

Fremont High School

PL 221 School Improvement Plan

May 13, 2009

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: Wayne Berkesch (community member)
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 second Wednesday of every month at 7:15am 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

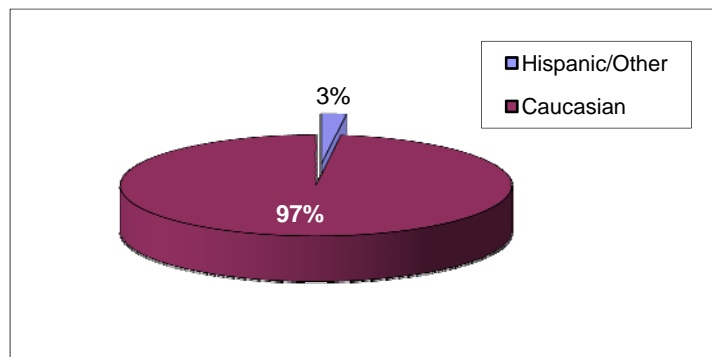
FREMONT HIGH SCHOOL graduated its first class in 1879. Its present building is a grade nine through grade twelve public school built in 1980 that currently houses 413 students and 31 instructional staff members. It is one of three schools in the Fremont School Corporation. It is located in Fremont, Indiana, 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 nine years. Minority enrollment at Fremont High School has been very small. Our current population is 413 students. The student population in the 2008-2009 school year is 97% white, 1% Hispanic, 1% Asian, and 1% multi-racial. Enrollment has increased a total of 23 students from the 2007-2008 school year.

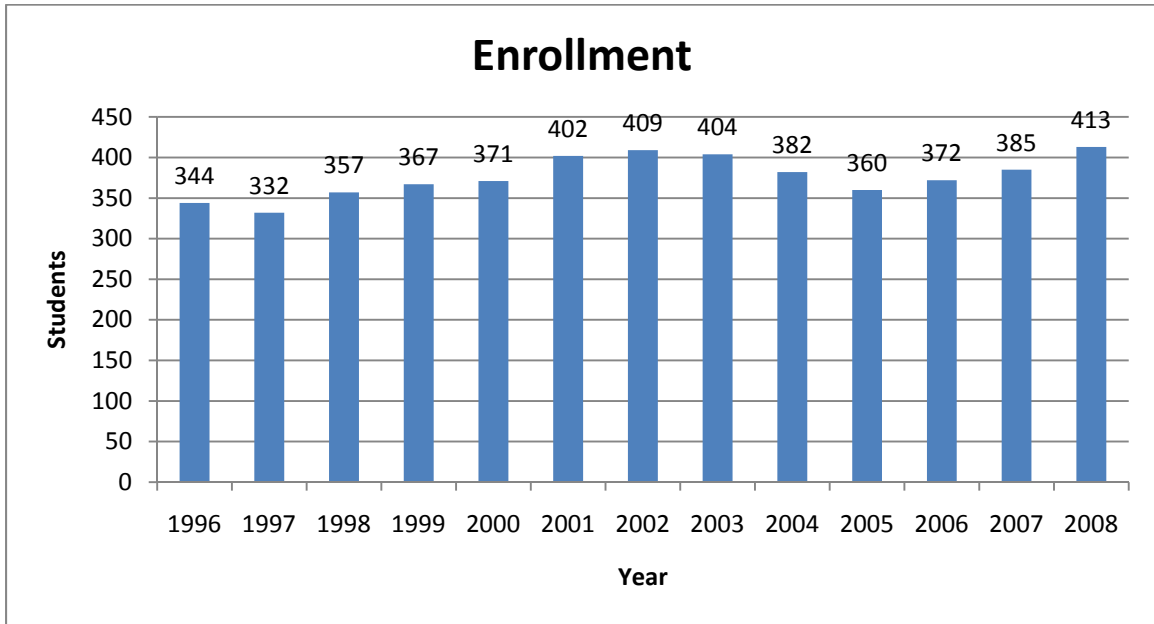
Adequate Yearly Progress

Fremont High School has met AYP five out of seven 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 2008 the graduation rate dropped from 87.37% to 85.71%. In 2008 the state average graduation rate was 77.8%.

Percentages of Enrolled Students by Race/Ethnicity

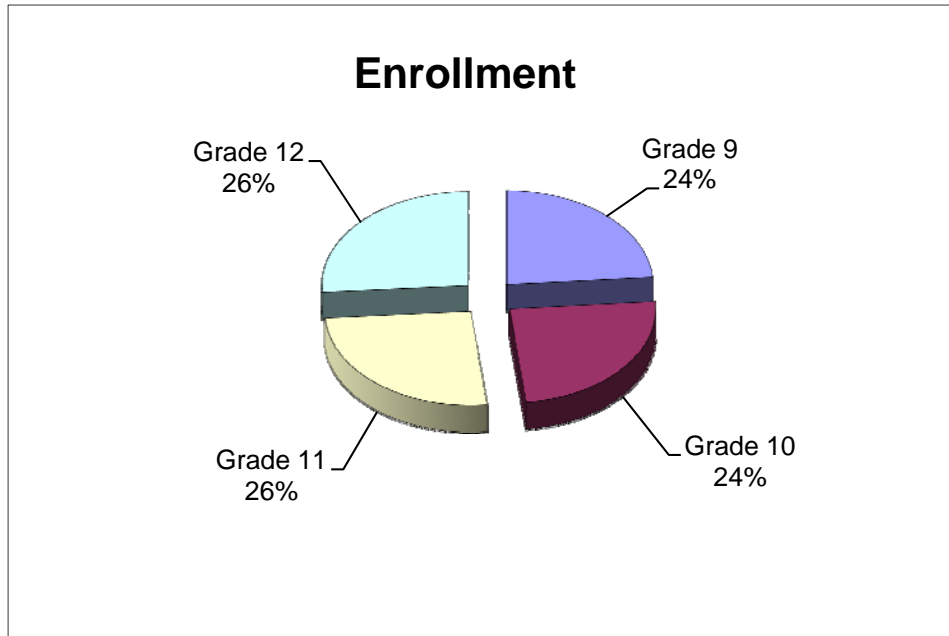


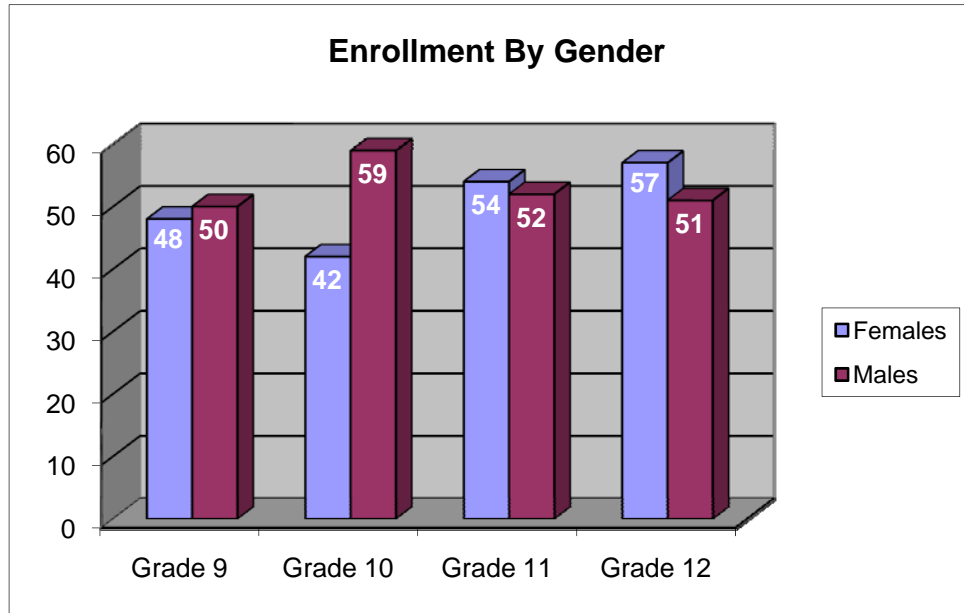
Total Number of Enrolled Students



Fremont High School's current 2008-2009 enrollment configuration by grade level is as follows:

	<i>TOTAL</i>	<i>FEMALE</i>	<i>MALE</i>
Grade 9	98	48	50
Grade 10	101	42	59
Grade 11	106	54	52
Grade 12	108	57	51





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 10% 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

