

Fremont High School

PL 221

School Improvement Plan

April 25, 2011

MISSION STATEMENT

Fremont High School and its community will provide an educational, supportive, and safe environment empowering students to learn, develop skills, be responsible and have a positive attitude necessary for life.

VISION STATEMENT

We believe that:

1. Students will acquire skills necessary to cope with social, personal, and cultural situations.
2. Students will gain self-understanding and respect for others.
3. Students will apply research skills.
4. Students will select and utilize appropriate problem-solving methods.
5. Students will develop civic values that will enable them to act responsibly.

Committee Members:

Liz Thomas (parent)
Bruce Bryan (teacher)
Joe Camp (teacher)
Mark Sherbondy (principal)
Calli Thiel (teacher)
Holli Miller (guidance director)
Tony Mitchell (teacher)
Kathy Parsons (community member)
Lindsay Ryan (student)

Meeting Schedule

The PL221 committee meets on the third Wednesday of every month at 3:00pm in the high school conference room.

Fremont School Corporation

Fremont High School is part of the School Corporation, one of four school corporations in Steuben County. Fremont School Corporation serves approximately 1,172 students in 1 elementary school, 1 middle school, and 1 high school.

Profile of Fremont High School

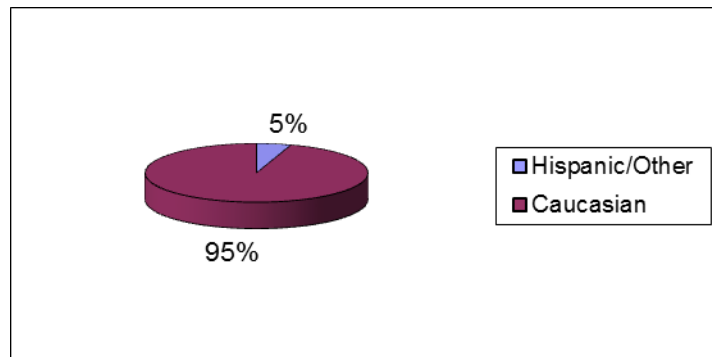
Fremont High School graduated its first class in 1879. The present building is a grade nine through grade twelve public school built in 1980 that currently houses 413 students and 29 instructional staff members. It is one of three schools in the Fremont School Corporation. It is located in Fremont, Indiana, a small town in northern Steuben County of about 1700 residents. Situated in the most northeastern district in the state of Indiana, the school corporation is bordered on two sides by the state of Michigan. The school corporation includes the town of Fremont, the town of Clear Lake, and three townships which are predominantly, farmland, and large lake communities.

Enrollment figures for Fremont High School show that its student population has been between 367 and 413 for the last ten years. Minority enrollment at Fremont High School has been very small. Our current population is 395 students. The student population in the 2009-2010 school year is 95% white, 1% Hispanic, 2% Asian, and 2% multi-racial.

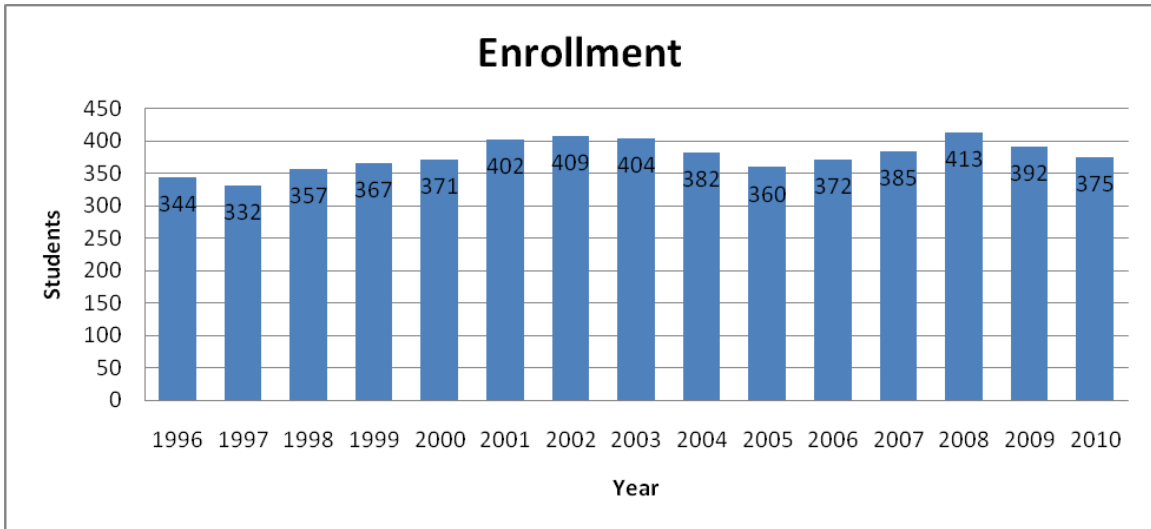
Adequate Yearly Progress

Fremont High School has met AYP five out of eight years. In 2005 and 2008 the high school met eight out of nine categories, falling short both years in the category of graduation rate. In 2009 the graduation rate rose from 85.71% to 89.0% meeting the AYP target. The school did not make AYP for the 2009-2010 school year because of participation rates in math, participation rates in English and English performance.

Percentages of Enrolled Students by Race/Ethnicity

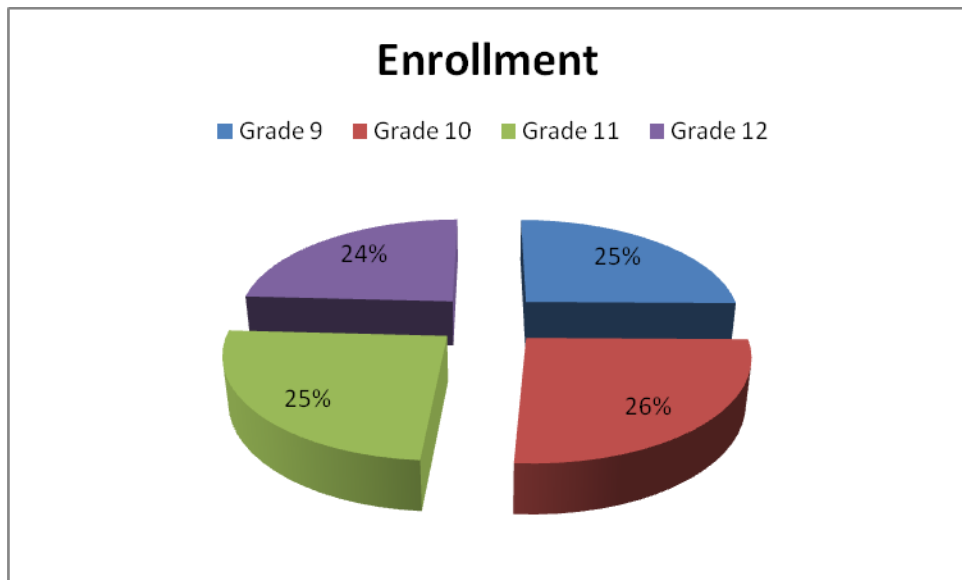


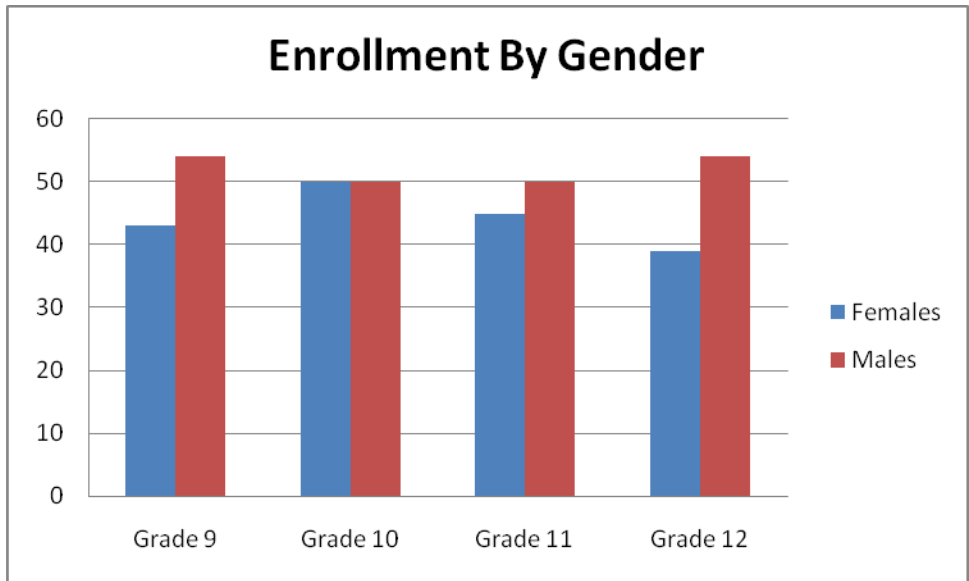
Total Number of Enrolled Students



Fremont High School's current 2009-2010 enrollment configuration by grade level is as follows:

	<i>TOTAL</i>	<i>FEMALE</i>	<i>MALE</i>
Grade 9	97	43	54
Grade 10	100	50	50
Grade 11	95	45	50
Grade 12	93	39	54





Special Education Students

Learning-disabled students and mildly mentally disabled students are provided services at Fremont High School. Currently, special education students make up approximately 11% of the total high school population. Students who are classified in an area outside of learning disabled and mildly mentally impaired are served by the Northeastern Indiana Special Education Cooperative. Emotionally disabled students are provided consultation services.

Vocational Programs

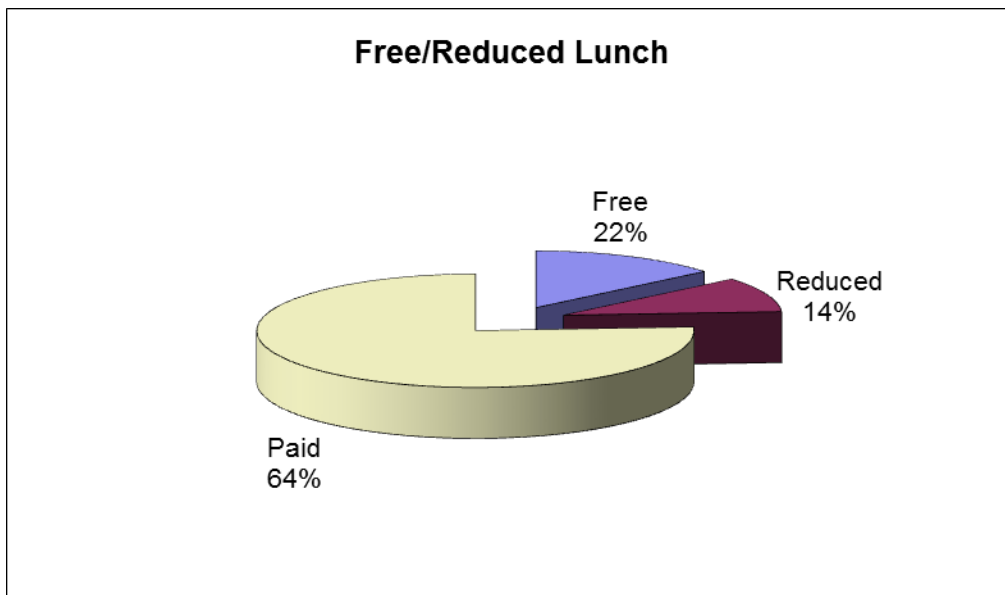
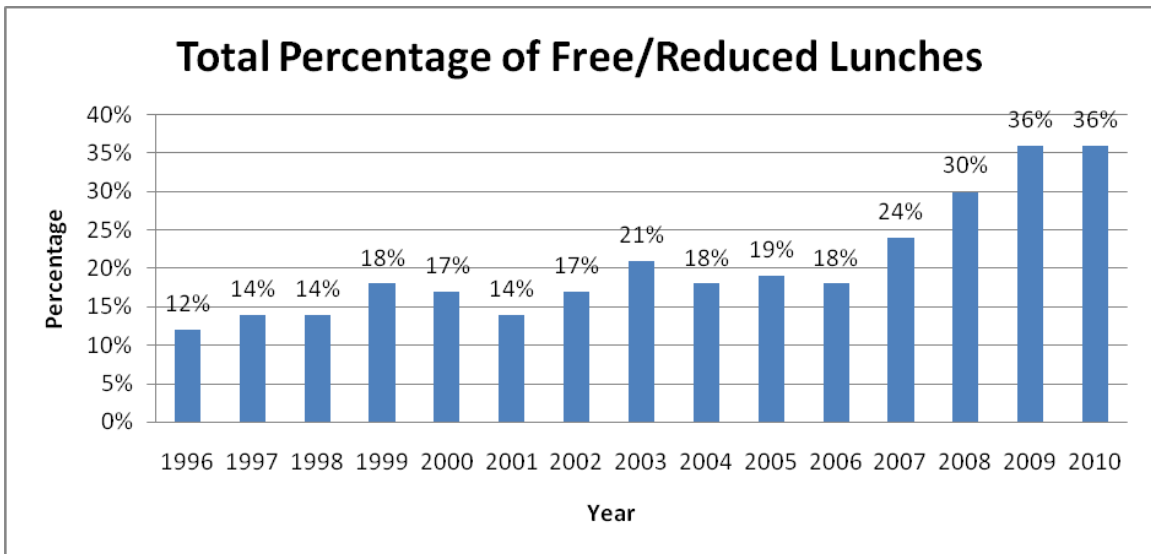
Students who are interested in vocational programs during high school have several options at Fremont High School. Current vocational programs in the high school include automotive technologies, construction trades, consumer and family sciences, industrial technology, art, computer technologies, I.C.E., and business technology laboratory. In addition to these, students can attend other programs in the Four County Area Vocational Cooperative, Angola High School, or choose to attend the Branch Area Career Center in Coldwater, Michigan. As school improvement planning continues, vocational offerings will be reviewed in light of these changes.

