

Hanover Central High School

PL 221 Plan

2013-2016

I. Introduction

A. Demographic and basic curriculum data

Hanover Central School serves the need for public education in grades 9 through 12 for families living in Hanover Township in Cedar Lake, Indiana. The eastern township boundary of Hanover Township bisects the Town of Cedar Lake from north to south. Students who reside to the west of this boundary attend Hanover while those living east of this boundary attend the Crown Point schools. The northern boundary encompasses part of the community of St. John, Indiana. The western boundary is marked by the Indiana/Illinois state line and the southern boundary cuts through rural countryside. The population of Hanover Township is 11,564. Currently, 630 students are enrolled at Hanover Central High School. Two elementary schools, Jane Ball in Cedar Lake, and Lincoln School in the St. John area come to Hanover Central Middle School as sixth grade students.

The Town of Cedar Lake is mostly a rural community, formerly a popular resort area, surrounding a 780 acre lake. Housing consists of small to large homes and summer cottages, with a scattering of condominiums, town houses, apartment complexes, and mobile home parks. Large industries are non-existent; however, several small businesses exist, along with fast-food restaurants. Many new subdivisions have been started, and growth in Hanover Township is steady. Cedar Lake is a bedroom community with most of its residents seeking employment outside the community.

The annual median income is approximately \$55,726, with the majority of homes costing less than \$151,409. 82.4% of Hanover Township residents have attained an education at the high school level or above, whereas 7.4% have a bachelor's degree or above. In the St. John area, 84.6% have an educational background at the high school level or above with 10.6% having a bachelor's degree or above.

Currently, Hanover Central High School has 130 out of its 630 students on the free or reduced lunch program.

Year	Paid Lunch	Reduced Lunch	Free Lunch
2012-13	78%	3.8%	17.6%
2011-12	76.00%	6.4%	17.0%
2010-11	76.00%	6.80%	17.20%
2009-10	77.80%	6.30%	15.90%
2008-09	78.00%	6.00%	16.00%
2007-08	86.50%	1.70%	11.80%
2006-07	86.70%	3.20%	8.90%
2005-06	71.70%	3.20%	10.10%
2004-05	76.90%	8.90%	19.40%
2003-04	82.00%	6.80%	16.30%
2002-03	86.30%	6.40%	11.60%
2001-02	87.00%	4.70%	9.10%
2000-01	87.10%	5.60%	7.40%

Attendance rates have been steady over the past several years. Attendance rates were compiled using different student statistical data for the 2006-2007 school year, resulting in a decrease in our attendance rate.

Year	Attendance Rate
2011-12	96.1%
2010-11	91.3
2009-10	95.7
2008-09	95.9
2007-08	93.7
2006-07	93.3
2005-06	96.0
2004-05	97.4
2003-04	95.9
2002-03	95.6
2001-02	95.8
2000-01	95.9

Hanover is currently organized around a 6 period day, including academic classes of 53 minutes, a 30 minute lunch period, and a 25 minute SRT period. Prior to the school day, a “success period” is offered from 7:30 to 8:00 a.m. on Mondays, Wednesdays, and Fridays for any student needing additional academic assistance. This time is extremely useful for our students, offering additional time for re-teaching and the make-up assessments.

A Core 40 curriculum has been established since 1998, and beginning with the 1999-2000 school year, Hanover has been involved in a vocational program with Lowell and Crown Point High Schools. The South Lake Career Cooperative provides students with more diverse choices of classes. Hanover has provided remediation for students who have not passed the End-of-Course Assessments, and it is also provided during SRT and during success periods on Monday, Wednesday, and Friday.

Dual credit courses are provided in the following disciplines. English 104, English 105 is offered through Purdue University Calumet, Principles of Sociology, General Psychology and Intro to Speech. Students may take the Foreign Language courses offered during the school day. Students may also earn dual

credits in our Marketing classes, Family and Consumer Science and Building Trades through Ivy Tech State College.

B. Curriculum Mapping and Alignment

Hanover Central High School curriculum is mapped and aligned to Indiana State Standards and Common Core Standards where applicable. Departments have collaborated to develop their curriculum maps and have used common assessments to standardize data. Assessments and curriculum maps are available in the principal's office.