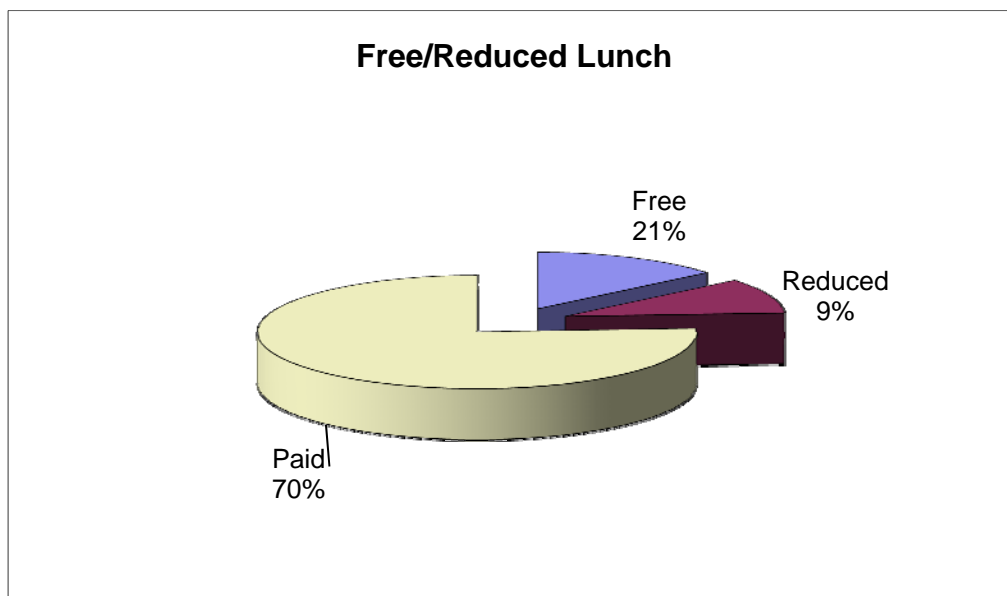
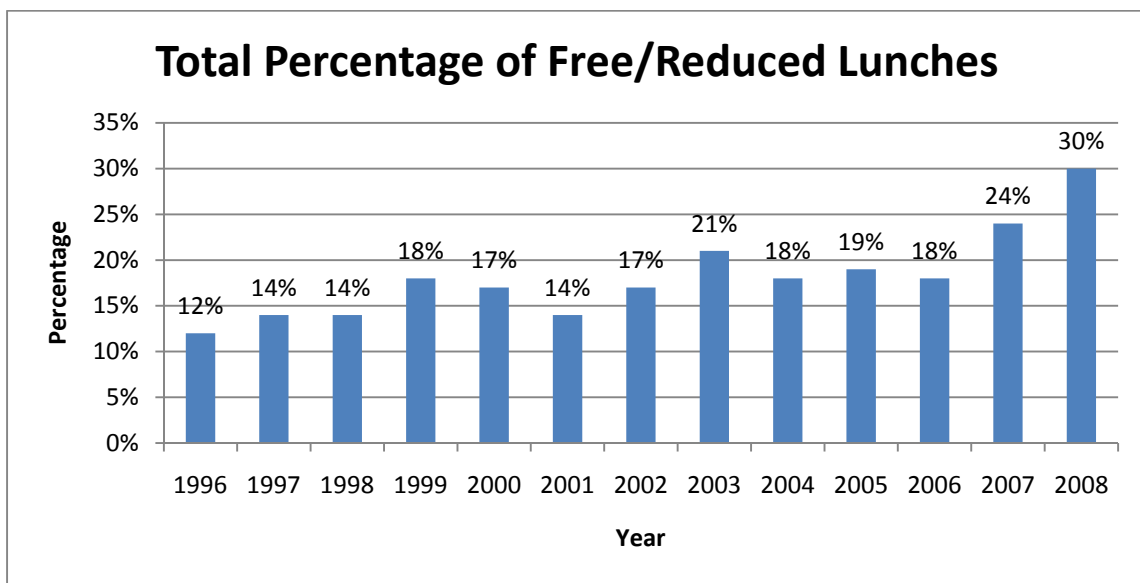
Students who are interested in vocational programs during high school have several options at Fremont High School. Current vocational programs in the high school include automotive technologies, construction trades, consumer and family sciences, industrial technology, art, computer technologies, I.C.E., 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. While the state average for public schools for free and reduced lunch was 42 % in 2007-2008. For the 2008-2009 school year, Fremont High School's free/reduced lunch rate was 30%.



Fremont High School Staff

The staff at our school includes: 25.9 Indiana certified teachers. Our teachers have an average of 18.2 years of experience. Our student/teacher ratio is 15.9:1.

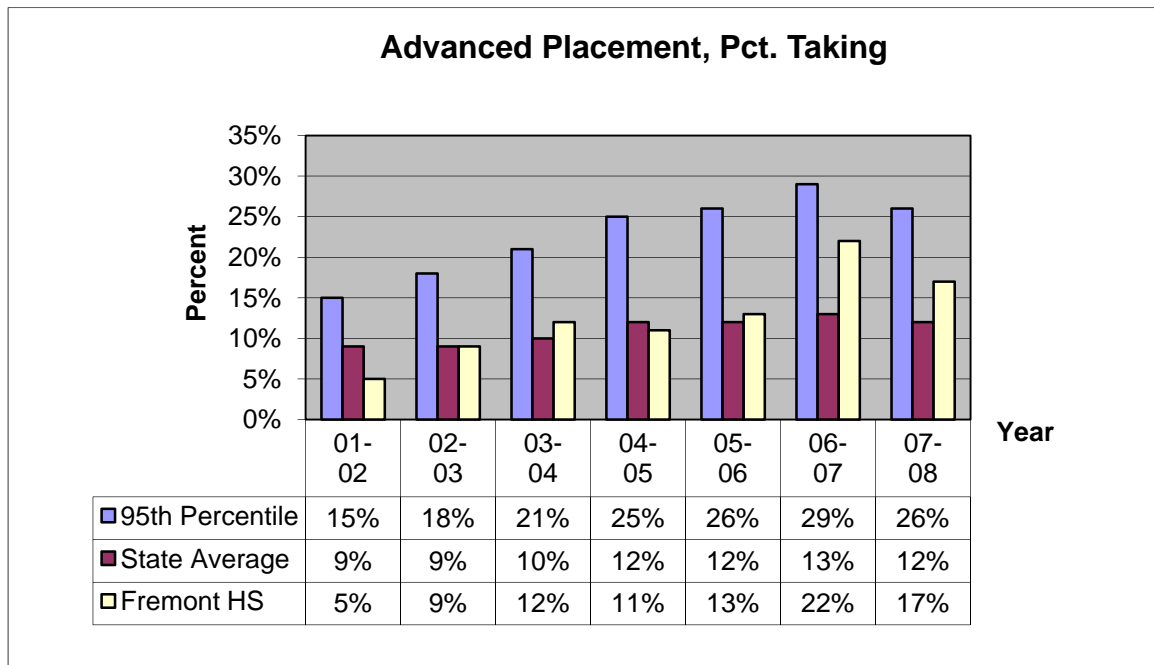
Additional personnel include the school principal, an athletic director, 3 secretaries, 3 custodians, a school counselor, a library technician, 2.5 instructional assistants, and the food service staff.

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

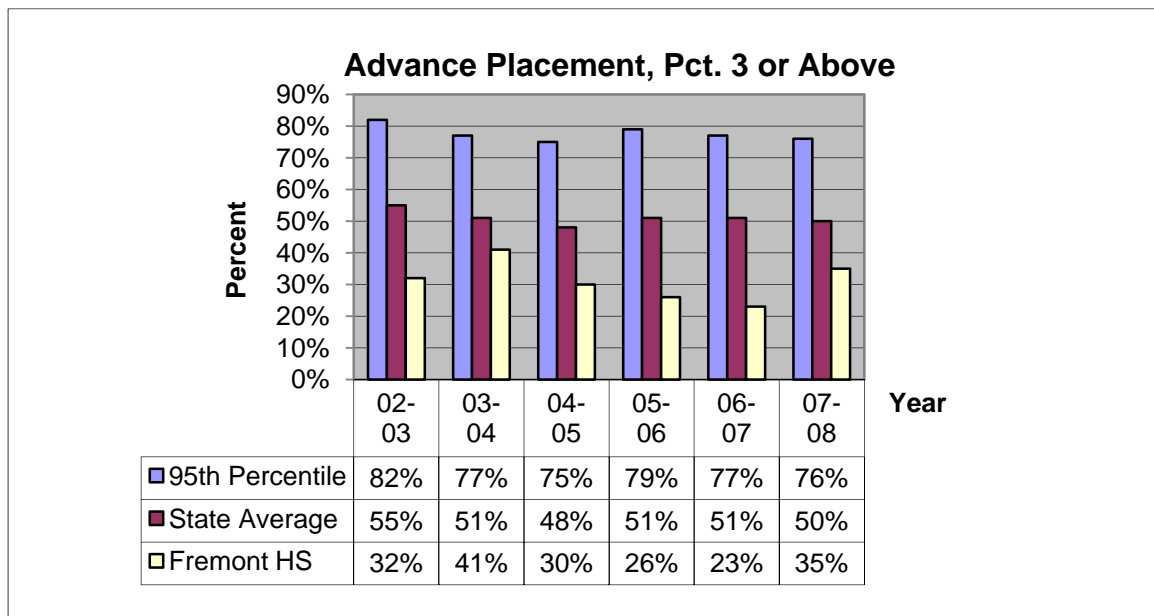
Advanced Placement, Percent Taking

Fremont High School has increased opportunities for advanced students by offering up to ten advanced placement courses.



