

**PL221**  
**North Harrison Middle School**  
**School Improvement Plan**  
**2008-2011**



North Harrison Community Schools  
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# **North Harrison Middle School**

## **Vision Statement**

**North Harrison Middle School staff, students, and community are committed to student success through rigor, relevance and relationships.**

## **Mission Statement**

“As a community of educators, students and parents at North Harrison Middle School, we pledge to provide a safe environment where all students can acquire the knowledge, beliefs and abilities that are necessary to be productive citizens in an ever-changing world.”

### **Clarification:**

#### **Knowledge**

- Literacy skills needed in an information age (reading, writing, listening, oral expression, mathematical, technological and analytical problem solving skills)
- Cultural skills beyond those associated with basic literacy (physical, intellectual, and artistic)
- Practical skills needed to pursue personal life and career goals
- Social skills and a sense of democracy, citizenship, community service and commitment to others

#### **Beliefs**

- All students will work toward achievement of their maximum potential.
- All students can become effective productive citizens.
- All students can develop intellectual curiosity and become self-directed lifetime learners.
- Parents, students and staff will encourage and emphasize personal, social, physical, emotional and intellectual exploration and growth.
- Parents, students and staff will provide for the individual needs of our students.
- Parents and staff will strive to create a smooth transition into secondary education.

#### **Abilities**

- Recognizing the diversity of our global society as it relates to themselves and others
- Demonstrating responsibility as a citizen in a democratic society (working together, respecting others while maintaining their own ideas, views, and convictions)
- Displaying qualities associated with personal character (honesty, integrity, fairness, tolerance, manners and skills common to a civilized society)
- Developing a sense of accountability for personal choices and the consequences for one's actions as well as his or her affect on the lives of others (self determination)
- Teaming skills that allow them to work together toward a common goal
- Nurturing a spirit of involvement in school and their community

**To this vision and mission we commit all our resources.**

## **Overview of North Harrison Middle School**

North Harrison Middle School is located in northern Harrison County. Harrison County abounds with natural scenic beauty and historical charm (Indiana's First State Capitol). The middle school, which is the only middle school in our district, serves sixth, seventh, and eighth grades for North Harrison Community School Corporation. The school district is located in the four northernmost townships of Harrison County (Blue River, Jackson, Morgan, and Spencer Townships). North Harrison Middle School provides a comprehensive, educational program for grades six through eight. Our educational programs are characterized by a concern for individualized instruction, a quest for excellence, and developing self-directed learners while providing a variety of learning opportunities for all students. NHMS also provides comprehensive programs for exceptional needs students, advanced classes, remedial instruction, and a variety of co-curricular and extra-curricular activities. Our educational programs have earned a First Class Commission by the Indiana Department of Education, and we have been a long-standing accredited member of the North Central Association. Our building is dated but well maintained. The staff is well-educated, experienced, and enthusiastic with a full understanding that school improvement begins in the classroom. Our professional staff is supported and complimented by an excellent group of non-certificated staff. Our school is also actively supported by an involved parent advisory group.

NHMS is located in a rural, bedroom community composed of generally low socio-economic families working on farms or commuting to neighboring commercial areas; consequently, we have a small tax base due to the limited industry in our community. By its rural nature there is a lack of positive healthy alternative leisure time activities for many youth. Most of the families served by our corporation would be classified as middle or low income. (About 37.3% of our students qualify for free or reduced lunch program). Family problems are compounded for young people in this rural setting by isolation, traditionalism, an inadequate public transportation system, a lack of pro-active social services, low social economic status and low educational goals, and a high degree of divorces and blended families. The ethnic make-up of our student population is listed as about 98% White/Caucasian which limits the diversity of our population. Financial resources in the past have been generally adequate; however, recent financial difficulties and reductions in state funding have resulted in several difficult changes. Three years ago, the Upper Elementary building that housed grades five and six was closed, sending the fifth grade back to the elementary and adding the sixth grade to the middle school. During this restructuring, several staff members were also released. Therefore, with the additional students and less staff, our student/teacher ratio has increased. We have had an increase in the percentage of low socio-economic population and LEP students which has also complicated our educational efforts. In addition, we have also been plagued with contract disputes that have inevitably affected our morale and school climate.

The following insert is an in-depth demographic profile for Harrison County:

# Harrison County IN Depth Profile

**County**

Harrison

**Region**

IEDC NW

**Create a Region**



<a href="#">Population</a>	<a href="#">Age</a>	<a href="#">Race</a>	<a href="#">Households</a>	<a href="#">Education</a>	<a href="#">Poverty</a>	<a href="#">Health</a>	<a href="#">Labor Force</a>	<a href="#">Employment &amp; Earnings</a>	<a href="#">Commuting</a>	<a href="#">Taxes</a>	<a href="#">Building Permits</a>
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County Seat: Corydon

## Harrison County, Indiana

*Named in 1808 for Revolutionary War hero and Territorial Governor William Henry Harrison*

Largest City: Corydon (pop in 2005: 2,787)

Population per Sq. Mile: 76.2 Sq. Miles: 485.2

[Link to County's in.gov Site](#)

Population Over Time	Number	Rank in State	Percent of State	Indiana
Yesterday(1990)	29,890	48	0.5%	5,544,156
Today(2006)	36,992	42	0.6%	6,313,520
Tomorrow(2010 proj.)	38,203	42	0.6%	6,417,198
Percent Change 1990 to 2000	14.8%	18		9.7%

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Sources: US Census Bureau; Indiana Business Research Center

Components of Population Change in 2006	Number	Rank in State	Percent of State	Indiana
Net Domestic Migration 2005 to 2006	115	16		5,011
Net International Migration 2005 to 2006	15	45		10,419
Natural Increase (births minus deaths)	125	46	0.4%	31,308

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Source: US Census Bureau

Population Estimates by Age in 2005	Number	Rank in State	Pct Dist. in County	Pct Dist. in State
Preschool (0 to 4)	2,239	45	6.1%	6.9%
School Age (5 to 17)	6,651	43	18.1%	18.7%
College Age (18 to 24)	3,206	47	8.7%	9.9%
Young Adult (25 to 44)	10,461	38	28.4%	27.6%
Older Adult (45 to 64)	9,939	38	27.0%	24.5%
Older (65 plus)	4,331	50	11.8%	12.4%
Median Age	38.1			Median Age = 35.9

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Sources: US Census Bureau; Indiana Business Research Center

<b>Population Estimates by Race or Hispanic Origin in 2005</b>	Number	Rank in State	Pct Dist. in County	Pct Dist. in State
American Indian or Alaska Native Alone	107	37	0.3%	0.3%
Asian Alone	73	60	0.2%	1.2%
Black Alone	212	46	0.6%	8.8%
Native Hawaiian and Other Pac. Isl. Alone	4	49	0.0%	0.0%
White Alone	36,246	42	98.4%	88.6%
Two or More Race Groups	185	45	0.5%	1.1%
Hispanic or Latino(can be of any race)				
Non-Hispanic or Latino	36,307	41	98.6%	95.5%
Hispanic or Latino	520	46	1.4%	4.5%

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Source: US Census Bureau

<b>Household Types</b>	Number	Rank in State	Pct Dist. in County	Pct Dist. in State
Households in 2000 (Includes detail not shown below)	12,917	44	100.0%	100.0%
Married With Children	3,646	41	28.2%	23.8%
Married Without Children	4,412	45	34.2%	29.8%
Single Parents	1,004	44	7.8%	9.1%
Living Alone	2,673	52	20.7%	25.9%

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Source: US Census Bureau

<b>Housing</b>	Number	Rank in State	Pct Dist. in County	Pct Dist. in State
Total Housing Units in 2005 (estimate)	14,748	45	100.0%	100.0%
Total Housing Units in 2000 (includes vacant units)	13,699	46	100.0%	100.0%
Owner Occupied (Pct. distribution based on all housing units)	10,859	39	79.3%	65.9%
Median Value (2000)	\$95,700	25	--	--
Renter Occupied (Pct. distribution based on all housing units)	2,058	61	15.0%	26.3%
Median Rent (2000)	\$475	41	--	--

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Source: US Census Bureau

<b>Education</b>	Number	Rank in State	Percent of State	Indiana
School Enrollment (2005/2006 Total Reported)	6,541	42	0.6%	1,155,527
Public	6,209	44	0.6%	1,034,301
Private	332	30	0.3%	121,226
High School Graduates (2004/2005)	383	39	0.7%	58,702
Going on to Higher Education	276	41	0.6%	48,317
4-year	213	37	0.6%	36,140
2-year	37	37	0.5%	7,957
Voc/tech.	26	74	0.6%	4,220
Adults (25+ in 2000 Census)	22,457	44	0.6%	3,893,278
with High School diploma or higher	80.3%	52		82.1%
with B.A. or higher degree	13.1%	41		19.4%

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Sources: Indiana Department of Education; US Census Bureau  
Notes: 1) School enrollment figures for 2005/2006 are preliminary. 2) Private enrollment includes home schools. 3) County rankings for high-school graduates continuing to higher education are subject to revision. Data from the Indiana Department of Education for Vigo County appear to include an erroneous entry. Until the data has been corrected by IDOE, Vigo will be removed from the rankings.

<b>Income and Poverty</b>	Number	Rank in State	Percent of State	Indiana
Per Capita Personal Income (annual) in 2005	\$27,744	41	89.0%	\$31,173
Median Household Income in 2004	\$46,893	21	108.5%	\$43,217
Poverty Rate in 2004	8.8%	65	79.3%	11.1%
Poverty Rate among Children under 18	12.3%	63	78.3%	15.7%
Welfare (TANF) Monthly Average Families in 2005	165	38	0.3%	51,479
Foodstamp Recipients in 2005	2,482	44	0.5%	550,416
Free and Reduced Fee Lunch Recipients in 2006	2,149	37	0.6%	374,221

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Sources: U.S. Bureau of Economic Analysis; US Census Bureau; Indiana Family Social Services Administration; Indiana Department of Education

<b>Health and Vital Statistics in 2003</b>	Number	Rank in State	Percent of State	Indiana
Births	438	46	0.5%	86,382
Births to Teens	54	40	0.6%	9,498
Deaths	309	48	0.6%	55,747

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Source: Indiana State Department of Health

<b>Labor Force in 2006</b>	Number	Rank in State	Percent of State	Indiana
Total Resident Labor Force	20,174	38	0.6%	3,271,496
Employed	19,107	39	0.6%	3,108,806
Unemployed	1,067	34	0.7%	162,690
Unemployment Rate	5.3	34	106.0%	5.0
<b>March 2007 Unemployment Rate</b>	<b>4.8</b>	<b>57</b>	<b>96.0%</b>	<b>5.0</b>

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Source: Bureau of Labor Statistics; Indiana Department of Workforce Development

Employment and Earnings by Industry in 2005 (NAICS)	Employment	Pct Dist. in County	Earnings (\$000)	Pct Dist. In County	Avg. Earnings Per Job
	<b>Total by place of work</b>	17,157	100.0%	\$464,192	100.0%
<b>Wage and Salary</b>	12,582	73.3%	\$340,898	73.4%	\$27,094
<b>Farm Proprietors</b>	1,132	6.6%	\$2,234	0.5%	\$1,973
<b>Nonfarm Proprietors</b>	3,443	20.1%	\$36,447	7.9%	\$10,586
<b>Farm</b>	1,258	7.3%	\$4,409	0.9%	\$3,505
<b>Nonfarm</b>	15,899	92.7%	\$459,783	99.1%	\$28,919
<b>Private</b>	13,865	80.8%	\$374,116	80.6%	\$26,983
Accommodation, Food Serv.	Data not available due to BEA non-disclosure requirements.				
Arts, Ent., Recreation	Data not available due to BEA non-disclosure requirements.				
Construction	1,069	6.2%	\$26,700	5.8%	\$24,977
Health Care, Social Serv.	Data not available due to BEA non-disclosure requirements.				
Information	92	0.5%	\$2,882	0.6%	\$31,326
Manufacturing	1,991	11.6%	\$84,124	18.1%	\$42,252
Professional, Tech. Serv.	Data not available due to BEA non-disclosure requirements.				
Retail Trade	2,154	12.6%	\$38,861	8.4%	\$18,041
Trans., Warehousing	391	2.3%	\$9,083	2.0%	\$23,230
Wholesale Trade	338	2.0%	\$14,128	3.0%	\$41,799
Other Private (not above)	2,956*	17.2%*	\$58,406*	12.6%*	\$19,758*
<b>Government</b>	2,034	11.9%	\$85,667	18.5%	\$42,118

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Source: US Bureau of Economic Analysis

\* These totals do not include county data that are not available due to BEA non-disclosure requirements.

Assessed Property Value in 1999 (for taxes payable in 2000)	Value	Rank in State	Pct Dist. in County	Pct Dist. in State
	Assessed Value by Property Class	\$264,529,360	53	100.0%
Commercial & Industrial	\$88,655,920	53	33.5%	43.2%
Residential	\$97,510,680	51	36.9%	41.5%
Agricultural	\$64,611,880	40	24.4%	9.6%
Utilities	\$13,750,870	55	5.2%	5.6%
Total Assesed Value Per Capita	\$7,641	71		

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Source: The State Board of Tax Commissioners

Residential Building Permits in 2005	Units	Pct Dist. in County	Pct Dist. in State	Cost (\$000)	State Cost (\$000)
	Total Permits Filed	181	100.0%	100.0%	\$30,332
Single Family	181	100.0%	83.5%	\$30,332	\$5,376,229
Two Family	0	0.0%	2.7%	\$0	\$111,107
Three & Four Family	0	0.0%	1.8%	\$0	\$62,134
Five families and More	0	0.0%	12.1%	\$0	\$257,032

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Source: US Census Bureau (Greene County totals are not included as it does not currently issue building permits.)  
Note: Detail cost may not sum to total due to rounding.

Commuting Patterns - Top 5 in 2005					
Into Harrison FROM	Number	Percent	Out of Harrison TO	Number	Percent
All Areas	2,985	16.5%	All Areas	10,227	40.4%
Floyd County	856	4.7%	Kentucky	5,163	20.4%
Crawford County	744	4.1%	Floyd County	2,341	9.2%
Clark County	498	2.8%	Clark County	1,545	6.1%
Washington County	339	1.9%	Out of state	310	1.2%
Kentucky	222	1.2%	Crawford County	217	0.9%

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Source: Indiana Department of Revenue

### Cities and Towns in Harrison County

	Population in 2005	% of County	Order by Size
Corydon	2,787	7.6%	Corydon
Crandall	134	0.4%	Palmyra
Elizabeth	140	0.4%	Lanesville
Laconia	30	0.1%	Milltown*
Lanesville	630	1.7%	Elizabeth
Mauckport	86	0.2%	Crandall
Milltown	412	1.1%*	Mauckport
New Amsterdam	1	0.0%	New Middletown
New Middletown	79	0.2%	Laconia
Palmyra	716	1.9%	New Amsterdam

\* Population in this county is shown, this city or town crosses county lines.

Note: See this site for more information:  
<http://www.stats.indiana.edu/profiles/pr18061.html>

Enrollment in the middle school for the 2007-2008 school year is 540. We are proud of our 96.8% attendance rate. Thirty-nine certificated staff, twelve teacher assistants, two registered nurses, two secretaries, six cafeteria workers, one maintenance person, and six custodians serve our students. These staff members provide instruction, leadership, encouragement, and assistance to our students.

A core curriculum of English, literature, math, science, social studies, health and physical education classes are taught to students at advanced, regular grade, and inclusion classrooms. A full range of special education classes is provided for our students as a member of the Harrison County Special Education Cooperative (some students may be transported to neighboring schools for additional services). Elective exploratory classes are available to students in areas of computer keyboarding, art, general music, band, choir, industrial technology, family and consumer science and agriculture. We also have a wide range of extra curricular and co-curricular activities available to our students (student council, athletics, music performances, yearbook staff, Junior Honor Society, Leo Club, Fellowship of Christian Athletes, dances, developmental guidance classes, advisory/advisee program, character education, Big Brother/Big Sister Program, Destination Imagination, Renaissance, talent/art show, and a wide variety of assembly programs and educational field trips).

The middle school counselor meets with every student in our school in a regularly scheduled developmental guidance program. The counselor provides a variety of student services (personal and academic counseling, small group facilitation, developmental classroom guidance based on state standards, consultation and student advocacy). Our middle school guidance program has been recognized as a recipient of the 2004 Indiana Gold Star School Counseling Award.

Student assistance programs are abundant despite the fact that ours is a rural community. NHCS and our local community provides a wide variety of student assistance services: Big Brother & Big Sisters, Furthering Youth, Inc., Strengthening Families through Mentoring, Harrison County Headstart, WIC, Healthy Families, Hoosier Hills PACT, Our Place, Regional Youth Services, Harrison County Special Education Cooperative, Safe Haven, Wyandotte House, McKinney Homeless Youth Program, Purdue University CES, CAPS, Division of Family and Children and CPS, Probation, First Steps, FOCUS, Wellstone, Brandon House, Counsel House, Life Spring, New Horizons, Turning Point, Recovery Care Center, Advisor/Advisee (PAWS classes), Babes, Life Skills Training Program, Project Alert, Peaceable Place, TRUTH Program, RAVE, R.O.C.K. and many others. We have developed a community-wide Resource Directory that was printed for all county schools and agencies by our youth center. Our county currently has a much greater variety of mental health services and has a much broader selection of service providers for our youth than ever before. All of this withstanding, the most productive aspect of our community efforts stems from our collaborative efforts with our local LCC and our Gerdon Youth Center. These two agencies work together in coordination with many other community-based service programs to increase community involvement and increase the development of personal assets among our youth.

Through other community collaborative efforts our corporation has been provided with an Alternative Education Program which is located in an annex building of Harrison County Offices in Corydon. The Harrison County Alternative School is an alternative educational placement for students who have displayed inappropriate school behavior. Any student suspended from the regular educational setting is required to attend our alternative school. Parents must attend the first day with their child. They must provide transportation each day there after, and they must also provide their child with lunch. The alternative school employs one full-time licensed teacher and a teacher's aide. All books, assignments, and worksheets are faxed or delivered by their respective schools. In place of out-of-school suspension this program allows students to continue making progress toward meeting the state academic achievement standards (earn credits) and makes it easier for students to more readily reenter the regular education setting.

Our school's facilities are used for many community organizations like AAU, Fellowship of Christian Athletes, local fire department fund-raisers, school board meetings, adult basketball league, baseball and softball leagues, community trainings and community forums. Our outdoor facilities are shared with the high school teams in season, but are also used by many community members on weekends and evenings.

We are proud that our school is seen as a central focus and an intrinsically important element of our community. We encourage community involvement and continued use of our facilities.

Parental involvement is essential to our educational mission. Education must start at home, a long standing notion expanded upon by No Child Left Behind Act. (We must increase parent involvement in education). We have a number of ways to keep parents engaged and remain as active stakeholders in our mission. The middle school has an active Parent Advisory Council and Parent Activities Group. These groups work with our staff to plan, finance, and help supervise several student activities during the school year. They play an active role in our Renaissance Program which provides resources for the recognition of student and staff achievements and special activities. Parents participate in review and textbook adoptions, parent trainings, School Improvement Committees, AdvancED committees, Safe and Drug-Free School Advisory Council, Local Substance Abuse Coalition, school board meetings, chaperone field trips and PTO.

The middle school makes every effort to keep parents informed about our school and their children's activities by publishing monthly newsletters (mailed to parents), mid-term and end of grading period progress reports, attendance letters, behavior reports, parent conferences, open-house, orientation and information meetings, parent trainings, and individually scheduled parent-teacher conferences before and after school upon request. An up-to-date school website is maintained by our technology department. It is visited often by our patrons to read daily announcements, school newsletters, see reports and pictures of school activities, access informational web-links, and visit our school homework site.

Good grades, school success and improvement, and good attendance are recognized throughout the year on our Student Recognition Bulletin Board, as well as pictures of our Honor Students each six weeks. Recognizing student success is an important part of our Renaissance Program and our on-going "Cougar Pride" Student Recognition and Incentive Program which is constantly working to add new elements to motivate students toward their maximum potential both academically and socially. With the inception of our new character education initiative we hope to instill personal knowledge, beliefs, and abilities that help our students become more productive citizens, life-long learners and contributing members of our society.

## **AdvancED Accreditation Standards for Quality Schools**

School improvement and accreditation is a continuous process of meeting high standards and demonstrating standards or quality assurances through external review. It is our goal that our efforts in school improvement and accreditation will result in a clear, intuitive process for improvement that is grounded in best practices and supports our local and state standards and requirements. Our efforts will be maintained by continuous professional development and evaluation by a periodically external peer review team.

Our school improvement efforts will be guided by the seven standards or indicators that have been identified by research as quality practices or conditions that are necessary for schools to achieve quality student performance and organizational effectiveness.

### **STANDARD ONE: Vision and Purpose**

North Harrison Middle School has developed a shared vision which is a result of the collaboration of its stakeholders (parents, students, teachers, administrators and community). Our vision statement (page one) communicates our goals and purpose which will not only build understanding and support among stakeholders, but it will also give our school improvement efforts guidance and direction. Our school's vision will guide allocations of time, materials, human resources, and fiscal resources.

### **STANDARD TWO: Governance and Leadership**

North Harrison Community Schools operate under the jurisdiction of an elected school board comprised of five members (one elected from each of our four townships and one member at large). This board establishes policies and procedures for the effective operation of the school. They work in partnership with the executive and administrative leadership to ensure compliance with local, state, and federal laws, standards, and regulations related to our school's effective operation.

Our building administrators (two elementary principals, one middle school principal, one high school assistant principal and one high school principal) work diligently to provide their respective buildings with positive leadership that fosters a positive school climate and a learning community. The middle school principal employs a system of data analysis and review of student performance which drives our school improvement efforts. She provides both teachers and students with a variety of opportunities to team and lead our school improvement process. She supports stakeholders in meaningful roles in the decision-making process and promotes an atmosphere of participation, shared responsibility, and joint ownership. She controls and directs curricular and extracurricular activities that are sponsored by the school. Most importantly she responds to community issues and implements a comprehensive and fair evaluation system that promotes professional growth within her staff and personnel.

### **STANDARD THREE: Teaching and Learning**

North Harrison Middle School provides researched based curriculum and instruction methods that facilitate and promote positive achievement for all students. The middle school curriculum meets state requirements and our school rates a First Class Commission by the Indiana Department of Education. We have developed a comprehensive curriculum guide that follows the scope and sequence of our state standards for every subject area within our curriculum. Our curriculum is based on clearly defined expectations for student learning and observable performance outcomes. Our curriculum offers challenges for individual students to excel, reflects a commitment to character education, equality, and demonstrates an appreciation of diversity and tolerance. There is a perpetual attempt within the administration and guidance services to monitor the school climate, diminish bullying and harassment to ensure a positive, healthy learning environment. It provides both horizontal and vertical articulation and alignment between and among all levels of schools.

Instruction at the middle school promotes the active involvement of students in the learning process while incorporating opportunities for them to explore the application of higher order thinking skills and investigate a variety of approaches to applying their knowledge, abilities, and beliefs. There is a continuous gathering and analysis of data and scores to direct and guide our curricular and instructional choices. The middle school uses a multitude of strategies to implement our interventions to help individual students meet expectations for student learning and success. The middle school also employs an assortment of new instructional technologies and equipment to ensure that all students and staff have regular and ready access to these materials that support our curricular and instructional programs.

### **STANDARD FOUR: Documenting and Using Results**

North Harrison Middle School uses several assessment components to monitor and document student performance. The data gathered with these assessments (ISTEP+, local benchmark assessments, DAT, and school records and portfolios) are used to develop goals, strategies, and interventions for school improvement/accreditation, improvement of student performance and general school effectiveness. We make every effort to ensure that our data is reliable, valid, and bias free. We use both comparison and trend data of student performance in our evaluation and assessment program to verify growth in student performance. We communicate, share, and analyze results with all stakeholders. We then use our data to help us analyze both our organizational and instructional effectiveness and to direct our decision-making to increase student performance. We also maintain a secure and accurate comprehensive student record system in accordance with state and federal regulations.

## **STANDARD FIVE: Resources and Support Systems**

North Harrison Middle School has the necessary assortment of resources and services to support its vision and purpose to ensure achievement for all students. We recruit, employ and mentor a certified, professional staff sufficient to meet the needs for our population. We participate in a comprehensive and on-going program of professional development. While we are experiencing some financial and contractual difficulties, we have sufficient resources to support our educational programs and implement our school improvement efforts. All of our financial transactions are monitored through a regularly audited accounting system. Our facilities are dated but well maintained and provide a safe and comfortable environment for students and staff. We have a documented security and crisis management plan and employ a trained safety specialist to provide an environment that is safe and orderly for all occupants. Our student services program has been awarded the 2004 Indiana Gold Star School Counseling Award. This ensures that each student has access to guidance services that include but are not limited to, counseling, developmental guidance instruction which meets state standards, advocacy, consultation, appraisal, mentoring, referral, and educational and career planning. The middle school also offers a comprehensive exceptional learners program to meet the needs and support students with special needs.

## **STANDARD SIX: Stakeholder Communication and Relationships**

North Harrison Middle School fosters effective communication and nurtures relationships with our patrons, community and all our stakeholders. We have a comprehensive and up-to-date website to facilitate our communication and dissemination of information. This information includes student information, student performance data and other school effectiveness news that is meaningful or useful to all stakeholders. Each six weeks, the principal sends to parents a newsletter to improve communication. Administration and staff collaborate with our parent advisory group to solicit the knowledge and skills of all stakeholders to enhance the efforts of the school and elicit desired student outcomes.

## **STANDARD SEVEN: Commitment to Continuous Improvement**

North Harrison Middle School and all our stakeholders are engaged and committed to the implementation and monitoring of a perpetual school improvement effort. This improvement plan embraces our vision and purpose and accurately describes our students, their performance, school effectiveness, and our community profile. Our plan will employ goals, strategies, and interventions to improve student performance, comprehensive documentation of data used to direct these strategies, and a time line to organize and regulate our efforts. We are well aware that to affect change in student performance we must change instruction (change begins in the classroom); therefore, our consistent professional development is an essential element in our school improvement model.



# Standards Assessment Report

## Introduction & Purpose of Report

Welcome to the AdvancED Standards Assessment Report.

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help schools prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

The Standards Assessment Report engages the school community in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school and to make an accreditation recommendation.

## Structure of the Report

The Standards Assessment Report is designed for online completion. This Microsoft Word version has been streamlined for easy viewing and sharing. This streamlined version includes two sections: 1) indicators rubric and 2) focus questions.

The indicators rubric enables the school to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and indicators. For each indicator, the school may check if the practices and/or processes are highly functional in the school, operational, emerging, or not evident. The school should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school can quickly see areas of strength and opportunity. The section asks, “To what degree are the noted practices/processes in place?”

The focus questions allow the school to expand on and think more deeply about the responses to the indicators rubric. The focus questions provide an opportunity for the school to describe the systematic and systemic processes that are in place to support its ability to meet the indicators. The section asks, “How are the practices/processes implemented?”

## **Completion and Submission of the Report**

This Standards Assessment Report is to be completed by the school six weeks to six months prior to hosting a Quality Assurance Review (QAR) visit. It is strongly recommended that a wide and broad cross-section of the school community participate in completing this report. The completed report is submitted to AdvancED for use by the QAR team.