Athletics

Fremont High School is a member of the Northeast Corner Conference that consists of eleven schools in the four-county area of extreme northeast Indiana. It is currently the second smallest school in the conference based on enrollment. We provide fourteen varsity sports for both males and females.

Free and Reduced Lunch

Fremont Community Schools has historically been below the state average in the percent of students receiving free and reduced lunch/textbooks. For the 2009-2010 school year, Fremont High School's free/reduced lunch rate was 36%.



Fremont High School Staff

The staff at our school includes: 25.7 Indiana certified teachers. Teachers have an average of 17.6 years of experience, and the student/teacher ratio is 15.3:1.

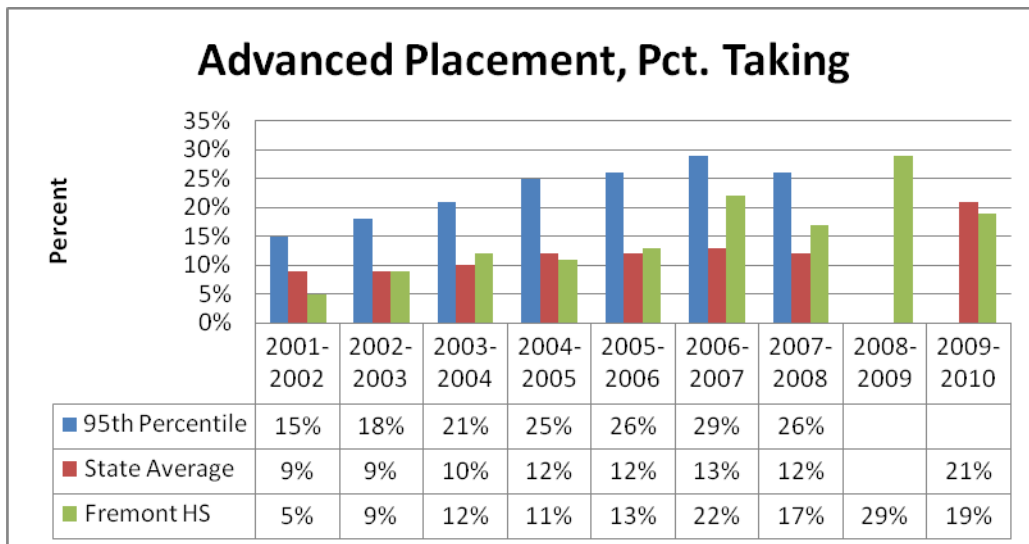
Additional personnel include the school principal, an athletic director, 3 secretaries, 3 custodians, a school counselor, a library technician, 3 instructional assistants, and the food service staff.

Other support personnel available to assist in meeting the needs of the students include the special education cooperative psychologist, a school nurse, a consulting speech and language specialist, a corporate maintenance director, a grounds crew, multiple bus drivers, and a corporate technology director.

BENCHMARKS

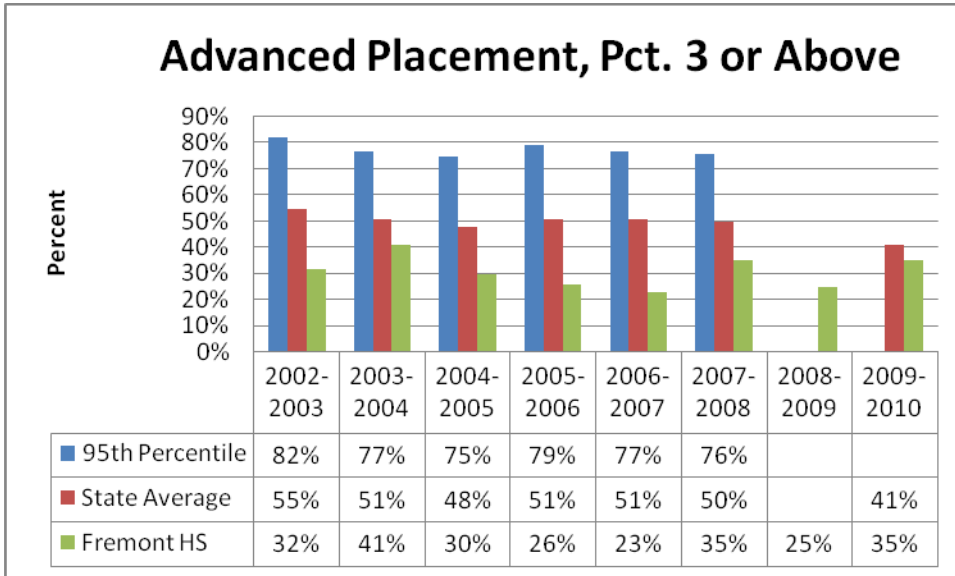
Advanced Placement, Percent Taking

Fremont High School offers advanced placement courses in English, Calculus, Microeconomics and Biology. In 2009-2010 only 36 (9%) students took the AP exams due to the increased opportunity to earn dual credit.



Advanced Placement, Students Scoring 3 or Above

Advanced Placement courses are currently offered on a rigorous level. The students taking these courses vary in academic ability. Students are given the opportunity to test for credit at the end of the course year. The goal would be to increase the number of scores rating 3 or higher to be at 35%. In 2009-2010 37% of the students scored a 3 or above.



Dual Credit

In the fall of 2009 Fremont High School entered into agreements with Trine University and IPFW to offer dual credit concurrent enrollment courses on the high school campus in addition to dual credit courses already available through IVY Tech in the building trades area.

Trine U. Cost: \$100/credit hour
 Trine will take care of free and reduce lunch students.
 Trine returns \$150/course taught for school improvement to the school,
 \$200/course for classroom improvement (not paid to teacher),
 and an additional \$5/student.
 Trine will use FHS textbooks through the current adoption.

IVY Tech No charge

Instructor	College Course	Hrs	Term	FHS course	Offered
Tony Mitchell	Microeconomics	3	9wk	Economics	2010
Trine U.	Principles of Sociology	3		Sociology	2010
	Intro to Government	3		Government	2010
	Psychology	3		Psychology	2010
	American History II	3		US History	2010
John Ludy	English Composition I	3		English 11	2010
Trine U.	Introduction to Literature	3		English 11	2010
	English composition II	3		English 12	2011
Bob Head	College Algebra	3	18wk	Adv Math CC	2010
Trine U.	Pre-calculus	4	18wk	Trig/Pre-Calc	2010
	Calculus I	4	18wk	Calculus	2010
Jake Taylor	Floor & Wall Const	3	36wk	Building Trades	2010
IVY Tech	Roofing	3		Building Trades	2010
	Interior Trim	3		Building Trades	2010
	Exterior Trim	3		Building Trades	2010
	Intro to construction	3		Building Trades	2010
Ken Steele	Brake Systems	3		Automotive Tech	2010
IVY Tech	Engine Repair	3		Automotive Tech	2010

Advantages

Dual credit courses are open to all students willing to work at the college level. Students who are undecided about attending college may experience a college level class at FHS. Courses are offered at a reduced tuition. Fremont graduates enter their freshman year of college with college credit. Students earn high school credit that qualifies for a diploma with academic honors.

Changes

In 2010-2011 biology and calculus will be offered as AP. All dual credit courses will be offered through Trine University and IVY Tech.

Results

Class of 2009

14 students earned at least 3 dual credits or scored a 3 or above on an AP exam and completed 22 dual or AP courses for a potential total of 66 semester hours (30 hours of AP, 18 hours from IVY Tech, and 18 hours from Trine University).

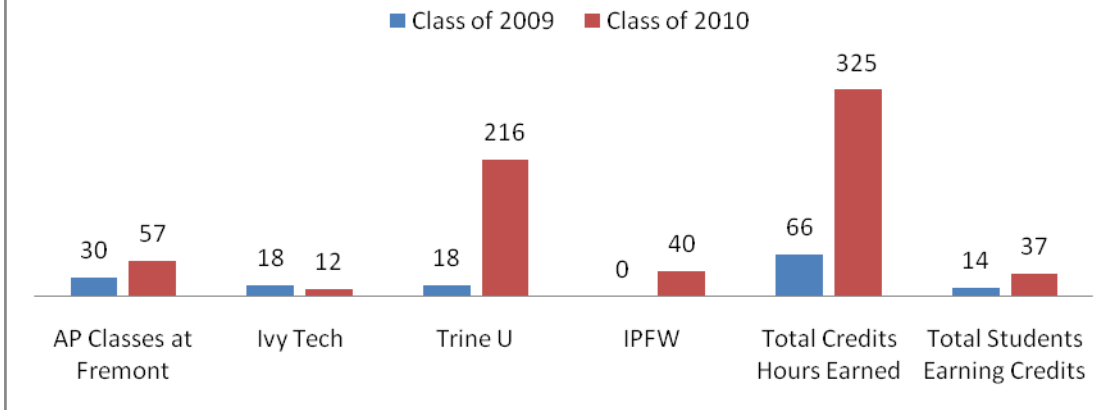
Class of 2010

37 students earned at least 3 dual credits or scored a 3 or above on an AP exam and completed 96 dual or AP courses for a potential total of 325 semester hours (57 in AP, 40 from IPFW, 12 from IVY Tech, 216 from Trine University).

Class of 2011

28 students have already earned at least 3 dual or AP credits and completed 56 dual or AP courses for a potential total of 179 semester hours (15 in AP, 44 from IPFW, 15 from IVY Tech, 105 from Trine University).