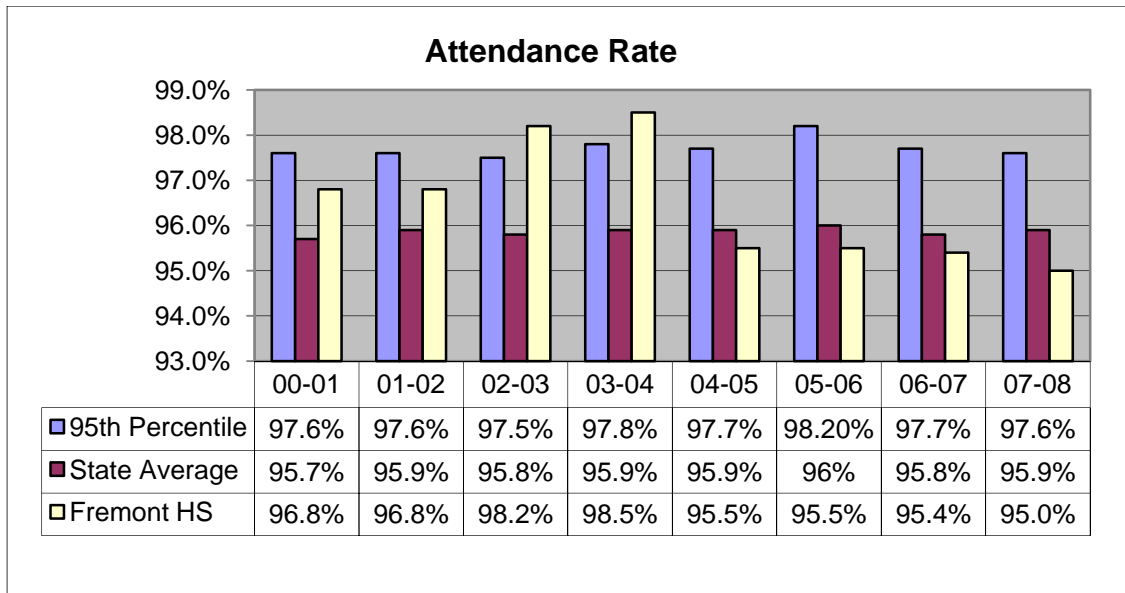
Advanced Placement, Students Scoring Above 3

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%.



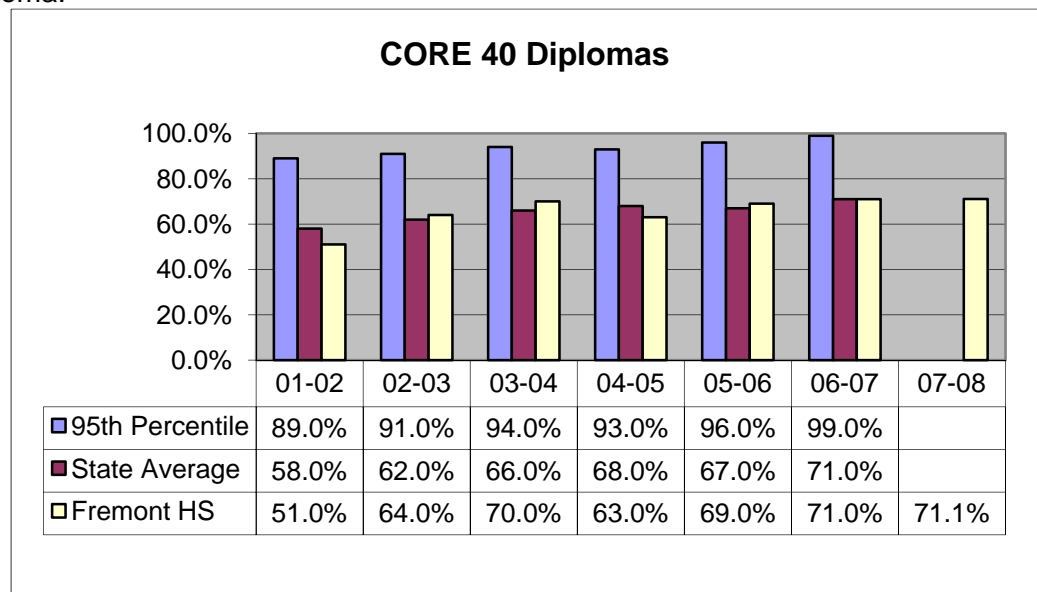
Attendance

Student attendance rates at Fremont High School have remained steady over the past few years with the exception of a drop in the 2004-2005 school year. Currently, attendance is at 95%. Our objective for attendance is to maintain or surpass our current levels above the 95% level. In order to maintain or surpass this, a new policy will be in place for the 2007-2008 school year to limit the number of student absences. The new policy involves teachers and administrators becoming involved as soon as truancy occurs. The new language also discourages vacations while school is in session.



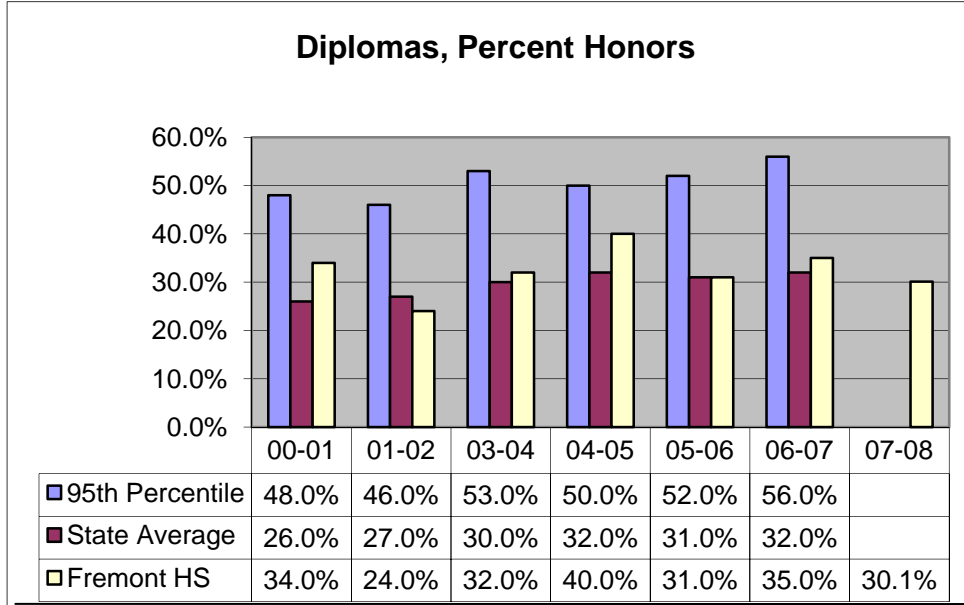
CORE 40 Diplomas

In 2008 71% of Fremont students graduated with a CORE 40 diploma equal to the state average. Beginning with the class of 2011, the CORE 40 diploma will be the default diploma.



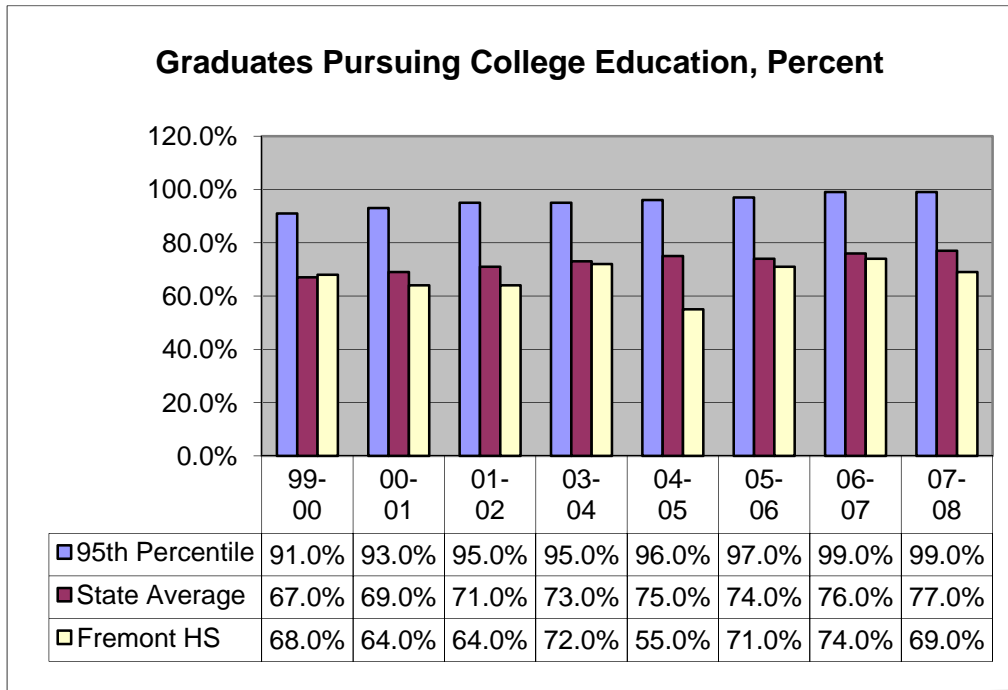
Diplomas, Percent Honors

Our goal is to exceed 35% for next year.