### **Directions for Completing the Report**

Complete the Indicators Rubric, indicating the option that most accurately reflects the progress your school has made toward meeting the standards and indicators. Answer the focus questions related to the Quality School Indicators for each standard.

Vision & Purpose

**STANDARD:** The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Impact Statement: A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school’s vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school’s vision guides allocations of time and human, material, and fiscal resources.

**Indicators Rubric**

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school’s responses to the focus questions and examples of evidence.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the school:					
1.1	Establishes a vision for the school in collaboration with its stakeholders			X	
1.2	Communicates the vision and purpose to build stakeholder understanding and support			X	
1.3	Identifies goals to advance the vision			X	
1.4	Develops and continuously maintains a profile of the school, its students, and the community			X	
1.5	Ensures that the school’s vision and purpose guide the teaching and learning process			X	
1.6	Reviews its vision and purpose systematically and revises them when appropriate			X	

Definitions of Indicators Rubric

<b>Not Evident</b>	<b>Little or no evidence exists</b>
<b>Emerging</b>	<b>Evidence indicates early or preliminary stages of implementation of practice</b>
<b>Operational</b>	<b>Evidence indicates practices and procedures are actively implemented</b>
<b>Highly Functional</b>	<b>Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented</b>

### *Focus Questions*

Please respond to the following questions regarding the processes that are in place to support the school's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric.

1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?
  - Developed and published vision and mission statement
  - School improvement meetings
  - Implementing the School Improvement Plan strategies to reach goals
  - Faculty meetings
  - Professional development days for teachers
  - Weekly meetings
  - Committee meetings meet to assess and revise when needed
  - School newsletter
  - Parent Teacher Organization (PTO)
  - Report cards and mid-term progress reports
  - Parent teacher conferences
  
2. What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?
  - School participation in the School Improvement Plan
  - Classroom assessments—test and retest
    - Report cards and mid-term progress reports
  - ISTEP+ test results
  - Data collected from test scores
  - Accelerated Math
  - Student Recognition
  - Community profile
  - Guidance from the principal
  - Constant re-evaluation
  - Professional development and meetings
  - Use demographic data to address achievement gaps
  - Diagnostic testing in the fall and spring
  - Surveys

3. How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?
  - School Improvement Plan
  - Faculty meetings
  - Communication of expectations that align with school improvement goals
  - Leadership organizes committees and division of tasks to involve stakeholders in the process
  - Assurance that state standards are met - checking lesson plan books, classroom observations, teacher evaluations, walk-throughs
  - Daily announcements / Pledge of Allegiance
  - Review of test results to implement needed changes
  - Staff development targets state standards and school improvement goals
  - Professional conferences
  - Renaissance Program – student recognition, motivation, and rewards
  - Collaborative staff planning
  - Policy Advisory Committee (PAC) meetings monthly
  
4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?
  - Analysis of ISTEP+ test results
  - Discussions and surveys among staff and other stakeholders
  - Review the Mission Statement and the School Improvement Plan
  - Benchmark testing in the fall and spring
  - Curriculum development and professional meetings
  - PowerPoint presentations conducted by Principal and staff for training purposes
  - Technology support and training
  - Observations and evaluations
  - Constant re-evaluation—an ongoing process

## Governance & Leadership

**STANDARD: The school provides governance and leadership that promote student performance and school effectiveness.**

Impact Statement: A school is successful in meeting this standard when it has leaders who are advocates for the school’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

### Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school’s responses to the focus questions and examples of evidence.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
<b>In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:</b>					
2.1	Establishes policies and procedures that provide for the effective operation of the school			X	
2.2	Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school			X	
2.3	Ensures compliance with applicable local, state, and federal laws, standards, and regulations			X	
<b>In fulfillment of this standard, the school has leadership that:</b>					
2.4	Employs a system that provides for analysis and review of student performance and school effectiveness			X	
2.5	Fosters a learning community			X	
2.6	Provides teachers and students opportunities to lead			X	
2.7	Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership		X		
2.8	Controls curricular and extracurricular activities that are sponsored by the school			X	
2.9	Responds to community expectations and stakeholder satisfaction			X	
2.10	Implements an evaluation system that provides for the professional growth of all personnel			X	

Definitions of Indicator Rubric

	<b>Not Evident</b>	<b>Little or no evidence exists</b>
<b>Emerging</b>		<b>Evidence indicates early or preliminary stages of implementation of practice</b>
<b>Operational</b>		<b>Evidence indicates practices and procedures are actively implemented</b>
<b>Highly Functional</b>		<b>Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented</b>

***Focus Questions***

Please respond to the following questions that focus on the processes that are in place to support the school's implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric.

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?
  - Emergency drills
  - Faculty meetings
  - Staff Notes
  - Board meetings
  - Daily announcements
  - Group input
  - Staff Handbook
  - Student Handbook
  - School committees
  - Oral communication
  - Professional Development Days
  - Superintendent
  - Monthly Policy Advisory Committee (PAC)
  - meetings
  - Contract
  - Vertical department meetings
  - Horizontal grade level team meetings
  - Parent Teacher Organization (PTO)
  - Student Council
  - National Junior Honor Society
  - Advisor-Advisee (PAWS) Program

2. What process does the school's leadership use to evaluate school effectiveness and student performance?

- ISTEP+ test results
- Teacher evaluations
- Lesson plans
- Benchmark assessment testing
- Report cards and mid-term progress reports
- Classroom testing
- Local data
- School Improvement Plan

3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?

- Staff meetings
- School Improvement Committee
- School committees
- Data disaggregation process
- Professional development
- PAC monthly meetings
- Vertical department meetings
- Horizontal grade level team meetings
- Parent Teacher Organization (PTO)

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

- Inclusive classrooms
- Resource classrooms
- Interventions
- State standards
- Class curriculum alignment
- Professional development
- Parent Teacher Organization (PTO)
- Financial resources
- School committees
- Professional conferences
- Graduation requirements
- School Board policies
- Choice of books, materials, and resources
- Academic freedom for teachers
- Encouragement for innovation in teaching
- Parent communication
- Parent involvement / volunteers
- Administrative communication
- Administrative open door policy
- Surveys from stakeholders
- Practical arts classes – FACS, ITE, Agriculture
- Fine arts classes – Band, Chorus, Art, Music

## Teaching & Learning

**STANDARD: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.**

Impact Statement: A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

### Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the school:					
3.1	Develops and implements curriculum based on clearly defined expectations for student learning			X	
3.2	Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning			X	
3.3	Gathers, analyzes, and uses data and research in making curricular and instructional choices			X	
3.4	Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice			X	
3.5	Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity			X	
3.6	Allocates and protects instructional time to support student learning			X	
3.7	Provides for articulation and alignment between and among all levels of schools	X			
3.8	Implements interventions to help students meet expectations for student learning			X	
3.9	Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning			X	
3.10	Provides comprehensive information and media services that support the curricular and instructional programs			X	

3.11	Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program			X	
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Definitions of Indicator Rubric

	<b>Not Evident</b>	<b>Little or no evidence exists</b>
<b>Emerging</b>		<b>Evidence indicates early or preliminary stages of implementation of practice</b>
<b>Operational</b>		<b>Evidence indicates practices and procedures are actively implemented</b>
<b>Highly Functional</b>		<b>Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented</b>

**Focus Questions**

Please respond to the following questions that focus on the processes that are in place to support the school’s implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school’s self-assessment on the indicators rubric.

1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?
  - Curriculum development and alignment
  - Lesson plan books
  - State Standards
  - ISTEP+ test results
  - Adoption of textbooks aligned with state standards
  - Benchmark testing
  - Faculty meetings
  - Curriculum guides
  - Vertical department meetings
  - Horizontal grade level team meetings
  
2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?
  - Classroom observations and walk-throughs
  - Curriculum development and alignment
  - State standards
  - Professional development
  - Use of technology

- Textbook adoption process
- Teacher collegiality
- Benchmark testing
- Varied instructional best practices
- Staff book study
- Fieldtrips
- School-wide assemblies

3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?

- Teacher evaluations, classroom observations, and walk-throughs
- Collaborative discussions among staff
- Professional development on new textbooks
- School improvement goals and strategies
- Lesson plan books checked
- Disaggregation of data
- Instructional assistants
- Horizontal and vertical alignment
- Regular assessment of student progress

4. How does the school provide every student access to comprehensive information, instructional technology, and media services?

- Computer labs and computers in classrooms
- Smart-board technology
- Alpha-smarts
- United streaming videos
- Corporation and school website
- Technical equipment
- Library media services
- Internet access
- School-wide assemblies
- Review of state standards
- Teacher resources

Documenting & Using Results

**STANDARD: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.**

Impact Statement: A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

**Indicators Rubric**

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school’s responses to the focus questions and examples of evidence.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
<b>In fulfillment of this standard, the school:</b>					
4.1	Establishes performance measures for student learning that yield information that is reliable, valid, and bias free			X	
4.2	Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning			X	
4.3	Uses student assessment data for making decisions for continuous improvement of teaching and learning processes			X	
4.4	Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance			X	
4.5	Communicates the results of student performance and school effectiveness to all stakeholders			X	
4.6	Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness		X		
4.7	Demonstrates verifiable growth in student performance			X	
4.8	Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations			X	

Definitions of Indicator Rubric

	<b>Not Evident</b>	<b>Little or no evidence exists</b>
<b>Emerging</b>		<b>Evidence indicates early or preliminary stages of implementation of practice</b>
<b>Operational</b>		<b>Evidence indicates practices and procedures are actively implemented</b>
<b>Highly Functional</b>		<b>Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented</b>

***Focus Questions***

Please respond to the following questions that focus on the processes that are in place to support the school's implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric.

1. How is the assessment system currently used in your school to analyze changes in student performance?
  - ISTEP+ test results – Identification of strengths and weaknesses
  - Test scores reviewed/Changes proposed
  - Disaggregation of data
  - Diagnostic testing at beginning and end of year
  - Benchmark testing - reading comprehension, writing and math problem solving
  - Classroom instructional assessments
  - School Improvement Plan
  - Check student records
  - Identification of needs of individual students
  - Individual Education Plans of special education students
  - Curriculum development and alignment
  - ISTEP+ scores used to identify students for remediation/summer school
  - Report cards & mid-tem progress reports
  
2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?
  - ISTEP+ test item analysis with students
  - Disaggregation of ISTEP+ data by teachers
  - ISTEP+ scores mailed to parents
  - Accelerated math program
  - Student recognition bulletin board – Honor students, honor roll students
  - Six weeks report cards, mid-term progress reports
  - Parent / teacher conferences

- Benchmark testing to evaluate school improvement goals
- Classroom assessments to evaluate effectiveness of instruction
- Proper documentation & record keeping of student achievement
- Give students timely feedback on assessments
- No zero homework policy for sixth grade

3. How are data used to understand and improve overall school effectiveness?

- Trend data shows program strengths and weaknesses
- Disaggregation of data
- Scores are constantly reviewed to drive proposals for change
- School Improvement Plan
- Data is used to determine instructional next steps to focus on school improvement
  - Weekly PAWS lessons on school improvement goals
- Benchmark testing
- Professional development
- Accelerated math – immediate feedback

4. How are teachers trained to understand and use data in the classroom?

- Professionally degreed staff
- Paraprofessional training
- Disaggregation of data among vertical and horizontal teams
- Staff meetings and organized discussions
  - Professional development
  - Staff uses data to impact teaching effectively
  - Teachers are assigned to content area & grade level teams to determine strengths and weaknesses to direct school improvement goals
- Diagnostic testing at beginning and end of school year
- Benchmark testing
- Technology support

## Resource & Support Systems

**STANDARD: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.**

Impact Statement: A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

### Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
<b>In fulfillment of this standard, the school:</b>					
5.1	Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities			X	
5.2	Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)			X	
5.3	Ensures that all staff participate in a continuous program of professional development			X	
5.4	Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school		X		
5.5	Budgets sufficient resources to support its educational programs and to implement its plans for improvement		X		
5.6	Monitors all financial transactions through a recognized, regularly audited accounting system			X	
5.7	Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants			X	
5.8	Possesses a written security and crisis management plan with appropriate training for stakeholders			X	
5.9	Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning			X	
5.10	Provides appropriate support for students with special needs			X	

Definitions of Indicator Rubric

	<b>Not Evident</b>	<b>Little or no evidence exists</b>
<b>Emerging</b>		<b>Evidence indicates early or preliminary stages of implementation of practice</b>
<b>Operational</b>		<b>Evidence indicates practices and procedures are actively implemented</b>
<b>Highly Functional</b>		<b>Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented</b>

***Focus Questions***

Please respond to the following questions that focus on the processes that are in place to support the school's implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric.

1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?
  - Teacher evaluation, classroom observations, and walk-throughs
  - Administration and faculty committees
  - Highly qualified teachers
  - Resume, interview, board approval
  - Committees nominate administrative candidates, hired by the superintendent., approved by the board
  - Screening process
  - Applications, recruitment, referral
  - Meeting state requirements for professional licenses
  - Professional development
  - Function of administration and school board
  - Student teachers and practicum teachers
  - Volunteers
  - Substitute teachers
2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plans for school improvement?
  - Field trips focused on academics and state standards
  - Needs assessment
  - Administration provides funds for classroom needs
  - Textbook adoption committee
  - Professional development
  - Extracurricular activities
  - School assemblies
  - Renaissance program
  - Student book fees

3. How does the leadership ensure a safe and orderly environment for students and staff?
  - Emergency practice drills
  - Emergency prepared plan
  - Written rules and drills
  - Assistant Superintendent – Safety Director
  - Updating drills etc. as needed
  - Crisis plan
  - Orderly schedule
  - Discipline plan and enforcement of school rules
  - Character education
  - Bullying policy
  - Security cameras in school, outside, and on buses
  - Two-way radios used for immediate communication
  - Background checks for all staff and volunteers
  - Visitors must check-in the office and receive a visitor pass
  - Effective maintenance and custodial staff
  
4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?
  - Special education students can be pulled out into resource classrooms
  - Communication between teachers and counselor
  - Student access to school counselor
  - Special Education teachers
  - Guidance program and classes
  - Effective cafeteria staff
  - Healthy snack program
  - Career education and Career Fair
  - Character education
  - Bullying policy
  - Red Ribbon Week – Drug Awareness Program
  - Orientation / Transition for new students
  - Scheduling of classes
  - Faculty meetings
  - ACR meetings for special education students
  - Speech, hearing, and vision teachers
  - Occupational and physical therapists

## Stakeholder Communications & Relationships

**STANDARD: The school fosters effective communications and relationships with and among its stakeholders.**

Impact Statement: A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

### Indicators Rubric

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
<b>In fulfillment of this standard, the school:</b>					
6.1	Fosters collaboration with community stakeholders to support student learning		X		
6.2	Has formal channels to listen to and communicate with stakeholders			X	
6.3	Solicits the knowledge and skills of stakeholders to enhance the work of the school		X		
6.4	Communicates the expectations for student learning and goals for improvement to all stakeholders			X	
6.5	Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders			X	

#### Definitions of Indicator Rubric

	<b>Not Evident</b>	<b>Little or no evidence exists</b>
<b>Emerging</b>		<b>Evidence indicates early or preliminary stages of implementation of practice</b>
<b>Operational</b>		<b>Evidence indicates practices and procedures are actively implemented</b>
<b>Highly Functional</b>		<b>Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented</b>

### *Focus Questions*

Please respond to the following questions that focus on the processes that are in place to support the school's implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric.

1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?

- Parent newsletter
- School surveys
- School / corporation website
- Local media – newspaper
- School Board Meeting
- Open door policy
- Student recognition
- School assemblies–Veteran's Day Program, Christmas Program, Spring Concerts
- Career Fair and Career education
- ISTEP+ Prep Assembly
- Talent Show
- Athletic program
- Academic competitions
- Student Council
- National Junior Honor Society
- Charity events – Food drive, Angel tree, Riley Kids Hospital, Hoops for Heart, Childhood Diabetes Foundation, and Leukemia Foundation
- New Harmony management system for school for 2008-09 school year that will allow efficient and effective communication among parents and stakeholders

2. How does the school's leadership foster a learning community?

- Provides facilities and materials
- Parent newsletter
- Staff newsletter
- Quality teaching staff
- Teacher evaluation, classroom observations, and walk-throughs
- Extracurricular activities
- School assemblies and programs
- Advisor/advisee (PAWS) program
- Renaissance program
- Internet / Access to technology
- Communication to parents
- Distribution of state standards and ISTEP+ reports to parents
- Professional development
- Use of best practices
- High importance placed on education
- Improved discipline and effective use of Alternative School

- Open door policy
  - Parent Teacher Organization (PTO)
  - Principal/Staff encourage parent involvement
  - Student recognition
  - Random Acts of Kindness
3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?
- Renaissance Program
  - Mail
  - Phone calls
  - Website
  - Newspaper articles
  - E-mail
  - Parent conferences
  - Newsletter
  - Parent meetings
  - Report cards
  - Mid-term reports
  - ISTEP+ Reports
  - Student Recognition Bulletin Board – Honor students, honor roll students, perfect Attendance
  - Honor students - Lunch with the Principal
  - National Junior Honor Society Induction Program
  - Orientation
  - Open House
  - Staff meetings
  - Board meetings
  - Parent focus group
  - Parent Teacher Organization (PTO)
  - Harmony Management System

Commitment to Continuous Improvement

**STANDARD: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.**

Impact Statement: A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

**Indicators Rubric**

Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school’s responses to the focus questions and examples of evidence.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
<b>In fulfillment of this standard, the school:</b>					
7.1	Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)			X	
7.2	Engages stakeholders in the processes of continuous improvement			X	
7.3	Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning			X	
7.4	Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals			X	
7.5	Monitors and communicates the results of improvement efforts to stakeholders			X	
7.6	Evaluates and documents the effectiveness and impact of its continuous process of improvement			X	

Definitions of Indicator Rubric

	<b>Not Evident</b>	<b>Little or no evidence exists</b>
<b>Emerging</b>	<b>Evidence indicates early or preliminary stages of implementation of practice</b>	
<b>Operational</b>	<b>Evidence indicates practices and procedures are actively implemented</b>	
<b>Highly Functional</b>	<b>Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented</b>	

***Focus Questions***

Please respond to the following questions that focus on the processes that are in place to support the school’s implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school’s self-assessment on the indicators rubric.

1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?

Process	Results
Professional Development	Best Practice Instructional Strategies
Review of ISTEP+ results	Target At-Risk Students
<ul style="list-style-type: none"> <li>• Yearly evaluation of school improvement plan</li> <li>• Benchmark Testing</li> </ul>	More Staff Involvement, School-wide Process
<ul style="list-style-type: none"> <li>• Progress Reports, Mid-term reports</li> <li>• Renaissance Program</li> <li>• Harmony Management System</li> <li>• Review State Standards</li> <li>• AdvancEd Process</li> </ul>	<ul style="list-style-type: none"> <li>• Checking the Progress, Revising Strategies</li> <li>• Student Accountability, Parent Communication</li> </ul>
	Student Motivation
	Efficient Communication
	Increased Student Achievement
	Increased Effectiveness of School

2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?

- Surveys
- Disaggregation of data from ISTEP+ scores
- Evaluation of school improvement goals each year
- Benchmark testing
- Committees assess strengths and weaknesses, program needs
- AdvancEd self-evaluation process

3. What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?
  - Staff meetings
  - Professional development presentations by the staff and the principal
  - Best-practices workshops and conferences
  - Technology department supports staff needs
  - Technology department provides training
  - Textbook companies provide technology resources to help teachers focus on state standards and best practice instructional strategies
  - Professional development days provided by corporation
  - Professional development resources are utilized by school for conferences, substitute days, books and materials
  
4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?
  - Faculty and staff meetings
  - Newsletters
  - School improvement committee
  - Public presentations at board meetings
  - Principal checks lesson plan books
  - Teacher evaluations, classroom observations, and walk-throughs
  - Curriculum alignment with state standards
  - Disaggregation of ISTEP+ results
  - Principal is knowledgeable in school improvement

## Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

### *Focus Questions*

1. As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?
  - School improvement goals – reading comprehension, writing, and math problem solving across the curriculum
  - Consistent focus by staff on school improvement goals
  - Increased rigor in mathematics
  - Two class periods for English and literature
  - Improved communication with stakeholders
  - Curriculum alignment across all grade levels
  - Leadership empowers staff to set goals and impact school improvement
  - Effective communication among staff
  - Need for discussion of curriculum alignment and transition of students between buildings
  
2. Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school's greatest strengths?
  - Students and parental support
  - Experienced and dedicated staff
  - Teachers are committed to change
  - School improvement goals are set and staff is focused on student achievement
  - Communication among stakeholders
  - Quality of curriculum
  - Safety
  - Resource and support system
  - Use of best practices in teaching
  - ISTEP+ scores

3. What would you consider to be your school's greatest challenges?

- Large student to teacher ratio
- Curriculum alignment across grade levels
- Communication to all stakeholders
- Use of data to drive school improvement
- Doing more with less of everything
- Improving the success of at-risk students
- Improve technology
- Improve morale / settle contract

4. How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

- Focus on school improvement goals
- Keep focused on standards
- Be aware of weaknesses
- Communication to all stakeholders
- Attain input from all stakeholders
- Keep all stakeholders focused
- Becoming aware of what is going on throughout the building/community
- Willingness to change
- Collaboration and collegiality of staff to work toward goals

# North Harrison Middle School

## School Improvement Plan

March 2008

### Goals and Action Plans

#### Goal # 1: All students will improve their reading comprehension skills across the curriculum.

**Supporting Data:** The school improvement team used several data sources to arrive at the decision to revise our present language arts goal to: improve reading comprehension by addressing the improvement of reading vocabulary and personal comprehension skills through the use of contextual clues. First, the environmental scan data was analyzed to make sure our “new” goal was appropriate for the environment in which our students live. We then made sure we had a comprehensive understanding of our mission (what we wanted to change and what we wanted to accomplish – to plan our new direction). Then we collected, analyzed, and disaggregated data to determine student performance strengths and weaknesses. (Data sources are listed in the table of contents of our school improvement plan). The decision to revise this goal was based upon data analyzed from ISTEP+ scores (subtest scores and scores from state standards), scores on local benchmark tests, school records, student portfolios, and DAT tests results.

**Intervention # 1:** All students will have additional opportunities in all their language arts courses (both literature and English) and in all other academic or core classes involving activities to build reading vocabulary and comprehension skills by practicing the following contextual clues:

1. Definition
2. Restatement
3. Examples
4. Comparison
5. Contrast

- **Strategy # 1:** All students will complete an assessment (our benchmark testing, Standard One Indicator, based according to grade level) targeting reading comprehension at the beginning of each school year, after the first semester, and again in May. This data will provide information as to the mastery level of our strategies. (See the data section for student performance data for results).
- **Strategy # 2:** All students will receive precise instruction (instructional strategies that includes teaching, modeling, expecting, practicing, and supporting techniques) in their classroom instruction. Additional bi-weekly classroom instruction will be completed in PAWS class and practice worksheets will underscore reading vocabulary and comprehension skills through the use of contextual clues.
- **Strategy #3:** Making sure this instruction is integrated across the curriculum, each core subject (literature, English, social studies, science, math, and health) area will test for vocabulary mastery within subject context at least once each grading period.

**Intervention # 2:** All students to improve personal reading comprehension will practice reading all textbook material using the SQRRR reading comprehension and/or the Cornell-Note-Taking methods. These skills will be practiced in all core classes and reinforced within PAWS classes.

- **Strategy # 1:** All students will receive instruction within guidance classes for the use and practice of the reading comprehension SQRRR (Skim/Preview, Question, Read, Re-state/Recite, and Review/Re-test) and/or the Cornell Note-Taking methods. These methods will be used, practiced, and reinforced by all core subject areas. Also, posters will be placed in all classrooms as reminders and references for all students.

**Assessments (See Action Plan Timeline)**

**Professional Development: (See Professional Development Timeline)**

**Intervention # 3:** The target group (students that did not pass the language arts section of the ISTEP+) and some other small groups will be pulled from study halls, PAWS groups, and regular classrooms to receive additional instruction and remediation in language arts state standards utilizing the computer based program “Study Island.”

- **Strategy # 1:** This selected group of students will work with the counselor and/or classroom teachers (and volunteer peer tutors if available using honor society and/or student council) on each of the state standards for mastery level competency. This will include reading vocabulary, reading comprehension, literary response and analysis, writing process, writing application, and language conventions.
- **Strategy # 2:** This selected group of students will receive additional instruction (instructional strategies that includes teaching, modeling, expecting, practicing, and supporting techniques). This instruction will concentrate upon the individual needs of each student, working at his or her own individual pace for mastery. Students will receive immediate feedback and reinforcement as they work through their individualized programs.
- **Strategy #3:** Individual instruction will be provided that will center upon correct reading comprehension techniques, vocabulary development, use of contextual clues and other specific language arts skills listed in the language arts standards for ISTEP+, and students will be given timely practice in the use of those techniques and skills.

**Assessments: (See Action Plan Timeline)**

**Professional Development: (See Professional Development Timeline)**

## **Goal # 2: All students will improve math problem-solving skills across the curriculum.**

**Supporting Data:** The school improvement team used several data sources to arrive at the decision to re-direct our present math goal. We changed the focus of our efforts to the area of problem solving. First, the environmental scan data was analyzed to make sure our goals were appropriate for the environment in which our students live. We then made sure we had a comprehensive understanding of our mission (what we wanted to change and what we wanted to accomplish – to plan our direction). Then we collected, analyzed, and disaggregated data to determine student performance strengths and weaknesses. (Data sources are listed in the table of contents of our school improvement plan). The decision to change the focus of this goal was based upon data analyzed from ISTEP+ scores (subtest scores and scores from state standards), scores on local benchmark tests, school records, and DAT.

**Intervention # 1:** The target group (students that did not pass the math portion of the ISTEP+) and some other small groups will be pulled from study halls, PAWS groups and regular classrooms to receive additional instruction and remediation in math state standards utilizing the computer based program “Study Island.”

- **Strategy # 1:** This selected group of students will work with the counselor and/or classroom teachers (and volunteer peer tutors if available using honor society and/or student council) on each of the state standards for mastery level competency. (Problem-solving, number sense, computation, algebra & functions, geometry, measurement, data analysis and probability).
- **Strategy # 2:** This selected group of students will receive additional instruction (instructional strategies that includes teaching, modeling, expecting, practicing, and supporting techniques). This instruction will concentrate upon the individual needs of each student, working at his or her own individual pace for mastery. Students will receive immediate feedback and reinforcement as they work through their individualized programs.
- **Strategy #3:** When needed, individual instruction will be provided that will center upon correct problem solving techniques and specific math skills listed in the math standards for ISTEP+, and students will be given timely practice in the use of those techniques and skills.
- **Strategy # 4:** This selected group of students will receive additional instructional strategies on identifying all parts of the math question and making sure students have included all steps to solve the problem. Strategies on identifying what the question is asking and making sure the answer addresses the question being asked will be underscored. Additional work will be practiced focusing upon reading comprehension skills used in solving word problems, math vocabulary, and understanding graphed data.