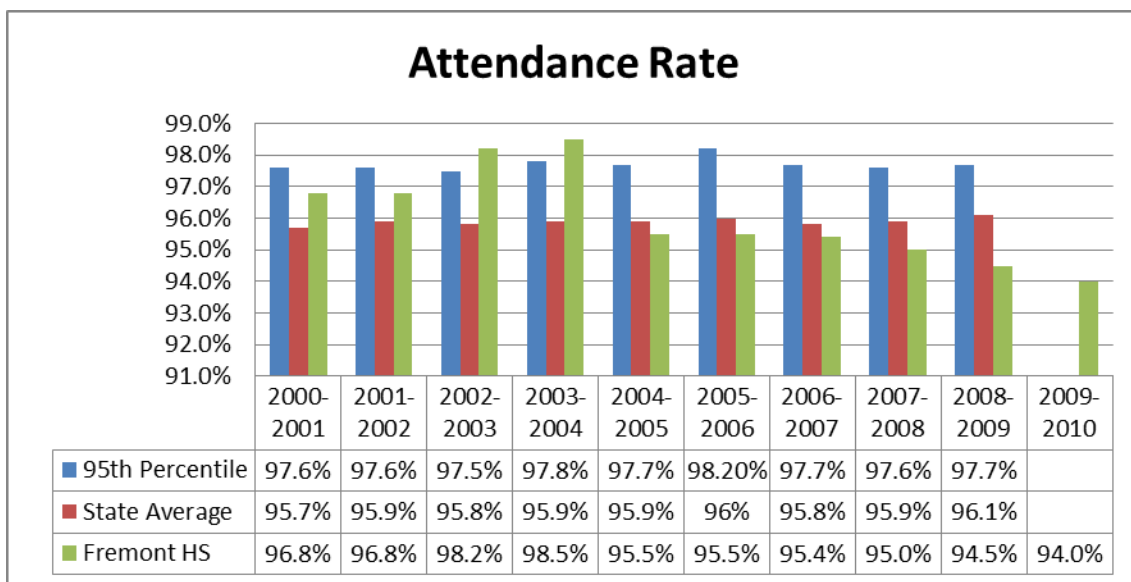
Results of College Credit Hours Earned



Part of the IDOE’s Plan for creating and promoting a statewide culture of academic excellence is for 25% of all Indiana graduates to pass at least one Advanced Placement exam (score of 3 or higher) or earn at least 3 semester hours of college credit during their high school years (Dual Credit). 15% of the class of 2009 reached this goal while 36% of the class of 2010 earned AP or dual credit. Approximately 29% of the class of 2011 has already earned college credit.

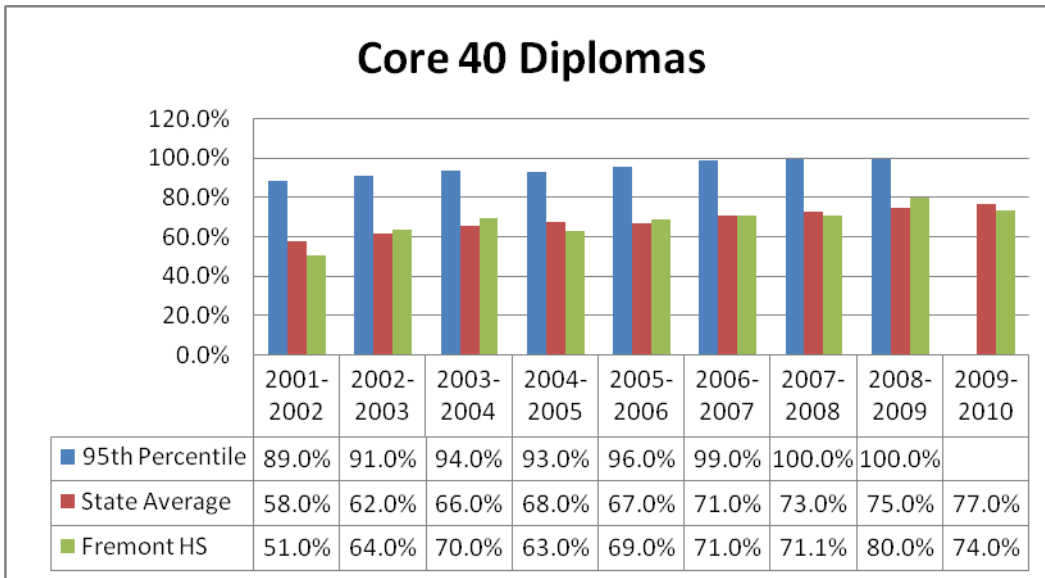
Attendance

Student attendance rates at Fremont High School have remained steady over the past few years dropping slightly to 94.5% this year. Our objective for attendance is to maintain or surpass our current levels above the 95% level. In order to maintain or surpass this, Fremont High School is partnering with Steuben County probation to intervene when students reach 10 absences.



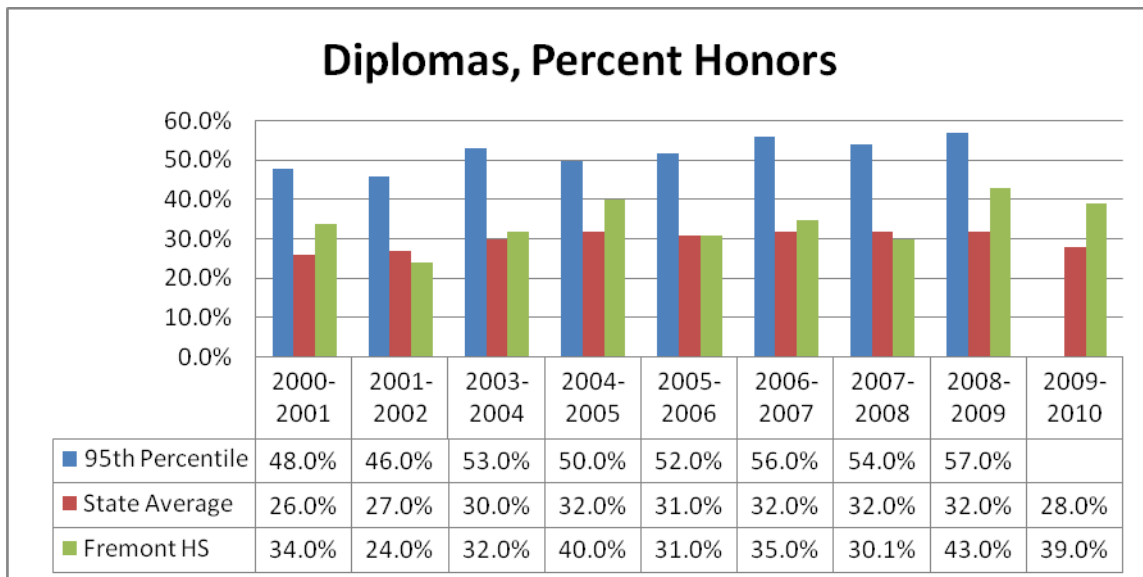
CORE 40 Diplomas

In 2009 80% of Fremont students graduated with a CORE 40 diploma exceeding the state average of 75%. Beginning with the class of 2011, the CORE 40 diploma will be the default diploma.



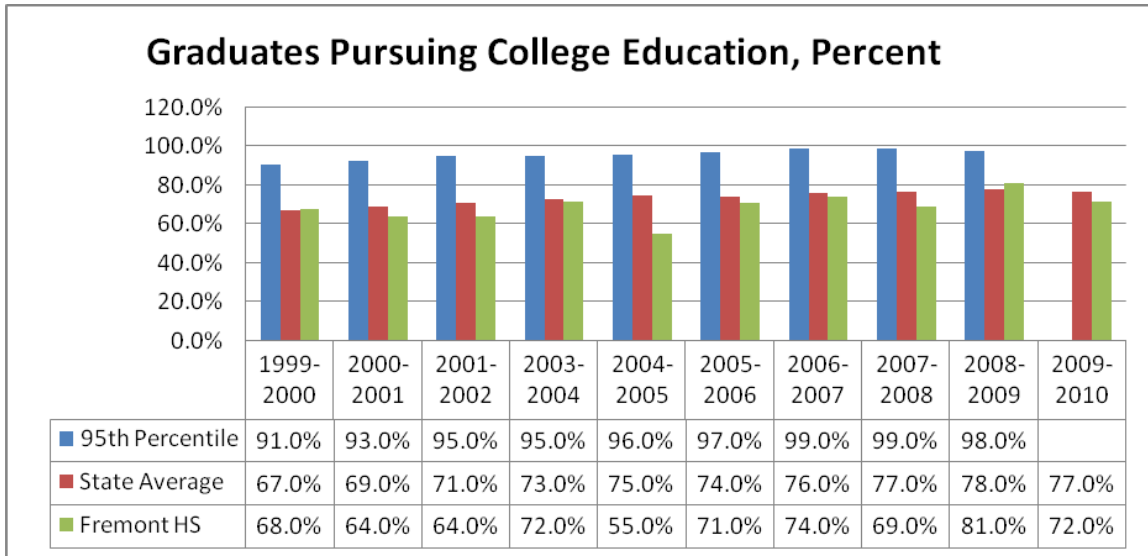
Diplomas, Percent Honors

Our goal was to exceed 35% for 2009. The number of academic honors diplomas increased to 43%, eleven percent better than the state average and a thirteen percent increase over last year.



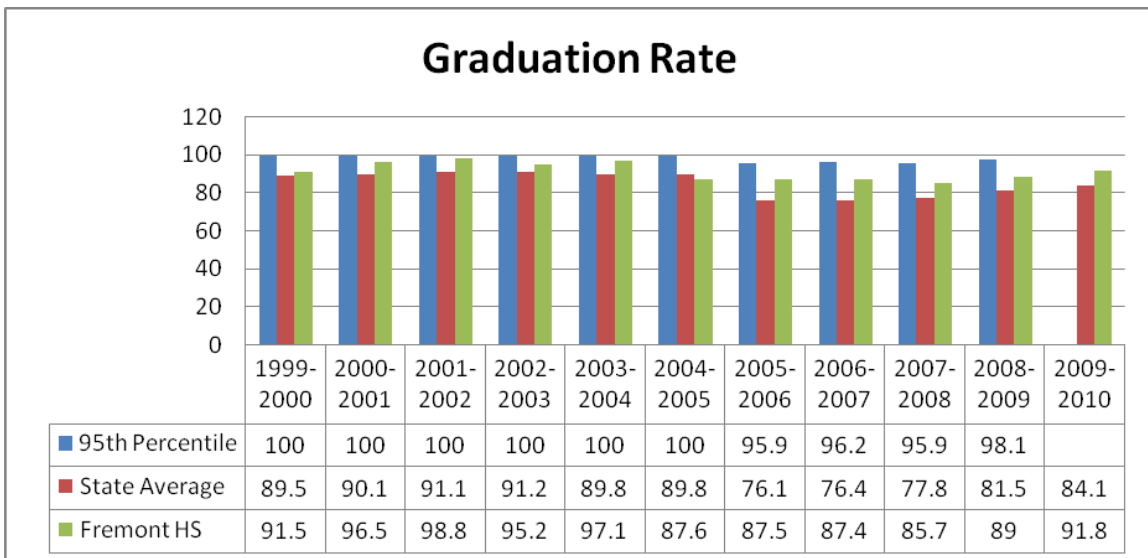
Graduates Pursuing College Education

Our goal was to meet or exceed state averages for college attendance, raising our percentage to at least 76%. This statistic includes 2- and 4-year colleges. In 2009 81% of the graduating class is pursuing education after high school. The state average is 78%.