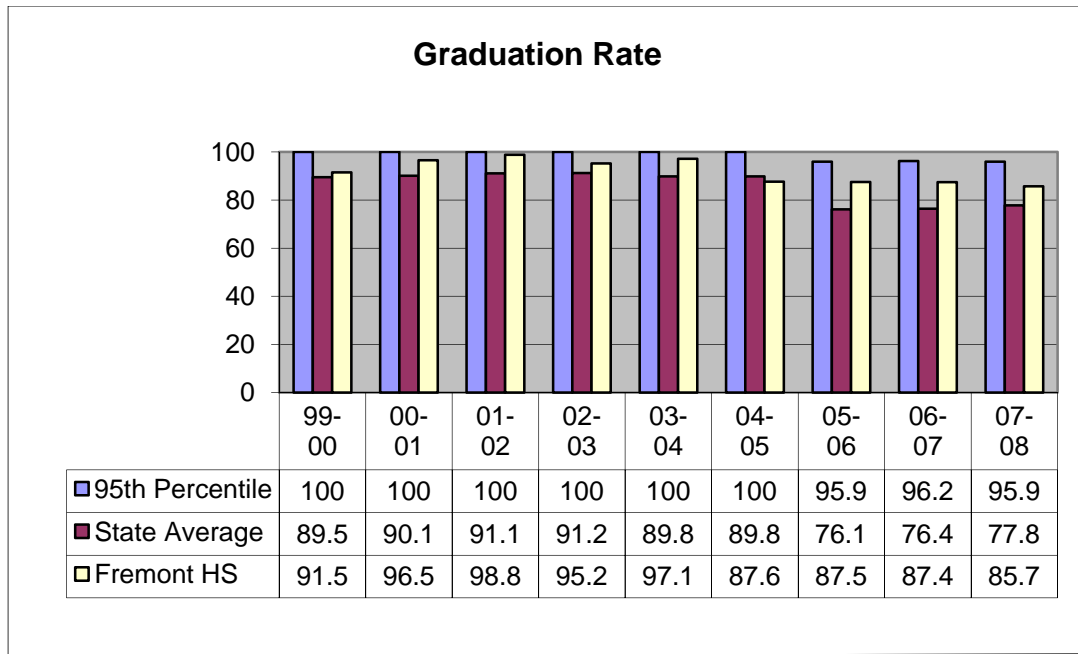
Graduates Pursuing College Education

Our goal is to meet or exceed state averages for college attendance, raising our percentage to at least 76%. This statistic includes 2- and 4-year colleges.



Graduation Rate

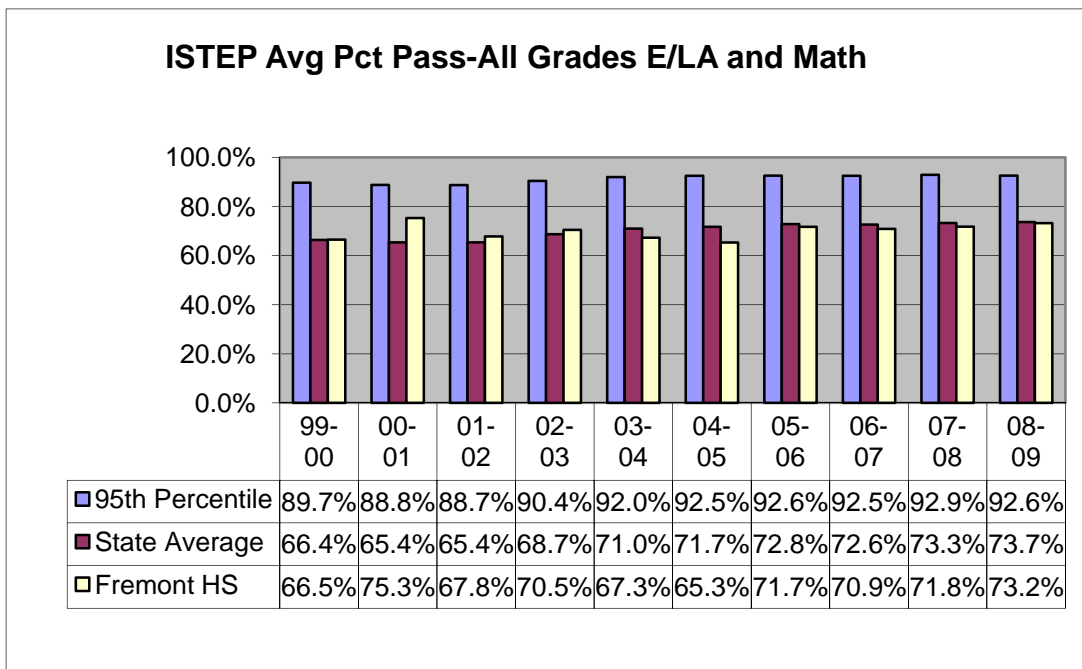
Currently, the graduation rate is 87.4%. Our goal is to surpass our current level above the 95% level. The new focus for improving the graduation rate will be to proactively pursue students that are behind current grade level in their credit status. Fremont High School has adapted alternative means for students to earn credits including an alternative school and virtual credits.



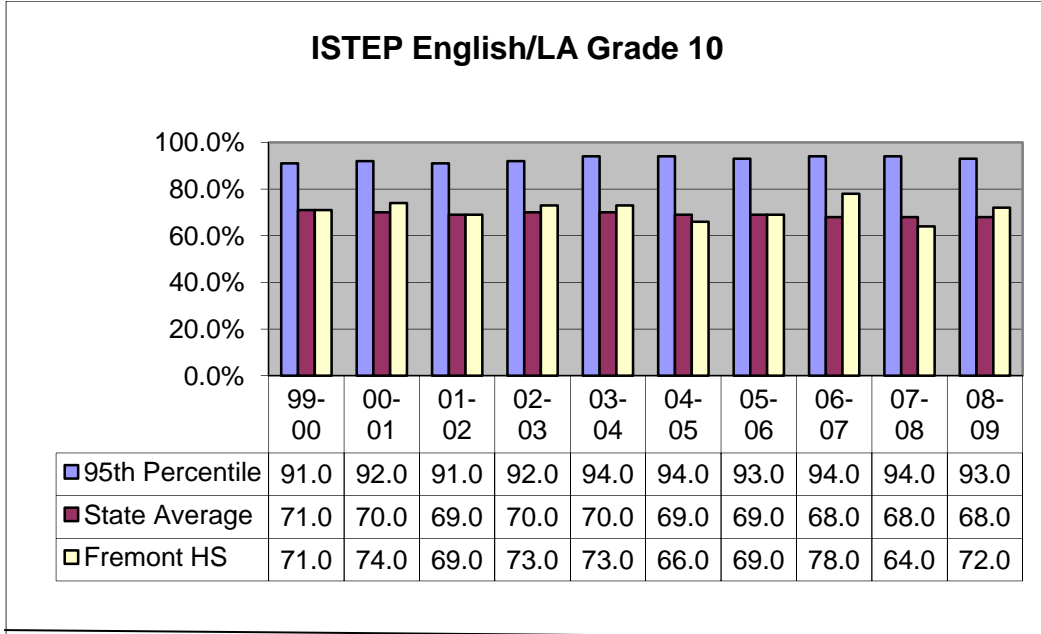
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STEP Average Passing All Grades – Language Arts/ Math

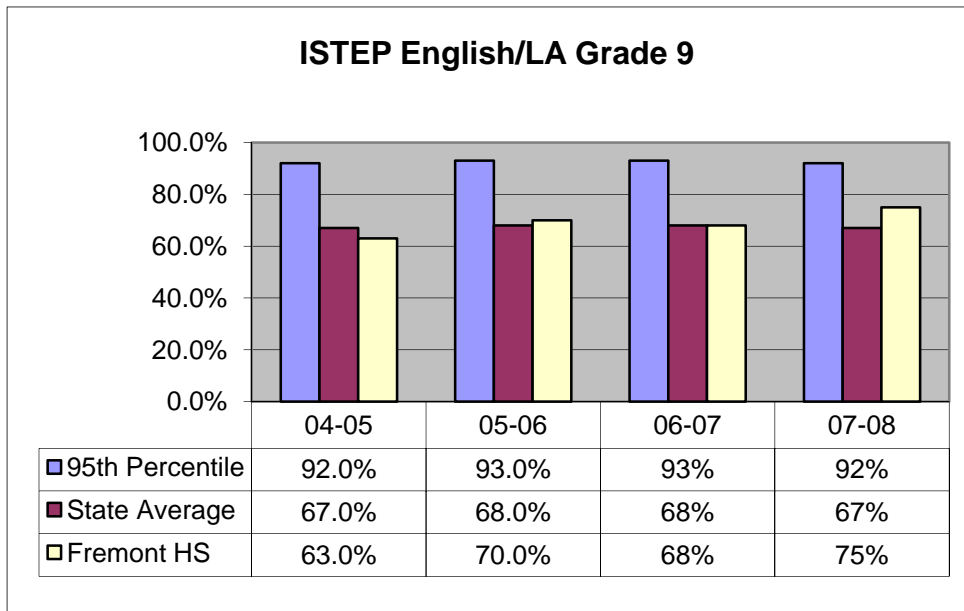
Our goal is to meet or exceed state averages, obtaining at least 71-75% passing both tests. In 2008 73.2% in all grades passed the E/LA and Math.