**Intervention # 2:** All students will have additional opportunities in all their regular math classes and in all other academic or core classes involving activities and opportunities to practice math skills with emphases on problem-solving techniques that will include:

1. Approach the problem  
(Read carefully)
2. Evaluate and reason  
(Plan multiple steps)
3. Solve  
(Place answer in correct form and area)
4. Check work for accuracy

This approach and practice will be targeted on the following mathematical areas:

- Strategies and reasoning
  - Connecting problems
  - Reading or word problems with more than one step
  - Problems with graphed information
  - Advantages of Exact and Approximate Solutions
  - Conjectures
- **Strategy # 1:** All students will complete an assessment (our benchmark testing, Standard One Indicator, based according to grade level) targeting problem-solving at the beginning of each school year, after the first semester, and again in May. This data will provide information as to the mastery level of our strategies. (See the data section for student performance data for results).
  - **Strategy # 2:** All students will receive precise instruction (instructional strategies that includes teaching, modeling, expecting, practicing, and supporting techniques). This additional weekly classroom instruction will be completed in PAWS class and practice worksheets will underscore the problem solving techniques listed above.
  - **Strategy # 3:** Making sure this instruction is integrated across the curriculum, each core subject (literature, English, social studies, science, math and health) area will test for mathematical problem solving techniques mastery within subject context at least once each grading period. Students will demonstrate mastery of the four step method for problem solving: Approach, Evaluate, Solve and Check.

**Intervention # 3:** The target group (students that did not pass the math portion of the ISTEP+ and/or remedial students) will receive additional instruction (i.e., practice and remediation in math state standards utilizing the computer based program “Accelerated Math.”)

- **Strategy #1:** This selected group of students will receive additional instruction (instructional strategies that includes teaching, modeling, expecting, practicing, and supporting techniques). This instruction will concentrate upon the individual needs of each student and working at his or her own individual pace for mastery. Students will receive immediate feedback and reinforcement as they work through their individualized programs.
- **Strategy # 2:** When needed individual instruction will be provided that will center upon correct problem solving techniques and specific math skills listed in the math standards for ISTEP+ and students will be given timely practice in the use of those techniques and skills.
- **Strategy # 3:** This selected group of students will receive additional instructional strategies on identifying all parts of the math question and making sure students have included all steps to solve the problem. Strategies on identifying what the question is asking and making sure the answer addresses the question being asked will be underscored. Additional work will be practiced focusing upon reading comprehension skills used solving word problems, math vocabulary, understanding and completing graphed information.
- **Strategy # 4:** This selected group of students will work with the classroom teacher on each of the state standards for mastery level competency focusing efforts on problem-solving techniques (Approach, Reason, Solve, and Check) and targeted areas of (strategies and reasoning, connecting problems, critical reading of word problems with more than one step, problems with graphed information, advantages of exact and approximate solutions, and conjectures).

**Assessments: (See Action Plan Timeline)**

**Professional Development: (See Professional Development Timeline)**

## North Harrison Middle School Action Timeline 2008-2011

Goal	Intervention	Persons Responsible	Resources Needed	Assess	Time Line	Next Step
<p><b>Goal #1:</b> <i>The number of students passing reading comprehension skills will increase by 1% annually as measured on the ISTEP+ test.</i></p>	<p>Intervention #1: All students will have additional opportunities in all their language arts courses (both literature and English) and all other academic or core classes involving activities to build reading vocabulary and comprehension skills by practicing the following contextual clues:</p> <ol style="list-style-type: none"> <li>1. Definition</li> <li>2. Restatement</li> <li>3. Examples</li> <li>4. Comparison</li> <li>5. Contrast</li> </ol>	<ul style="list-style-type: none"> <li>-Classroom teachers</li> <li>-All students</li> <li>-PAWS teachers</li> <li>-Teacher assistants</li> </ul>	<ul style="list-style-type: none"> <li>-Text books</li> <li>-Vocabulary list</li> <li>-Cornell Note-Taking Guide</li> <li>-SQRRR method</li> <li>-Study Island Program</li> <li>-Worksheets</li> <li>-PAWS lessons</li> <li>-Posters displaying SQRRR and Cornell Note-Taking methods</li> <li>-Technology (smartboards)</li> </ul>	<ul style="list-style-type: none"> <li>-Benchmark tests</li> <li>-ISTEP+ scores</li> <li>-Classroom grades</li> <li>-DAT test</li> <li>-Study Island Program</li> </ul>	<p>Academic Years 2007 – 2008 and 2008 - 2009</p>	<p><i>Analyze data and revisit effectiveness of strategies (2009-2014)</i></p>
	<p><b>Intervention #2:</b> All students will improve personal reading comprehension through practice reading all textbook material and utilization of SQRRR and Cornell Note-Taking strategies.</p>	<ul style="list-style-type: none"> <li>-Classroom teachers</li> <li>-Counselor</li> <li>-All students</li> <li>-PAWS teachers</li> <li>-Teacher assistants</li> </ul>	<ul style="list-style-type: none"> <li>-Cornell Note-Taking format worksheets</li> <li>-SQRRR method</li> <li>-Worksheets</li> <li>-Textbooks</li> <li>-Worksheets</li> <li>-PAWS lessons</li> <li>-Textbooks</li> <li>-Vocabulary lists</li> <li>-Posters displaying SQRRR and Cornell Note-Taking methods</li> </ul>	<ul style="list-style-type: none"> <li>-Classroom grades</li> <li>-Benchmark test</li> <li>-ISTEP+ scores</li> <li>-Study Island Program</li> </ul>	<p>Academic Years 2007 – 2008 and 2008 - 2009</p>	<p>Analyze data and revisit effectiveness of strategies (2009-2014)</p>

	<p><b>Intervention #3:</b> The target group (students that did not pass the language arts portion of the ISTEP+) and some other small groups will be pulled from study halls, PAWS groups and regular classrooms to receive additional instruction and remediation in language arts state standards utilizing the computer based program “Study Island.”</p>	<ul style="list-style-type: none"> <li>-Classroom teachers</li> <li>-Students</li> <li>-PAWS teachers</li> <li>-Teacher assistants</li> </ul>	<ul style="list-style-type: none"> <li>-Study Island Computer Program</li> <li>-Worksheets</li> <li>-Volunteer peer tutors</li> </ul>	<ul style="list-style-type: none"> <li>-Benchmark tests</li> <li>-ISTEP+ scores</li> <li>-Classroom grades</li> <li>-DAT test</li> <li>-Study Island Program</li> </ul>	<p>Academic Years 2007 – 2008 and 2008 - 2009</p>	<p>Analyze data and revisit effectiveness of strategies (2009 -2014)</p>
	<p><b>Intervention #4:</b> All students will have additional opportunities in all their language arts courses (both literature and English) and all other academic or core classes to produce a writing sample in response to a writing prompt similar to those used on the ISTEP+.</p>	<ul style="list-style-type: none"> <li>-Classroom teachers</li> <li>-All students</li> <li>-Teacher assistants</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher-designed writing prompt</li> <li>-Teacher-designed grading rubric</li> <li>-Poster displaying effective writing skills</li> </ul>	<ul style="list-style-type: none"> <li>-Benchmark tests</li> <li>-ISTEP+ scores</li> <li>-Classroom grades</li> </ul>	<p>Academic Years 2007 – 2008 and 2008 - 2009</p>	<p>Analyze data and revisit effectiveness of strategies (2009 -2014)</p>

<p><b>Goal #2:</b> <i>The number of students passing math problem solving skills will increase by 1% annually as measured on the ISTEP+ test.</i></p>	<p><b>Intervention #1:</b> The target group (students that did not pass the math portion of the ISTEP+) and some other small groups will be pulled from study halls, PAWS groups and regular classrooms to receive additional instruction and remediation in math state standards utilizing the computer based program “Study Island.”</p>	<ul style="list-style-type: none"> <li>-Classroom teachers</li> <li>- Students</li> <li>-PAWS teachers</li> <li>-Teacher assistants</li> </ul>	<ul style="list-style-type: none"> <li>-Study Island Computer Program</li> <li>-Worksheets</li> <li>-Volunteer peer tutors</li> </ul>	<ul style="list-style-type: none"> <li>-Benchmark tests</li> <li>-ISTEP+ scores</li> <li>-Classroom grades</li> <li>-DAT test</li> <li>-Study Island Program</li> </ul>	<p>Academic Years 2007 – 2008 and 2008 - 2009</p>	<p>Analyze data and revisit effectiveness of strategies (2009 -2014)</p>
	<p><b>Intervention #2:</b> All student will have additional opportunities in all their math classes and all other academic or core classes involving activities and opportunities to practice their math skills with emphasis on problem-solving techniques that will include:</p> <ol style="list-style-type: none"> <li>1. Strategies and reasoning</li> <li>2. Connecting problems</li> <li>3. Critical reading of word problems with more than one step</li> <li>4. Problems with graphed information</li> <li>5. Advantages of Exact and Approximate Solutions</li> <li>6. Conjectures</li> </ol>	<ul style="list-style-type: none"> <li>-Classroom teachers</li> <li>-All students</li> <li>-PAWS teachers</li> <li>-Teacher assistants</li> </ul>	<ul style="list-style-type: none"> <li>-Study Island Program</li> <li>-Worksheets</li> <li>-PAWS lessons</li> <li>-Posters displaying the six problem-solving techniques</li> <li>-Technology (smartboards),</li> <li>-Graphing paper, rulers, calculators, etc.</li> </ul>	<ul style="list-style-type: none"> <li>-Benchmark tests</li> <li>-ISTEP+ scores</li> <li>-Classroom grades</li> <li>-DAT test</li> <li>-Study Island Program</li> </ul>	<p>Academic Years 2007 – 2008 and 2008 - 2009</p>	<p>Analyze data and revisit effectiveness of strategies (2009-2014)</p>
	<p><b>Intervention #3:</b> The target group (students that did not pass the math portion of the ISTEP+ and/or remedial students) will receive additional instruction; practice and remediation in math state standards utilizing the computer based program Accelerated Math.</p>	<ul style="list-style-type: none"> <li>-Math teachers</li> <li>-Teacher assistants</li> <li>-Students</li> </ul>	<ul style="list-style-type: none"> <li>-Technology (Accelerated Math Program)</li> <li>-Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>-Benchmark tests</li> <li>-ISTEP+ scores</li> <li>-Classroom grades</li> <li>-DAT test</li> <li>-Study Island Program</li> <li>-Assessment Accelerated Math</li> </ul>	<p>Academic Years 2007 – 2008 and 2008 - 2009</p>	<p>Analyze data and revisit effectiveness of strategies (2009 -2014)</p>

## North Harrison Middle School Professional Development

### 2007-2008

- Aug. 7 Prof. Dev. Day-Icebreaker-Human Bingo & Staff Handbook-Lambertus, Technology-online attendance training-Hanen.
- Aug. 8 Prof. Dev. Day- Psychogeometrics, Review of Gardner and Marzano, & Brainstorm-Traits of Effective Teachers-Lambertus, Probation/Truancy Officers-Kerr/Donahue
- Aug. 21 - Faculty Meeting - The Writing Process - Freeberg/Voyles
- Sept. 10 - Character Education Program-Camfel Productions - Charting the Course - High School Auditoria
- Sept. 12 – PDD – Prentice Hall Technology – Literature Teachers and Instructional Assistants; Math Problem Solving – PowerPoint and Lesson Planning – Teachers and Instructional Assistants
- Sept. 27 - AdvancEd/NCA Workshop-Accreditation Process-AdvancEd Headquarters-Indianapolis-Lambertus
- Oct. 1-2 - AdvancEd/NCA Conference-Lambertus, Hoehn, Schmidt, Stuppy
- Oct. 3 – Smart Board Training, Louisville - Haskell
- Oct. 9 - PDD - Presentations on Reading Comprehension and Writing Strategies-Cornell Note Taking-Schmidt, Demystifying Writing-Hoehn, and Thinking Maps-Stuppy--Jigsaw Janet Allen's Book-Content Literacy
- Oct. 18 – CPS Technology Training – Williams, Schmidt
- Oct. 23 - Faculty Meeting - Preparation for School Improvement Benchmark Testing
- Oct. 30 – Indiana Writing Initiative – Freeberg, Fitzgerald
- Nov. 8 – PDD - Book Study – *Seven Simple Secrets – What the BEST Teachers Know and Do!* By Annette Breauz and Todd Whitaker – Teams of teachers read one chapter from the book. Each team presented the chapter using the Non-fiction literature circles format.
- Nov. 13 – Faculty Meeting - Extended Response Writing Applications Rubric and Language Conventions Rubric - Zink
- Nov. 14 – Smart Board Training - Walker
- Nov. 15 – Special Education Conference – Zink
- Nov. 15 – Smart Board Training – Allen, Stephenson
- Nov. 20 – Smart Board Training – Freeberg, Voyles
- Nov. 26 – Smart Board Training – Haskell
- Nov. 27 – Smart Board Training – Schmidt

- Dec. 5 - Indiana Writing Initiative – Freeberg, Fitzgerald
- Dec. 11 – Faculty Meeting - Extended Response Writing Applications Rubric and Language Conventions Rubric - Zink
- Dec. 12, 13, 14 – Writing Process Groups – Blind Scoring of Writing Benchmark
- Jan. 2 – Disaggregation of ISTEP+ Data; AdvancED Standards Assessment Survey; School Records
- Jan. 8 – Character Education – Jeff Yalden MTV Speaker – HS Gym
- Jan. 10 – Smart Board Training – Ron Snyder
- Jan. 24 - Indiana Writing Initiative – Freeberg, Fitzgerald
- Feb. 6 – PDD – School Improvement Focus Questions – Think Tank Discussion Groups; Curriculum Mapping – Departmental Meetings
- Feb. 21 – Harmony Management System Training – Lambertus, Burgher, Fisher, Smith, Simpson
- Feb. 26 – Best Practice Strategies for the Middle School – Louisville Convention Center – Lambertus, Haskell, Davis, Taylor, Zink
- Feb. 29–Character Education–Matt Glowacki -“*Walking is Overrated*”– MS Gym
- Mar. 4 – PDD – High Expectations Video - *Billy Hawkins*; Rigor and Relevance PowerPoint; Curriculum Mapping – Departmental Meetings
- Mar. 11 – Faculty Meeting – Review and revise NHMS Vision Statement; Review School Improvement Plan Goals and Strategies
- Mar. 21 – PDD – Study Island ISTEP+ Prep Software Inservice
- Apr. 10 – PDD – Best Practice Strategies for the Middle School – Davis, Taylor, Zink, Haskell, and Lambertus
- Apr. 17 – Family and Consumer Science Conference - Hoehn
- Apr. 22 – Faculty Meeting - Writing Process Groups – Blind Scoring of Writing Benchmark
- May 13 – Faculty Meeting - Writing Process Groups – Blind Scoring of Writing Benchmark

**2008-2009**

- July 29 – Harmony Management System – Training the trainers on Curriculum Mapping
- Aug. 6 - Harmony Management System – Attendance, Grade Reporting, Discipline, Curriculum Mapping
- Faculty Meetings – Second and Fourth Tuesdays of each month – Curriculum Mapping – Departmental Meetings
- Sept. 10 – PDD –Curriculum Alignment and Mapping; Harmony Management Training
- October – AdvancED/NCA Fall Conference
- Oct. 7 – PDD – Teacher presentations from AdvancED/NCA Fall Conference; Curriculum Mapping
- Oct. – November – Professional days for teachers to work collaboratively on Curriculum Mapping
- Nov. 13 – PDD - Reading Comprehension Best Practice Instructional Strategies; Benchmark Testing
- Dec. – Professional Days for School Improvement Data Team to Disaggregate/Analyze Data
- Feb. 6 - PDD - Curriculum Mapping
- Mar. 5 – PDD - Curriculum Mapping
- Mar – April - Professional days for teachers to work collaboratively on Curriculum Mapping
- Apr. 10 – PDD - ISTEP+ Preparation; Benchmark Testing; Curriculum Mapping
- May - Professional Days for School Improvement Data Team to Disaggregate/Analyze Data
- Throughout the school year, members of the School Improvement Committee will participate in various NCA CASI (AdvancEd) workshops that focus on School Improvement and the Classroom, Meeting the New Standards, and on Documenting and Using Results (standard 4).

**2009-2010 and 2010-2011**

- Continue refining Curriculum Mapping Process
- Vertical Curriculum Mapping and Articulation with Elementary Schools and High School
- Professional Educational Conferences
- Professional Development regarding School Improvement Goals and Best Practice Instructional Strategies

# School Data

## Attendance



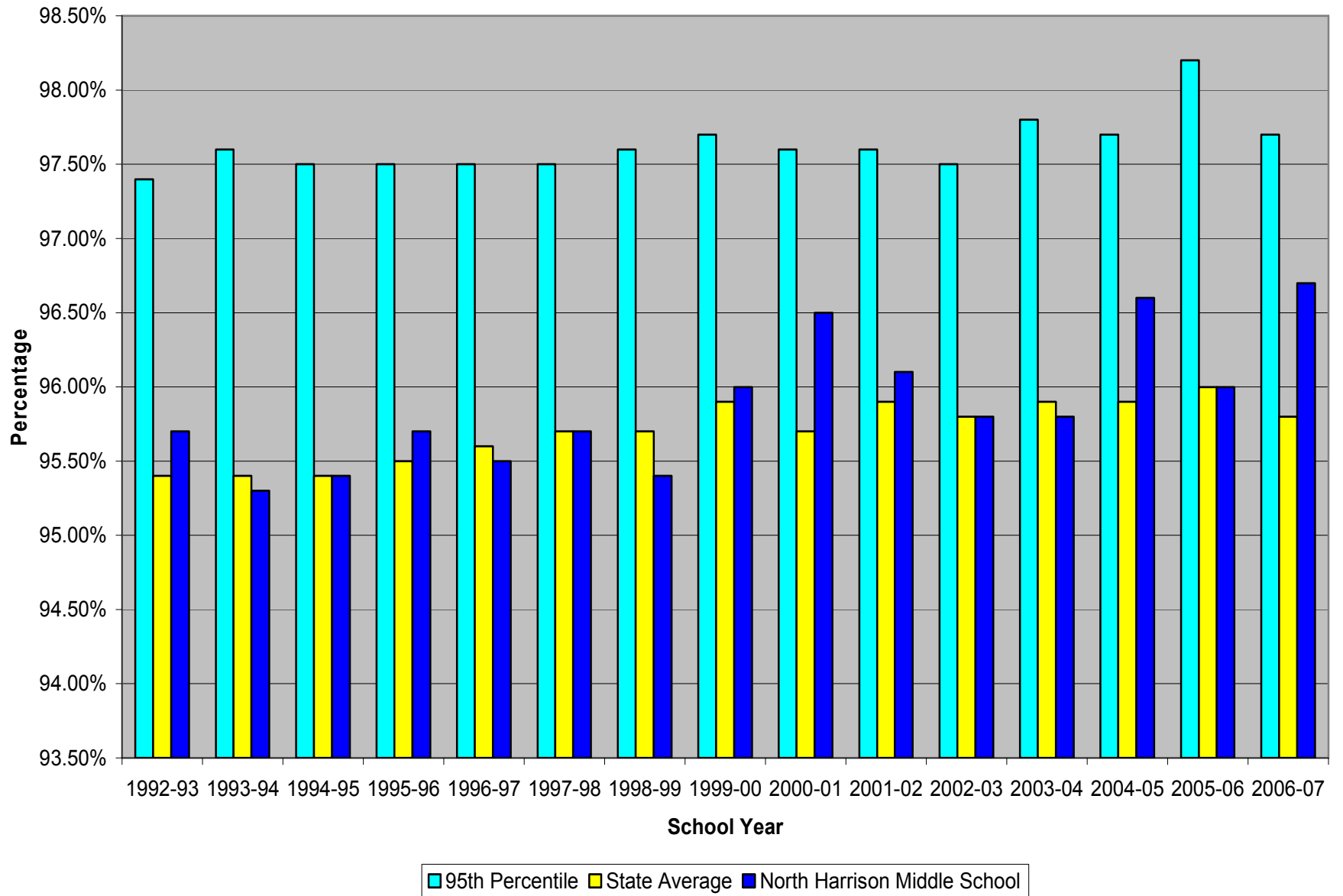
[North Harrison Middle School, 2625](#)

[Indiana Department of Education](#)



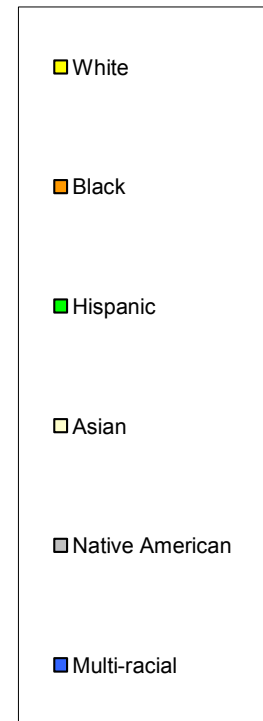
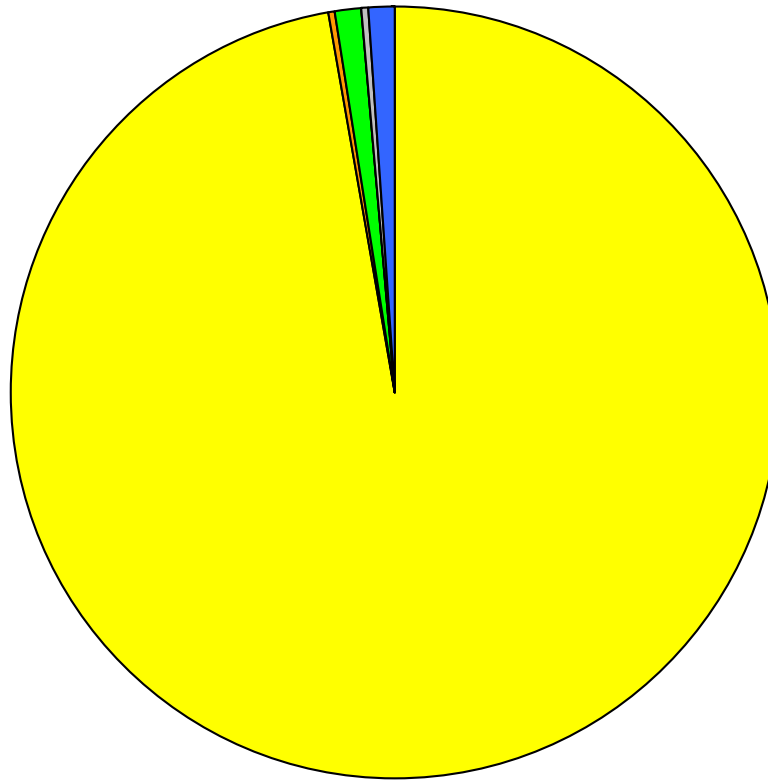
Year	95th Percentile	Attendance Rate		North Harrison Middle School 2625	<a href="#">Documentation</a>
		State Average (Public and Nonpublic)			
2006-07	<a href="#">97.7%</a>	95.8%		<a href="#">96.7%</a>	<p>Line Graph</p> <p><input type="checkbox"/> Bar Graph</p>
2005-06	<a href="#">98.2%</a>	96.0%		<a href="#">96.0%</a>	
2004-05	<a href="#">97.7%</a>	95.9%		<a href="#">96.6%</a>	
2003-04	<a href="#">97.8%</a>	95.9%		<a href="#">95.8%</a>	
2002-03	<a href="#">97.5%</a>	95.8%		<a href="#">95.8%</a>	
2001-02	<a href="#">97.6%</a>	95.9%		<a href="#">96.1%</a>	
2000-01	<a href="#">97.6%</a>	95.7%		<a href="#">96.5%</a>	
1999-00	<a href="#">97.7%</a>	95.9%		<a href="#">96.0%</a>	
1998-99	<a href="#">97.6%</a>	95.7%		<a href="#">95.4%</a>	
1997-98	<a href="#">97.5%</a>	95.7%		<a href="#">95.7%</a>	
1996-97	<a href="#">97.5%</a>	95.6%		<a href="#">95.5%</a>	
1995-96	<a href="#">97.5%</a>	95.5%		<a href="#">95.7%</a>	
1994-95	<a href="#">97.5%</a>	95.4%		<a href="#">95.4%</a>	
1993-94	<a href="#">97.6%</a>	95.4%		<a href="#">95.3%</a>	
1992-93	<a href="#">97.4%</a>	95.4%		<a href="#">95.7%</a>	

# Attendance Rate



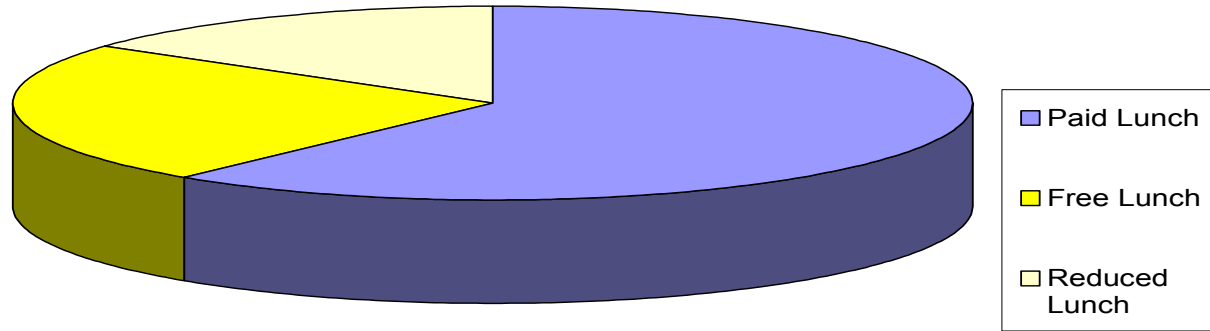
# Ethnicity

2007-08 Ethnic Breakdown	
White	523
Black	1
Hispanic	7
Asian	0
Native American	1
Multi-racial	6



# Socio-Economic Status

Socio-Economic Status



Year	Attendance Rate	Free Lunch Count	Reduced Lunch Count	Free Lunch Percent
1995-96	95.70%	92		20%
1996-97	95.50%	72	30	17%
1997-98	95.70%	81	30	21%
1998-99	95.40%	72	33	17%
1999-00	96.00%	54	50	14%
2000-01	96.50%	50	39	14%
2001-02	96.10%	63	34	16%
2002-03	95.80%	69	36	18%
2003-04	95.80%	81	38	21%
2004-05	96.60%	90	43	23%
2005-06	96.00%	170	55	32%
2006-07	96.70%	104	59	21%
2007-08		130	81	24%

# Surveys and Data

As part of our School Improvement Plan Self-Study, we are seeking the perceptions of various stakeholders in our community. They have been asked to please read each statement carefully and answer it as it applies to them. They have been instructed to please mark their answers as strongly agree, agree, no opinion, disagree, or strongly disagree.

Printed copies were mailed to area businesses, with the option to complete the survey online. Parents were notified via the school newsletter. If they needed a printed copy, they could request it from the school. If they have internet access, they could complete the surveys electronically. Staff and students completed the surveys electronically at school.

## **Staff Survey**

[http://www.surveymonkey.com/s.aspx?sm=QBav9O9iHC4U6lm5ZE0PGw\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=QBav9O9iHC4U6lm5ZE0PGw_3d_3d)

## **Parent Survey**

<http://tinyurl.com/4c9eh8>

## **Student Survey**

[http://www.surveymonkey.com/s.aspx?sm=MbyiwzRS6G7nHudcxslYQ\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=MbyiwzRS6G7nHudcxslYQ_3d_3d)

## **Business Survey**

<http://tinyurl.com/6goqow>

The surveys results were compiled and the results are listed in the Data Analysis section of the School Improvement Plan. The data will be utilized by the School Improvement Committee to make decisions that will positively impact the school.