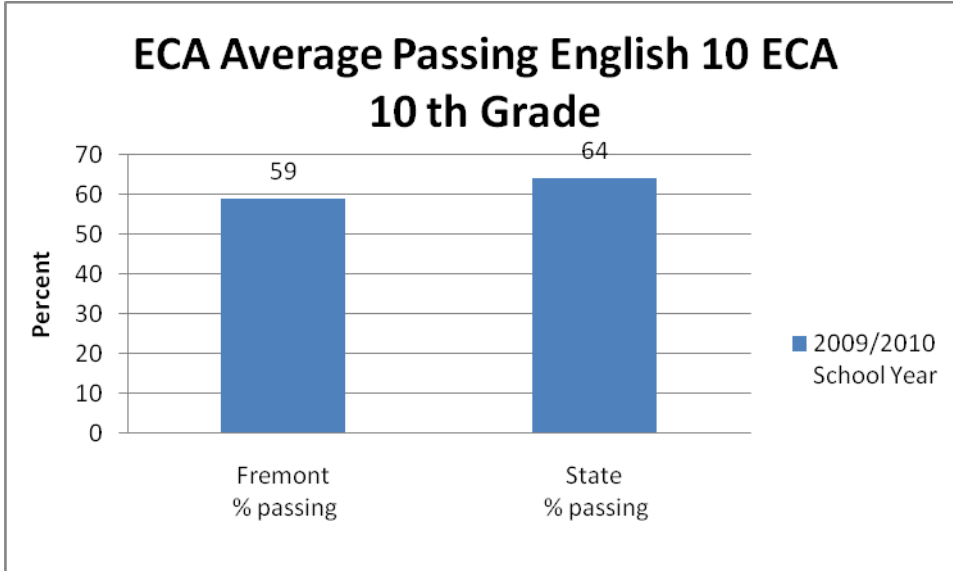
Graduation Rate

Currently, the graduation rate is 89%. Our goal is to surpass our current level above the 95% level. The new focus for improving the graduation rate will be to proactively pursue students that are behind current grade level in their credit status. Fremont High School has adapted alternative means for students to earn credits including an alternative school and virtual credits.

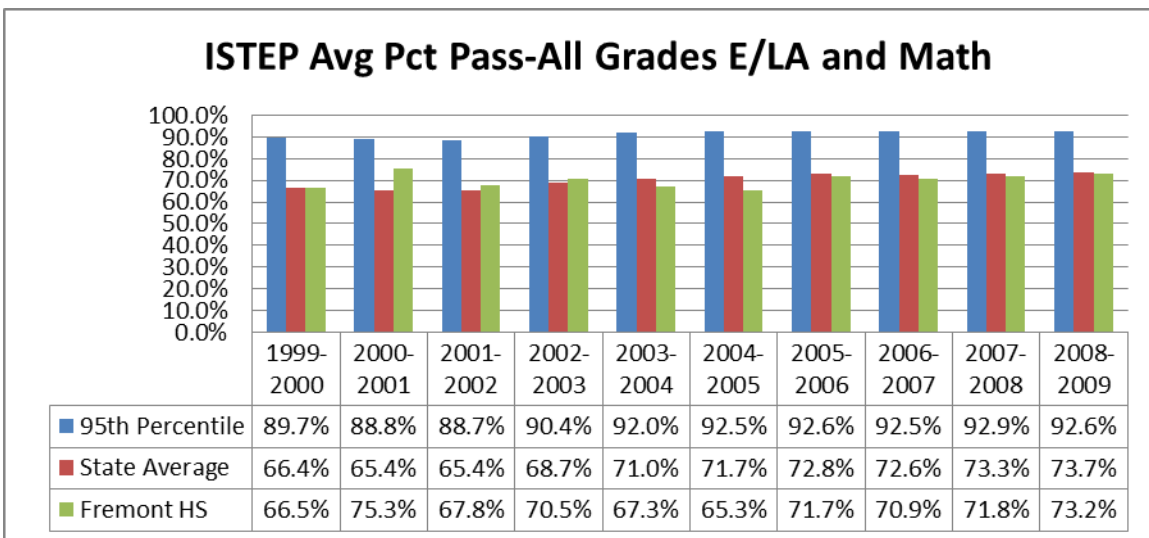


ECA Average Passing English 10 ECA

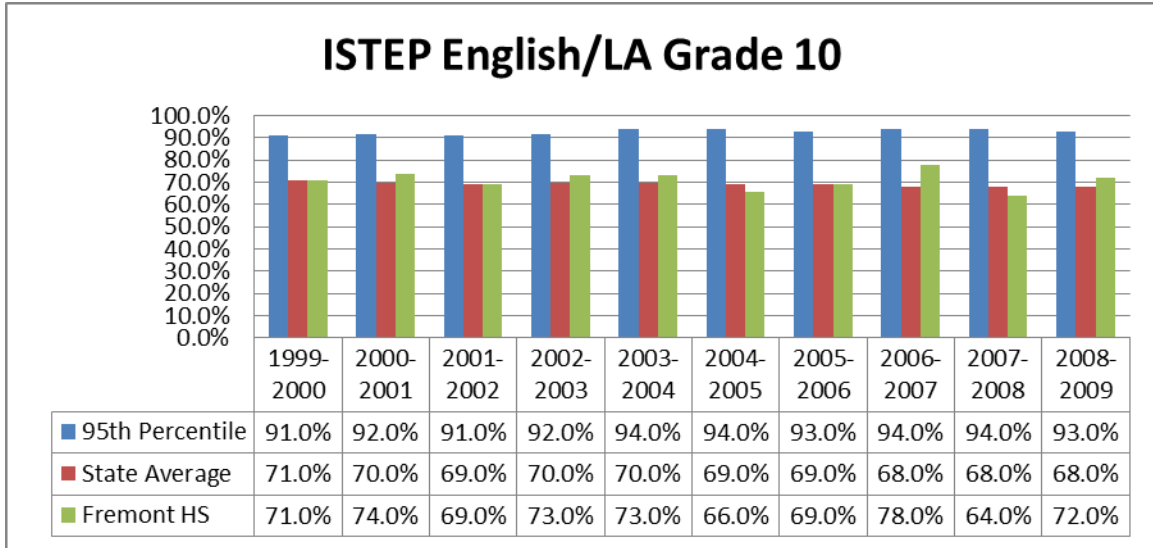
Our goal is to increase the percent passing to 62% in 2010-2011.



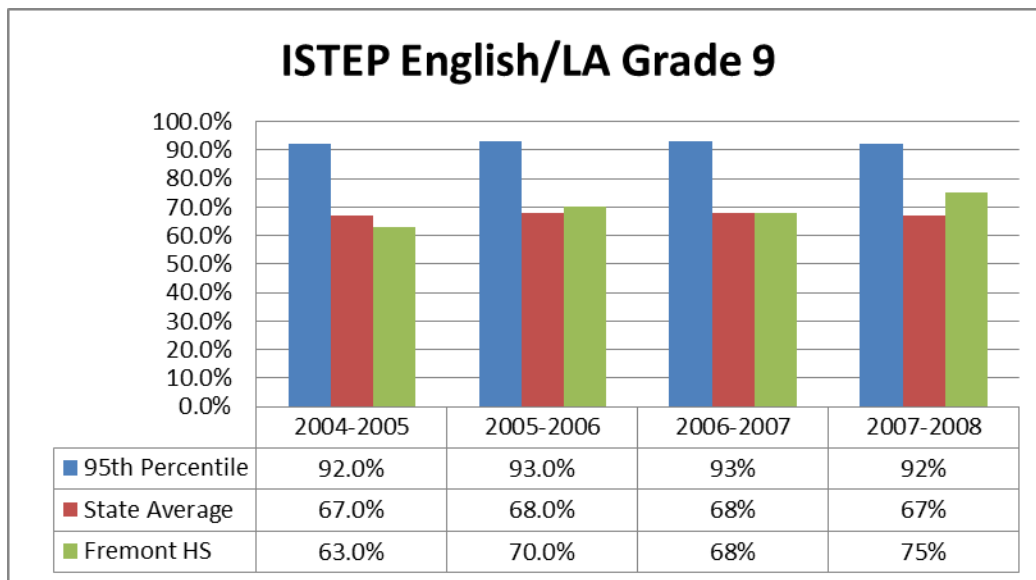
ISTEP Average Passing All Grades – Language Arts/ Math



ISTEP English/LA- Grade 10, Percent Passing

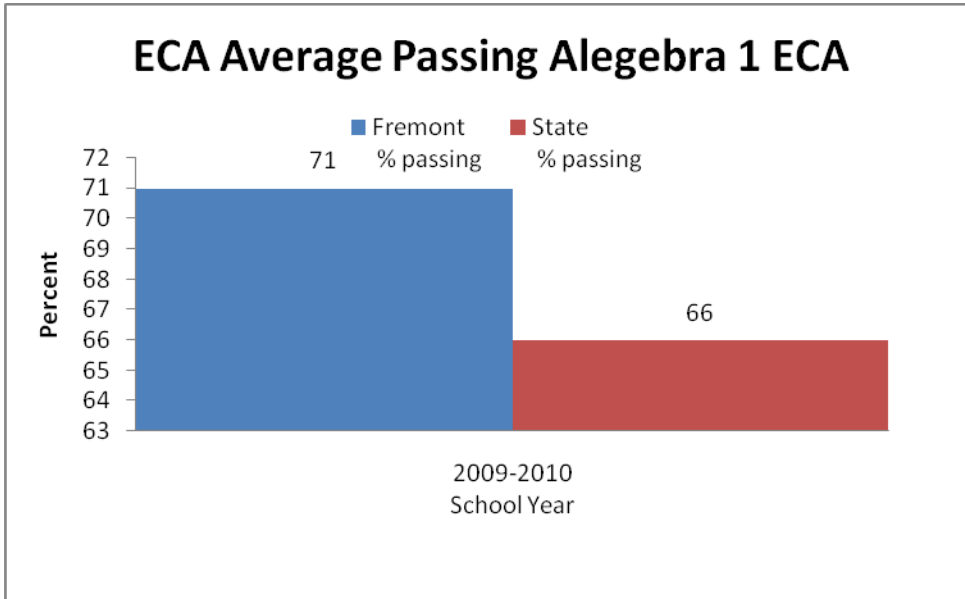


ISTEP English/LA, Grade 9, Percent Passing

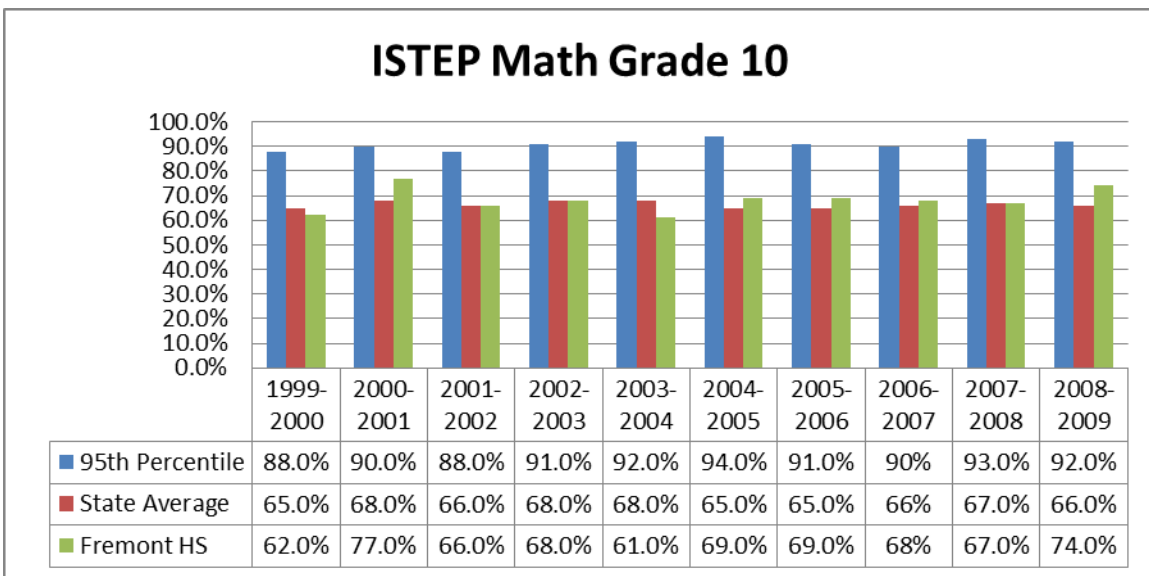


ECA Average Passing Algebra 1 ECA

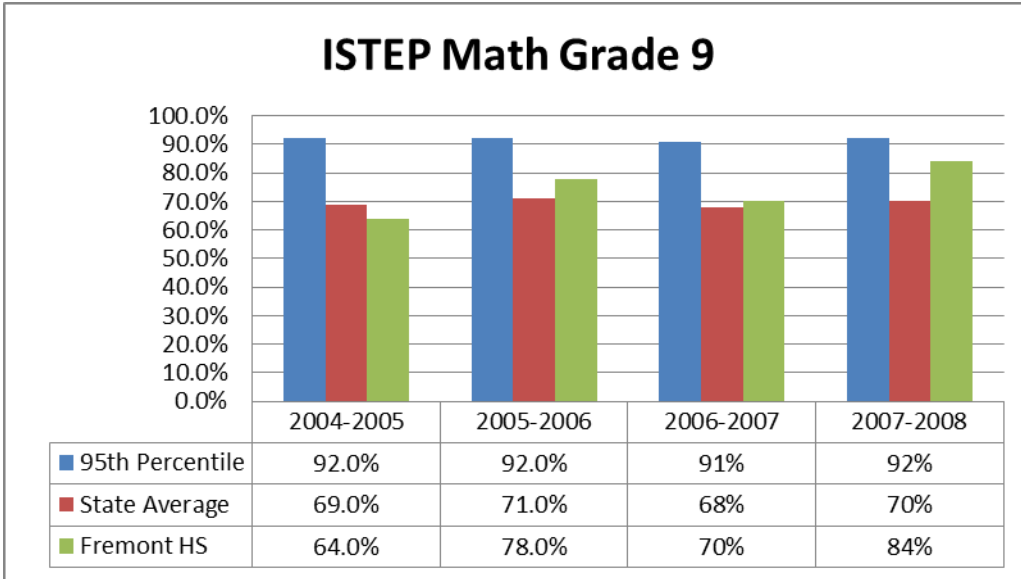
Our goal is to increase the percent passing to 81%.