C. Data Collection Methods

Each year students complete a variety of assessments to provide data for instruction. The End-of-Course assessments in math and English are administered twice per year, and measure progress in English 10, Algebra I, and Biology. Students in career and technical education complete end-of-course assessments in a variety of areas that demonstrate students' level of competence in career areas. STAR reading assessments are given throughout the year and allow students to demonstrate their level of reading ability and comprehension. The College Board administers Advanced Placement examinations once per year, at the end of several high-level courses. Universities take sample assessment data to maintain the validity within dual credit classes. Teachers give benchmark and common assessments. They also perform regular assessments through observation and other informal assessment techniques.

II. Mission, Vision and Beliefs

A. Mission – Making a difference...Realizing potential.

B. Vision Statement

Hanover Community School Corporation realizes the individuality of each student and is committed to providing a safe and positive atmosphere for learning. The collaboration of dedicated staff and the community allows Hanover Community School Corporation to create a literacy-rich environment and facilitate high quality instruction for all students. A challenging curriculum, well-equipped facilities and relevant technology optimize achievement, empowering all students to realize their potential for success in a global society.

C. Hanover Central High School believes:

- Every student has the capacity to learn and grow academically with involvement and support from the school system, the community, and parents/guardians
- Students are best served by creating multiple pathways leading to a successful transition to postsecondary education or employment opportunities
- Consistent parent/teacher communication and involvement creates a collaborative relationship that supports the child's social and academic growth
- Teaching should have clear goals focused on learning
- Learning is enhanced by the development of life skills such as problem-solving, critical thinking, and peer collaboration
- A strong school staff is reflective and honest, holding each other accountable and supporting one another
- Staff members, as valuable contributors to the school community, must model ethical behavior, exhibit a strong work ethic, and perform at high levels
- The community is a core component of a successful school system and respects the dignity, worth, and opinions of every individual in the community
- Financial expenditures are aligned with the goals of this district
- Fiscal responsibility is essential to meet and sustain the educational needs of students
- Students and staff benefit from a safe, orderly and well-maintained learning environment
- Future facility needs are based on the corporation's long-range plan
- Appropriate integration of technology into the curriculum is essential in preparing students to be competitive in a global society
- Extra-curricular activities are important in providing opportunities for social growth and personal achievement beyond the classroom.

III. Summary of Data

A. Hanover Central High School students perform above the state average in many areas, and students have increased their performance on Advanced Placement tests by a significant margin. The data for these areas can be found at the Indiana Department of Education website.

For the school year 2011-12, students showed above-average performance on the Algebra I and English 10 End-of-Course assessments. The English ECA pass rate was 87.5%, up from 84.7% from the year before. The Algebra I pass rate was 72.2%, up from 65.2% from the year before. However, the percentage of students who passed *both* tests for that year dropped from 83.4% to 80.8%. Nevertheless, the students at Hanover Central performed better than the state average of 71.5% for students who passed both tests.

B. Assessments Used in Addition to the End-of-Course Assessments

Formative Assessments include the STAR Reading for reading comprehension, benchmarks administered in all classes, portfolios, in-class quizzes and tests, and informal teacher observations. Summative assessments include Advanced Placement tests, Dual Credit papers and tests sent to the cooperating universities, vocational batteries including Accuplacer, ServSafe, and Project Lead the Way. Teachers have begun to use common assessments for all classes, and have begun to gather data in order to fine tune the questions on the tests. They have collaborated to create both the assessments and the curriculum maps that will guide students toward mastery on the assessments. Aptitude tests include the PSAT, ACT, and SAT.

In addition to the above assessments, the school has developed an RtI assessment program to address the needs of all students. We have a tier documentation process wherein struggling students meet with teachers, outline a plan for improvement, gain parent involvement, and identify areas of need. If the students fail to make satisfactory progress within Tier 1, we have developed a Tier 2 program entitled the Student Assistance Program (SAP), which meets monthly to monitor progress of these few identified students. Should the students continue to struggle, the counselor recommends for evaluation and potential placement in Special Education.

C. Attendance Rate

Hanover Central's attendance rate was higher than many years before at 96.1% for the 2011-12 school year. The following is a chart that shows attendance for each year since 2001:

Year	Attendance Rate
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2011-2012	96.1%
2010-2011	91.3
2009-10	95.7
2008-09	95.9
2007-08	93.7
2006-07	93.3
2005-06	96.0
2004-05	97.4
2003-04	95.9
2002-03	95.6
2001-02	95.8
2000-01	95.9

IV. Conclusions about current educational programming derived from an assessment of the current status of educational programming, including the following:

A. Information about how the school's curriculum supports the achievement of Indiana Academic Standards

- Hanover Central's curriculum is based on Indiana academic standards and the Common Core Standards, the implementation of which is ongoing. Curriculum revision and mapping has been a strong focus this year among teachers, and common assessments have emerged as a source for data.
- Four departments (English, math, science, and social studies) have met during release days to develop curriculum maps. These evolving documents are in the principal's office.
- In developing curriculum maps, teachers explored the possibilities of Google Docs for collaboration. They have begun to develop documents within this online collaborative tool.
- The Leadership Committee met to discuss the vision, mission, and goals of the school. A survey was published to gain input on instructional goals.
- The Department Head Committee meets regularly to discuss instructional strategies, policies, and revisions.
- The staff have focused on RtI for all students at various staff meetings and department meetings.
- Departments meet regularly to share common assessments, curricula, and instructional strategies. They publish minutes of their meetings.
- Parents can monitor student progress toward instructional goals by viewing teacher websites and communicating with teachers via email and telephone.

- Parents can view student progress on PowerSchool through the online parent portal.

B. Information about how the school's instructional strategies support the achievement of Indiana Academic Standards

- Curriculum maps are aligned with Indiana Standards.
- Staff come together in meetings to discuss instructional strategies and to collaborate on the most effective ways to implement them in their classrooms. Robert Marzano's The Art and Science of Teaching has been used to this end.
- Common assessments give information to teachers about the student progress toward instructional goals as outlined by the curriculum maps.
- Departments regularly meet to discuss the efficacy of their instructional strategies and to collaborate within their department.
- Department Heads meet to discuss instructional strategies and collaborate across departments.

C. Conclusions about student achievement, based on information from ISTEP+ and other data sources

- Students continue to improve in academic areas, as shown by ECA, Advanced Placement, graduation and dual credit achievement.
- Students have improved in English 10 and Algebra I ECA scores year to year.
- Students who have passed *both* Algebra I and English 10 ECA dropped 3% from the previous year. The reasons for this difference are as follows:
 - Students who failed the first semester of Algebra I do not go on to take the second semester of Algebra I, and so they do not take the ECA that year. Instead, they proceed to a "math lab" course second semester. Those students who take a math class the following year do better on average than those who don't, no matter if the course is specifically "Algebra I" or not.
 - The passing rate for re-testers is low, therefore affecting the "both" passing score.
 - The need for a remediation lab for English 10 and Algebra I is great. This year we instituted Plato's credit recovery lab for struggling students. Despite the increase in the number of credits attained, re-testers did not perform to expectations in either the December or the Spring ECA of 2012-13.

D. Parental Participation

- i. The PTSO has made a concerted effort to involve parents in a variety of ways, including fund raisers and fun nights. The highest-performing of these this year was the chicken dinner at Great Oaks, which raised several hundred dollars for students, and brought parents together at a local venue. The PTSO regularly sponsors the Senior Banquet, which is an event that celebrates seniors' success and graduation at the end of the year. The PTSO further supports teachers by purchasing equipment and materials for classes.

- ii. Parents are invited to participate in surveys throughout the year concerning policies and instructional practices.

E. Technology as a Learning Tool

- i. The technology director, Mr. Tony Hiatt, is also the middle school building principal. He has devised a plan for improvement of the technology at the high school to match more closely that which students enjoy at the new middle school. He has also helped to streamline the current technology and make it more evenly available to staff throughout the district. In addition to his direction, we have two information technicians who regularly maintain the equipment, and help staff to solve problems and make available technology more effective.
- ii. Smartboards are installed in many of the classrooms.
- iii. The school is equipped with an iPad cart for student use that travels regularly to classrooms.
- iv. In addition to 4 dedicated computer labs, classrooms are equipped with computers that provide students access to a variety of software applications.
- v. The Commercial Art classroom houses 25 Apple computers that showcase design programs such as Adobe Illustrator and InDesign.

F. Safe and Disciplined Learning Environment

- i. This year the district brought in a School Resource Officer with the grant-writing assistance of Mr. Kevin Bachinski, assistant principal at the middle school. As a result, the SRO has improved relationship-building techniques and effected a safer learning environment at the school. Compared to the 2011-12 school year, there were 42 fewer out-of-school suspensions, or a 46% reduction in out-of-school suspensions. The presence of SRO Lane Linder is one factor in that reduction.
- ii. The school has implemented safe entry procedures, including an intercom and double-doorway entry for public during school hours.
- iii. Security cameras throughout the building and outside ensure 24-hour monitoring of activity. SRO Linder monitors these cameras regularly, and uses the recording function to pinpoint discipline issues.
- iv. Visitors must sign in and out, and any deliveries are made by school personnel, not parents.
- v. Administrative personnel are available by electronic media, as well as by radio.
- vi. Teachers and students practice drills regularly, including lock-down, tornado, and fire.
- vii. Many staff members have been trained in CPR.
- viii. Automatic defibrillators are available throughout the building.