# **ISTEP+ Trend Data**

## **Mathematics**

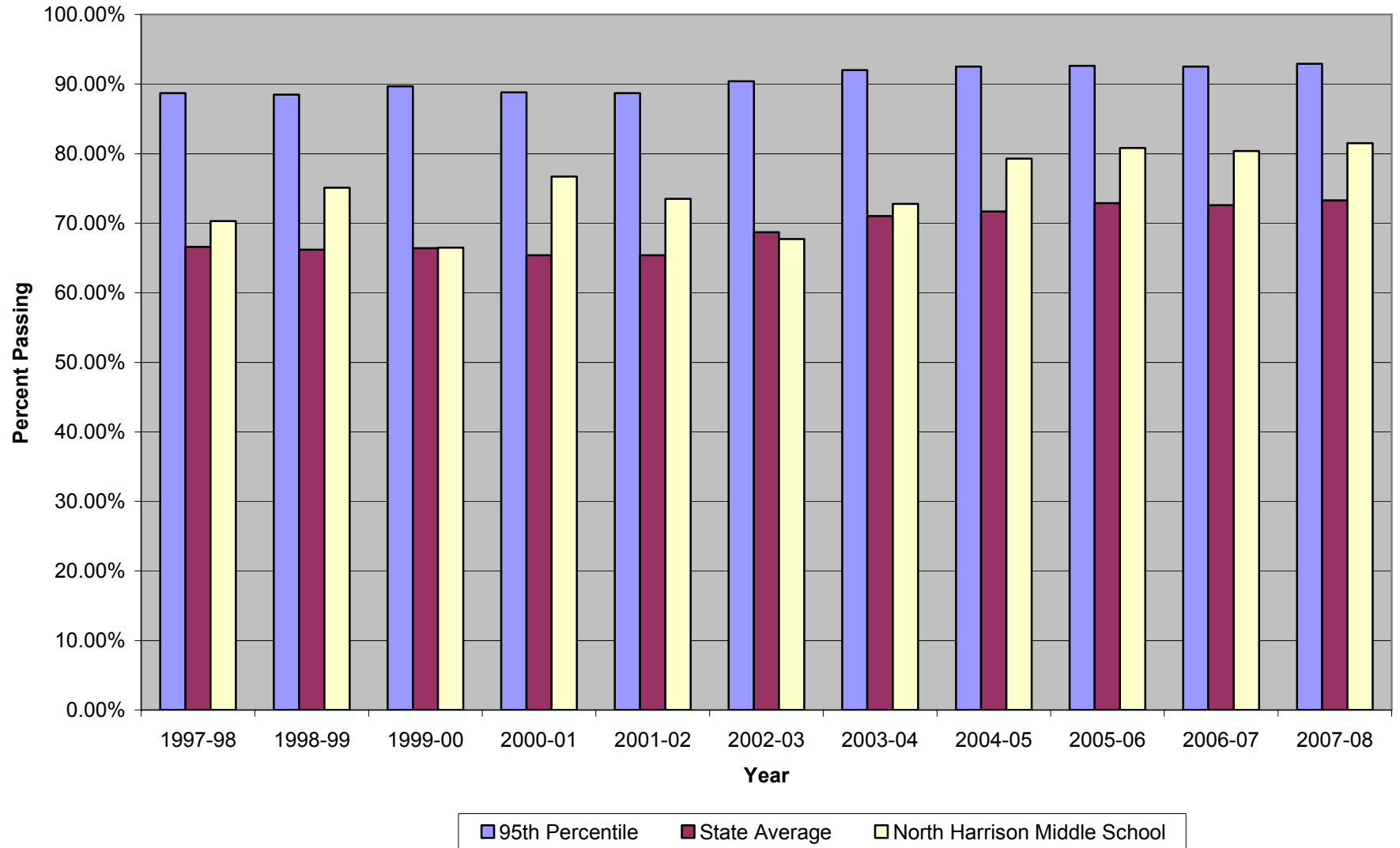
**and**

## **Language Arts**

[North Harrison Middle School, 2625](#)

ISTEP Avg Pct Pass - All Tested Grades E/LA and Math							
	Year		95th		State Average		North Harrison Middle School
			Percentile		(Public and Nonpublic)		2625
	2007-08		<a href="#">92.90%</a>		73.30%		<a href="#">81.50%</a>
	2006-07		<a href="#">92.50%</a>		72.60%		<a href="#">80.40%</a>
	2005-06		<a href="#">92.60%</a>		72.90%		<a href="#">80.80%</a>
	2004-05		<a href="#">92.50%</a>		71.70%		<a href="#">79.30%</a>
	2003-04		<a href="#">92.00%</a>		71.00%		<a href="#">72.80%</a>
	2002-03		<a href="#">90.40%</a>		68.70%		<a href="#">67.70%</a>
	2001-02		<a href="#">88.70%</a>		65.40%		<a href="#">73.50%</a>
	2000-01		<a href="#">88.80%</a>		65.40%		<a href="#">76.70%</a>
	1999-00		<a href="#">89.70%</a>		66.40%		<a href="#">66.50%</a>
	1998-99		<a href="#">88.50%</a>		66.20%		<a href="#">75.10%</a>
	1997-98		<a href="#">88.70%</a>		66.60%		<a href="#">70.30%</a>

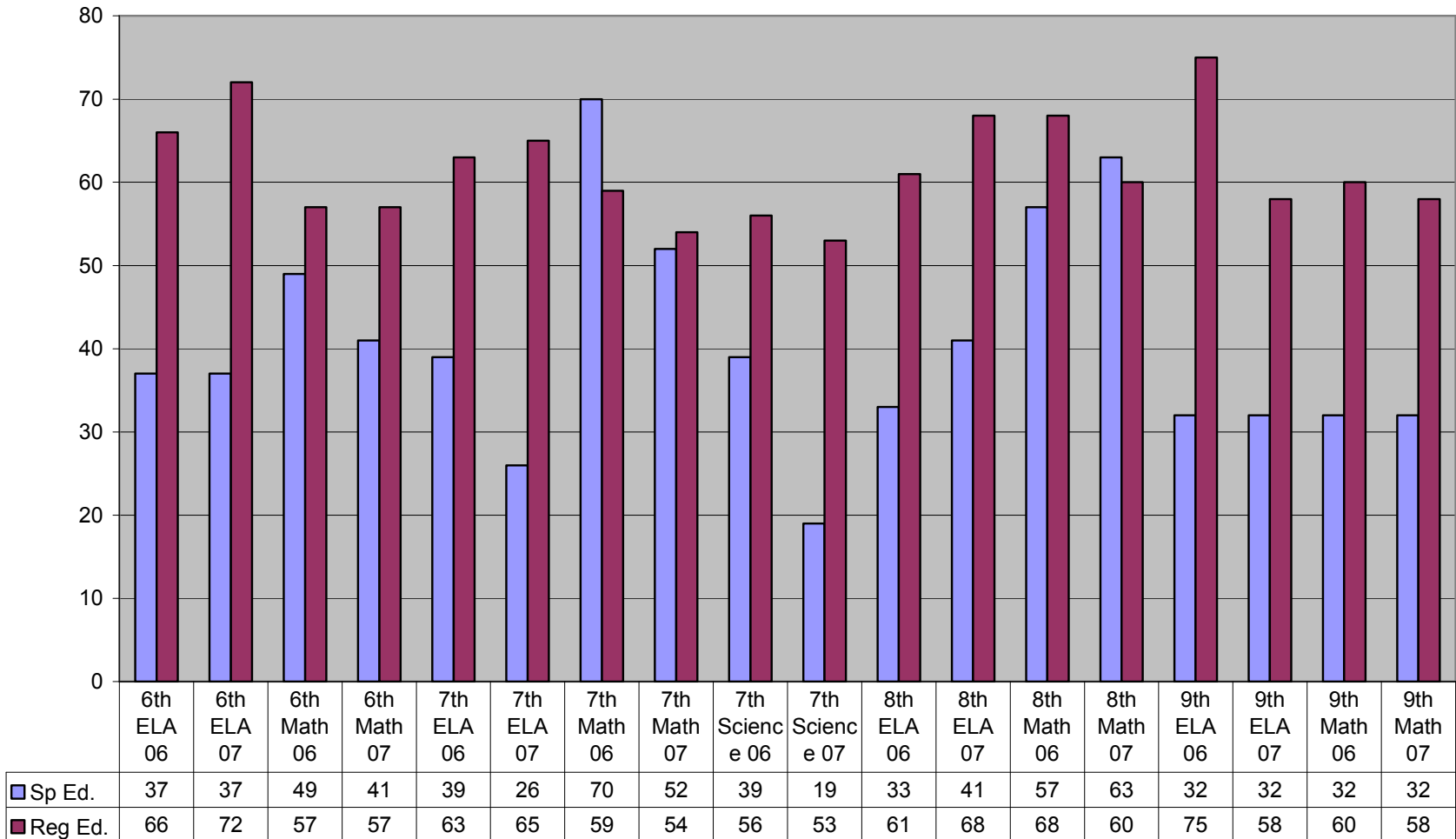
### ISTEP+ Avg. Percent Passing E/LA & Math



**Percent Pass and Pass+ - Special Education vs. Regular Education**

	% Pass	% Pass	% Pass +	% Pass +	Total Pass	Did not pass	# Sp. Ed.	% Pass +	% Pass	Total Pass	Did not pass	# students
	Sp Ed.	Reg Ed.	Sp Ed.	Reg Ed.								
6th ELA 06	37	66	3	10	76	23	35	3	37	40	54	149
6th ELA 07	37	72	0	8	80	20	27	0	37	37	63	181
6th Math 06	49	57	14	28	85	15	35	14	49	63	37	149
6th Math 07	41	57	4	23	80	20	27	4	41	44	56	181
7th ELA 06	39	63	3	12	75	25	33	3	39	42	58	169
7th ELA 07	26	65	4	11	76	23	27	4	26	30	67	156
7th Math 06	70	59	6	30	89	11	33	6	70	76	24	169
7th Math 07	52	54	7	29	84	15	27	7	52	59	37	156
7th Science 06	39	56	3	11	67	33	33	3	39	42	58	169
7th Science 07	19	53	7	12	65	35	27	7	19	26	70	156
8th ELA 06	33	61	3	14	76	24	30	3	33	37	63	174
8th ELA 07	41	68	0	11	79	21	27	0	41	41	59	185
8th Math 06	57	68	3	13	81	19	30	3	57	60	40	174
8th Math 07	63	60	11	29	89	10	27	11	63	74	26	185
9th ELA 06	32	75	0	8	83	17	19	0	32	32	63	167
9th ELA 07	32	58	0	12	70	29	22	0	32	32	64	171
9th Math 06	32	60	5	16	77	21	19	5	32	37	58	167
9th Math 07	32	58	0	15	73	25	22	0	32	32	68	171

### Percent Passing Special Ed. vs. Regular Ed.



■ Sp Ed. ■ Reg Ed.

## ISTEP+ Cohort Data – Mathematics

### Number Sense

Class of	Grade 5 00-01	Grade 6 01-02	Grade 7 02-03	Grade 8 03-04	Grade 9 04-05
2008				<b>77</b>	<b>71</b>
2009	01-02	<b>85</b>	03-04	<b>82</b>	<b>78</b>
2010	02-03	<b>82</b>	<b>84</b>	<b>81</b>	<b>77</b>
2011	03-04	<b>82</b>	<b>82</b>	<b>81</b>	<b>75</b>
2012	04-05	<b>83</b>	<b>88</b>	<b>89</b>	<b>90</b>
2013	05-06	<b>78</b>	<b>85</b>	<b>83</b>	
2014	06-07	<b>85</b>	<b>83</b>		
2015	07-08	<b>82</b>			

### Algebra/Functions

Class of	Grade 5 00-01	Grade 6 01-02	Grade 7 02-03	Grade 8 03-04	Grade 9 04-05
2008				<b>77</b>	<b>67</b>
2009	01-02	<b>76</b>	03-04	<b>78</b>	<b>75</b>
2010	02-03	<b>80</b>	<b>81</b>	<b>80</b>	<b>77</b>
2011	03-04	<b>59</b>	<b>79</b>	<b>79</b>	<b>71</b>
2012	04-05	<b>79</b>	<b>73</b>	<b>88</b>	<b>88</b>
2013	05-06	<b>77</b>	<b>77</b>	<b>82</b>	
2014	06-07	<b>84</b>	<b>71</b>		
2015	07-08	<b>86</b>			

### Computation

Class of	Grade 5 00-01	Grade 6 01-02	Grade 7 02-03	Grade 8 03-04	Grade 9 04-05
2008				<b>77</b>	<b>70</b>
2009	01-02	<b>84</b>	03-04	<b>81</b>	<b>74</b>
2010	02-03	<b>83</b>	<b>87</b>	<b>81</b>	<b>78</b>
2011	03-04	<b>82</b>	<b>85</b>	<b>79</b>	<b>76</b>
2012	04-05	<b>83</b>	<b>88</b>	<b>89</b>	<b>91</b>
2013	05-06	<b>79</b>	<b>82</b>	<b>86</b>	
2014	06-07	<b>84</b>	<b>81</b>		
2015	07-08	<b>85</b>			

### Geometry

Class of	Grade 5 00-01	Grade 6 01-02	Grade 7 02-03	Grade 8 03-04	Grade 9 04-05
2008				<b>75</b>	<b>74</b>
2009	01-02	<b>87</b>	03-04	<b>77</b>	<b>79</b>
2010	02-03	<b>82</b>	<b>82</b>	<b>82</b>	<b>75</b>
2011	03-04	<b>83</b>	<b>80</b>	<b>81</b>	<b>73</b>
2012	04-05	<b>82</b>	<b>89</b>	<b>87</b>	<b>88</b>
2013	05-06	<b>79</b>	<b>85</b>	<b>85</b>	
2014	06-07	<b>86</b>	<b>80</b>		
2015	07-08	<b>83</b>			

**Measurement**

Class of	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2008	00-01	01-02	02-03	03-04	04-05
				<b>75</b>	<b>73</b>
2009	01-02	02-03	03-04	04-05	05-06
		<b>85</b>		<b>81</b>	<b>78</b>
2010	02-03	03-04	04-05	05-06	06-07
		<b>84</b>	<b>85</b>	<b>83</b>	<b>78</b>
2011	03-04	04-05	05-06	06-07	07-08
		<b>83</b>	<b>81</b>	<b>83</b>	<b>77</b>
2012	04-05	05-06	06-07	07-08	08-09
	<b>80</b>	<b>89</b>	<b>90</b>	<b>90</b>	
2013	05-06	06-07	07-08	08-09	09-10
	<b>81</b>	<b>83</b>	<b>88</b>		
2014	06-07	07-08	08-09	09-10	10-11
	<b>85</b>	<b>83</b>			
2015	07-08	08-09	09-10	10-11	11-12
	<b>87</b>				

**Data Analysis/Probability**

Class of	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2008	00-01	01-02	02-03	03-04	04-05
				<b>76</b>	<b>72</b>
2009	01-02	02-03	03-04	04-05	05-06
		<b>73</b>		<b>79</b>	<b>70</b>
2010	02-03	03-04	04-05	05-06	06-07
		<b>82</b>	<b>82</b>	<b>82</b>	<b>71</b>
2011	03-04	04-05	05-06	06-07	07-08
		<b>78</b>	<b>76</b>	<b>82</b>	<b>70</b>
2012	04-05	05-06	06-07	07-08	08-09
	<b>80</b>	<b>86</b>	<b>88</b>	<b>89</b>	
2013	05-06	06-07	07-08	08-09	09-10
	<b>75</b>	<b>83</b>	<b>81</b>		
2014	06-07	07-08	08-09	09-10	10-11
	<b>85</b>	<b>80</b>			
2015	07-08	08-09	09-10	10-11	11-12
	<b>83</b>				

**Problem Solving**

Class of	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2008	00-01	01-02	02-03	03-04	04-05
				<b>79</b>	<b>74</b>
2009	01-02	02-03	03-04	04-05	05-06
		<b>84</b>		<b>81</b>	<b>77</b>
2010	02-03	03-04	04-05	05-06	06-07
		<b>82</b>	<b>82</b>	<b>84</b>	<b>80</b>
2011	03-04	04-05	05-06	06-07	07-08
		<b>75</b>	<b>80</b>	<b>78</b>	<b>75</b>
2012	04-05	05-06	06-07	07-08	08-09
	<b>80</b>	<b>86</b>	<b>90</b>	<b>89</b>	
2013	05-06	06-07	07-08	08-09	09-10
	<b>76</b>	<b>83</b>	<b>85</b>		
2014	06-07	07-08	08-09	09-10	10-11
	<b>88</b>	<b>79</b>			
2015	07-08	08-09	09-10	10-11	11-12
	<b>84</b>				

## ISTEP+ Cohort Data – Language Arts

<b>Reading Vocabulary</b>						<b>Reading Comprehension</b>					
Class of	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Class of	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
	00-01	01-02	02-03	03-04	04-05		00-01	01-02	02-03	03-04	04-05
2008				<b>69</b>	<b>72</b>	2008				<b>69</b>	<b>72</b>
	01-02	02-03	03-04	04-05	05-06		01-02	02-03	03-04	04-05	05-06
2009		<b>76</b>		<b>77</b>	<b>68</b>	2009		<b>81</b>		<b>76</b>	<b>70</b>
	02-03	03-04	04-05	05-06	06-07		02-03	03-04	04-05	05-06	06-07
2010		<b>79</b>	<b>74</b>	<b>83</b>	<b>83</b>	2010		<b>78</b>	<b>76</b>	<b>82</b>	<b>83</b>
	03-04	04-05	05-06	06-07	07-08		03-04	04-05	05-06	06-07	07-08
2011		<b>70</b>	<b>66</b>	<b>75</b>	<b>71</b>	2011		<b>74</b>	<b>66</b>	<b>74</b>	<b>70</b>
	04-05	05-06	06-07	07-08	08-09		04-05	05-06	06-07	07-08	08-09
2012	<b>82</b>	<b>82</b>	<b>74</b>	<b>78</b>		2012	<b>79</b>	<b>80</b>	<b>73</b>	<b>81</b>	
	05-06	06-07	07-08	08-09	09-10		05-06	06-07	07-08	08-09	09-10
2013	<b>78</b>	<b>76</b>	<b>77</b>			2013	<b>77</b>	<b>76</b>	<b>75</b>		
	06-07	07-08	08-09	09-10	10-11		06-07	07-08	08-09	09-10	10-11
2014	<b>83</b>	<b>80</b>				2014	<b>81</b>	<b>81</b>			
	07-08	08-09	09-10	10-11	11-12		07-08	08-09	09-10	10-11	11-12
2015	<b>79</b>					2015	<b>80</b>				
<b>Literary Response &amp; Analysis</b>						<b>Writing Process</b>					
Class of	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Class of	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
	00-01	01-02	02-03	03-04	04-05		00-01	01-02	02-03	03-04	04-05
2008				<b>70</b>	<b>70</b>	2008				<b>70</b>	<b>72</b>
	01-02	02-03	03-04	04-05	05-06		01-02	02-03	03-04	04-05	05-06
2009		<b>79</b>		<b>75</b>	<b>66</b>	2009		<b>78</b>		<b>76</b>	<b>70</b>
	02-03	03-04	04-05	05-06	06-07		02-03	03-04	04-05	05-06	06-07
2010		<b>82</b>	<b>75</b>	<b>84</b>	<b>84</b>	2010		<b>79</b>	<b>75</b>	<b>83</b>	<b>83</b>
	03-04	04-05	05-06	06-07	07-08		03-04	04-05	05-06	06-07	07-08
2011		<b>74</b>	<b>69</b>	<b>77</b>	<b>72</b>	2011		<b>73</b>	<b>68</b>	<b>74</b>	<b>73</b>
	04-05	05-06	06-07	07-08	08-09		04-05	05-06	06-07	07-08	08-09
2012	<b>82</b>	<b>80</b>	<b>74</b>	<b>78</b>		2012	<b>81</b>		<b>77</b>	<b>77</b>	
	05-06	06-07	07-08	08-09	09-10		05-06	06-07	07-08	08-09	09-10
2013	<b>77</b>	<b>76</b>	<b>76</b>			2013	<b>77</b>	<b>75</b>	<b>76</b>		

	06-07	07-08	08-09	09-10	10-11			06-07	07-08	08-09	09-10	10-11
2014	<b>85</b>	<b>79</b>					2014	<b>84</b>	<b>79</b>			
	07-08	08-09	09-10	10-11	11-12			07-08	08-09	09-10	10-11	11-12
2015	<b>82</b>						2015	<b>78</b>				
<b>Writing Applications</b>							<b>Language Conventions</b>					
Class of	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9		Class of	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
	00-01	01-02	02-03	03-04	04-05			00-01	01-02	02-03	03-04	04-05
2008				<b>70</b>	<b>73</b>		2008				<b>66</b>	<b>70</b>
	01-02	02-03	03-04	04-05	05-06			01-02	02-03	03-04	04-05	05-06
2009		<b>79</b>		<b>77</b>	<b>69</b>		2009		<b>80</b>		<b>76</b>	<b>69</b>
	02-03	03-04	04-05	05-06	06-07			02-03	03-04	04-05	05-06	06-07
2010		<b>80</b>	<b>75</b>	<b>83</b>	<b>86</b>		2010		<b>81</b>	<b>76</b>	<b>83</b>	<b>84</b>
	03-04	04-05	05-06	06-07	07-08			03-04	04-05	05-06	06-07	07-08
2011		<b>72</b>	<b>70</b>	<b>75</b>	<b>74</b>		2011		<b>73</b>	<b>71</b>	<b>77</b>	<b>73</b>
	04-05	05-06	06-07	07-08	08-09			04-05	05-06	06-07	07-08	08-09
2012	<b>84</b>	<b>80</b>	<b>76</b>	<b>80</b>			2012	<b>82</b>	<b>80</b>	<b>76</b>	<b>78</b>	
	05-06	06-07	07-08	08-09	09-10			05-06	06-07	07-08	08-09	09-10
2013	<b>79</b>	<b>77</b>	<b>77</b>				2013	<b>77</b>	<b>78</b>	<b>78</b>		
	06-07	07-08	08-09	09-10	10-11			06-07	07-08	08-09	09-10	10-11
2014	<b>84</b>	<b>80</b>					2014	<b>82</b>	<b>80</b>			
	07-08	08-09	09-10	10-11	11-12			07-08	08-09	09-10	10-11	11-12
2015	<b>79</b>						2015	<b>79</b>				

Class of **2012** **ISTEP+ Trend Data - Math**

**Number Sense**

Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2005-06	2006-07	2007-08
All			
Females	92	86	92
Males	84	91	89
F/R	82	82	85
Sp Ed	55	76	74

**Algebra/Functions**

Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2005-06	2006-07	2007-08
All			
Females	79	85	90
Males	68	90	87
F/R	71	77	82
Sp Ed	50	70	67

**Measurement**

Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2005-06	2006-07	2007-08
All			
Females	92	90	91
Males	86	90	89
F/R	80	82	84
Sp Ed	59	73	74

**Problem Solving**

Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2005-06	2006-07	2007-08
All			
Females	93	89	90
Males	81	91	88
F/R	79	82	84
Sp Ed	59	73	70

**Computation**

Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2005-06	2006-07	2007-08
All			
Females	90	89	92
Males	85	90	90
F/R	83	82	85
Sp Ed	64	76	78

**Geometry**

Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2005-06	2006-07	2007-08
All			
Females	93	85	89
Males	86	89	87
F/R	85	80	82
Sp Ed	64	73	74

**Data Analysis/Probability**

Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2005-06	2006-07	2007-08
All			
Females	88	86	92
Males	84	89	87
F/R	77	78	84
Sp Ed	55	73	70

**Mathematics Totals**

Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2005-06	2006-07	2007-08
Number Sense			
Computation			
Algebra/Functions			
Geometry			
Measurement			
Data Anal/Probability			
Problem Solving			

Class of 2013							
<b>Number Sense</b>				<b>Computation</b>			
Grade	<b>6</b>	<b>7</b>	<b>8</b>	Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2006-07	2007-08	2008-09	Year	2006-07	2007-08	2008-09
All				All			
Females	88	86		Females	87	90	
Males	83	81		Males	78	83	
F/R	80	76		F/R	75	77	
Sp Ed	63	58		Sp Ed	60	62	
<b>Algebra/Functions</b>				<b>Geometry</b>			
Grade	<b>6</b>	<b>7</b>	<b>8</b>	Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2006-07	2007-08	2008-09	Year	2006-07	2007-08	2008-09
All				All			
Females	81	87		Females	87	90	
Males	74	78		Males	84	81	
F/R	71	74		F/R	78	77	
Sp Ed	54	62		Sp Ed	63	58	
<b>Measurement</b>				<b>Data Analysis/Probability</b>			
Grade	<b>6</b>	<b>7</b>	<b>8</b>	Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2006-07	2007-08	2008-09	Year	2006-07	2007-08	2008-09
All				All			
Females	87	92		Females	87	85	
Males	79	85		Males	80	78	
F/R	76	77		F/R	76	70	
Sp Ed	60	67		Sp Ed	69	58	
<b>Problem Solving</b>				<b>Mathematics Totals</b>			
Grade	<b>6</b>	<b>7</b>	<b>8</b>	Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2006-07	2007-08	2008-09	Year	2006-07	2007-08	2008-09
All				Number Sense			
Females	87	89		Computation			
Males	80	82		Algebra/Functions			
F/R	76	75		Geometry			
Sp Ed	60	62		Measurement			
				Data Anal/Probability			
				Problem Solving			

Class of 2014

**Number Sense**

Grade	6	7	8
Year	2007-08	2008-09	2009-10
All			
Females	88		
Males	79		
F/R	68		
Sp Ed	48		

**Algebra/Functions**

Grade	6	7	8
Year	2007-08	2008-09	2009-10
All			
Females	79		
Males	64		
F/R	89		
Sp Ed	37		

**Measurement**

Grade	6	7	8
Year	2007-08	2008-09	2009-10
All			
Females	90		
Males	77		
F/R	69		
Sp Ed	44		

**Problem Solving**

Grade	6	7	8
Year	2007-08	2008-09	2009-10
All			
Females	84		
Males	74		
F/R	66		
Sp Ed	44		

**Computation**

Grade	6	7	8
Year	2007-08	2008-09	2009-10
All			
Females	87		
Males	75		
F/R	66		
Sp Ed	41		

**Geometry**

Grade	6	7	8
Year	2007-08	2008-09	2009-10
All			
Females	83		
Males	76		
F/R	65		
Sp Ed	41		

**Data Analysis/Probability**

Grade	6	7	8
Year	2007-08	2008-09	2009-10
All			
Females	83		
Males	76		
F/R	66		
Sp Ed	44		

**Mathematics Totals**

Grade	6	7	8
Year	2007-08	2008-09	2009-10
Number Sense			
Computation			
Algebra/Functions			
Geometry			
Measurement			
Data Anal/Probability			
Problem Solving			

Class of 2012

**ISTEP+ Trend Data - Language Arts**

**Reading Vocabulary**

Grade	6	7	8
Year	2005-06	2006-07	2007-08
All			
Females	92	84	84
Males	74	67	74
F/R	71	53	64
Sp Ed	32	42	44

**Reading Comprehension**

Grade	6	7	8
Year	2005-06	2006-07	2007-08
All			
Females	92	81	91
Males	71	67	72
F/R	68	50	64
Sp Ed	32	45	41