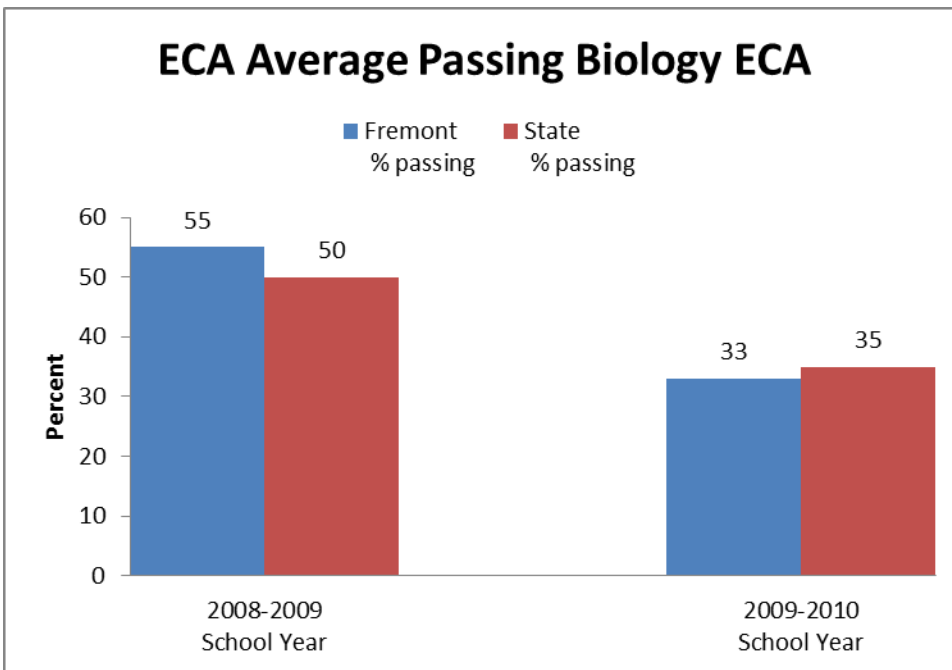
ISTEP Math, Grade 10, Percent Passing



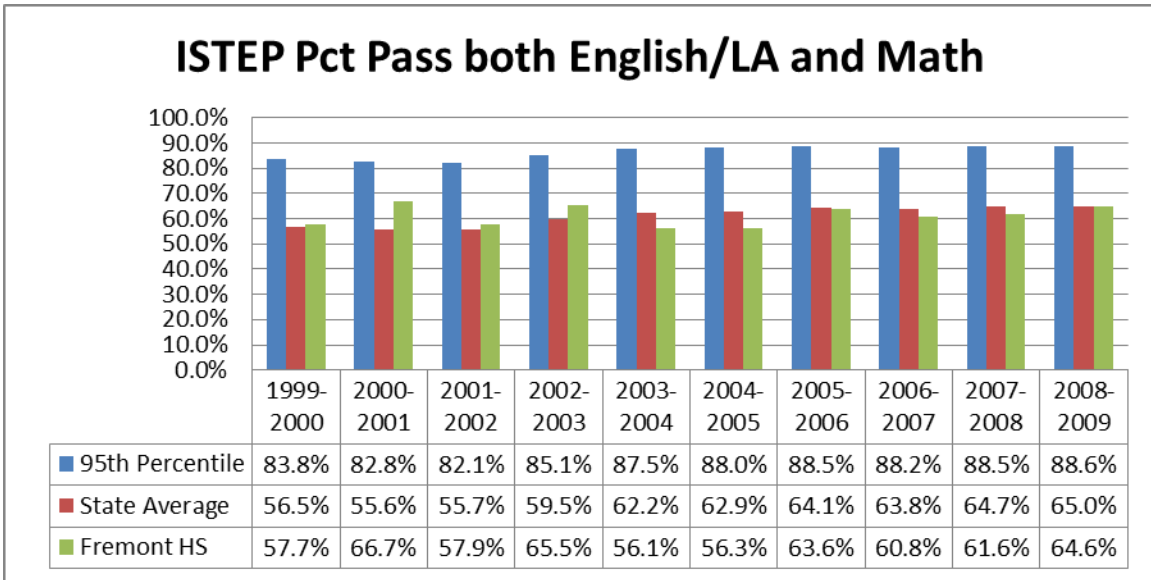
ISTEP Math Grade 9, Percent Passing



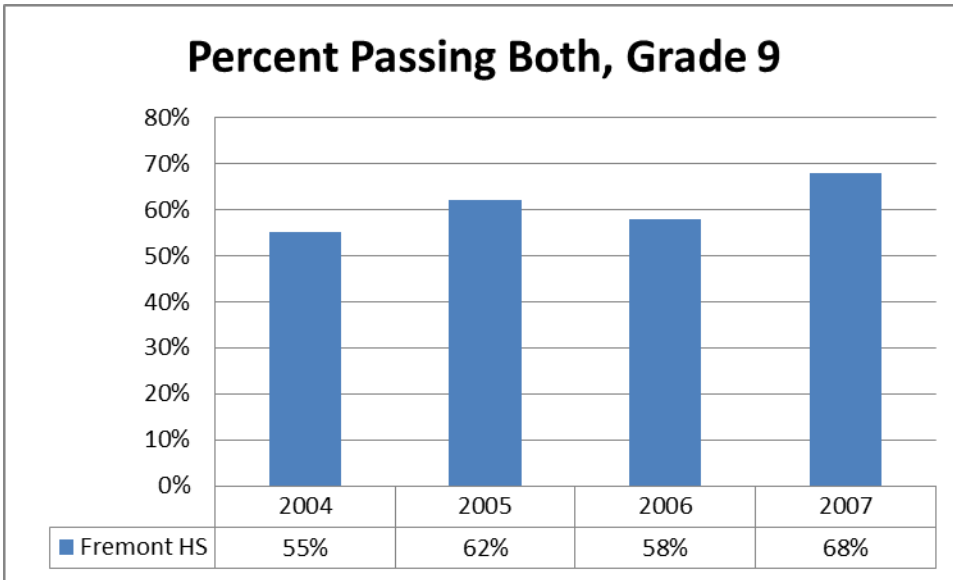
ECA Average Passing Biology ECA



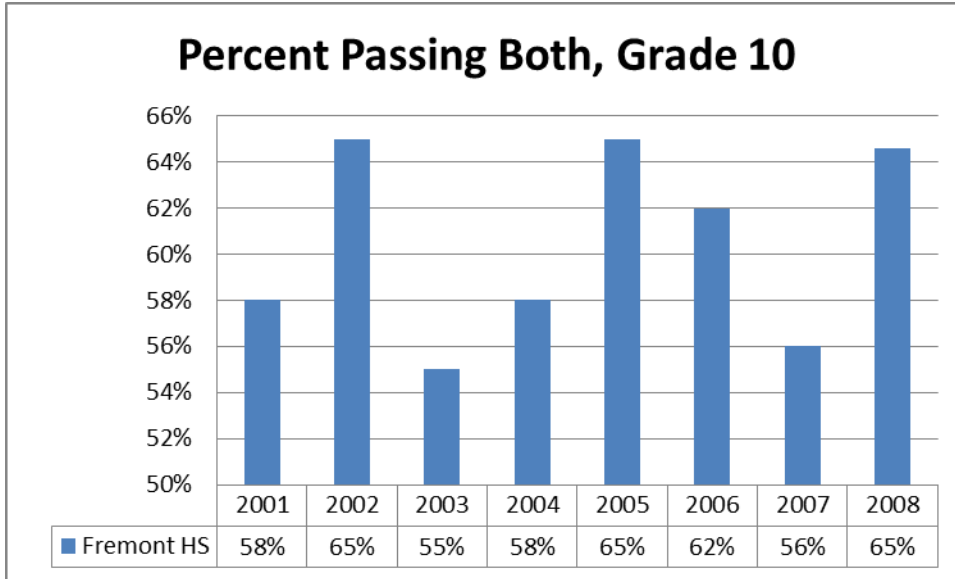
ISTEP Percent Pass Both English/LA and Math (all grades tested)