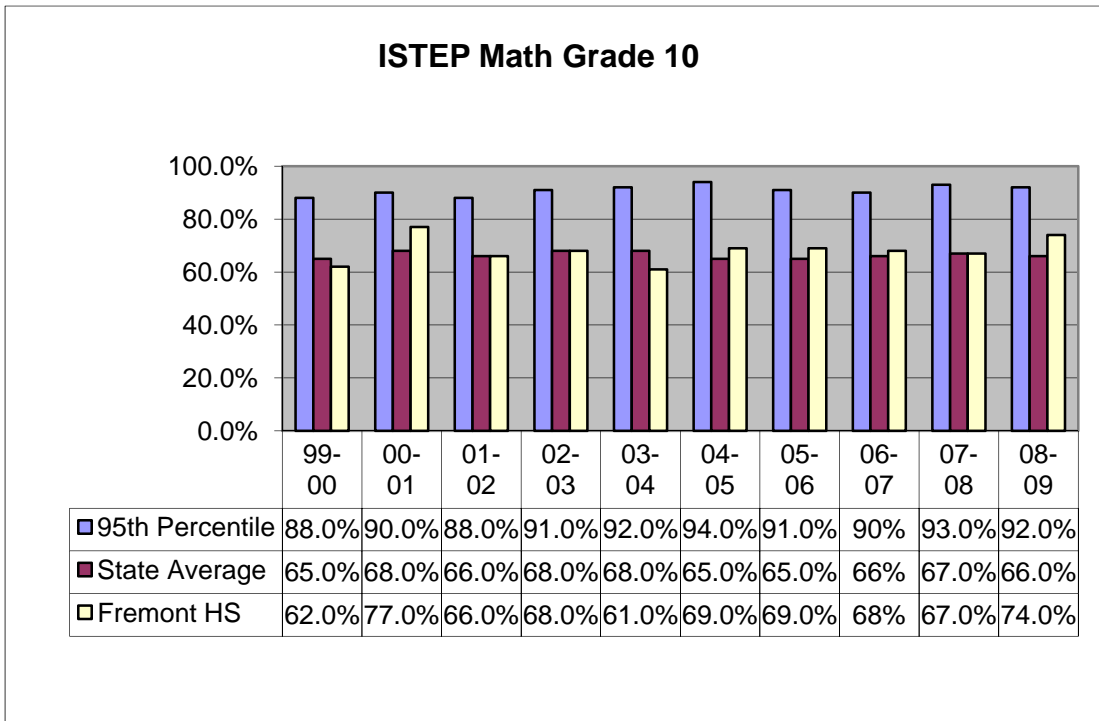
ISTEP English/LA- Grade 10, Percent Passing



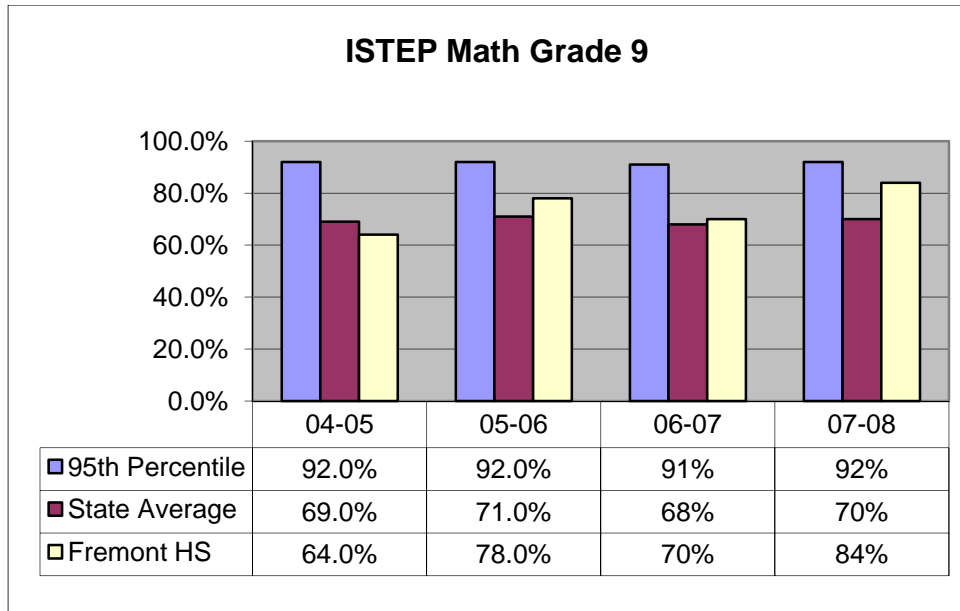
ISTEP English/LA, Grade 9, Percent Passing



ISTEP Math, Grade 10, Percent Passing

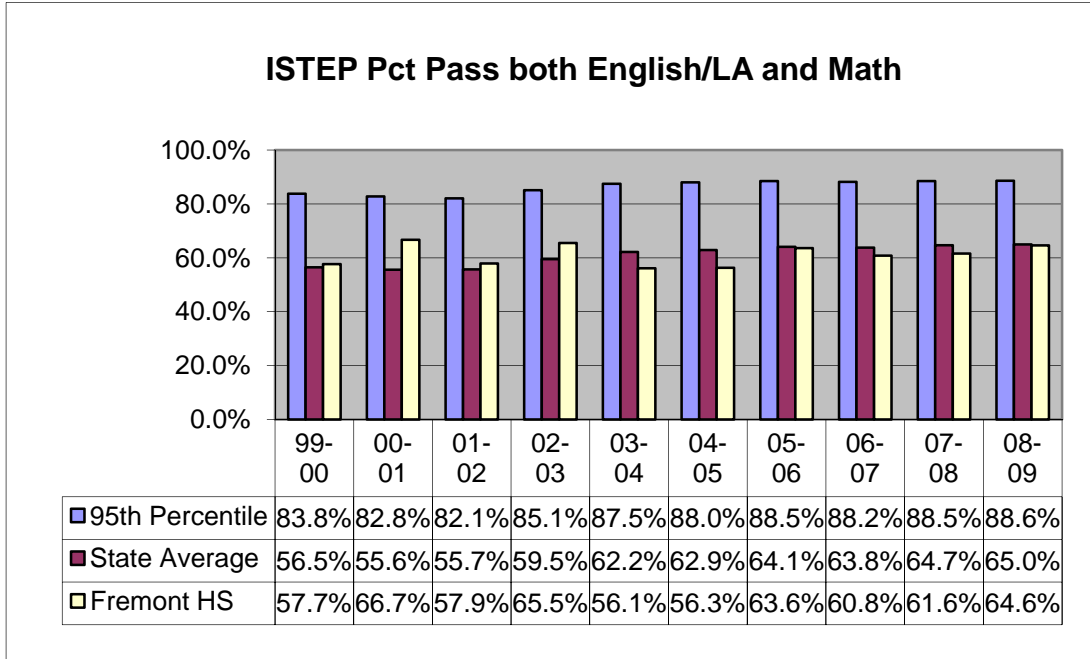


ISTEP Math Grade 9, Percent Passing

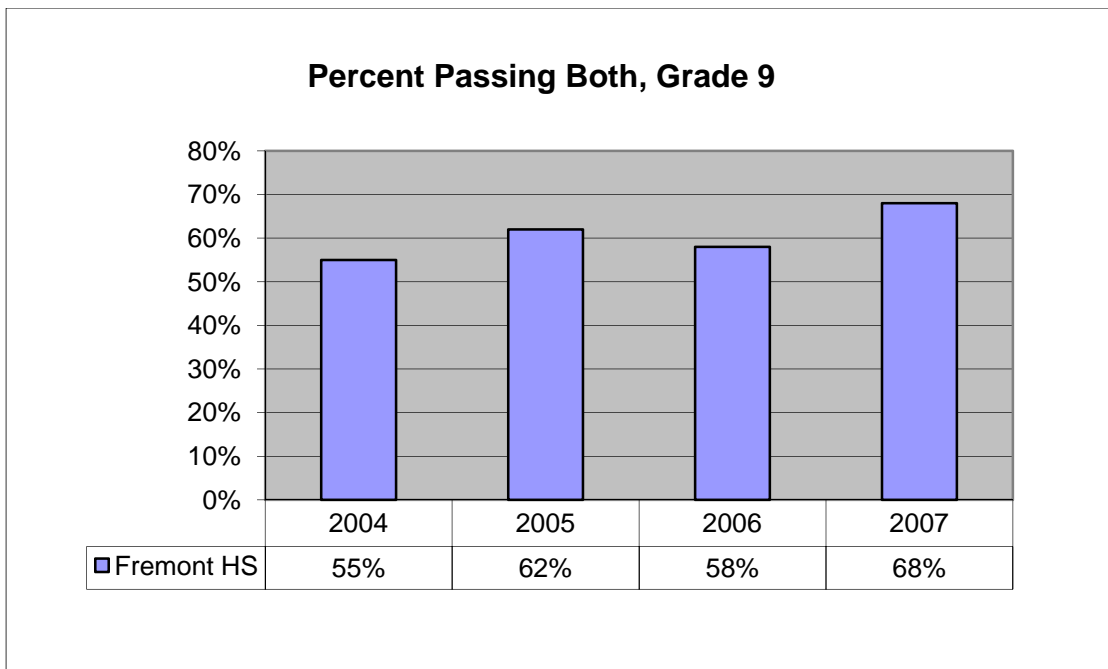


ISTEP Percent Pass Both English/LA and Math (all grades tested)