G. Professional Development

- i. Teachers regularly participate in a book study of Robert Marzano's The Art and Science of Teaching.

- ii. Departments meet and collaborate to develop and implement strategies for instruction based on the book, and also based on Wiggins and McTighe's Understanding by Design.
 - iii. Department Head meetings occur monthly to discuss and brainstorm ways to develop curriculum mapping, common assessments, and other professional development ideas.
 - iv. Staff meetings occur regularly to train staff on new technology including iPad, Outlook Calendar, and Google Docs.
- V. Student Achievement Objectives/Goals – Derived from an assessment of the current status of educational programming.
 - A. Career and College Readiness
 - B. Math – Quadratic Functions
 - C. English – Writing Applications
 - D. Respect
 - E. Percentage of Students Meeting Academic Standards
 - The percentage of students meeting academic standards increased per assessment, but decreased for students who passed both assessments.
- VI. Specific Areas where improvement is needed immediately – to increase the percentage of students meeting academic standards

A. Mathematics – Quadratic Functions

Students at the high school showed a 52% mastery average in quadratic functions during the spring administration of the Algebra I ECA. The overall pass rate was 81% for the high school. This gap in proficiency will be addressed by collaboration within the department, as well as through adequate remediation via Student Resource Time (SRT). The teachers who have struggling students in their SRT will target areas of need via our RtI Tier 1 form and communicate with the respective math teachers to ensure improvement in trouble areas.

Students who do not pass the above ECAs will have a teacher mentor within our SRT program. The teachers will track the students' progress via RtI methods and documentation. They will have access to student scores through PowerSchool.

B. English Language Arts – Writing Applications

All teachers will employ writing strategies as disseminated by the English department.

Students who do not pass the above ECAs will have a teacher mentor within our SRT program. The teachers will track the students' progress via RtI methods and documentation. They will have access to student scores through PowerSchool.

C. Technology

Teachers will continue to use the technology available, including iPad carts, computer labs, and wireless internet.

D. Respect

The Creating a Safe School (CASS) mentorship program will broaden its scope and lead by example. They will organize lessons, activities, and methods whereby students will learn positive, respectful ways to communicate.

- VII. Benchmarks for progress that specify how and to what extent the school expects to make a continuous improvement in all areas of the educational system.
 - A. Quadratic Functions ECA scores will increase each year.
 - B. English Writing Applications ECA scores will increase each year.
 - C. Students will demonstrate skill daily in working with applications on the iPad and other available technology.
- VIII. Proposed Interventions based on student achievement objectives/goals:
 - A. Mathematics - Quadratic Functions
 - i. Convene quarterly meetings with math department teachers at the high school and middle school to align curriculum and address deficiencies.
 - ii. Teachers will report analysis of data to the building principal.
 - iii. Math teachers will meet weekly to discuss interventions in all math content areas, and report to the building principal the content of their meetings.
 - iv. Math teachers will work with SRT teachers and complete Rtl intervention forms for all students who failed the ECA in Algebra I.
 - v. All teachers will develop curriculum maps and common assessments.
 - vi. All teachers will analyze data gleaned from common assessments to develop learning targets.
 - vii. All teachers will display content area appropriate lessons that directly supplement a given skill as indicated by Indiana State Standards.
 - B. English Language Arts – Writing Applications
 - i. Cornell Notes will be used by all teachers whenever note-taking is required.
 - ii. Teachers will instruct students on the use of Cornell notes during SRT period for the first week of school and periodically thereafter.
 - iii. English teachers will publish a writing rubric to all teachers for use with writing assignments.
 - iv. Teachers will use data walls
 - C. Technology
 - i. Teachers will train students in the use of technology hardware in the building.
 - ii. Staff will explore the use of free websites such as the Gutenberg Project and Inspire.net.
 - iii. Teachers will use SmartBoards regularly in the classroom where they are available.
 - iv. Teachers will include students in interactive lessons that use SmartBoards.
 - v. All teachers will use the iPad cart for a lesson at least once per semester.

- D. Respect
 - i.
- IX. Professional Development that is coordinated with proposed interventions and that supports sustainable school improvement efforts.
- X. Statutes and rules to be waived
- XI. Three Year time line for implementation review and revision