ISTEP Percent Pass Both English/LA and Math, Grade 9

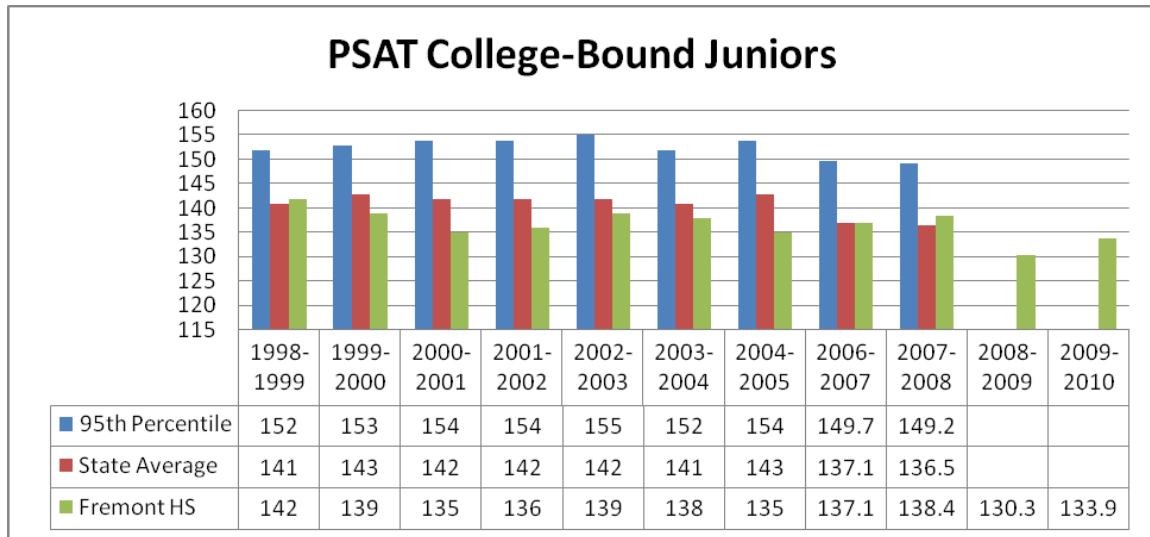


ISTEP Percent Pass Both English/LA and Math, Grade 10



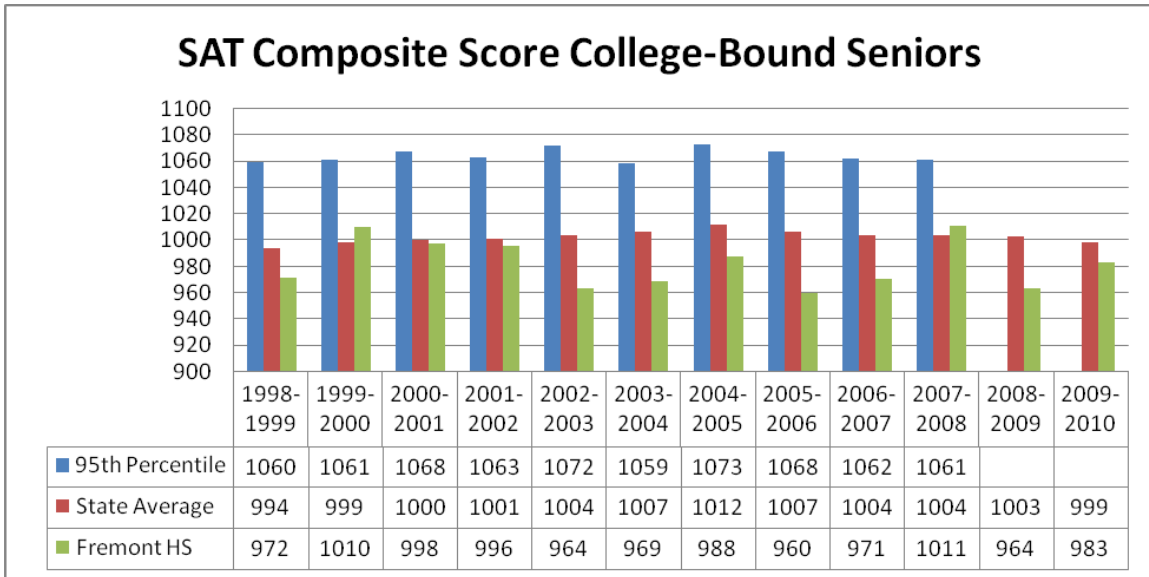
PSAT College Bound Juniors

The goal for PSAT scores would be to meet or exceed a minimum score of 140. In 2009 Fremont college-bound juniors averaged 130.3.



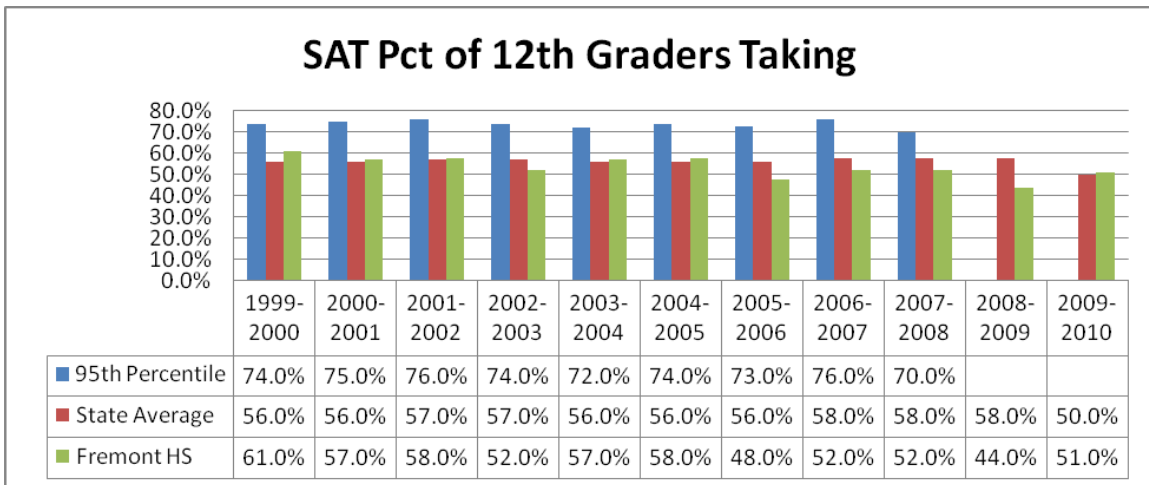
SAT Composite Score – College Bound Seniors

Our goal for SAT combined Language and Math Scores is to be at or above 1000. In 2009 the SAT composite for Fremont seniors was 964.



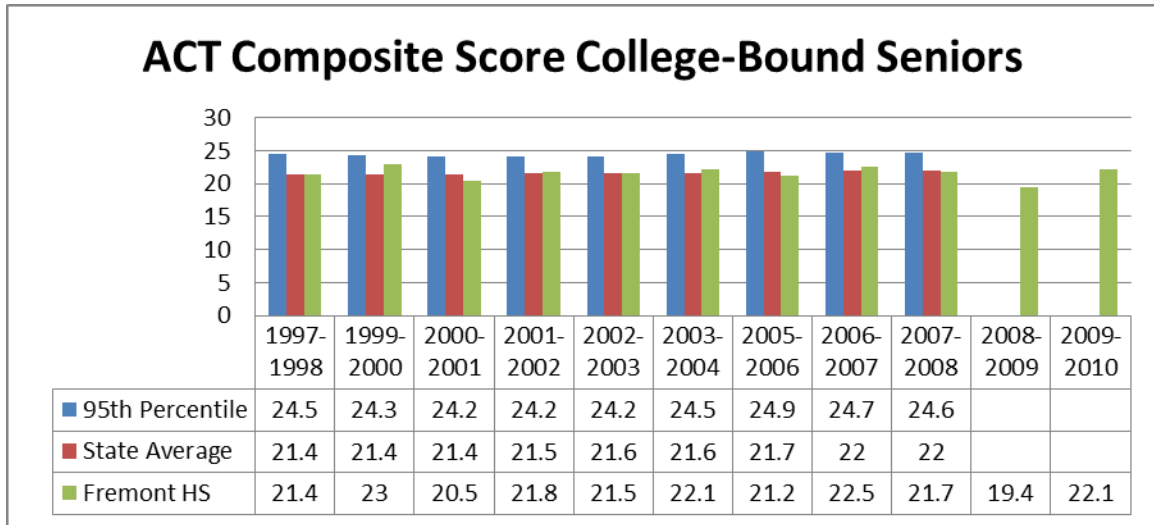
SAT- Percent of 12th Graders Taking

Our goal is to meet or exceed the highest percentage from 1999-2000 of 61%. In 2009 44% of Fremont 12th graders took the SAT.



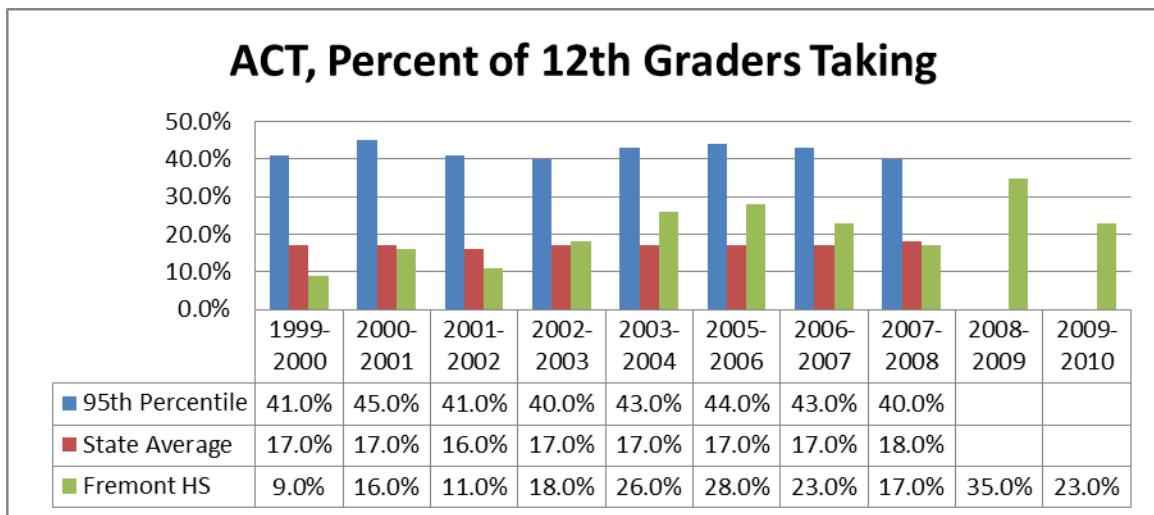
ACT Composite Score – College Bound Seniors

Our goal for ACT composite score is to be at or above 23. In 2009 the ACT composite score for Fremont seniors was 19.4 and in 2010 the composite score was 22.1.

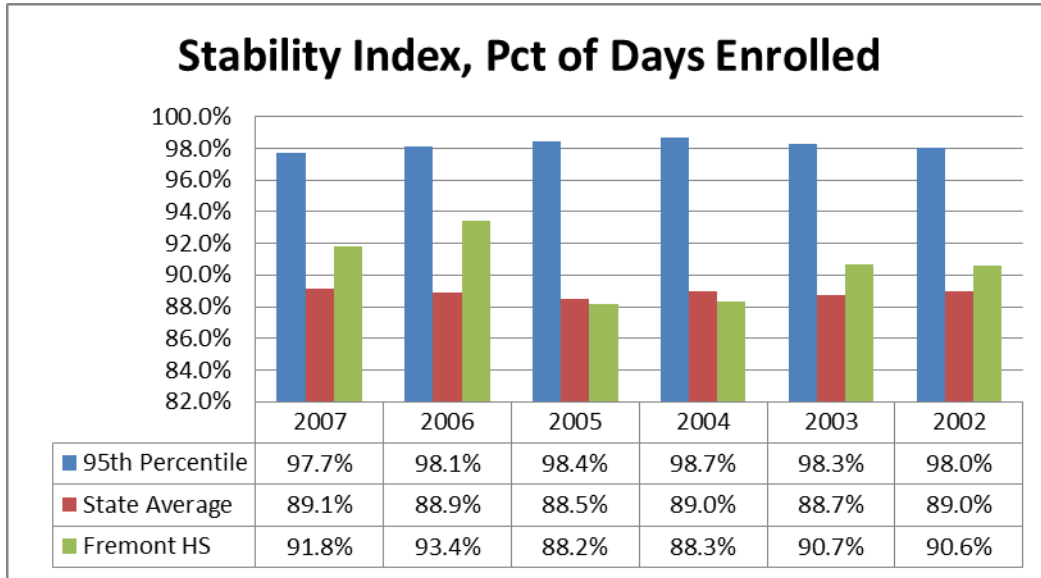


ACT- Percent of 12th Graders Taking

Our goal is to meet or exceed the 28% of seniors taking the ACT in 2005-2006. In 2009 the percent of 12th graders taking the ACT was 35%, and in 2010 23% of the graduating class took the ACT.



Stability Index



Description and Location of Curriculum

The Indiana State Approved Course Titles and Descriptions serve as the official high school curriculum. Copies of this curriculum can be located on the Internet at

www.doe.state.in.us

The Indiana Academic Standards drive high school instruction ensuring that the curriculum supports the achievement of state standards.