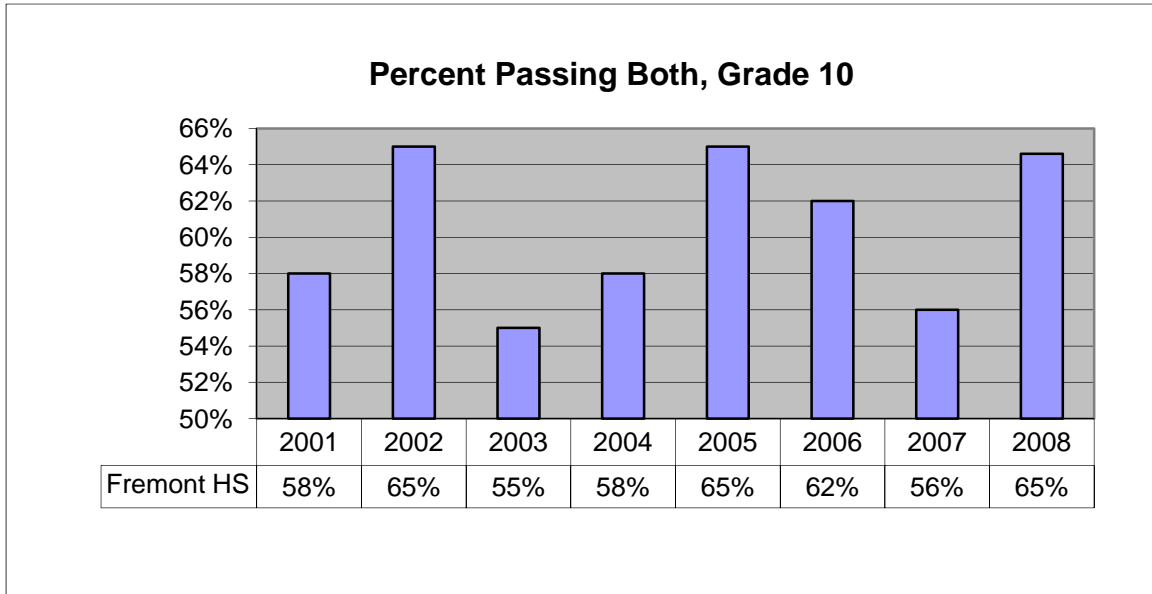
Our goal is to meet or exceed state averages, obtaining a minimum passing rate of 65%. In 2008 64.6% of Fremont tenth grade students passed both E/LA and Math.



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

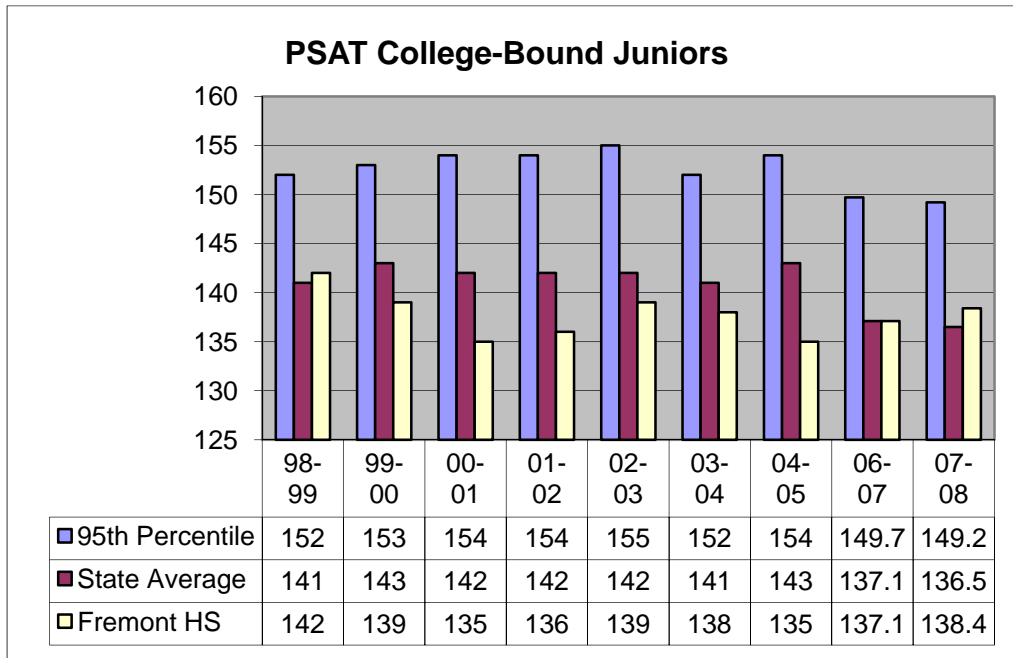


ISTEP Percent Pass Both English/LA and Math, Grade 10



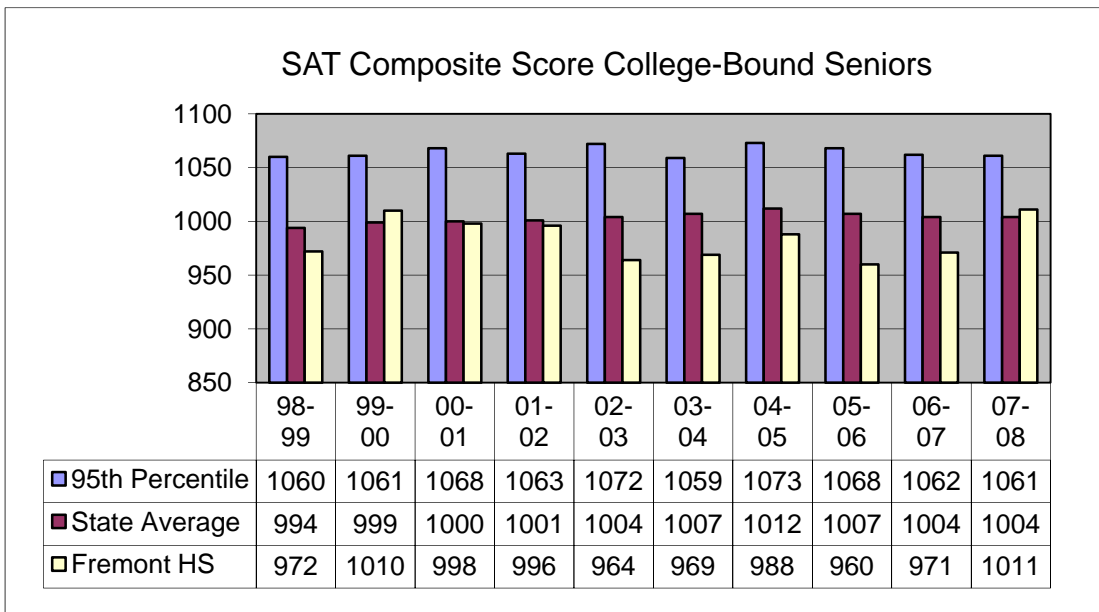
PSAT College Bound Juniors

The goal for PSAT scores would be to meet or exceed a minimum score of 140. In 2008 Fremont college-bound juniors averaged 138.4 which exceeds the state average of 136.5.