**Literary Response & Analysis**

Grade	6	7	8
Year	2005-06	2006-07	2007-08
All			
Females	89	84	89
Males	74	67	70
F/R	70	52	60
Sp Ed	32	42	37

**Writing Process**

Grade	6	7	8
Year	2005-06	2006-07	2007-08
All			
Females		86	84
Males		70	72
F/R		55	63
Sp Ed		48	41

**Writing Applications**

Grade	6	7	8
Year	2005-06	2006-07	2007-08
All			
Females	90	89	91
Males	72	67	70
F/R	70	55	63
Sp Ed	32	45	44

**Language Conventions**

Grade	6	7	8
Year	2005-06	2006-07	2007-08
All			
Females	92	89	90
Males	72	67	69
F/R	70	55	59
Sp Ed	32	42	37

**Language Arts Totals**

Grade	6	7	8
Year	2005-06	2006-07	2007-08
Reading Vocabulary			
Reading Comprehension			
Literary Response & Analysis			
Writing Process			
Writing Applications			
Language Conventions			

Class of	2013		
<b>Reading Vocabulary</b>			
Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2006-07	2007-08	2008-09
All			
Females	81	85	
Males	71	70	
F/R	66	66	
Sp Ed	41	31	

<b>Literary Response &amp; Analysis</b>			
Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2006-07	2007-08	2008-09
All			
Females	78	85	
Males	73	69	
F/R	66	66	
Sp Ed	41	31	

<b>Writing Applications</b>			
Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2006-07	2007-08	2008-09
All			
Females	83	85	
Males	72	70	
F/R	66	66	
Sp Ed	45	31	

<b>Language Arts Totals</b>			
Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2006-07	2007-08	2008-09
Reading Vocabulary			
Reading Comprehension			
Literary Response & Analysis			
Writing Process			
Writing Applications			
Language Conventions			

<b>Reading Comprehension</b>			
Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2006-07	2007-08	2008-09
All			
Females	80	81	
Males	73	71	
F/R	70	61	
Sp Ed	38	27	

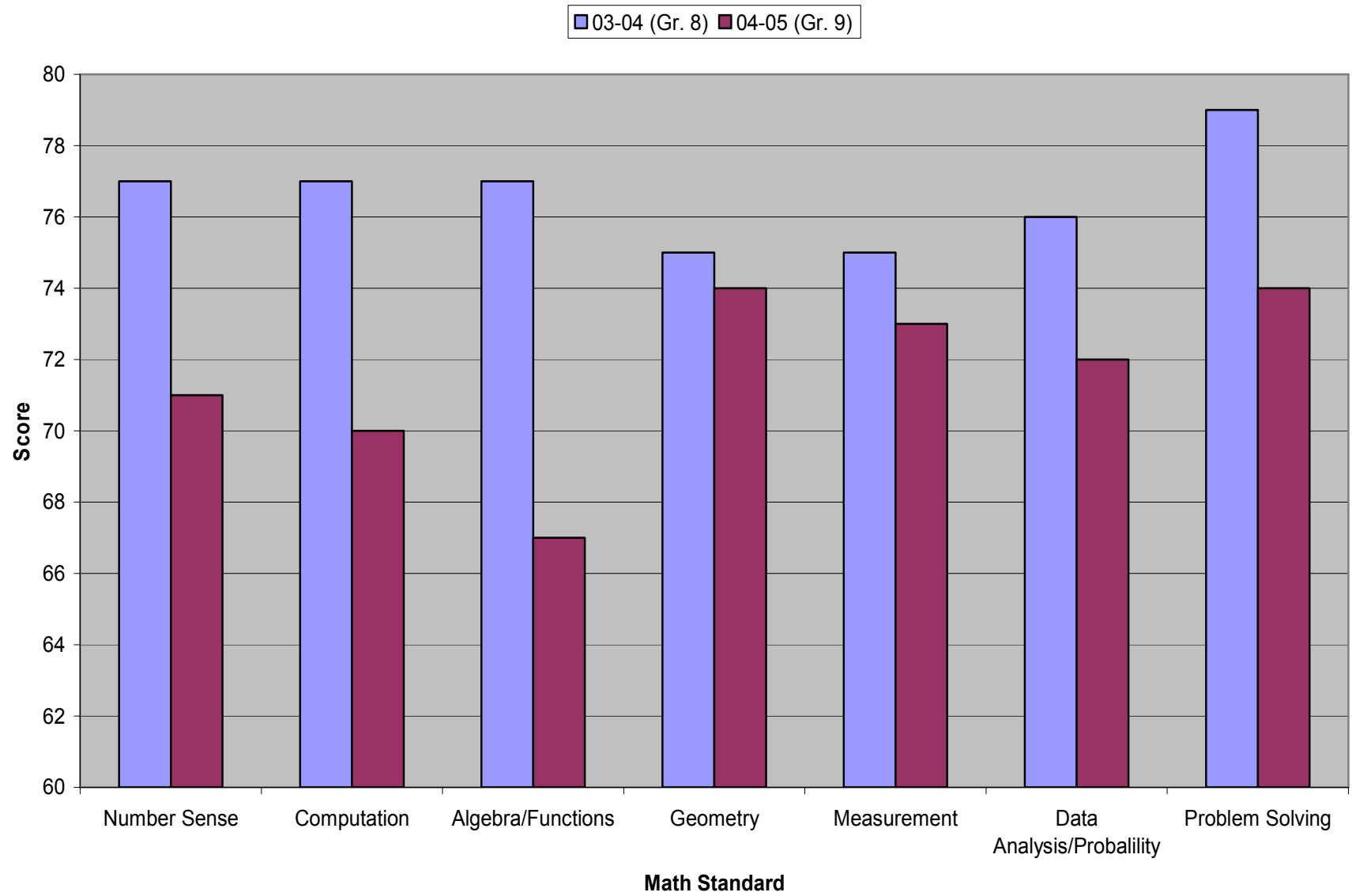
<b>Writing Process</b>			
Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2006-07	2007-08	2008-09
All			
Females	80	85	
Males	71	69	
F/R	66	65	
Sp Ed	41	27	

<b>Language Conventions</b>			
Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2006-07	2007-08	2008-09
All			
Females	83	86	
Males	73	71	
F/R	68	68	
Sp Ed	45	31	

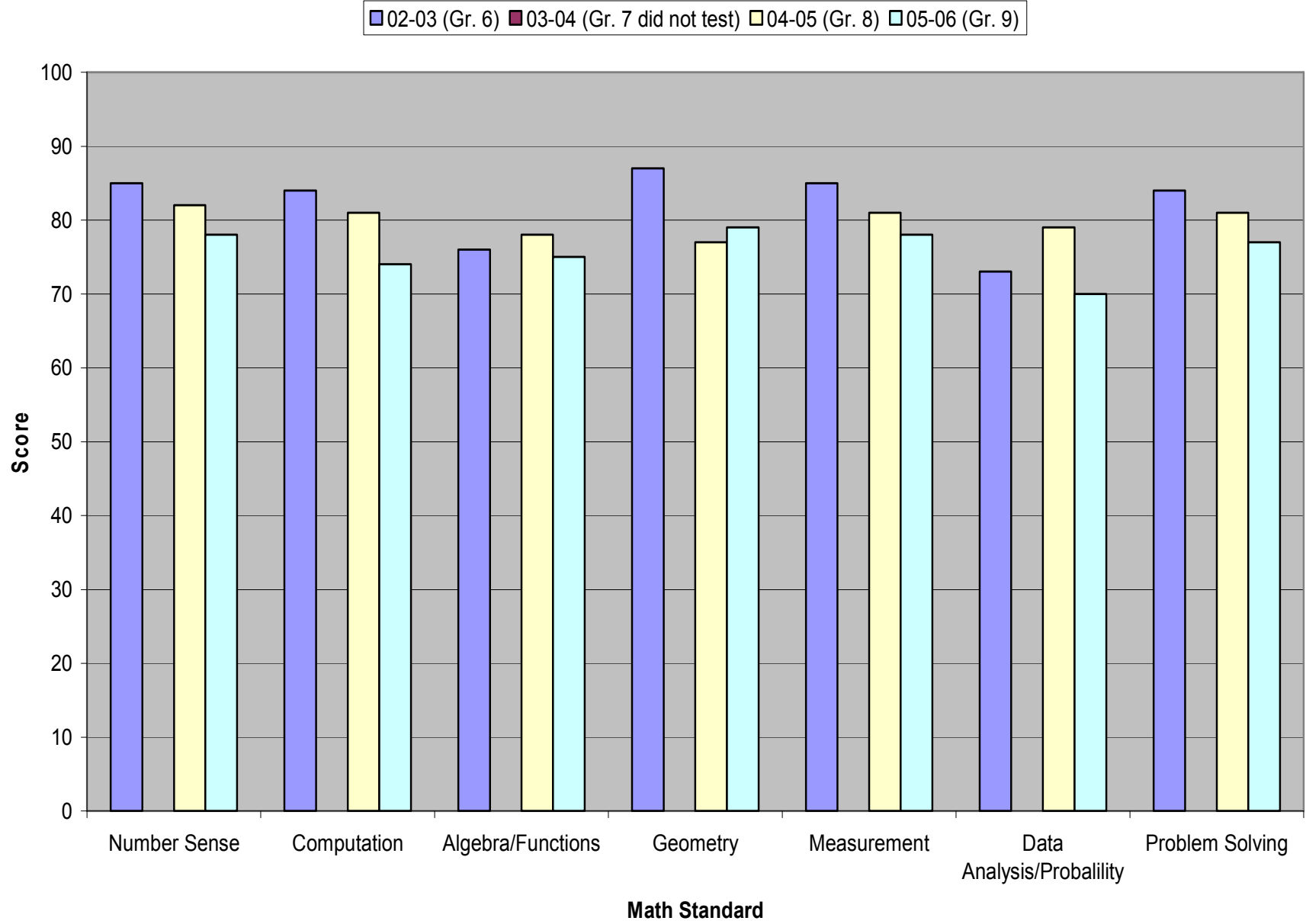
Class of	2014		
<b>Reading Vocabulary</b>			
Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2007-08	2008-09	2009-10
All			
Females	87		
Males	74		
F/R	69		
Sp Ed	37		
<b>Literary Response &amp; Analysis</b>			
Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2007-08	2008-09	2009-10
All			
Females	84		
Males	74		
F/R	68		
Sp Ed	37		
<b>Writing Applications</b>			
Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2007-08	2008-09	2009-10
All			
Females	88		
Males	72		
F/R	69		
Sp Ed	37		
<b>Language Arts Totals</b>			
Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2007-08	2008-09	2009-10
Reading Vocabulary			
Reading Comprehension			
Literary Response & Analysis			
Writing Process			
Writing Applications			
Language Conventions			

<b>Reading Comprehension</b>			
Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2007-08	2008-09	2009-10
All			
Females	89		
Males	74		
F/R	69		
Sp Ed	33		
<b>Writing Process</b>			
Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2007-08	2008-09	2009-10
All			
Females	87		
Males	72		
F/R	66		
Sp Ed	33		
<b>Language Conventions</b>			
Grade	<b>6</b>	<b>7</b>	<b>8</b>
Year	2007-08	2008-09	2009-10
All			
Females	89		
Males	72		
F/R	71		
Sp Ed	37		

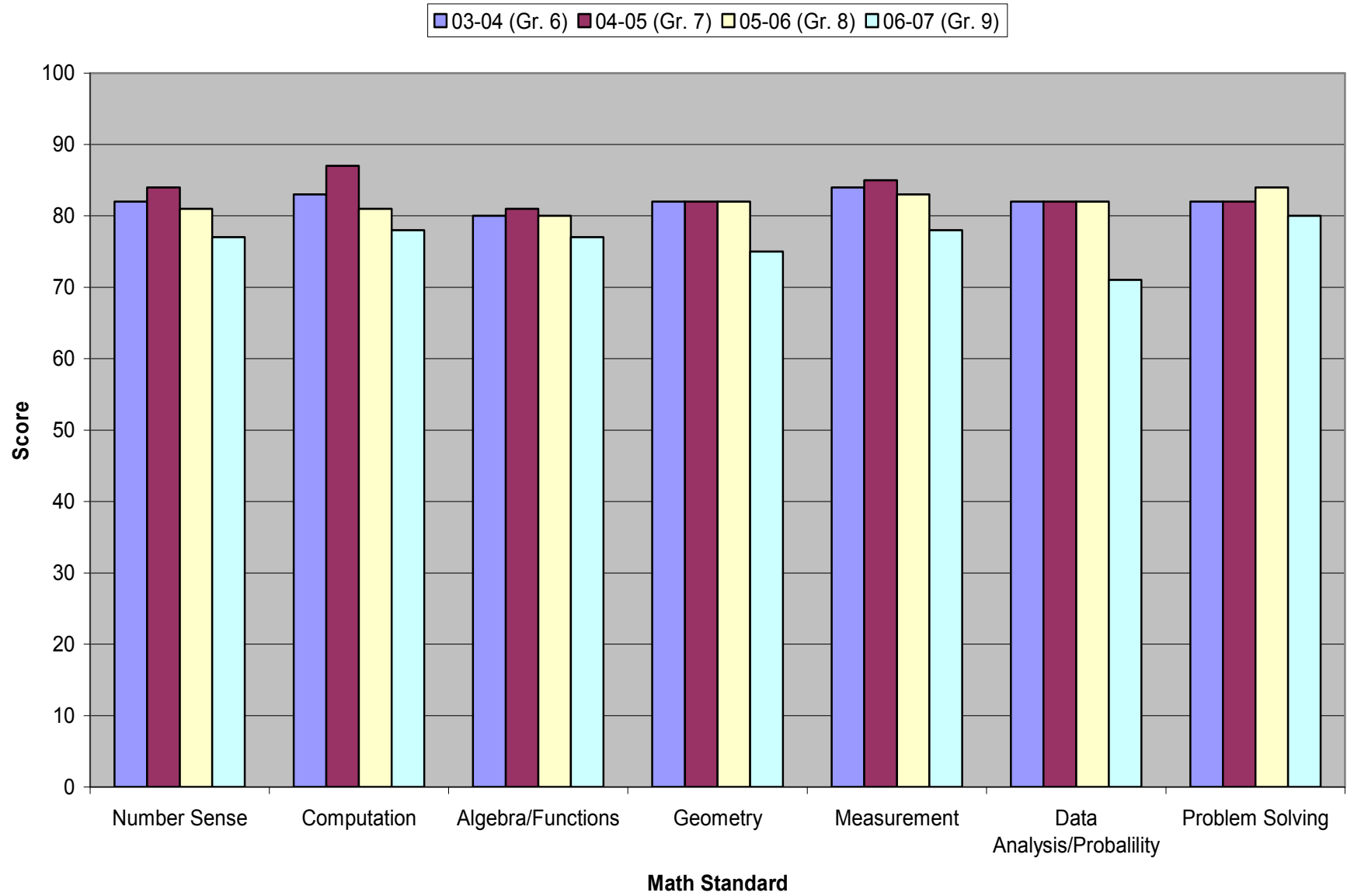
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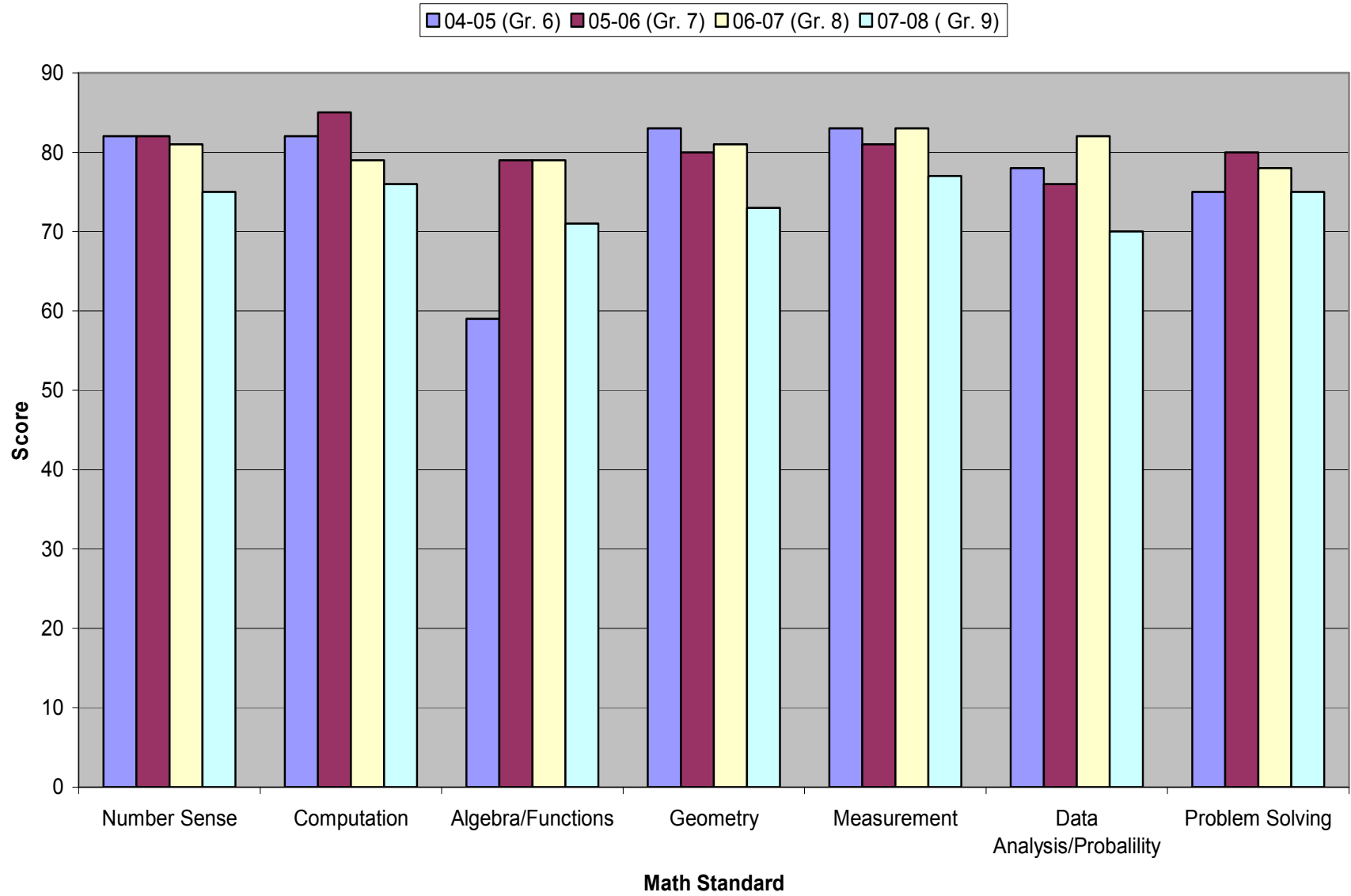
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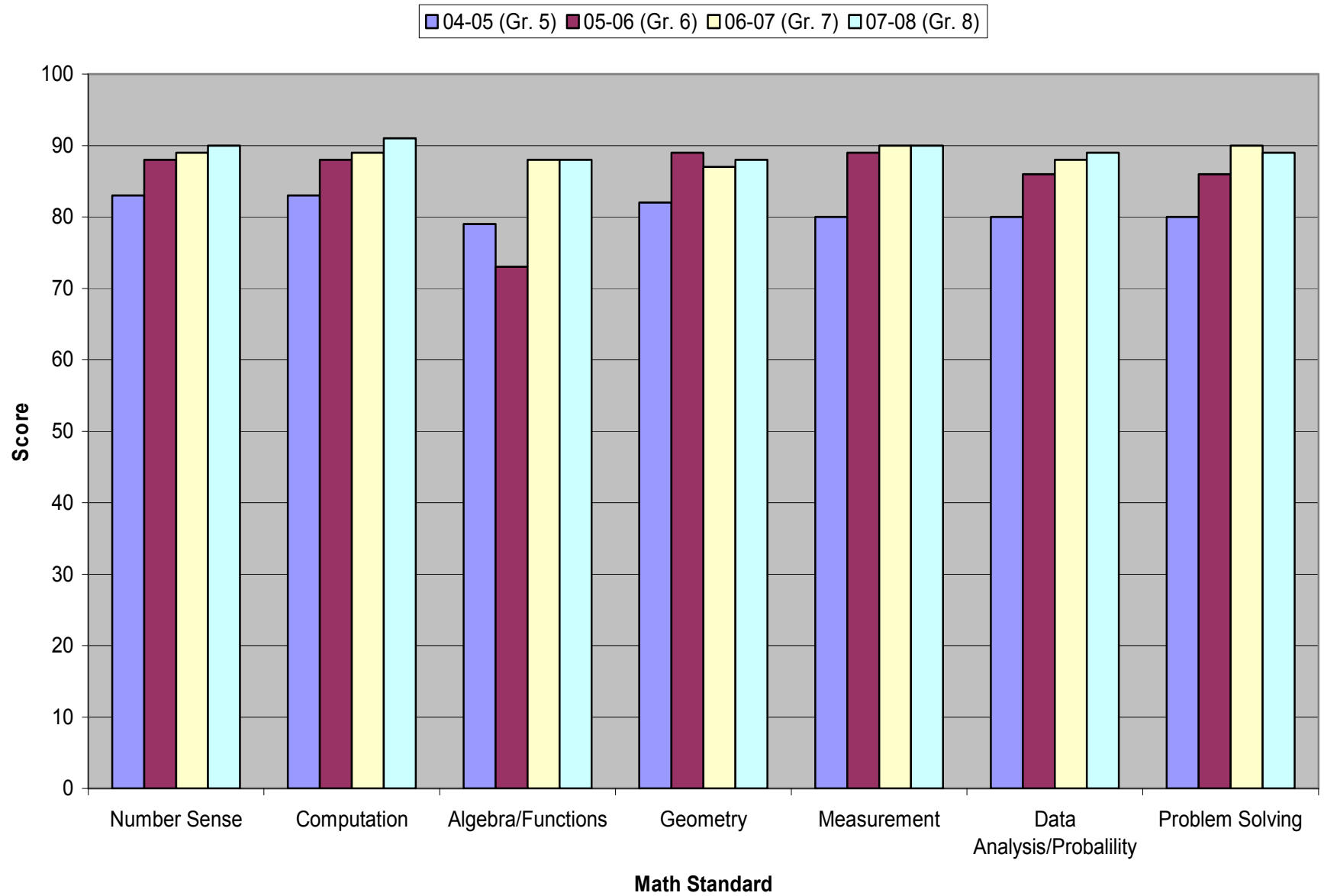
### Class of 2010