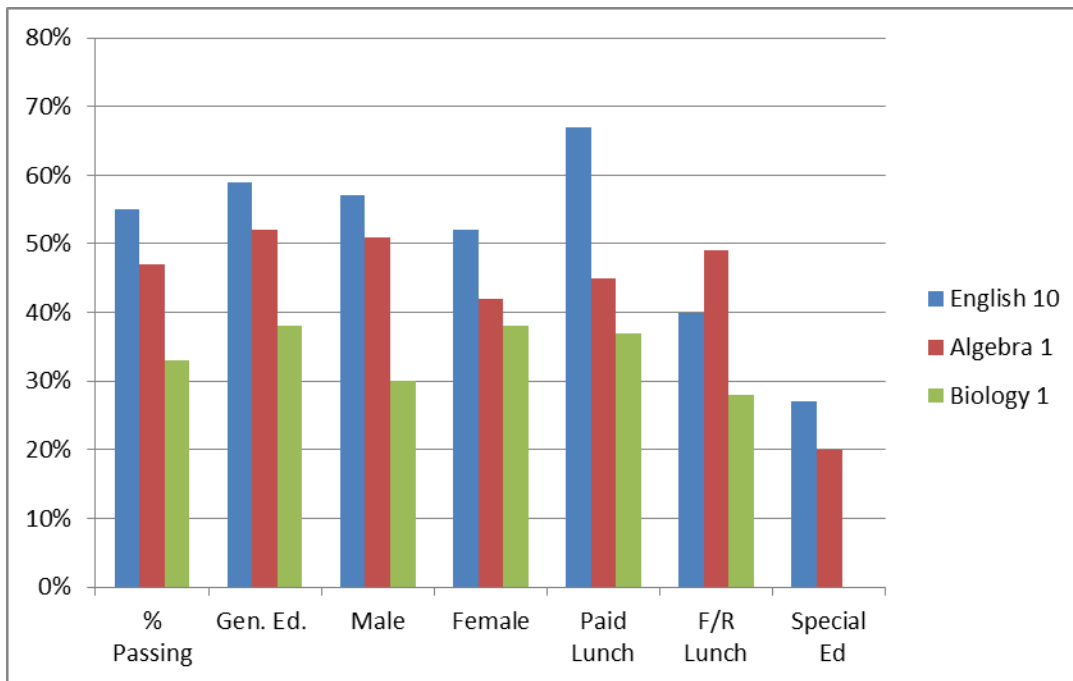
Titles and Descriptions of Assessment Instruments

The high school uses the GQE, PLAN, PSAT, ACT, NOCTI, LAS LINKS, Advanced Placement Exams in biology and calculus, end of course assessments in biology, algebra 1, and English 10, and SAT for standardized data collection. Other data collection instruments include:

1. The NCA Capacity Assessment Matrix completed in the spring of 2007 reflects staff readiness and competency for change leading to improvement.
2. Additionally, Six Plus One Traits of Writing Assessments will be used for in-house writing assessments. This assessment is based on the Six Plus One Traits of Writing program originally developed by the Northwest Regional Education Laboratory for the improvement of writing using standardized criteria and rubrics for writing assessment.

Disaggregation of Data and Conclusions 2009-2010

Category	English 10	Algebra 1	Biology 1
%			
Passing	55%	47%	33%
Gen. Ed.	59%	52%	38%
Male	57%	51%	30%
Female	52%	42%	38%
Paid Lunch	67%	45%	37%
F/R Lunch	40%	49%	28%
Special Ed	27%	20%	0%



Adequate Yearly Progress

Fremont High School has met AYP five out of eight years. In 2005 and 2008 the high school met eight out of nine categories, falling short both years in the category of graduation rate. In 2009 the graduation rate rose from 85.71% to 89.0% meeting the AYP target. The school did not make AYP because of participation rates in math, participation rates in English and English performance.

ISTEP Language Arts Summary

Three students in the class of 2011 still need to pass the English/language arts portion of the ISTEP+ to qualify for graduation.

ISTEP Math Summary

Three students in the class of 2011 still need to pass the Mathematics portion of the ISTEP+ to qualify for graduation.

Climate Summary

Student responses to the school climate survey indicate that 66% believe that they will compete for jobs with people from other countries. Student responses from that same survey indicate that 93% feel that their future employment will require education beyond high school. Only 44% of students surveyed talked with an adult about future educational or career goals.

A significant percentage of students feel that students do not treat one another with respect at the high school. Student responses to that same survey indicated that a significant percentage feels to have been victims of rumors, harassment, hurtful jokes, and unfair treatment. Furthermore, nearly 60% of students view cheating as a serious problem at the school.

Data Conclusions

Good news:

- The graduation rate is up from 89% to 91.75%.
- Sixteen students in math lab improved one letter grade from eighth grade pre-algebra to ninth grade algebra 1.
- 97% of the class of 2011 have passed the English portion of the GQE.
- 97% of the class of 2011 have passed the mathematics portion of the GQE.
- Students taking the algebra 1 ECA met the AYP targets in all three breakout groups and missed the participation target in the F/R category by only 2.1%.

Areas of concern:

- Students taking the English 10 ECA missed performance targets by 1.8% overall and 6% in the F/R category.
- Students taking the English 10 ECA missed participation targets by 2% overall, by 2.3% of white students, and by 14% in the F/R category

Areas in Need of Immediate Improvement

Problem solving was identified as an area in need of immediate improvement is addressed with the current school improvement plan.

Plans for this year:

- Math
 - Incorporate more applied skills problems in the math classes.
 - Teach basic skills standards such as number sense and computation in the context of problem solving.
 - Students that fail math ISTEP and/or eighth grade math will enroll in a year-long pre-algebra/algebra 1 course. The staff will continue to teach strategies for solving applied skills problems, re-teach basic math skills, and support students with assistance in Algebra 1 concepts.
 - Three of the four math department members and one resource teacher have completed training in Instrumental Enrichment, an extensive study

of problem solving skills and their implementation. These skills will continue to be taught to students and staff.

- English
 - Students that fail English ISTEP and/or eighth grade English will enroll in a year-long basic skills/English 9 course.
 - All sophomores will complete English 10 and the English 10 ECA by the end of their second year of high school.
- Biology
 - Freshmen that fail the science ISTEP or struggle in middle school science classes will take earth science instead of biology. This would give students that are not prepared for the rigors of biology a year to mature and increase their reading comprehension, science understanding and math skills. One possible sequence is listed below.
Earth Science—Biology—Integrated Chem/Phys—Chemistry—Anatomy—Physics
- Character education
 - Character education is a school-wide strategy designed to improve the learning environment and teach students to take responsibility for their learning. This will help raise expectations and performance.

Goals, School Improvement Strategies, and Timeline

Math Department

Concerns:

1. Maintaining AYP.
2. AYP participation target was missed by 2% . We need to make sure all students take ECA during their sophomore year if they have not already passed it.
3. Percent of students passing required math courses first time.
4. Remediation/Retesters : make sure all students are in a math class and remediated before each retake opportunity.
6. Percent of students enrolling in and successfully completing higher level &/or dual credit courses.

Strengths:

1. Passed AYP in all but 1 category: Passes in Student Performance for all 3 groups Pass in Participation for Overall & White group, Fail for F/R Meals
2. Department and sequence of courses is set up to have all students taking Algebra ECA as freshmen enabling a set up of two chances to retake Algebra ECA sophomore year if necessary.
3. Curriculum taught reflects Core standards required in all courses.
4. Higher level & dual credit courses offered.

Goal 1:

By the end of their second year of high school all students will have completed Algebra 1 and participated in the Algebra 1 ECA with a passing rate of 78%. In addition, by the end of that classes' fourth year, the class will have an E.C.A. passing rate of 100%.

Targets:

Percent of Sophomores taking Algebra 1 ECA

09-10		10-11		11-12	
Actual	Target	Actual	Target	Actual	Target
92.9%	95%		96%		100%

Current Juniors Percent of 2012 students who have passed Algebra 1 ECA (92 students as of 10/10)

'09 spring	'09 fall	'10 spring	'10 fall	'11 spring	'11 fall	2012	
as 8 th or 9 th		end of 2 nd yr				Actual	Target
34%	59%	71%	87%				100%

Current Soph Percent of 2013 students who have passed Algebra 1 ECA (100 students as of 10/10)

'09 fall	'10spring	'10 fall	'11spring	'11 fall	12spring	'12 fall	2013	
			Target 78%				Actual	Target
41%	58%	80%						100%

Current Freshmen Percent of 2014 students who have passed Algebra 1 ECA (101 students as of 10/10)

'10 fall	'11spring	'11 fall	'12spring	'12 fall	13 spring	'13 fall	2014	
			Target 78%				Actual	Target
48%								100%

Strategies:

1. Students that fail ISTEP and/or eighth grade math will enroll in a year-long pre-algebra/algebra 1 course. The staff will continue to teach strategies for solving applied skills problems, re-teach basic math skills, and support students with assistance in Algebra 1 concepts.
2. All freshmen will be enrolled in an algebra 1, year-long algebra 1, algebra 2, or geometry course, with those enrolled in either of the algebra 1 courses participating in the ECA.
- 3a. All students not enrolled in a math course in a given semester and in need of retesting in ECA will be identified and, if possible, placed in a study hall with NOVAnet remediation or CompassLearning.
- b. All sophomores who have not passed ECA as a freshmen (all freshmen should have taken test at least once) will be identified and placed in appropriate math course or study hall remediation each semester as needed to allow student opportunity to retake ECA.
4. As needed, process stated in strategy 3 will be applied to juniors and seniors.
5. Students who enrolled in and passed year-long algebra 1, and others identified as needed, who still need extra support in earning required math credit and/or passing ECA will be enrolled in a year-long algebra 2 or in a year-long geometry. This class will enable student to retake ECA two times during this year.
6. Improving teacher instruction through research - visiting other schools, workshops.

Goal 2:

All students will pass required courses of Algebra 1, Algebra 2, and Geometry the first time enrolled. Upon completion of required courses, students will be advised on and encouraged to enroll in higher level &/or dual credit classes.

Strategies:

1. Students that fail ISTEP and/or eighth grade math will enroll in a year-long pre-algebra/algebra 1 course. The staff will continue to teach strategies for solving applied skills problems, re-teach basic math skills, and support students with assistance in Algebra 1 concepts.
2. Students who enrolled in and passed year-long algebra 1, and others identified as needed, who still need extra support in earning required math credit and/or passing ECA will be enrolled in a year-long algebra 2.
3. Students who enrolled in and passed year-long algebra 1 or year-long algebra 2, and others identified as needed, who still need extra support in earning required math credit will be enrolled in a year-long geometry.

Goal accomplishments:

Goal 1. •We have accomplished above our AYP target of 78% passing ECA for calss of 2013 (and there is still a May test date to go). •All sophomores are on schedule to have taken test by end of May which will allow us to hit AYP participation target.

•Development and implementation of year-long algebra 1 and year-long algebra 2. •All students in year-long Algebra 2 passed retake of ECA in first semester! •Sophomores and Juniors who have not passed ECA identified and placed in appropriate math class or remediated and able to retake ECA. • 1-2 department members will attend NCTM convention.

Goal 2. •Development of year-long geometry-will be implemented in 2011-2012.

English Department

Strengths

- Statistically, we seem to be even across the board. Our highest ECA % Passing was with the Paid Lunch group under SES (probably expected).
- After looking at the data, I can find nothing to point to any one area that is stronger than any other.

Areas of Concern

1. Participation: Over 20 students did not take the English ECA because they have not taken an English 10 course.
2. As a direct cause of the first concern, these students are not earning English credits.
3. Of the 108 students who took the ECA, only 58% passed.

Targets

1. Area of Concern #1: Participation
 - We want 100% of each sophomore cohort to take an English 10 class, thereby meaning 100% of that cohort will take the English ECA.
2. Area of Concern #2: Credits
 - We want a system in place that allows students some different avenues to receive English credits.
3. Area of Concern #3: Percent Passing
 - We want 80% of the English students to pass the English ECA.

Strategies

1. Participation

- Students who have not passed English 9 by the end of the first semester of their sophomore year will be enrolled in a second semester English 10 course anyway.
2. Credits
- Sophomores in their second semester who have not passed English 9 will be enrolled in an English 10 course. Certain students, as determined by the English Department and the administration, will be simultaneously enrolled in the English program offered through Odyssey. An English teacher will facilitate the program, and students who successfully complete the program will receive English 9 credit.
 - Sophomores who successfully pass the English 10 ECA but have not received a passing grade for English 9 may receive the credit for English 9.
3. Percent Passing
- The curriculum for English 9 and 10 has been rewritten so every classroom activity has the focus of student success on the ECA.
 - Currently, a year-long Basic Skills/English 9 course is underway that focuses on equipping, according to Eighth Grade ISTEP scores, the weakest 25 students with the skills to pass the ECA. The class is team-taught.
 - Next year, a team-taught year-long English 10 class will be created. Teachers who taught English 9 will select the participating students. Students enrolled in this class will be able to take the ECA at the end of the first semester, and those who pass will be exempt from the second half. Other student who did not pass will move in to the vacated spots.

