NHHS is making progress on the math goal and that we need to continue our efforts to further improve this area of student learning. We will continue to make that one goal our priority in the next school improvement plan.

Our math ISTEP scores improved during the 2007/2008 ISTEP testing. We exceeded the state average of sixty-seven percent (67%). NHHS Average was seventy-two percent (72%) for the 2007/2008 school year. The extra math class called Math Lab will continue to be part of the math curriculum for those students who struggle with the math portion of the ISTEP exam. Summer math classes continue to be offered as ISTEP remediation. Teachers and staff continue to brainstorm ideas for increasing the math scores.

Because of monetary problems experienced by many school corporations at this time, some programs have been eliminated. The school corporation no longer publishes The North Star. Parent-community-school communication occurs by e-mail, letters, phone calls, and personal contact. The Wellness Committee set up by the school nurse, Tonya Caffee, is one example of communication. Members of the committee include non-certified staff, principals, the assistant superintendent, community personnel, students, and a school board member.

## **Appendix 1: Triangulation of Data**

We chose the following as Student Performance Goal #1:

**All students will improve their ability to apply math concepts and skills across the curriculum.**

We chose this goal based on the following data from the following sources:

Student and alumni surveys

ISTEP scores in math

Student Core 40 test scores

Student achievement in math on ISTEP is lower than we would like. Students indicated that they need additional help with higher math skills. Alumni reported that they need more math skills to be successful in life. Teachers reported low percentages of students pass the Core 40 exams in math.

## **Appendix 2: Committee Members**

Mr. Kelly Simpson, principal

Mrs. Donnetta Reed, teacher

Mrs. Kim Allen, teacher

Mrs. Traci Kerns, teacher

## **Appendix 3: School Action Plan**

**Goal area 1:** All students will improve their ability to apply math concepts and skills across the curriculum.

**Support Data (from the Profile)** 1. student survey 2. alumni survey 3. ISTEP Scores

**Standardized Assessments:** ISTEP scores, SAT scores, CORE 40 test results

**Local Assessments:** teacher tests, computer printouts

**Intervention 1-2:** Faculty will employ multiple assessments of students' ability to apply math skills across the curriculum.

Activities to Implement the Intervention	Person(s) accountable	Timelines Begin End	Resources	Staff Development
Teachers will incorporate computer drill into their classroom lessons on a regular basis. Students will be able to assess tutorials in the library and/or at home for web based programs.	all teachers, technology department	Aug 07 May 10	computer labs website-math section Skills Tutor- Web based Geometry Math Blaster Mental Edge- Web based Computer Program as Identified Math lab	complete list of resources available train teachers on what each program does

**GOAL Area 1:** All students will improve their ability to apply math concepts and skills across the curriculum.

**Support Data:** (from the Profile) 1. student survey 2. alumni survey 3. ISTEP Scores

**Standardized Assessments:** ISTEP scores, PSAT, CORE 40 tests

**Local Assessment:** teacher made tests, computer print outs, teacher lesson plans, homework sheets, book tests, quizzes, problem solving and graphing

**Intervention 1-2:** Faculty will employ multiple assessments of students' ability to apply math skills across the curriculum.

Activities to Implement The Intervention	Person(s) accountable	Timelines Begin and End	Resources	Staff Development
Teachers will vary testing Formats. Teachers and Counselors will monitor Standardized and local scores To monitor the effectiveness Of expanded use of Math skills	counselors teachers	Aug 07 to May 10	Lesson plans test scores state reports	develop system to report when using math in lesson plans monitor standardized scores to look for increase in math scores to plan Instruction

**Goal Area 1:** All students will improve their ability to apply math concepts and skills across the curriculum.

**Support Data (from the profile):** 1. Student survey, 2. Alumni survey, 3. ISTEP scores

**Standardized Assessments:** ISTEP, SAT and CORE 40 tests

**Local Assessments:** tutor lists, teacher recommendations and test scores

**Intervention 1-3:** Students will be able to use paid or unpaid student tutors

Activities to Implement The Intervention	Person(s) accountable	Timelines Begin and End	Resources	Staff Development
College students, community Members and students in Advanced math classes will Be recruited to serve as paid Tutors for parents/students Who request help. A Separate list of volunteers Will be developed to help Students who are unable To pay for a tutor.	guidance counselors & other school	Aug 07 May 10	school personnel IUS National Honor	make staff aware of the need for tutors and the list of persons available to provide tutoring