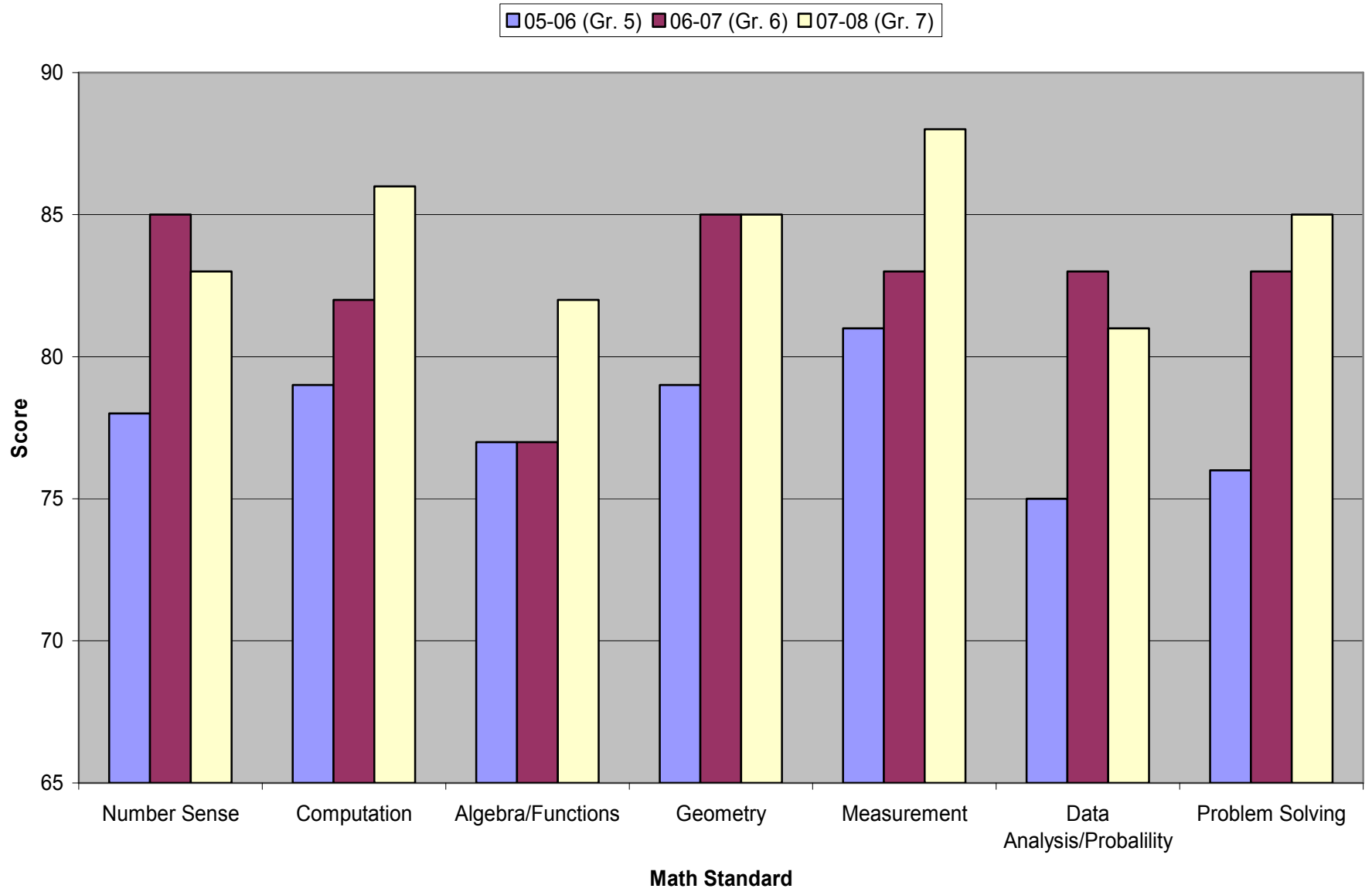
### Class of 2011



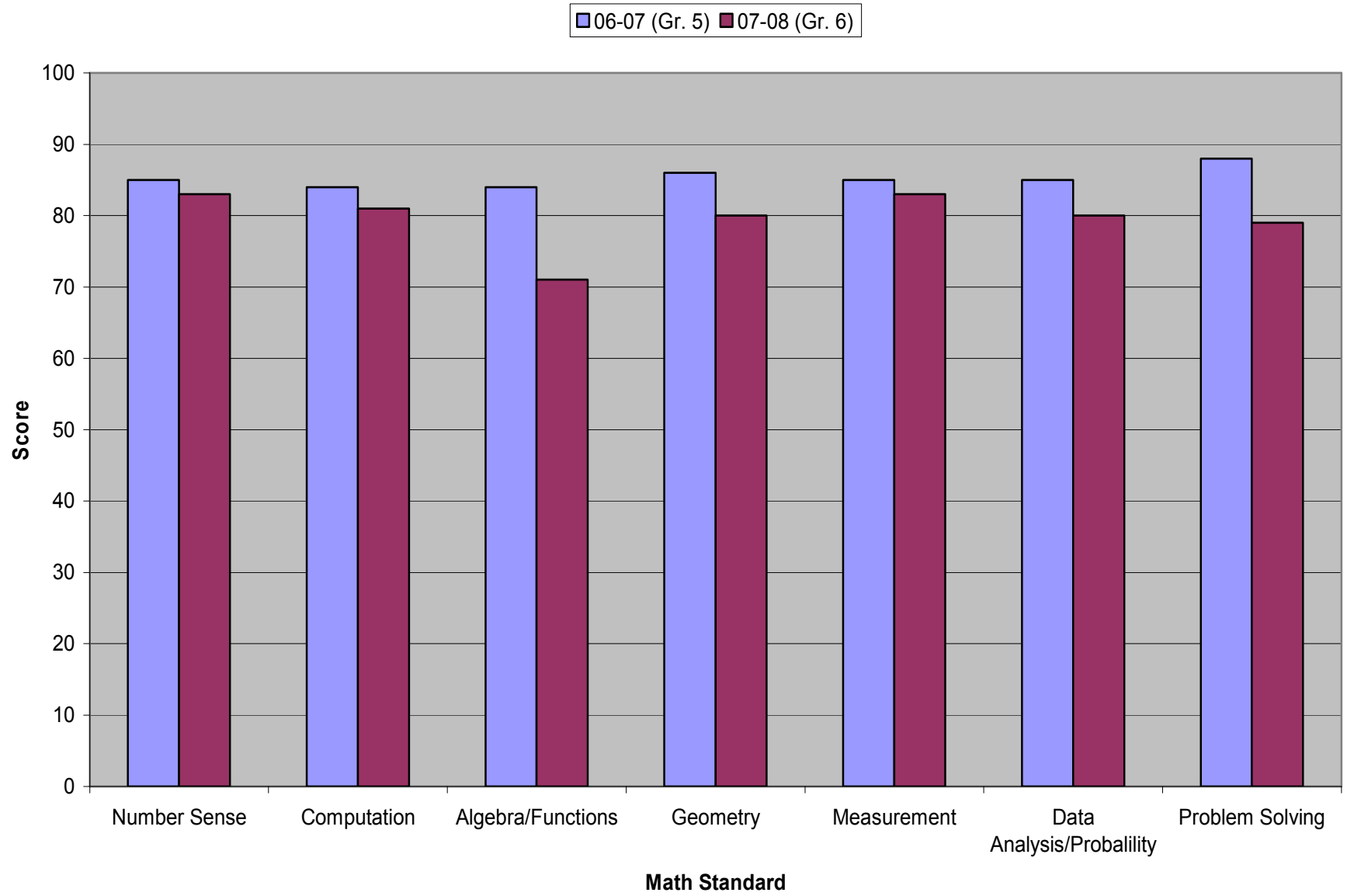
# Class of 2012



### Class of 2013

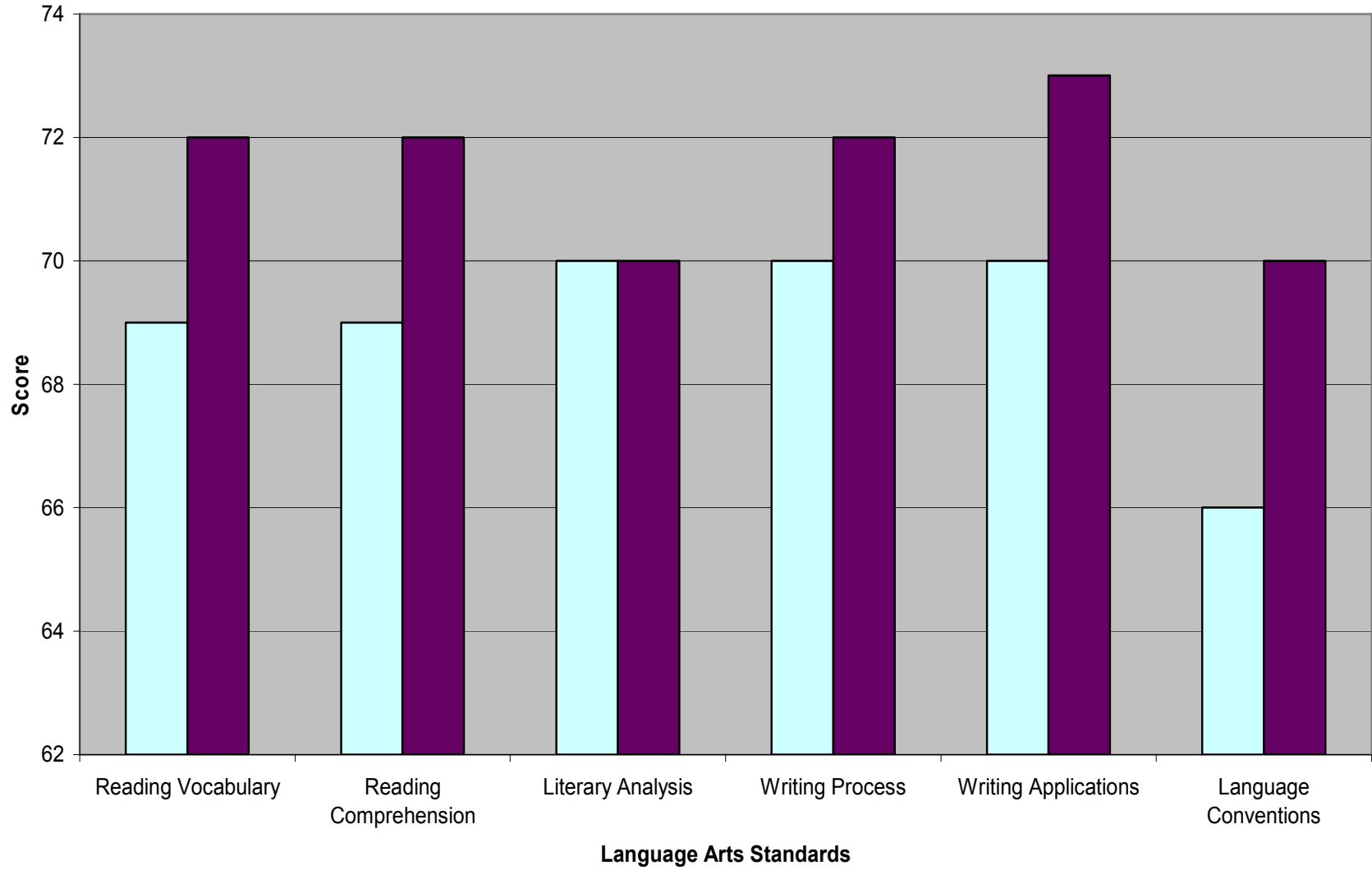


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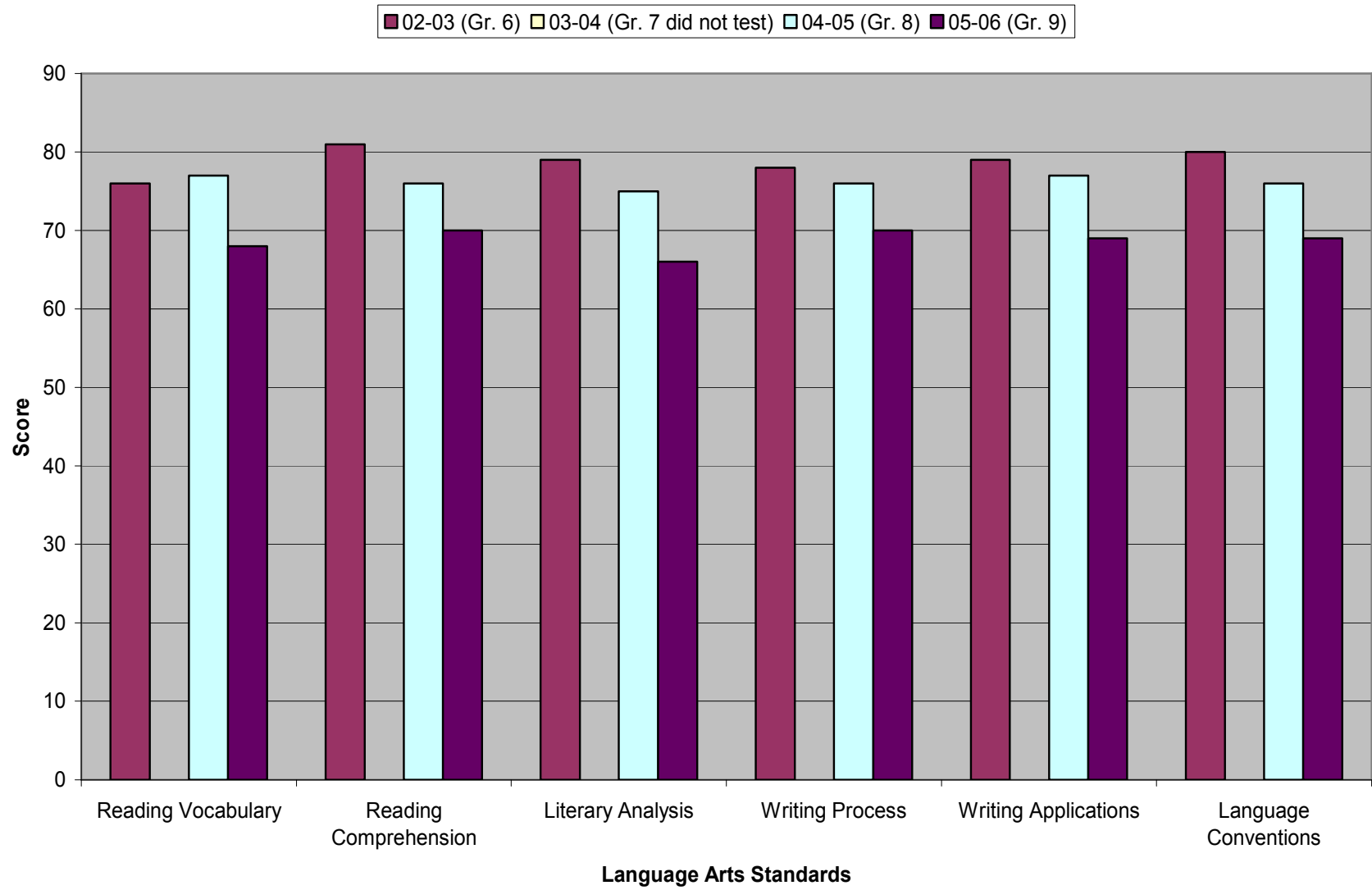


### Class of 2008

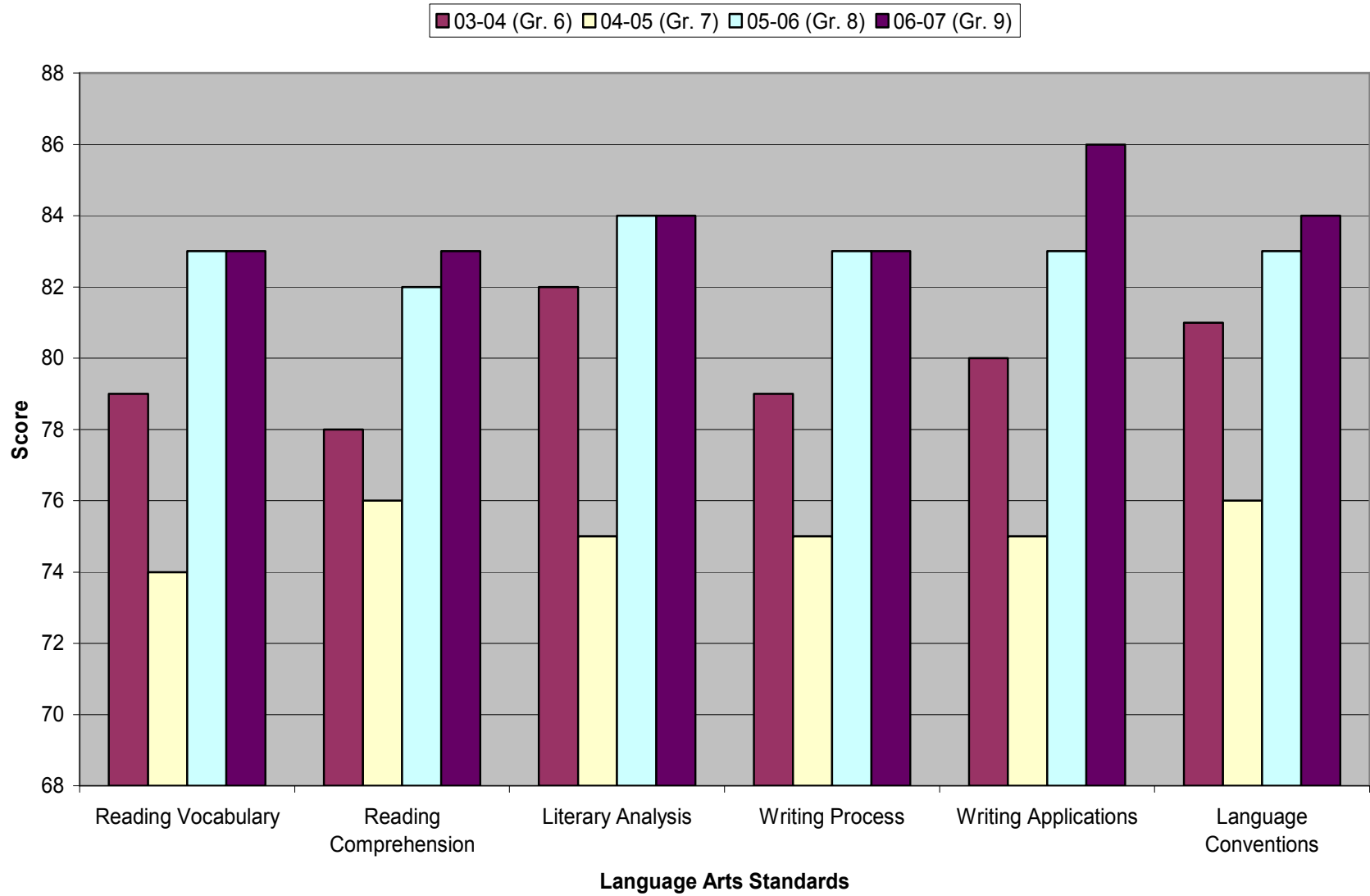
03-04 (Gr. 8) 04-05 (Gr. 9)



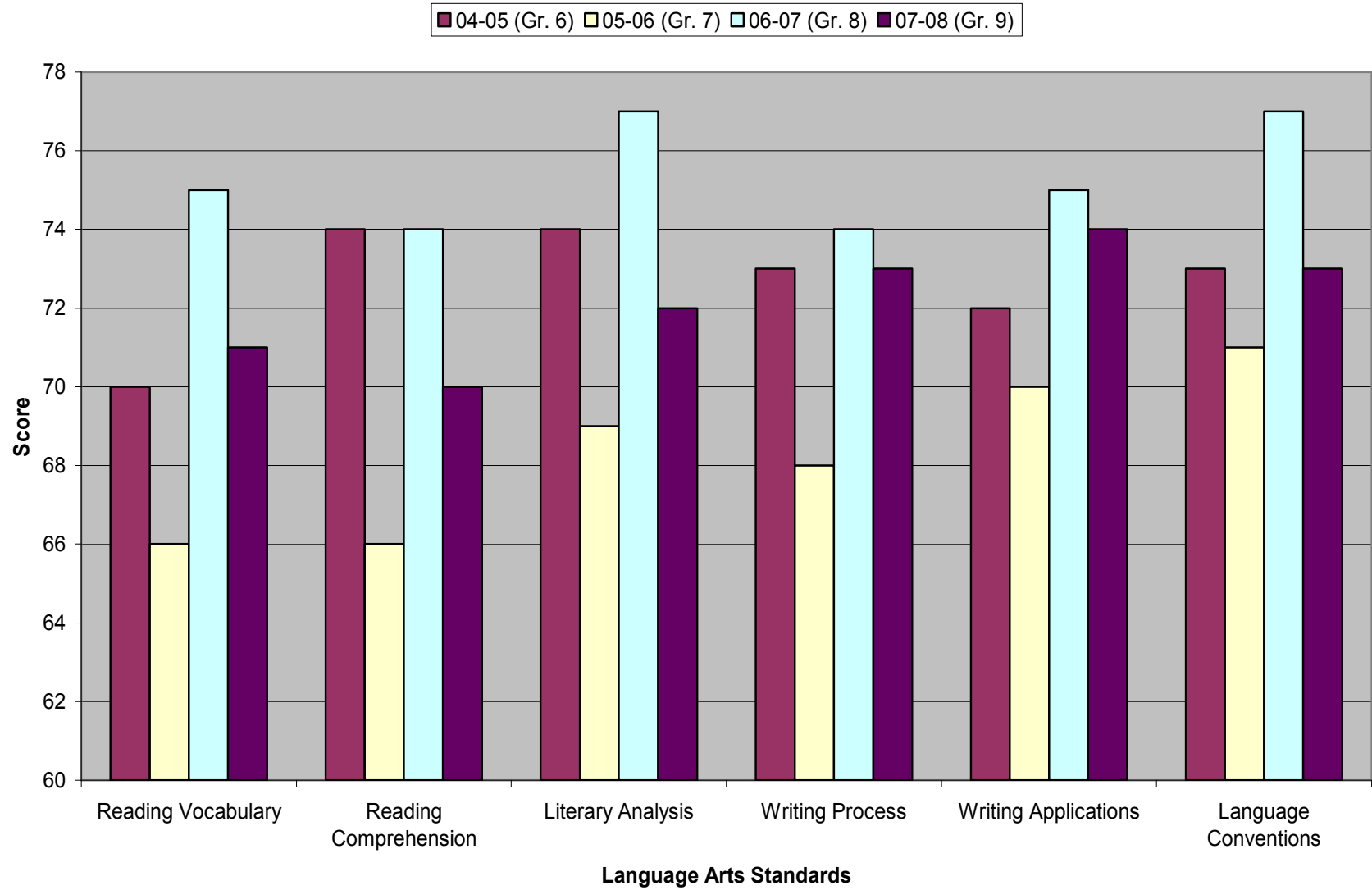
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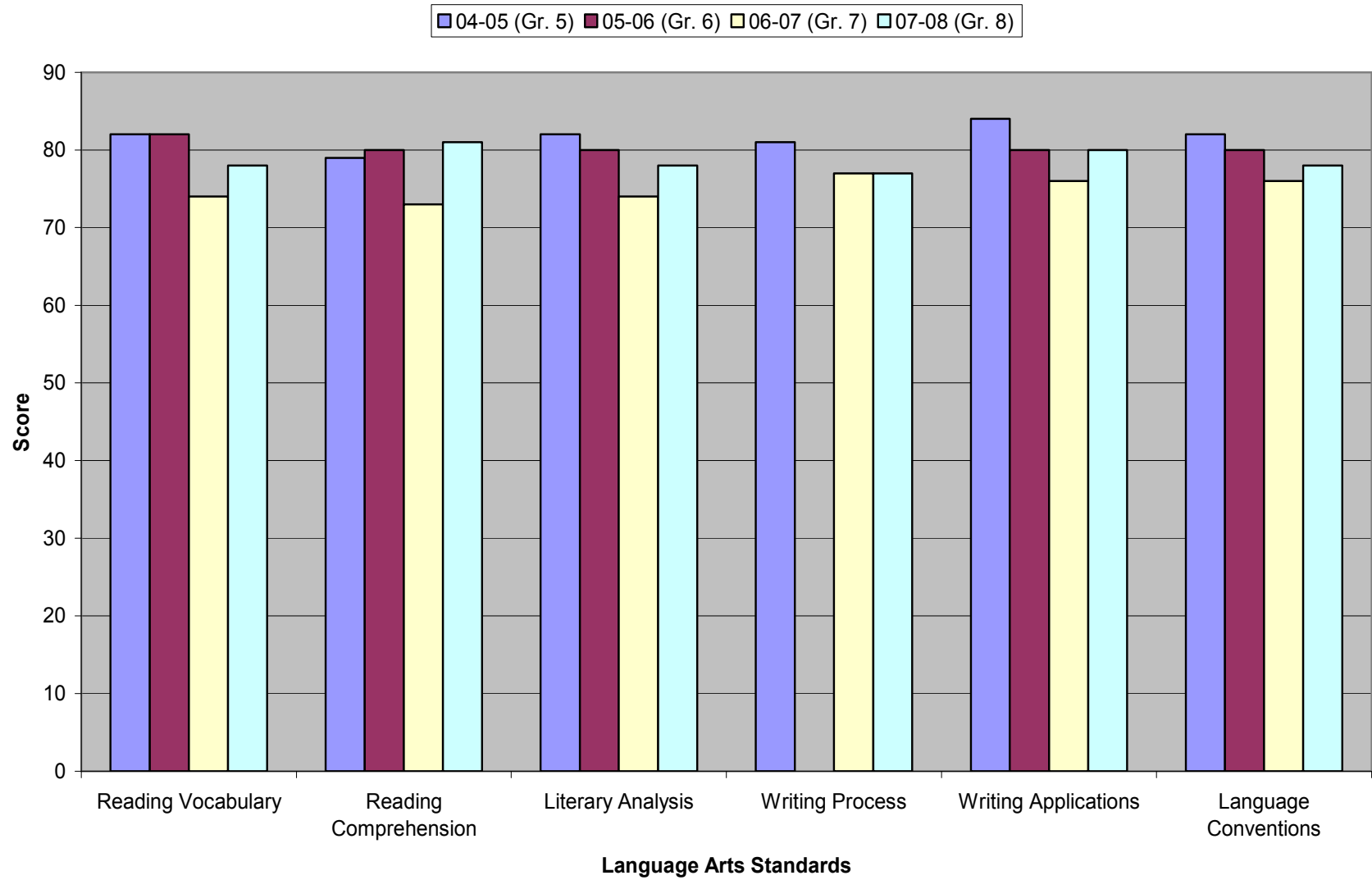
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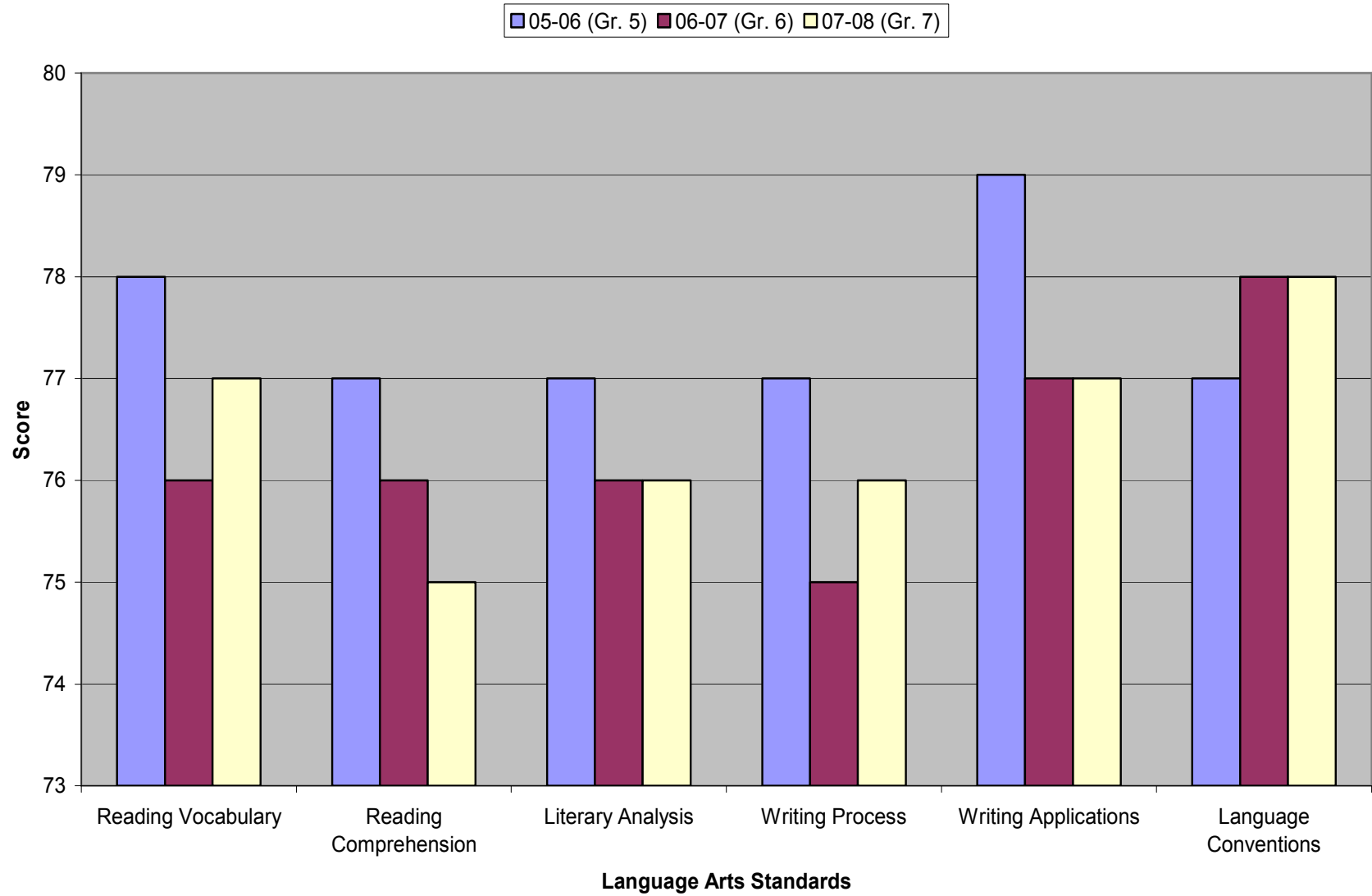
### Class 2011