Professional Development Plans

- We plan to visit Homestead High School (81%) to see what steps they take towards the ECA.
- Hopefully, Joe, Justin, and Leslie can make the visit in the spring.

Science Improvement Plan

Strengths:

1. We have many of our students taking upper level science classes and passing in order to get them ready for college.

Area of Concern:

1. Numbers for the ECA for biology are below the state average.
2. Students taking the AP biology class are not receiving 3 or better on AP test

Targets

#1 Scores for the biology ECA – our goal is to hit the 70% passing mark by the year 11-12.

(Percentage passing)

08-09		09-10		10-11		11-12	
Actual	Target	Actual	Target	Actual	Target	Actual	Target
55 %	50%	30 %	50%		60%		70%

#2 College Readiness

Part 1: Scores on AP Biology Test – our goal it to have everyone get a 3 or better on the AP test in order to get college credit.

The percent of students receiving a 3 or better on the AP Biology Test

08-09		09-10		10-11		11-12	
Actual	Target	Actual	Target	Actual	Target	Actual	Target
50%	100%	41.2%	100%		100%		100%

Part 2: Enrollment in higher lever science classes – our goal is to get 100% of our students taking an upper level science class get a C- or better in the class in order to get academic honors.

The percent of students taking anatomy, physics, chemistry II, or AP biology that pass with a C- or better. Only AP biology has 4 quarters in the school year (that is why 3rd & 4th have low enrollment)

	08-09		09-10		10-11		11-12	
	Actual	Target	Actual	Target	Actual	Target	Actual	Target
Enrolled 1 st half	75		84					
Passing 1 st half	94.7%		86.9%					100 %
Enrolled 2 nd half	75		82					
Passing 2 nd half	94.7%		85.4%					100 %
Enrolled 3 rd	12		18					
Passing 3 rd	83.3%		88.9%					100%
Enrolled 4 th	12		18					
Passing 4 th	100%		100%					100%

Strategies:

1. Freshman will be placed in Earth and Space or advanced biology. This will allow for another year before they are put into biology class. The freshman advanced biology class will be based on the 8th grade teacher's recommendation and essay that the student will write. The final placement of the freshman will be determined by the advanced biology teacher.

Have biology students take a USA test prep to prepare for the ECA.

World Language/Spanish

Strengths –

- **Strong enrollment**
- **Curriculum Mapping with inclusion of Six Traits, Problem Solving and Character Counts keeps the curriculum in line with overall school objectives.**
 - Enrollment – many students are able to take Spanish I, II, and III (Span.)

- Capability for Spanish IV – with two Spanish teachers on staff, we can schedule and teach higher levels. This years' Spanish IV has 8 students. (Span.)
- There is a strong enrollment in art courses at Fremont High School. (Art)
- Over the years the art department has had the opportunity to work on a variety of school improvement plans. Some of the strengths of those findings carry on today. (Art)
- A new art course pre/posttest acts as follow up to measuring that the art department, the state standards and the high school objectives are being met. (Art)

Concerns –

- **Enrollment in upper level courses**
 - Lag time between studies – students often wait a semester or two between Spanish I and II or Spanish II and III. They may forget basic grammar and vocabulary. (Span)
 - Developing Spanish IV, and AP/dual credit Spanish (Span)
 - Class size is an area of concern with the need to service the academic honors diploma credits. About 88% of students enrolled in art have a goal of the Academic Honors Diploma. (Art)
 - Enrollment in the advanced level courses are down because of lack of additional staffing. Art students interested in pursuing a college and/or career path in the arts are not receiving the level of preparation for college bound students. (Art)
 - On the state level there is a lack of clarity on the expectations for the visual arts curriculum. (Art)
 - Art career education and awareness is lacking direction by the state for us to develop career education standards. (Art)

Data – (Spanish)

		Academic Honors							
		Actual	Target	Actual	Target %	Actual	Target %	Actual	Target %
		2009-2010 Spanish I		2010-2011 Spanish I		2011-2012 Spanish I		2012-2013 Spanish I	
Passing		79	N/A	61	N/A				
Enrolled		94	N/A	90	N/A				
		2009-2010 Spanish II		2010-2011 Spanish II		2011-2012 Spanish II		2012-2013 Spanish II	
Passing		45	N/A	34	N/A				
Enrolled		45	N/A	36	N/A				
		2009-2010 Spanish III		2010-2011 Spanish III		2011-2012 Spanish III		2012-2013 Spanish III	
Passing		44		17	N/A				
Enrolled		44	N/A	51	N/A				

	2009-2010 Spanish IV		2010-2011 Spanish IV		2011-2012 Spanish IV		2012-2013 Spanish IV	
Passing	5	N/A		N/A				
Enrolled	6	N/A		N/A				

- The Admission Testing Program of the College Board show a definite positive correlation between Scholastic Aptitude Test (SAT) scores and the study of foreign languages.
- In one recent test group, for example, students who had taken no foreign language in high school achieved a mean score of 366 on the verbal portion of the SAT, and 409 on the math portion.
- Students with two years of foreign language showed more dramatic increases (417 and 463).

Each additional year of language study brought a further rise in scores, with students who had studied a language for five years or more achieving an average of 504 on the verbal and 535 on the math portion of the exam.

Professional Development Cycle 2010-2013

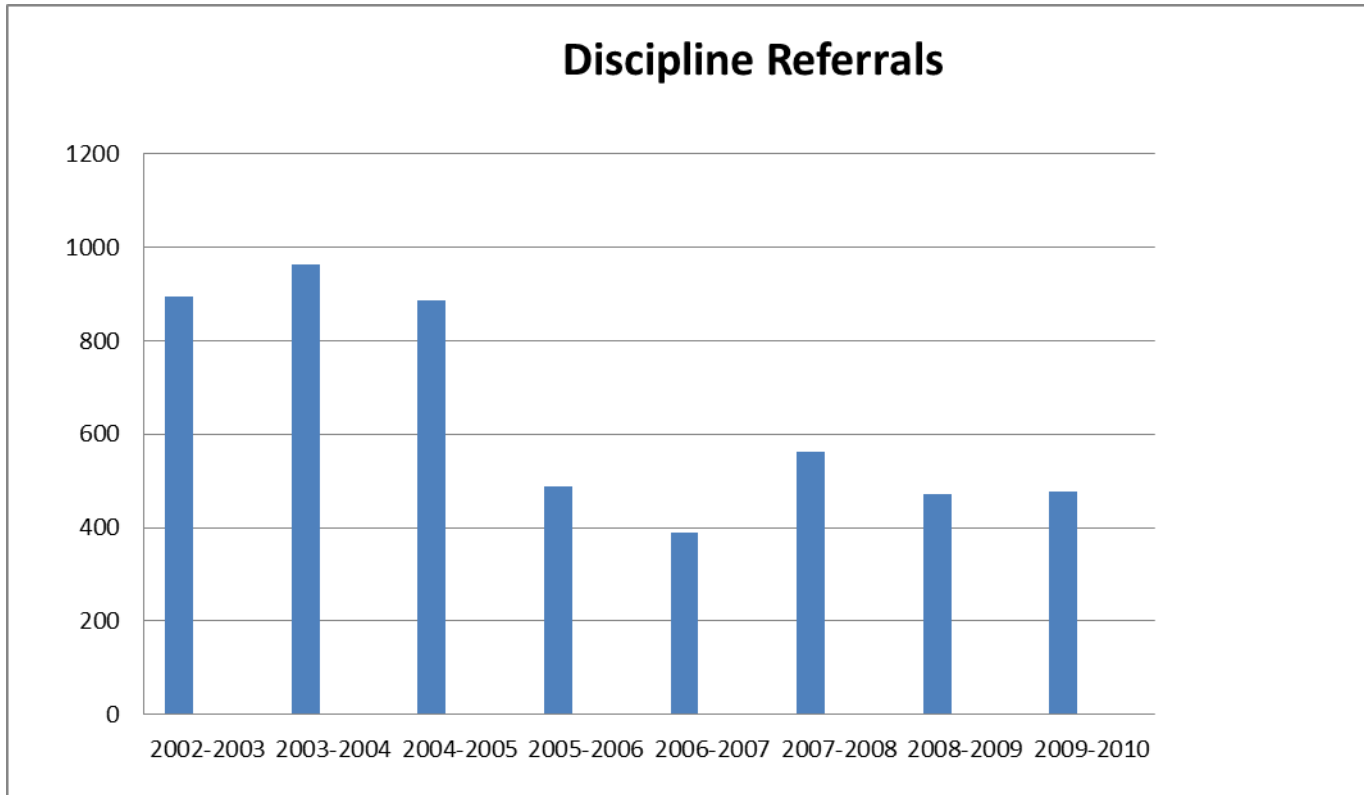
	PL221	Department Responsibilities	Department Chair
August	Distribute Data Facilitate meeting		
Second teacher work day		Review Data Review SIP Plan	
September	Distribute data	Review Data Set data targets	
October	Prepare in-service Review data	Identify strengths Identify concerns	Submit by Oct. 10
October in-service	Facilitate in-service	Present targets, strengths, concerns	
November		Research strategies and professional development	
December January	Prepare in-service Review strategies	Select strategies	Submit by Dec. 10
January in-service	Facilitate in-service	Present strategies	
February	Review PD plans	Plan professional development	Submit by Feb. 10
March	Write SIP plan	Plan implementation	
April	Submit to superintendent	Finalize plans	Submit by April 10
May	Submit to school board	Prepare for next year	
June	Submit to state		

Parental Involvement

During the 2009-2010 school year, Fremont Community Schools launched a new website. The school generates a newsletter that is sent via email and local business contacts. Parents have daily access to student progress, discipline, and attendance on line through PowerSchool. Parents support the school through music and athletic booster groups. Teachers and administrators working with parents formed a functioning PTO.

Safe and Disciplined Learning Environment

A practice of reasonable rules and consistent, caring enforcement has been established and will continue. 472 discipline referrals were written in 2008-2009, and 477 discipline referrals were written in 2009-2010.



Cultural Competency

The student population is 96% white and 4% other racial groups. There may exist, however, a need to train students in tolerance and respect.

Academic Honors Diploma, Technical Honors Diploma and Core 40

Fremont High School currently offers courses to meet all of the requirements of the Academic Honors Diploma, Technical Honors Diploma and Core 40 Diploma. These courses include: Algebra, Geometry, Trigonometry, Pre-Calculus, College Algebra, AP Calculus, Biology, AP Biology, Earth and Space Science, Chemistry, Physics, U.S. History, U.S. Government, Economics, Psychology, Sociology, Spanish, Advanced English 9-11, and sufficient core courses and electives to meet the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors requirements. Dual

credit courses include: Microeconomics, Principles of Sociology, Intro to Government, American History II, English Composition I, Introduction to Literature, English composition II (2011), British Literature (2011), College Algebra, Pre-calculus, Calculus I, Floor & Wall Const, Roofing, Interior Trim, Exterior Trim, and Intro to Construction.

Our guidance counselor does an excellent job of presenting diploma options to students. It is standard practice to encourage students to work towards the Core 40 diploma, Technical Honors diploma, or Honors diploma instead of the General diploma. The General diploma is accepted as an option after it becomes apparent that it is the only remaining option for the student.

Students meet with our guidance counselor each year to discuss course planning. This includes an emphasis on the Core 40, Technical Honors diploma, or Honors diploma. Additionally, information regarding diploma requirements is available to students in their student planner.

Technology

A technology plan is maintained and administered by the corporation. Technology initiatives and training are coordinated through principal with assistance from the technology director.

Statutes and Rules to be Waived

No statutes or rules will be waived for this plan.