**Goal Area 1:** All students will improve their ability to apply math concepts and skills across the curriculum.

**Support Data (from the profile):** 1. Student Survey, 2. Alumni Survey, 3. ISTEP scores  
**Standardized Assessments:** ISTEP, SAT and CORE 40 Tests

**Local Assessments:** Tutor lists, Teacher Recommendations and Test Scores

**Intervention 1-4:** Students will be able to use peer tutors during study hall.

<b>Activities to Implement The Intervention</b>	<b>Person(s) accountable</b>	<b>Timelines Begin and End</b>	<b>Resources</b>	<b>Staff Development</b>
Teachers will assign Students to peer tutor Study hall for short periods of Time (1-2 weeks or less) for Help with concepts they are Having difficulty with in class. Teachers must fill out a referral form & submit to the tutor study hall teacher. This referral will be kept on file for 1 year.	Classroom teachers & Mrs. Fessel	Aug 07 May 10	peer tutors tutor study personnel	In-service for teachers on the procedure to use & request recommendations for peer tutors

**Goal Area 1:** All students will improve their ability to apply math concepts and skills across the curriculum.

**Support Date (from the profile):** 1. Student Survey, 2. Alumni Survey, 3. ISTEP scores  
**Standardized Assessments:** : ISTEP, SAT and CORE 40 Tests

**Local Assessments:** teacher lesson plans and test scores

**Intervention 1-5:** The faculty will employ various teaching strategies to address students' diverse learning styles

<b>Activities to Implement The Intervention</b>	<b>Person(s) accountable</b>	<b>Timelines Begin and End</b>	<b>Resources</b>	<b>Staff Development</b>
Sign in sheets for students Who receive teacher help Outside of class time. At risk students' progress Will be monitored by reports From the content area Teachers to the special Needs student's teachers of Record. Teachers will Incorporate various math Skills in their lessons. Ex: Reading & constructing Charts, graphs, spread-Sheets, averages & others As teachers connect math To their curriculum.	All teachers	Aug 07 May 10	teachers who will tutor before & after school or during their preparation time.	In-service to refresh teacher math skills

#### **Appendix 4: Cultural Competencies**

North Harrison High School has worked to improve the achievement of all students in both English/Language Arts and Mathematics. In the winter of 2000, NHHS established an

ISTEP mathematics laboratory class for those junior and senior students who had yet to pass the GQE. In the fall of 2001, an English/L.A. laboratory class was started with the same students in mind. Both classes have been reasonably successful in helping individual students reach the passing standard in both mathematics and English/L.A. During the 2002 school year, North Harrison High School adopted school-generated tests for the students who had not passed the GQE, the mathematics teachers developed an applications based test and the English/L.A. teachers prepared one as well for those students who were pursuing a waiver option for a high school diploma.

In the fall of 2003, North Harrison High School purchased a computer generated mathematics program. This allowed the school to create a computer based mathematics class that covered basic skills. The students who were 9<sup>th</sup> graders but had failed the 8<sup>th</sup> grade ISTEP test were placed in this class along with being placed in a pre-algebra class. The thought process behind this was if the students were deficient in mathematics, the way to bridge the gap was to teach more mathematics. Students took the regular teacher taught pre-algebra class for a fifty minute period and then, at another class period, they were enrolled in a computer generated class, where they worked at their own pace with teacher supervision. This was attempted to get more information to the students but in different teaching methods and increase the mathematics load for these students to one hundred minutes daily instead of just one fifty minute period.

North Harrison Middle School does not offer algebra to all of their students (only about 25%), so it was felt that the high school must do something to try overcoming the achievement gap for those students who didn't meet the state standards. The new GQE offered in the fall of 2004 had 30% algebra included in the test. Those students who had not performed close to or above standards in the 8<sup>th</sup> grade were supplemented with the additional mathematics classes. At this time, pre-algebra is still being taught to those students who

need more preparation before taking algebra. We also offer the mathematics laboratory class to our special education students in addition to another mathematics class.

We have not made as many adjustments in English/L.A. because of the requirement for students to have at least one English/L.A. class every semester of every year. North Harrison High School has worked to incorporate a writing assignment in all academic areas. This has been stressed so that there are different kinds writing in different content areas. Spelling, grammar, capitalization, and punctuation are being graded as well as content.

### **Appendix 5: Documentation**

Changes in statistics from the Department of Education and from the North Harrison High School counselors' offices have been included in the updated charts and graphs located within the narrative of the report.