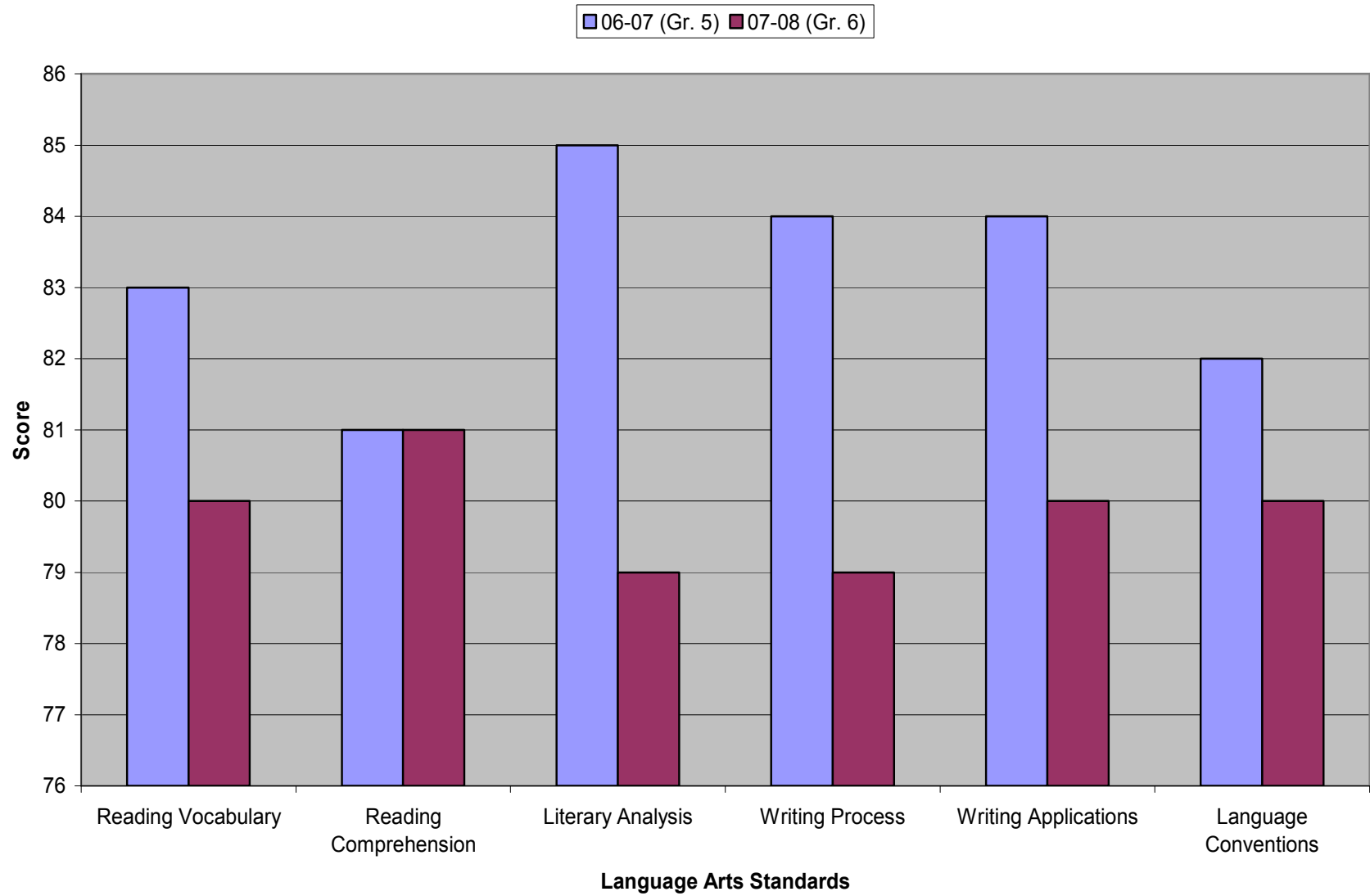
### Class of 2012



### Class of 2013



### Class of 2014



# **Benchmark Testing**

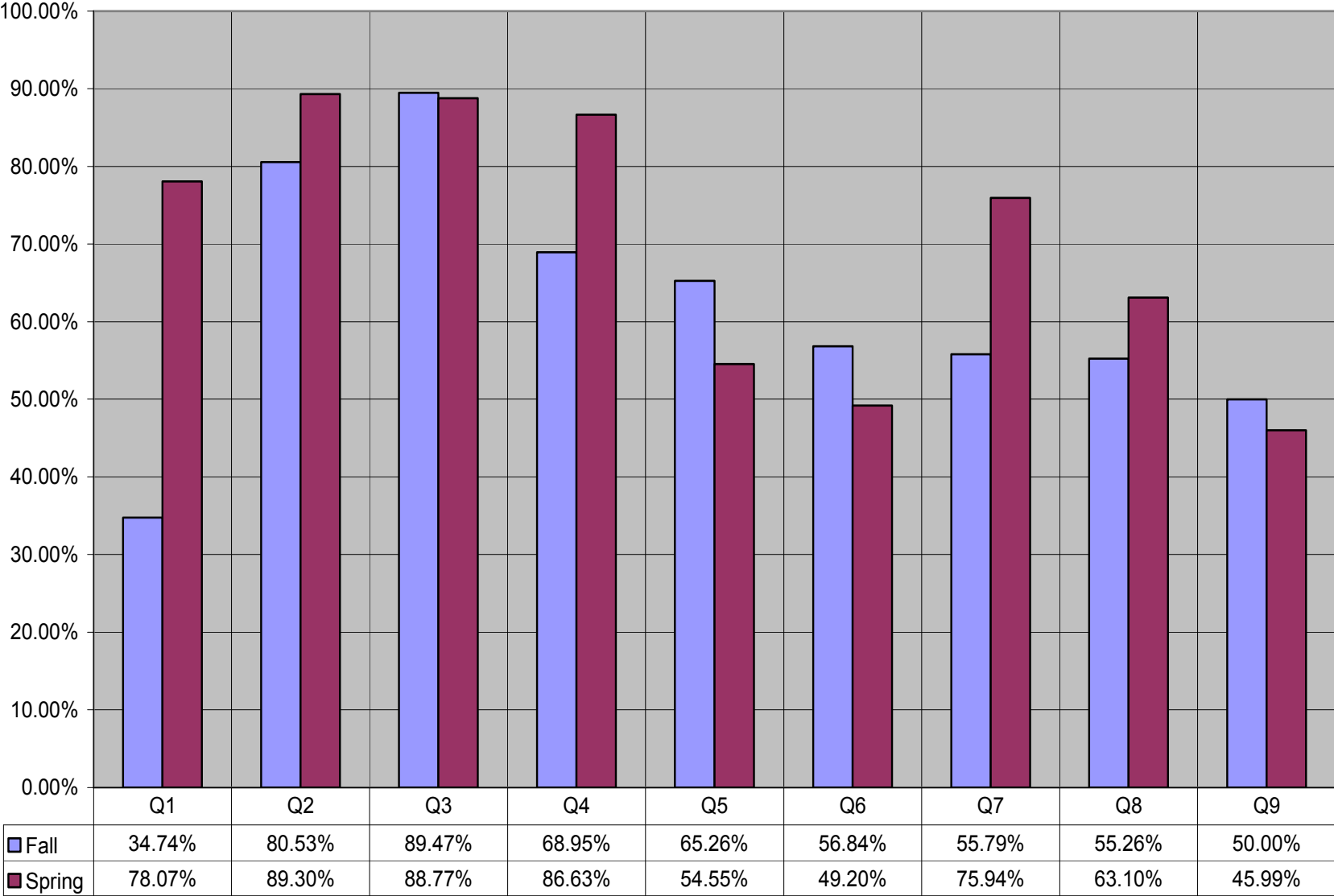
## **Reading Comprehension, Writing, and Math Problem Solving**

**Fall 2007 and Spring 2008**

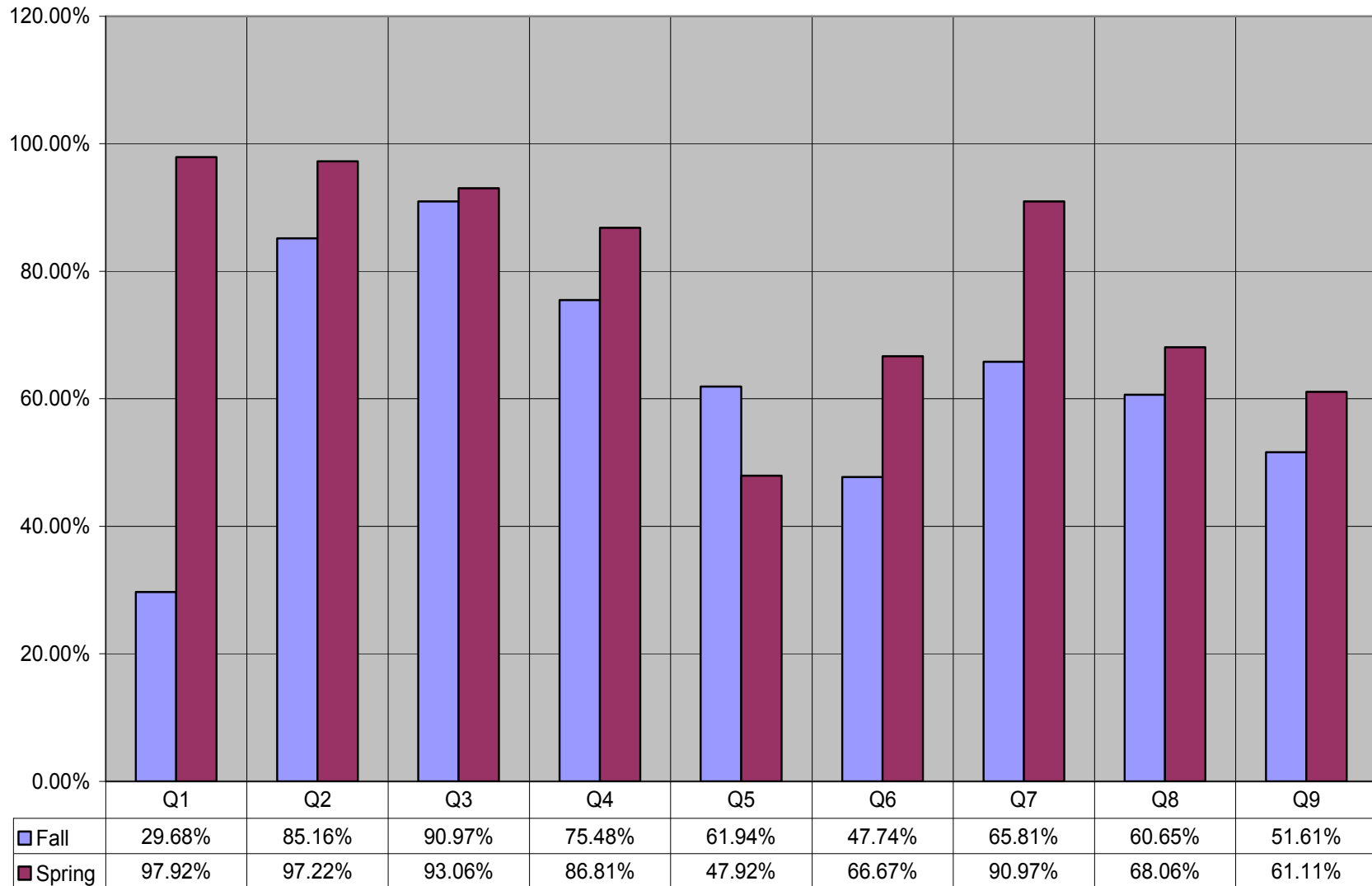
# Benchmark Testing 2007-2008

8th	Grade	Benchmark	Test																	
Reading			Writing			Math														
	Fall	Spring		Fall	Spring		Fall	Spring		Fall	Spring		8th		7th		6th			
Q1	38.17%	97.16%	8th Appl	57.37%	84.80%	Q1	55.11%	81.82%	Reading	68.92%	81.99%		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Q2	84.41%	96.59%	8th Conv	63.82%	76.14%	Q2	42.74%	65.63%	Writing	60.59%	80.47%	Reading	68.92%	81.99%	62.06%	77.08%	60.68%	67.75%		
Q3	94.09%	96.02%				Q3	57.26%	76.14%	Math	52.26%	65.40%	Writing	60.59%	80.47%	69.68%	71.35%	65.86%	64.84%		
Q4	77.42%	91.48%				Q4	58.33%	62.22%				Math	52.26%	65.40%	36.15%	63.43%	34.50%	51.63%		
Q5	74.19%	55.68%				Q5	47.85%	41.19%												
Q6	57.53%	68.18%											Math							
Q7	68.28%	93.18%											8th		7th		6th			
Q8	70.43%	77.84%											Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Q9	62.37%	71.88%										Q1	55.11%	81.82%	37.82%	77.99%	39.15%	70.53%		
												Q2	42.74%	65.63%	16.67%	58.96%	19.05%	40.79%		
												Q3	57.26%	76.14%	51.28%	80.97%	53.70%	70.79%		
7th	Grade	Benchmark	Test										Q4	58.33%	62.22%	44.55%	54.48%	35.71%	45.79%	
Reading			Writing			Math							Q5	47.85%	41.19%	30.45%	44.78%	24.87%	31.05%	
	Fall	Spring		Fall	Spring		Fall	Spring		Fall	Spring									
Q1	29.68%	97.92%	7th Appl	68.71%	72.22%	Q1	37.82%	77.99%	Reading	62.06%	77.08%									
Q2	85.16%	97.22%	7th Conv	70.65%	70.49%	Q2	16.67%	58.96%	Writing	69.68%	71.35%		Writing							
Q3	90.97%	93.06%				Q3	51.28%	80.97%	Math	36.15%	63.43%		8th		7th		6th			
Q4	75.48%	86.81%				Q4	44.55%	54.48%					Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Q5	61.94%	47.92%				Q5	30.45%	44.78%				Appl	57.37%	84.80%	68.71%	72.22%	64.61%	64.17%		
Q6	47.74%	66.67%										Conv	63.82%	76.14%	70.65%	70.49%	67.11%	65.51%		
Q7	65.81%	90.97%																		
Q8	60.65%	68.06%											Reading							
Q9	51.61%	61.11%											8th		7th		6th			
													Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
6th	Grade	Benchmark	Test									Q1	38.17%	97.16%	29.68%	97.92%	34.74%	78.07%		
Reading			Writing			Math						Q2	84.41%	96.59%	85.16%	97.22%	80.53%	89.30%		
	Fall	Spring		Fall	Spring		Fall	Spring		Fall	Spring	Q3	94.09%	96.02%	90.97%	93.06%	89.47%	88.77%		
Q1	34.74%	78.07%	6th Appl	64.61%	64.17%	Q1	39.15%	70.53%	Reading	60.68%	67.75%	Q4	77.42%	91.48%	75.48%	86.81%	68.95%	86.63%		
Q2	80.53%	89.30%	6th Conv	67.11%	65.51%	Q2	19.05%	40.79%	Writing	65.86%	64.84%	Q5	74.19%	55.68%	61.94%	47.92%	65.26%	54.55%		
Q3	89.47%	88.77%				Q3	53.70%	70.79%	Math	34.50%	51.63%	Q6	57.53%	68.18%	47.74%	66.67%	56.84%	49.20%		
Q4	68.95%	86.63%				Q4	35.71%	45.79%				Q7	68.28%	93.18%	65.81%	90.97%	55.79%	75.94%		
Q5	65.26%	54.55%				Q5	24.87%	31.05%				Q8	70.43%	77.84%	60.65%	68.06%	55.26%	63.10%		
Q6	56.84%	49.20%										Q9	62.37%	71.88%	51.61%	61.11%	50.00%	45.99%		
Q7	55.79%	75.94%																		
Q8	55.26%	63.10%																		
Q9	50.00%	45.99%																		