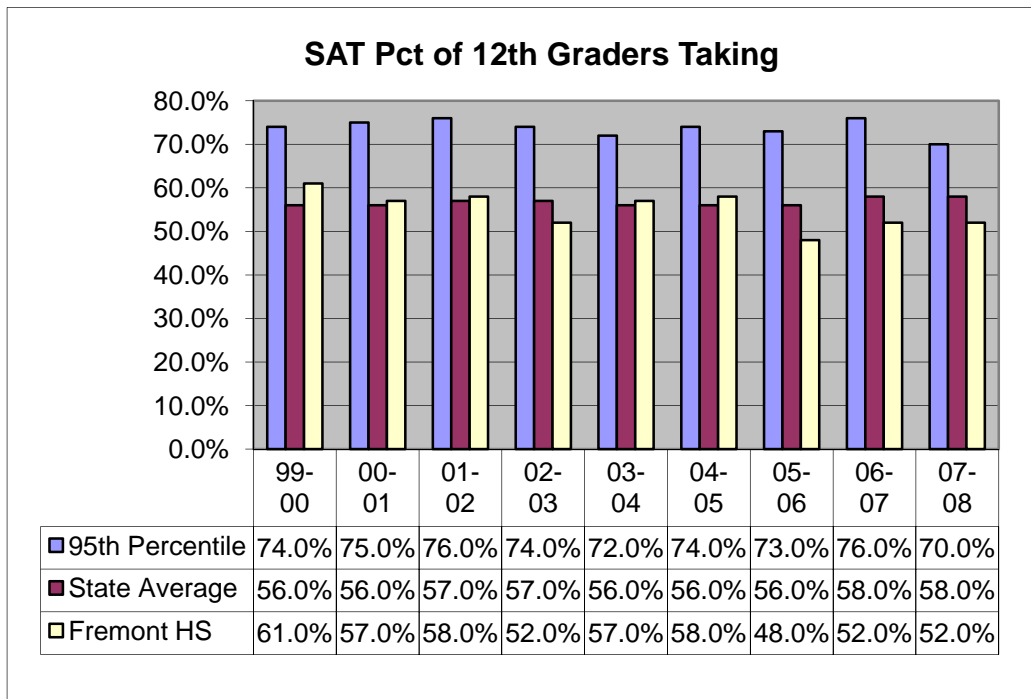
SAT Composite Score – College Bound Seniors

Our goal for SAT combined Language and Math Scores is to be at or above 1000. In 2008 the SAT composite for Fremont seniors was 1011.



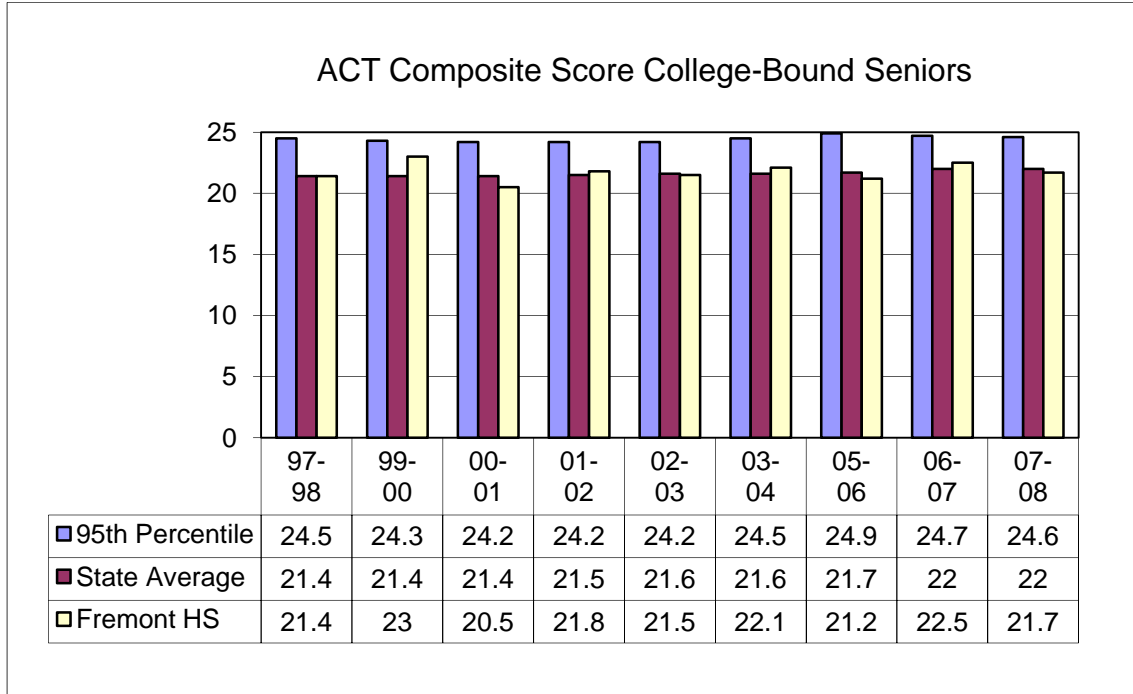
SAT- Percent of 12th Graders Taking

Our goal is to meet or exceed the highest percentage from 1999-2000 of 61%. In 2008 52 percent of Fremont 12th graders took the SAT.



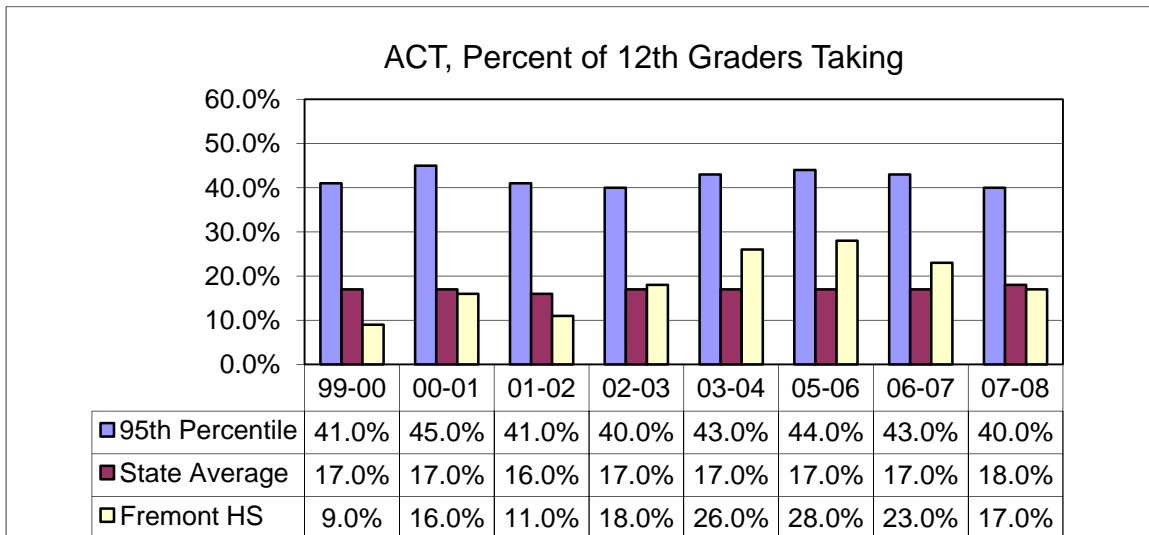
ACT Composite Score – College Bound Seniors

Our goal for ACT composite score is to be at or above 23. In 2008 the ACT composite score for Fremont seniors was 21.7.

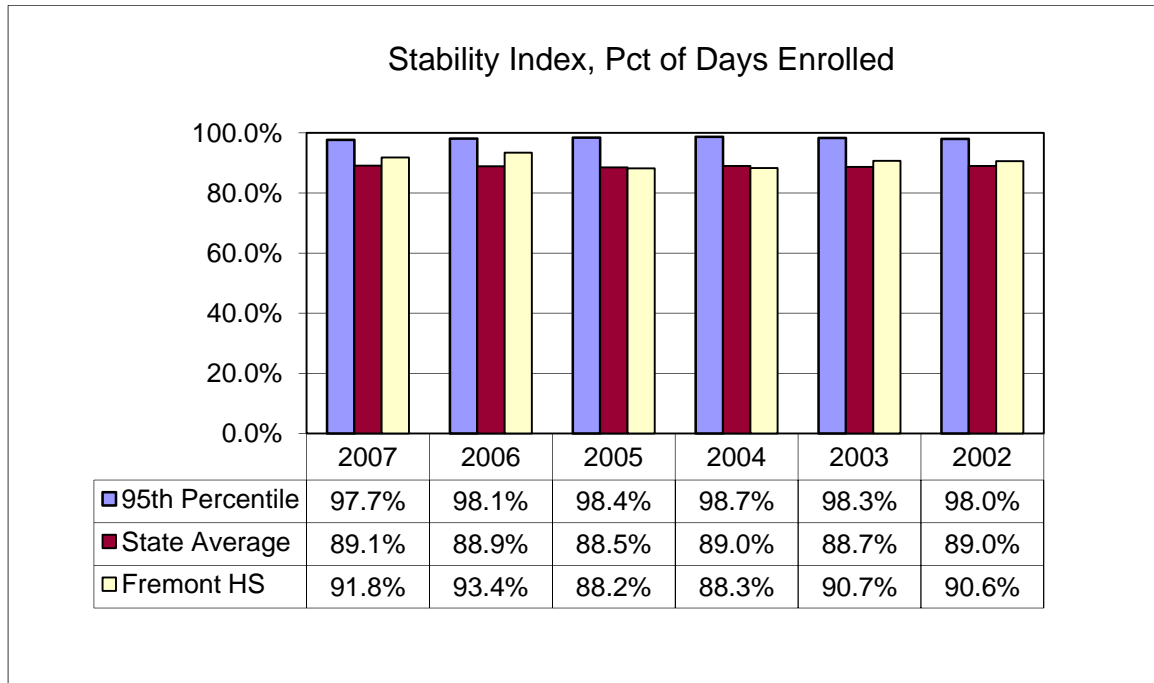


ACT- Percent of 12th Graders Taking

Our goal is to meet or exceed the 28% of seniors taking the ACT in 2005-2006. In 2008 the percent of 12th graders taking the ACT was 17%.



