

THIS SCHOOL YEAR,
WE ARE...



#EVERYSCHOLAREVERYDAY
#WILDCATSMATTER

Hammond High School School Improvement Plan Team

School Enrollment

815 Scholars

47.9%	African American
45.4%	Hispanic
3.9%	Caucasian
2.9%	Multiracial

172	Seniors
189	Juniors
201	Sophomores
239	Freshmen

School Social Services

66.9% Free/Reduced Lunch

12.7% Special Education

10.7% English Learner

Transiency Rate

School ISTEP+ Data

ELA

School Year	Pass Rate
2015-2016	25.3%
2016-2017	26%
2017-2018	29.4%

Math

School Year	Pass Rate
2015-2016	10.7%
2016-2017	14.3%
2017-2018	6%

FOCUS AREA #1

MATH

- According to data from multiple assessments, ISTEP+, PSAT, and NWEA, student achievement and growth in Mathematics has declined and remains below state average. ISTEP+ Proficiency scores had a significant drop for SY 17-18. All subgroups are of critical concern. Scores for all subgroups continue to remain severely below the state average.
- Qualitative data reveals a deficiency in algebraic skills and critical thinking skills. The lack of proficiency in academic vocabulary along with below grade level performance in what PSAT refers to as the Heart of Algebra skills was viewed by the CNA team as a major contributing factor to the low Math scores.
- In addition, the data also reveals a lack in the use of high yield instructional strategies and use of formative data/checks for understanding to adjust classroom instruction.

SMART GOAL #1

1. **During the 2019-2020 school year, first time Math ISTEP+ test takers will increase passing rates by 10% as measured by the ISTEP+ assessment.**

NWEA DATA

ELA

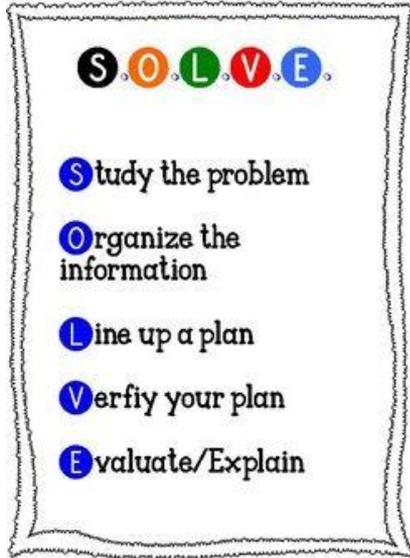
	9th	10th		9th	10th
Fall 2017-2018	212	212	Fall 2018-2019	209.7	210
Winter 2017-2018	214	216	Winter 2018-2019	212.1	216
Spring 2017-2018	211	217	Spring 2018-2019	214.5	215.9

Math

	9th	10th		9th	10th
Fall 2017-2018	222	222.4	Fall 2018-2019	220.6	219
Winter 2017-2018	222.3	224.4	Winter 2018-2019	220.6	225.8
Spring 2017-2018	223.4	226.3	Spring 2018-2019	220.8	227.4

Strategies ...

- S.O.L.V.E.



- Kagan Cooperative Learning Strategies

Kagan Structures

Instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction.

FOCUS AREA #2

ENGLISH

I-Step, NWEA and PSAT scores reveal a lack in student achievement and mild growth in English Language Arts. ISTEP+ Proficiency scores have shown some progress over the last three years with a 2% growth in SY 15-16, SY 16-17 and SY 17-18, however our overall performance level is below state standards.

The subgroups of specific concern are African American and male students. More female students are passing these assessments at a higher rate compared to male students. The white population is 40% proficient, however, that specific population is less than 10% of the overall school population. ELL learners assessment scores have slightly improved in this time period. More students who received free and reduced lunch passed the ISTEP the first year than the second year. The drop was significant.

Qualitative data reveals a lack in the use of high yield instructional strategies and use of formative data/checks for understanding to adjust classroom instruction. This was viewed by the CNA team as contributing to low ELA scores. It is believed that a lack of students using critical thinking skills, ineffective ability to cite evidence in the text to support claims, and the usage of academic vocabulary.

SMART GOAL #2

- **During the 2019-2020 School year, first time English ISTEP+ test takers will increase passing rates by 10% as measured by the ISTEP+ assessment.**

FOCUS AREA #3

Ensuring more student success and less failures in high school (intentionally Freshman Year)

Our data shows the amount of D's and F's received by our scholars are on the rise. The Bill and Melinda Gates Foundation says "Course failures have an outside impact on students' likelihood of graduating. In the Consortium's 2007 report What Matters for Staying On-Track and Graduating in Chicago Public Schools, we showed that one "F" in a year-long course in the ninth grade decreases the probability of eventually graduating by 30 percentage points, even if a student has strong test scores. Two "Fs" in ninth grade decrease the probability of graduating by over 50 percentage points (from 85 percent to 33 percent). There are many reasons students might struggle in their classes. If educators notice, reach out, and help students develop strategies to deal with their struggles early on, they not only can help students with their challenges in ninth grade, but also give them the strategies they can use throughout high school." Our data shows a lack in communication from Hammond High School in the area of student success/failure with our parents.

SMART GOAL #3

Hammond High School will reduce the amount of "Fs" earned by scholars in the school by 20%, making an overall 43% reduction in "Fs" earned in two years.