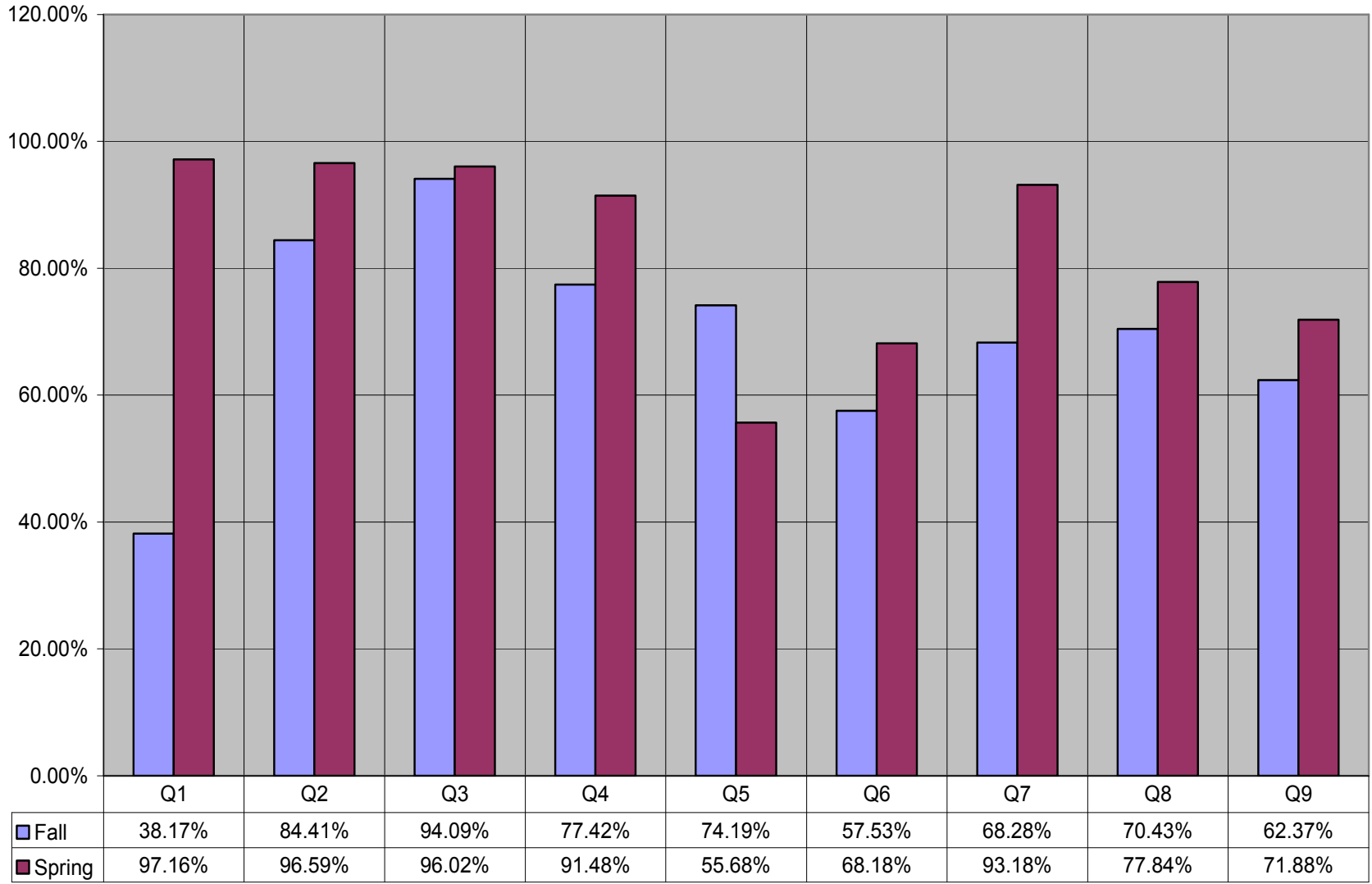
### 6th Grade Reading Benchmark



### 7th Grade Reading Benchmark



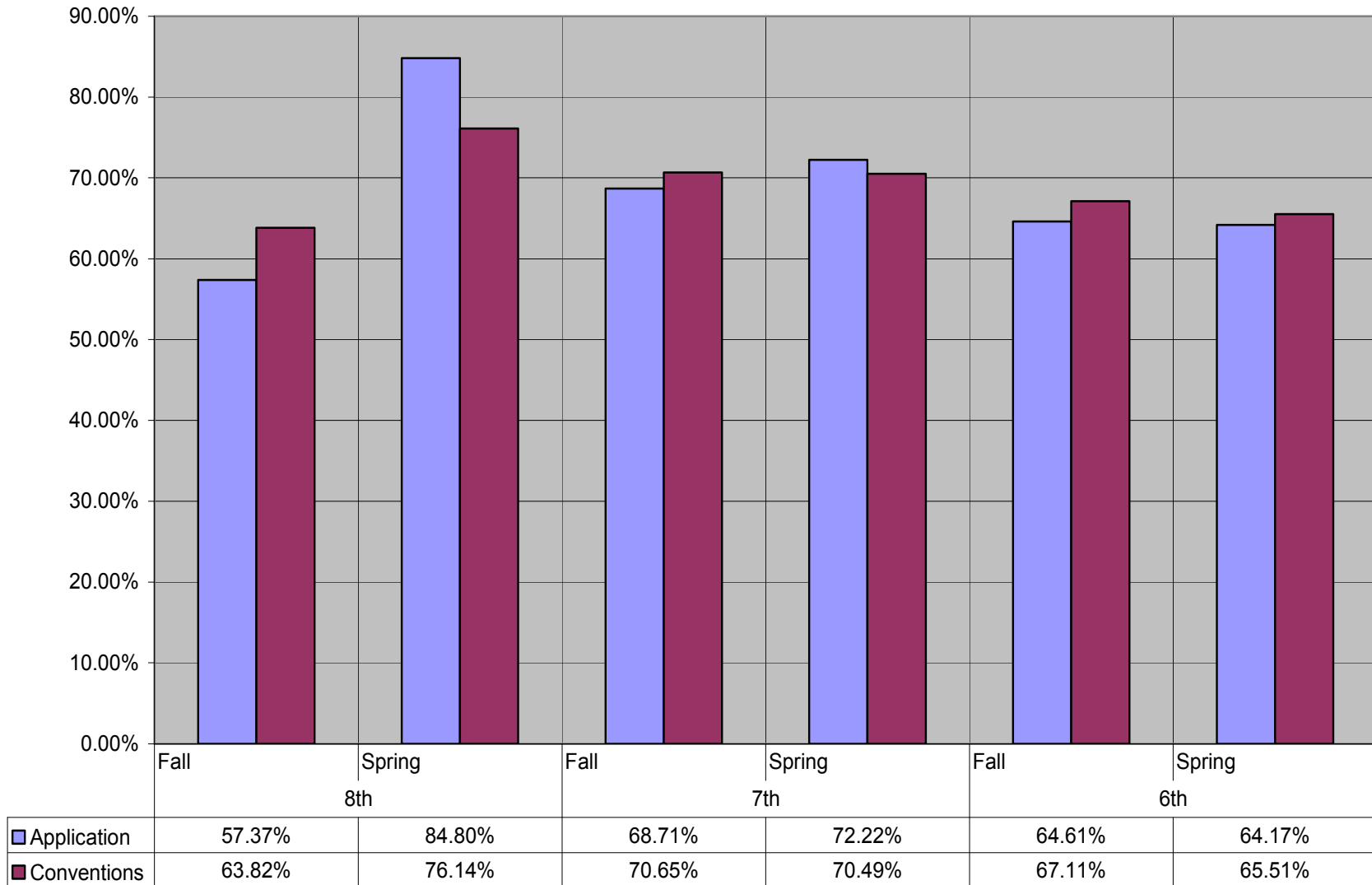
### 8th Grade Reading Benchmark



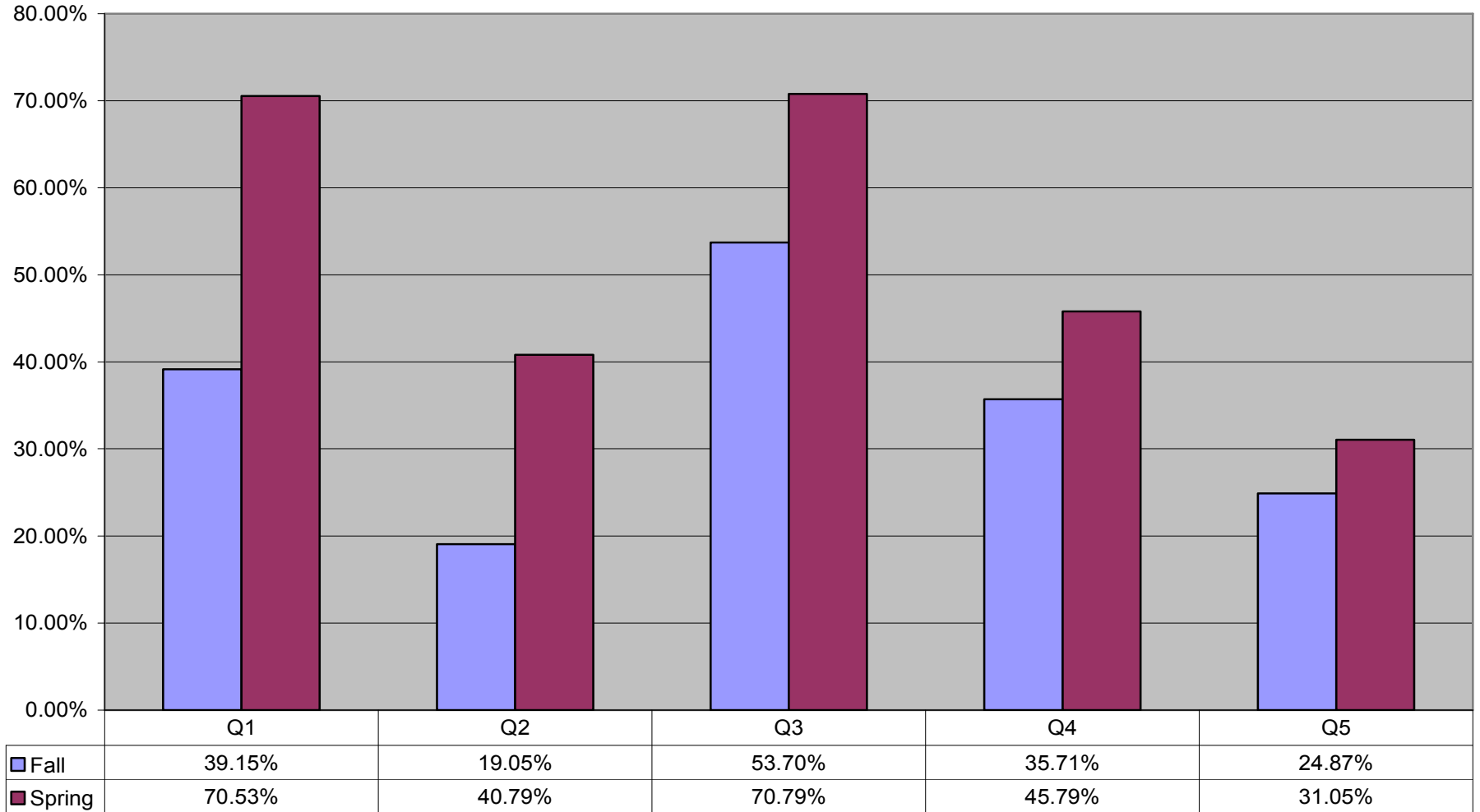
## Reading Benchmark



## Writing Benchmark

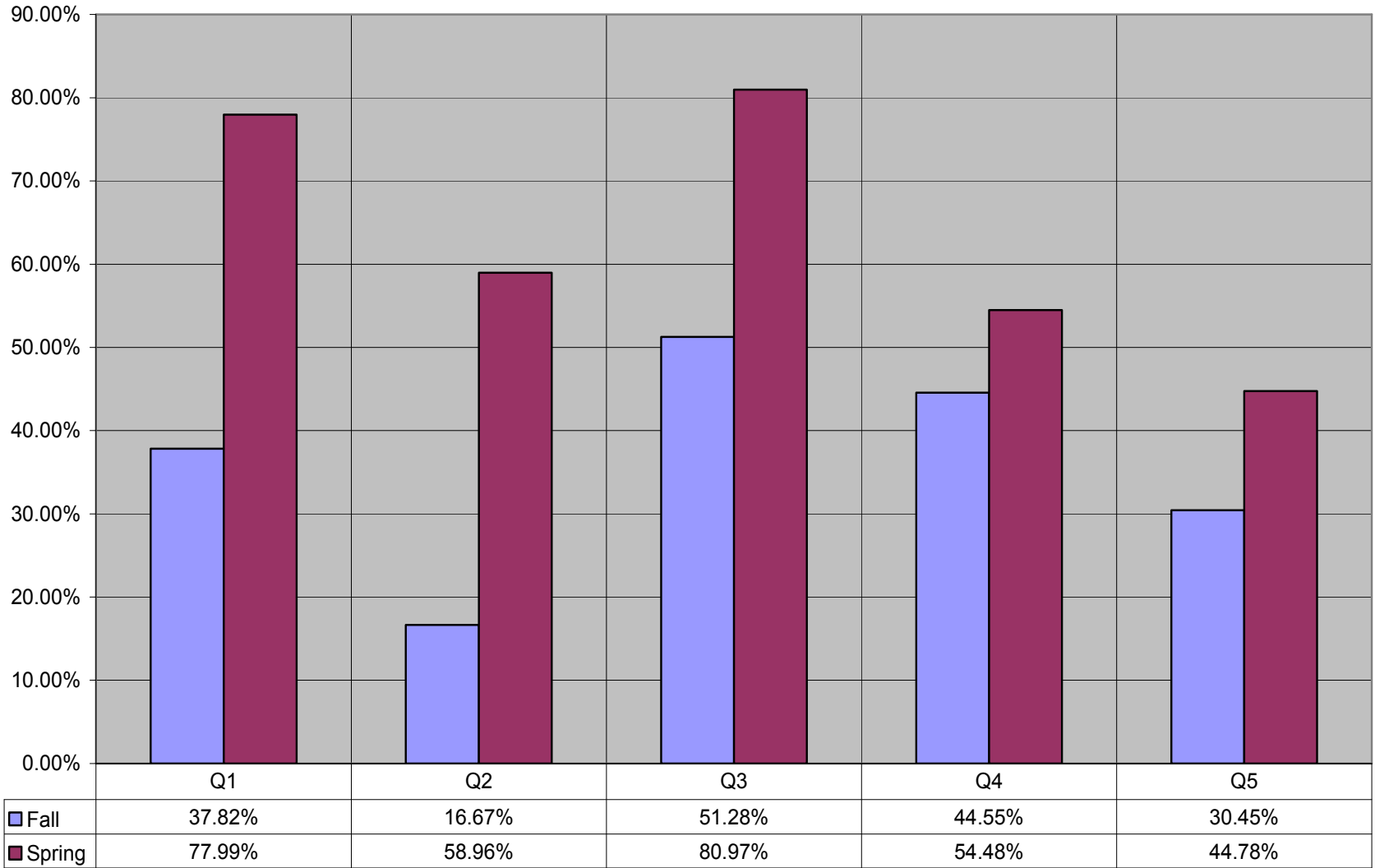


### 6th Math Problem Solving

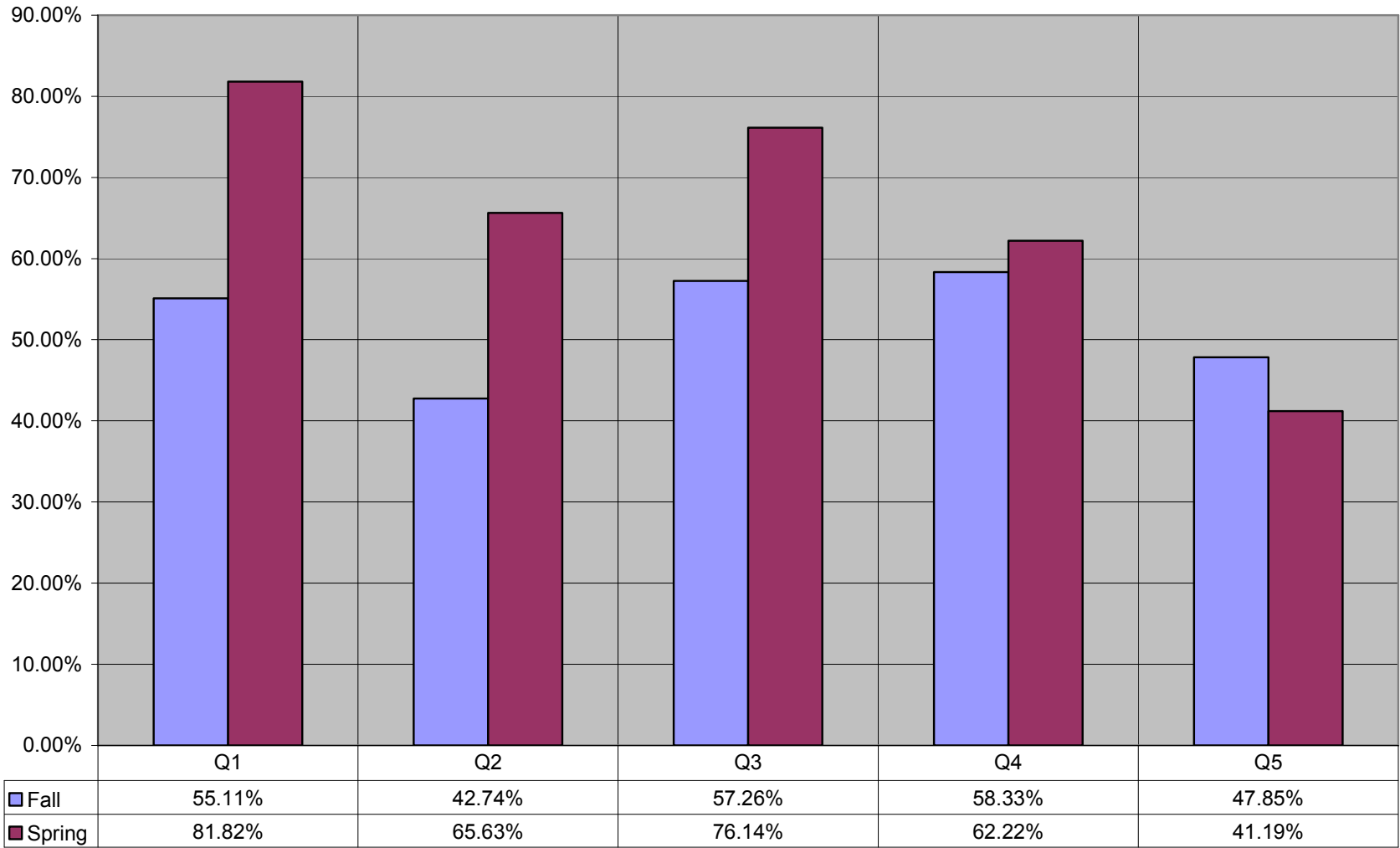


Questions

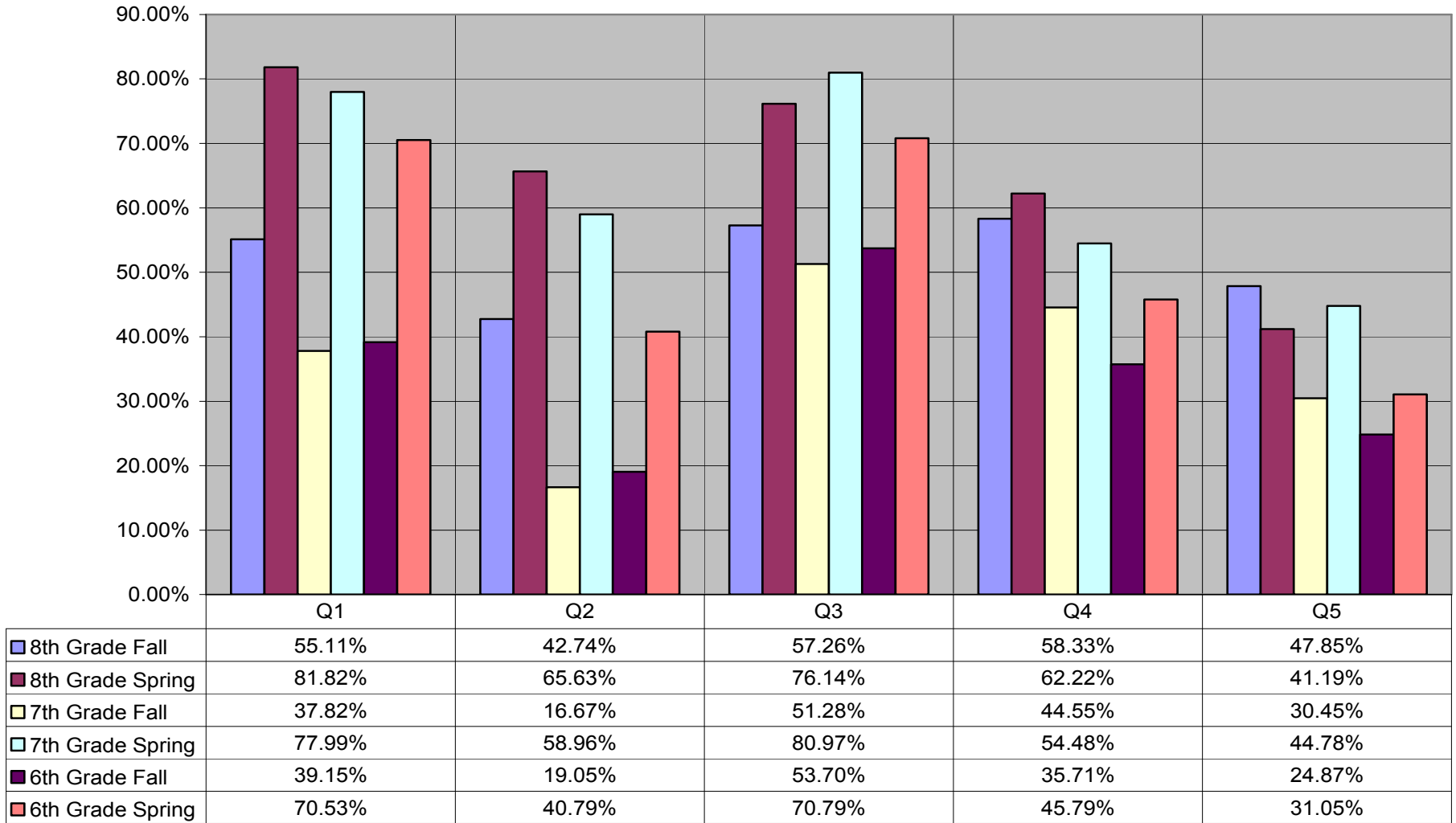
### 7th Grade Math Benchmark



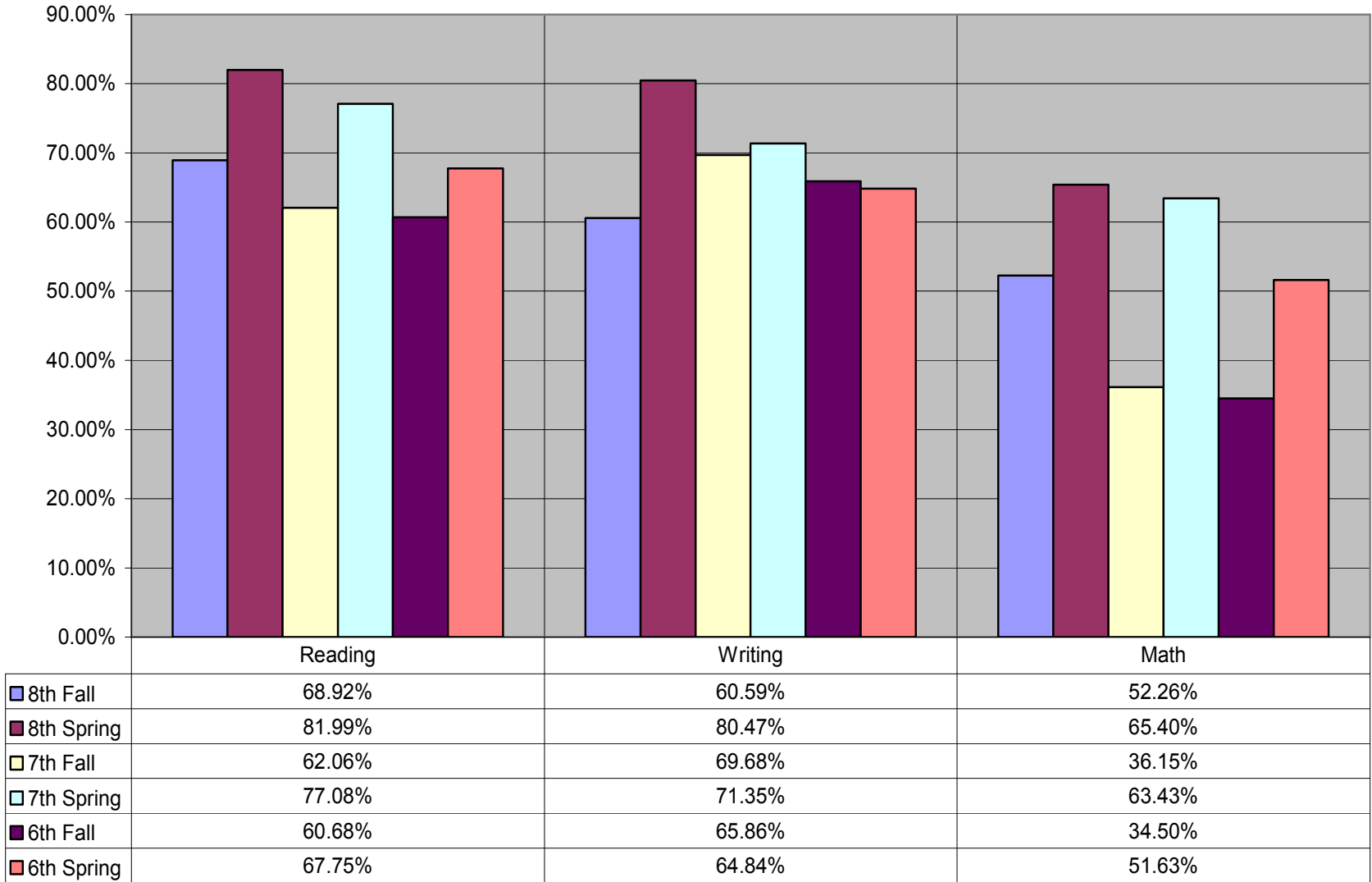
### 8th Grade Math Benchmark



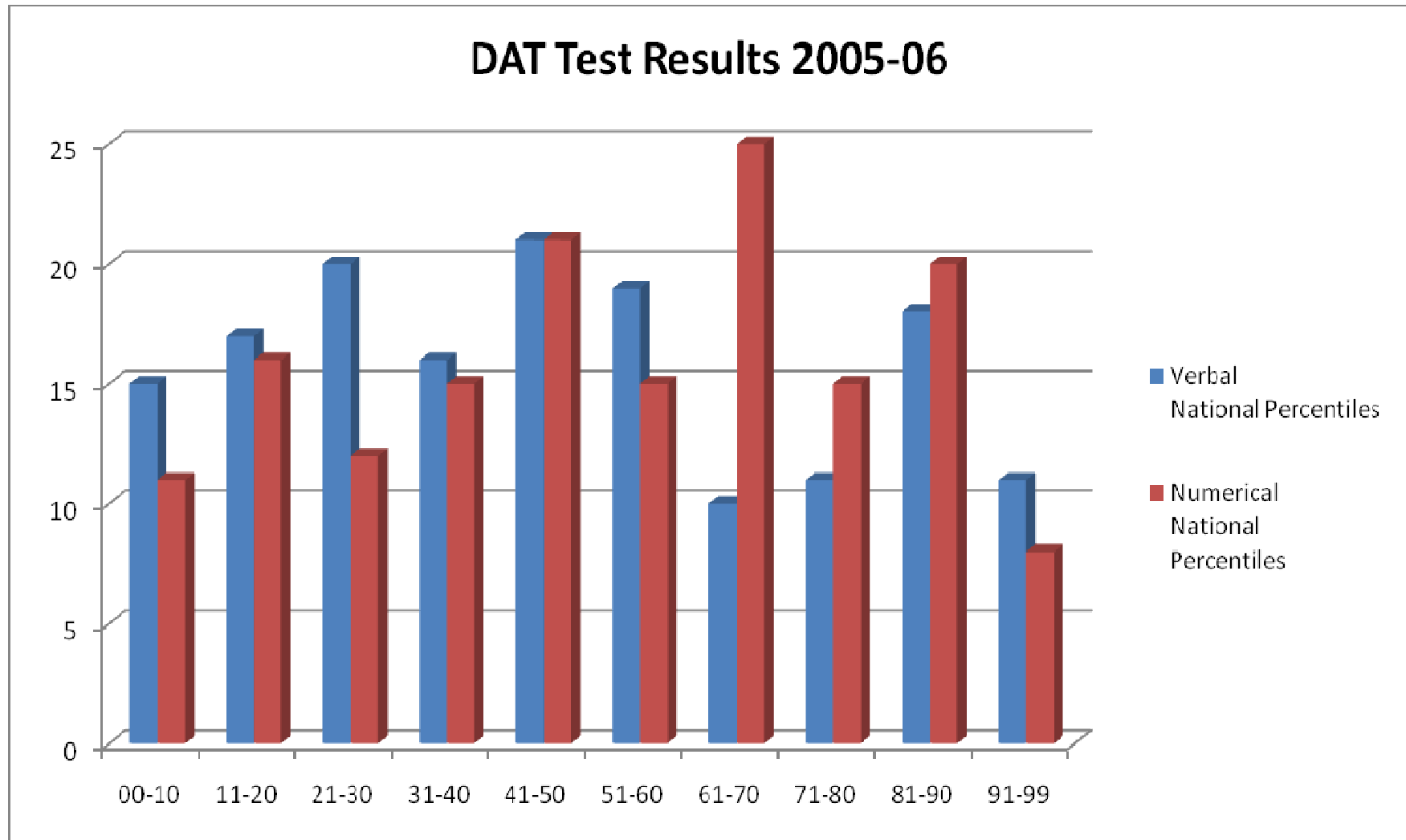
## Math Benchmark Test



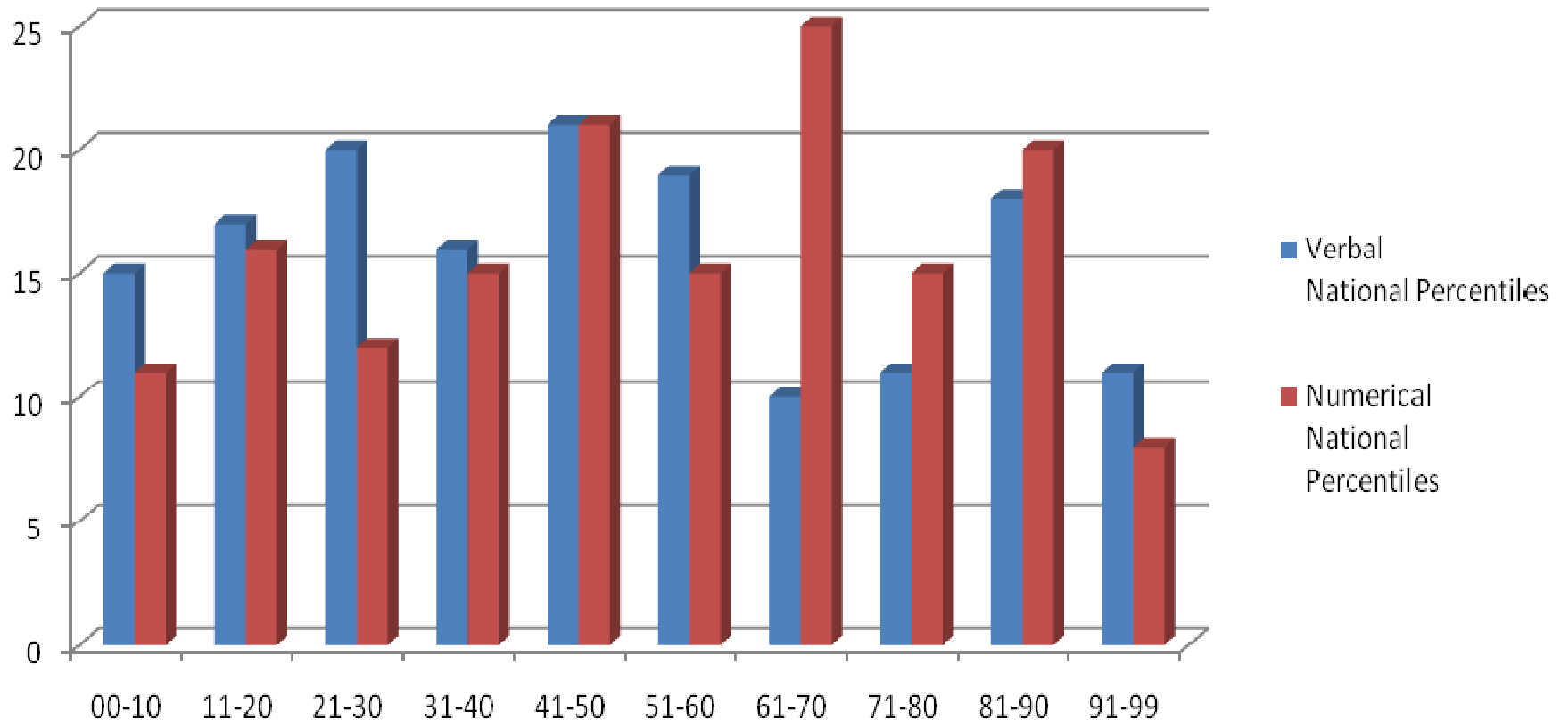
## NHMS Benchmark Testing



# Differential Aptitude Test (DAT) Results



## DAT Test Results 2006-07



The DAT is a battery of tests designed to measure students' abilities to learn or to succeed in a number of different areas. We feel it is important to measure different kinds of aptitudes in order to understand students' potential for developing academic and/or career success. The eight aptitudes we test are as follows: Verbal Reasoning, Numerical Reasoning, Abstract Reasoning, Perceptual Speed and Accuracy, Mechanical Reasoning, Space Relations, Spelling, and Language Usage.

At NHMS, we use these results to help build a complete profile of students' interests and aptitudes in order to help them further their exploration of the career world. Furthermore, we work in conjunction with the High School and use each student's result to help with placement and transition into the High School.

# Data Analysis

## Data Assessment Components

Assessment of student achievement is an important component in the implementation of standards-based learning. Both the teachers and students should use the information gathered from multiple assessments to drive learning before, during, and after instruction. Teachers, students, and all stakeholders make data driven decisions using student learning data and other individual information to improve student achievement. North Harrison Middle School uses the following assessment tools to gather individual student data:

- ISTEP+ data
- DAT (Differential Aptitude Test)
- Benchmark Pre/Post Testing – Reading Comprehension, Writing, and Math Problem Solving
- Attendance Data
- Survey Data

## Data Assessment Analysis

North Harrison Middle School students scored 81.5% passing in English Language and Math, , above the state average of 73.3%, for the 2007-2008 ISTEP+ tests. In looking over data from previous years in reading comprehension, students' scores on the various English/language arts standards are in the range of 75% to 85% passing. A decision was made during the 2006-2007 school year to change the goals of the School Improvement Plan to reading comprehension. Reading comprehension scores have routinely been lower than other standards in the last five to six years. From year to year, students have shown more difficulty mastering this standard. This year, the reading comprehension scores for 2007-2008 ISTEP+ test for the class of 2013, the 2008-2009 eighth grade class, are significantly lower than the other standards. Because reading comprehension is foundationally important in all content areas, as well, the school improvement committee decided to continue with reading comprehension as our school improvement goal. We will continue to emphasize the writing process as a maintenance goal. Therefore, reading comprehension has been chosen as a goal area for school improvement.

The school improvement committee looked at the trend and cohort data for the math standards. In math, students' scores on the various math standards are in the range of 80% to 90%, depending on the cohort group. The two standards of most concern are Algebra and math problem solving, although no scores on the math standards stand out dramatically. The school improvement committee decided to continue with math problem solving as our other goal area for school improvement. Also, math problem solving is not an isolated standard, but rather is integrated with other math standards. Teachers will continue to emphasize the four step math problem solving process across the curriculum, utilizing relevant math problem solving opportunities in all content areas.

In looking at the ISTEP+ data for the NHMS Special Education population, the scores were significantly lower than the scores of our regular education program students. This year, 2007, North Harrison Middle School did not make AYP due to the special education subgroup scores. We feel the school improvement goals of reading comprehension and math problem solving will benefit our Special Education students, as well. We are implementing a program for those students who did not pass the ISTEP+ test. Students in the target group will

receive additional instruction and remediation during their study hall in language arts and mathematics through the Study Island software program that tracks the progress of each individual student. Math students who do not pass ISTEP+ will also receive additional remediation through the Accelerated Math program. Special education students will also be in inclusive classrooms for language arts, science, social studies, and their elective classes. A special education teacher and/or instructional assistant will be in those inclusion classrooms to assist the regular program teacher.

In order to determine progress during the school year regarding our school improvement goals, North Harrison Middle School utilized benchmark testing at the beginning and at the end of the 2007-2008 school year. Overall, our scores on the benchmark tests regarding our school improvement goals of reading comprehension, writing, and math problem solving increased from the beginning to the end of the school year. Next year, in an effort to improve this process, we are going to implement the benchmark testing three times during the year, once in August, once in December, after the first semester, and finally in late April. This will help us determine if our school improvement efforts are successful, if we are on the right track with regard to our school improvement goals, and whether our efforts will positively impact our ISTEP+ scores. We are also going to administer the benchmark tests during our language arts, math, science, and social studies classes to encourage our students to take them more seriously. We have appointed a committee of teachers to create and develop our benchmark tests that are specific to each grade level, that are consistent and ISTEP+-like in their format, and that are graded uniformly for all grades.

The school improvement committee has also decided to proceed with curriculum alignment and mapping for the 2008-2009 school year. We are adopting a new management system, Harmony Management, for the North Harrison Community School Corporation. The new management system has an online curriculum mapping tool that will enable the teachers to eventually access the curriculum alignment information for all grades in the corporation. This will allow middle school teachers to collaborate with one another as well as with teachers in other buildings. They will become more knowledgeable of the curriculum that is being taught across all grades in the middle school, in the elementary schools, and in the high school. Our professional development plan for the upcoming school year will mainly focus on curriculum alignment as well as our school improvement goals.

North Harrison Middle School attendance rate, although it was equal to the state average in 2005-2006, was 1% higher than the state average in 2006-2007. It was the highest percentage for all the schools in the North Harrison Community School Corporation as of May 16, 2008, with an attendance rate of 96.84%. In looking at our survey data, one of the concerns of our stakeholders was attendance. Our discipline committee met to revise our attendance policy. The new attendance policy is similar to the attendance policy of North Harrison High School, holding students and parents more accountable for habitual absences. After five absences, only notes from doctors and notes approved by the administration will be considered excused. Those students who are habitually truant from school with numerous unexcused absences, ten or more, will be referred to the Harrison County Office of Juvenile Probation.

In addition, North Harrison Middle School will continue to recognize and reward our students for perfect attendance through our Renaissance Program. Each six weeks, the names of students who have perfect attendance, as well as Honor Roll, are posted on the recognition bulletin board in the hallway by the cafeteria. Students receive small prizes each six weeks that are distributed by the PTO parents in the cafeteria. Their names are put in a drawing for large prizes that are given away at the end of the year. Points for perfect attendance and Honor Roll, as well as many other criteria, are awarded to the PAWS classes for the year long PAWS competition between PAWS classes, with the winning classes being awarded a trip to Holiday World at

the end of the school year. At the end of the year, students with perfect attendance for the entire year receive an award at the North Harrison Middle School Awards Program.

Another area that schools focus on in their efforts to improve student achievement is student discipline. In looking over survey data, it is evident that the staff and stakeholders are satisfied with the process for student discipline. At the beginning of the 2007-2008 school year, the discipline committee revised the student discipline policy. The new progressive student discipline policy enlisted more involvement by the classroom teachers to handle minor violations and to make parental contact with the first discipline referral to the office. The number of lunch detentions and overall discipline referrals reduced by a significant amount during the 2007-2008 school year.