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

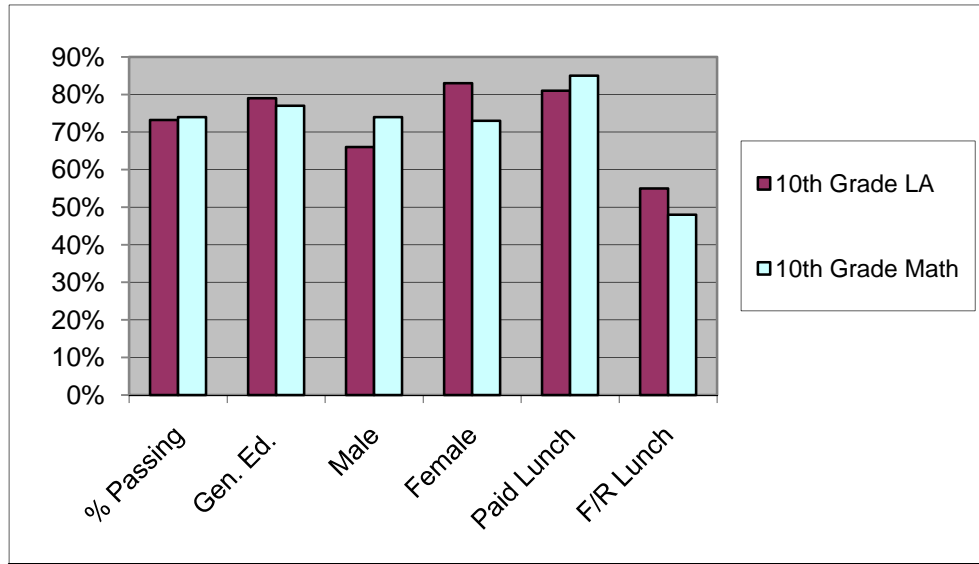
The high school uses the GQE, PLAN, PSAT, ACT, NWEA, Advanced Placement Exams, Core-40, other end of course assessments, and SAT for standardized data collection. Other data collection instruments include:

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 2007-2008

Areas of concern below 70% are marked red.

Category	10th Grade LA	10th Grade Math
% Passing	73%	74%
Gen. Ed.	79%	77%
Male	66%	74%
Female	83%	73%
Paid Lunch	81%	85%
F/R Lunch	55%	48%



Adequate Yearly Progress

Fremont High School made AYP in eight categories including the English portion of the GQE, the math portion, and the percent taking in English and math. The school failed to meet the standard for the graduation rate.

ISTEP Language Arts Summary

10th Grade

Fremont High School's tenth grade level in Language Arts experienced a 2% drop in scores compared to this class's ninth grade performance. The Free/Reduced Lunch group scored a 55% passing rate, or 26% lower than the Paid Lunch group. Females outperformed the males by 17%.

ISTEP Math Summary

10th Grade

The tenth grade Math passing rate was 74%, which was a 10% drop in scores compared to this class's ninth grade performance. The male population outperformed the female population by 1%. The Free/Reduced Lunch group scored a 48% passing rate, or 37% lower than the Paid Lunch group.

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:

- Twenty students that failed the English portion of the ISTEP as eighth graders and freshmen were assigned to a skills development class. Five of these students passed the English portion of the ISTEP as sophomores.
- Sixteen students in math lab improved one letter grade from eighth grade pre-algebra to ninth grade algebra 1.
- Ninety-five percent of the sophomores scored two or more points on the writing applications and language conventions portions of the English applied skills test.
- 71 students in the class of 2011 passed the English portion of the GQE this year compared to 68 students last year.
- The SAT composite score for college bound seniors increased by 40 points, 7 points above the state average.

Areas of concern:

- A significant number of students scored zero points on the math applied skills portion of the tenth grade ISTEP.
- A look at the tenth grade Math standards reveals that Problem Solving at 42.5 and Geometry at 44.8 continue to be the weakest and should be a focus for improvement.
- A significant number of students scored zero points on the English applied skills portion of the tenth grade ISTEP in the area of literary response and analysis.
- A look at the tenth grade Language Arts standards reveals that the two standards with the lowest IPI were Reading Comprehension 63.5 and Writing Applications 67.8.
- The graduation rate dropped from 87.4% to 85.7%.
- The gender gap in the English portion of the GQE is 17% with females outscoring males.
- The gap between free and reduced lunch and paid lunch is 26% in language arts and 37% in math with paid lunch outperforming free and reduced lunch.

Areas in Need of Immediate Improvement

Graduation rate was the only category that prevented the high school from making AYP. The following strategies will be incorporated next year to address this deficiency.

1. The principal and school counselor will increase efforts to track students that “disappear” or do not show up in the fall.
2. NovaNet courses will be available in the summer to keep students on track for graduation.
3. The principal and counselor will increase publicity for vocational programs that could motivate more students to graduate.
4. The school will continue to work toward improving scores on gateway assessments like the GQE and end of course assessments.

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 continue to enroll in a math lab concurrently with algebra 1. The math lab 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
 - Continue the basic skills development English course.
- 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

Goal #1

All students will improve their problem solving skills in all areas across the curriculum. A baseline will be set in 2007-2008 using end of course assessments to gauge improvement over the next three years.

Strategies:

- | | |
|-----------|---|
| 2008-2009 | Develop and train the high school staff in the Character Counts Program. Continue to implement the writing and assessment process. Define problem solving, identify skills, and apply problem solving in the classroom. Evaluate the implementation and effectiveness of Character Counts, writing, and problem solving. Set numerical, statistical goals for 2008-2009, and 2009-2010. |
| 2009-2010 | Use study groups to:
refine problem solving implementation, |

support Character Counts, continue writing across the curriculum, study current data, and revise school improvement plans.

2010-2011 Continue to support the initiatives implemented over the past six years. Introduce and begin implementation of differentiated instruction.

Professional Development

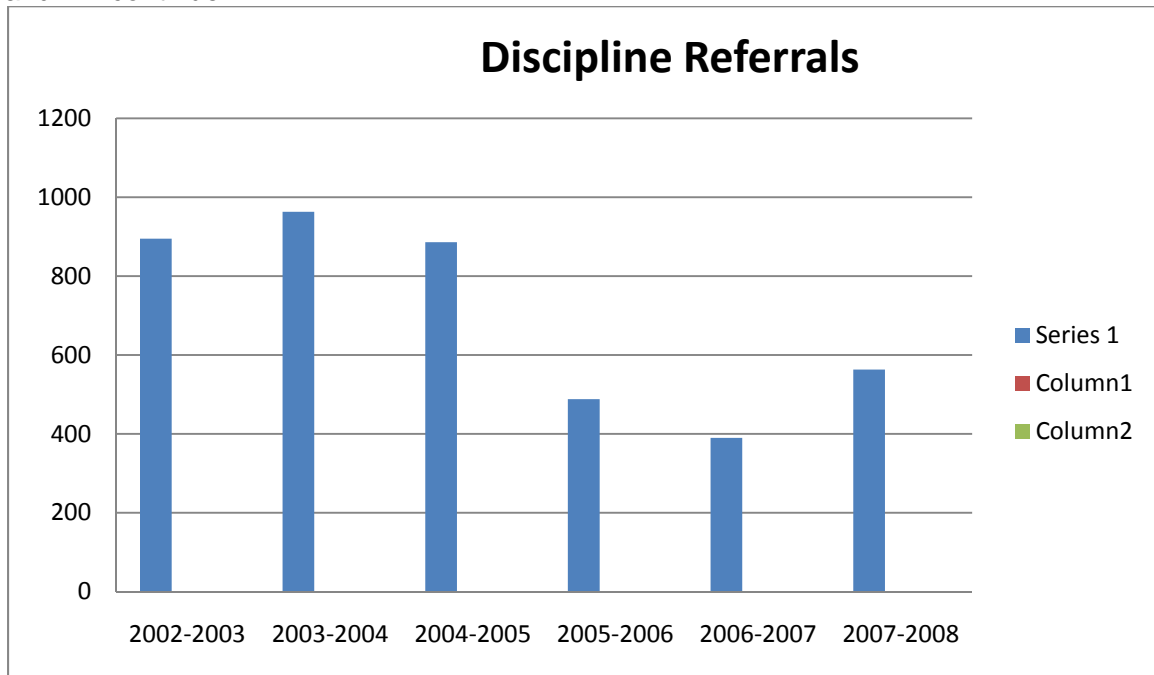
The professional development plan is included in the professional grant application to the State. It is separate from the school improvement plan, but accompanies this document.

Parental Involvement

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 ParentConnect. 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.



Cultural Competency

The student population is 99% white and 1% 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, Discrete Math, AP Calculus, Biology, AP Biology, Earth and Space Science, Chemistry, Physics, U.S. History, U.S. Government, AP Macroeconomics, Economics, Psychology, AP Psychology, Sociology, French, Spanish, Advanced English 9-11, AP Language and Composition, AP Literature and Composition and sufficient core courses and electives to meet the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors requirements.

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.