	2017-2018 Year	2018-2019 Year
1st Grading Period	664 Fs	552 Fs (Down 16.87%)
2nd Grading Period	812 Fs	561 Fs (Down 30.91%)
3rd Grading Period	1004 Fs	853 Fs (Down 15.04%)
4th Grading Period	1138Fs	814 Fs (Down 28.47%)
		Average Decrease 23%

Current and Past Interventions

- Frayer Model
- PD on Depth on Knowledge Question and Lesson Plan development
- Centers from Dr. McKnight
- Mathia (Not this Year)
- PLATO Remediation (Math, ELA, and ASVAB)
- Power Fridays

Evidence Based Interventions/Strategies

Project Based Learning (by design)

Studies comparing learning outcomes for students taught via project-based learning versus traditional instruction show that when implemented well, PBL increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes toward learning ([Strobel & van Barneveld, 2009](#); [Walker & Leary, 2009](#)). PBL can also provide an effective model for whole-school reform ([National Clearinghouse for Comprehensive School Reform, 2004](#); [Newmann & Wehlage, 1995](#)).

Evidence Based Interventions/Strategies

Spiral Teaching Method

With a spiral curriculum, the belief is that not all students will be able to grasp concepts at the same time on the same level.

Therefore as a teacher, you teach a topic and assume that some students are ready to learn and will pick it up and that some are not ready. However you move on and eventually that concept will come up again, for that student to learn. So where a traditional curriculum looks at a few topics for an extended period of time, the spiral curriculum gives you many topics over and over and over."

(Clark, pbworks.com)

Behavioral Trends

	2015-16	2016-17	2017-18	2018-19
Top Offense	Truancy	Truancy	Failure to report	Failure to Report
Second	Classroom Disruption	Uniform Violations	Classroom Disruption	Truancy
Third	Excessive Tardiness	Classroom Disruptions	Uniform Violation	Uniform Violation
*Fourth	Other	Failure to Report	Leaving without permission	Fighting

Interventions For This Year

- Men Making Men- New Community Church (Rev.Buck)
- Monthly Male Mentoring sessions- Mr. Garrick Alexander
- *A minority male group- (male scholars will be exposed to promote leadership development, career awareness, community involvement, educational planning, oral communication skills and social awareness.
- Full time social worker to help with
 - Attendance Issues
 - Female Scholar Groups Sessions
 - Conflict Remediation
 - Girl Scouts

Interventions For This Year

Sigma Phi Omega Chapter of Alpha Kappa Sorority Inc.

- Project #CAP- an initiative aimed at increasing the enrollment of minority scholars in HBCUs.
- Beginning late October, these ladies will be helping our scholars with the college application process, providing mentoring on how to matriculate through college, and the importance of HBCUs.

Rebooting of our PBIS Program

- Trauma Sensitive School Training- Staff will become trained to become more trauma sensitive, making us more receptive and responsive to the needs of our scholars
- Class Dojo- to help increase communication with parents and issue rewards for our scholars
- MTSS Team- This team will continue to identify our scholars that need interventions with academics, behavior, and attendance.

Interventions For This Year

SEL/Cultural Competency

- Principal will lead this initiative with the staff every faculty meeting for our teachers
- Encourage our teachers to use these strategies with our scholars

Co-teaching Professional development

- Free from Indiana IEP Resources
 - For special needs and general education teachers
 - Goal is to have clear co-teaching models within our classes with special needs teachers

Interventions For This Year

- **IXL-** Personalized Learning Platform for remediation and enrichment purposes in both Math and English classes
- **New Tech Practices-** New Tech Practices is a 60-day engagement for teaching and fostering Deeper Learning Skills at a school, through the use of four key components: (1) New Tech Learning Outcome Rubrics, (2) Student-centered teaching practices aligned to the outcomes, (3) Collaborative Faculty culture, and (4) Evidence of Student Work.
- **Continuation of Power Fridays-** This is where the intentional spiraling of skills aligned with the power standards if the ISTEP+ test will be remediated and spiraled on Fridays in the form of assessments for our scholars.

ROLES & RESPONSIBILITIES

	Administration	Instructional Coach	Teachers
<p>FOCUS # 1- Math ISTEP+ (starting mid October until June 2020)</p>	<ul style="list-style-type: none"> • Accountability for all initiatives • Provide the PD • Provide all supplies and manipulatives for all PD 	<ul style="list-style-type: none"> • Collaborate with the teachers on Power Friday implementation • Professional development for new teachers on strategies • PD on DOK/PBL 	<ul style="list-style-type: none"> • Further Creation of the Power Fridays Curriculum • Data talks with the scholars
<p>FOCUS #2 - English ISTEP+ (starting mid October until June 2020)</p>	<ul style="list-style-type: none"> • Accountability for all initiatives • Provide the PD • Provide all supplies and manipulatives for all PD 	<ul style="list-style-type: none"> • Collaborate with the teachers on Power Friday implementation • Professional development for new teachers on strategies • PD on DOK/PBL 	<ul style="list-style-type: none"> • Further Creation of the Power Fridays Curriculum • Data talks with the scholars
<p>FOCUS #3 - Failure reduction (ongoing since last year)</p>	<ul style="list-style-type: none"> • Presentings data • One-on-one meetings with the educators of concern 	<ul style="list-style-type: none"> • PD for New Teachers; coaching and teaching strategies to support student success by building relationships with the students and parents 	<ul style="list-style-type: none"> • Use of the HHS Scholar Success Log • Make the phone calls to parents • Have the final meetings with parents