

Hobart High School

Improvement Goal: Citizenship

All students will develop an understanding and commitment to the democratic ideals of human dignity, justice, and equality by focusing on productive citizenship in a democratic society.

Expectation(s) for Student Learning:

- All students' grades will rise and behavior will be less of an issue in the classroom.
- All students will demonstrate behavior expectations using the Guiding Principles.
- All students will respect diversity while becoming effective and participating members of a democracy.
- All students will have the opportunity to participate in community service activities to experience personal, intellectual, and social growth.
- All students will practice digital citizenship through ethical and responsible use of technology systems, information, and software.

Target Participants:

All students in Hobart High School

Interventions:

All students will improve behavior as well as grades by implementing a Positive Behavior Interventions Support (PBIS) System.

All students will build relationships with mentors who will assist them in achieving higher grades and better behavior.

All students will develop positive personal and interpersonal skills through Guiding Principles.

All students will develop positive leadership skills, ethics, school connectedness, and accountability.

All students will develop digital citizenship and practice acceptable technology usage.

All students will learn necessary strategies to keep themselves safe.

The school community will collaborate to provide a safe and secure facility.

Evaluation:

Grades

Referrals

Suspensions/Expulsions

NSSE Stakeholder Opinion Surveys

Discipline Data

Leadership Survey

Student Response Inventory

SRI, PSAT / SAT

Gallup Data

Drug and Alcohol Surveys

Pivot Early Warning System

Learn More Indiana Surveys

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Target Area of Improvement: Citizenship-Life Skills, Diversity, Community Service, and Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Behavior Interventions Support</p> <p>1. All students will improve behavior as well as grades by implementing a Positive Behavior Interventions Support.</p> <p>A. Cultural Shift: Hard work, good ethics, strong values, and positive guidelines is highly stressed to our students.</p> <p>B. A Positive Behavior Interventions Support (PBIS) will be put in place to incorporate a mandated Progressive Discipline Plan.</p> <p>C. Students can earn a PBIS Work Ready Award each 9 weeks. It will allow students to demonstrate work ready skills and behaviors while earning rewards and privileges.</p>	2012-2017	<p>JROTC Staff Administration Counselors Community Students</p>	<p>-Administration -Teachers -Students -Rewards -Grades -ECA Results -Referrals -Suspensions/ Expulsions -Drug Testing -Brickies to Brag About -Work Ready Award Data -Stellar Staff Data -Students of the month Data -Gallup Data -Work Ethic Certification -Threat Assessments -Drug and Alcohol Surveys</p>	<p>-JROTC -Lifelong Guidelines/ - Lifeskills/ Guiding Principles -Adlai Stevenson Site -Student Handbook -Student Contract -Videotrons -Posters -Sport Safe Drug Testing / All extracurricular drug testing -Rachel's Challenge -Brickie Leaders -Workforce Expectation Workbook</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Mentoring</p> <ol style="list-style-type: none"> 1. All students will build positive relationships with mentors who will assist them in achieving higher grades and better behavior. <ol style="list-style-type: none"> A. Hovering Adults: Students will have contact time with a caring adult by dividing them up. <ul style="list-style-type: none"> • It is necessary for mentors to monitor student learning on a timely basis. • Student to student mentors. B. The community and faith-based mentors will help students. C. Students will have teachers as mentors D. Social Issues will be addressed with wrap around services. E. All students will participate in Success Period F. Opportunity Center will provide students with additional adult mentors focused on helping students succeed. G. Mentoring programs are offered through athletic team study tables individualized by sports team. 	<p>2012-2017</p>	<p>Teachers Administration -Community Mentors</p>	<p>-Students -Administration -Teachers -Mentors</p>	<p>-Why Try? - Community Tutors - Success Period</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Personal and Interpersonal Skills through Employer Expectation Skills.</p> <p>1. All students will develop positive personal and interpersonal skills through Guiding Principles & a work ready skill focus.</p> <p style="padding-left: 20px;">A. Incorporate Employer Expectations in student government, athletics, clubs, and other activities.</p> <p>Brickie Leaders Leadership, Empathy, Accountability, Discussion</p> <p style="padding-left: 20px;">B. Collaborate with middle school and elementary Brickie Leaders Programs</p>	<p>2012-2017</p>	<p>Administration Counselors Students Teachers Student Mentors Brickie Leaders Brickie Ambassadors</p>	<p>-Administration -Discipline Data Mentors -Grades</p>	<p>-Student Response Inventory -Afternoon Announcements -Drug Survey -Choices Survey</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Positive Leadership Skills-Leadership and Mentor Programs</p> <ol style="list-style-type: none"> 1. All students will develop positive leadership skills, ethics, school connectedness, and accountability through leadership and mentoring programs. <ol style="list-style-type: none"> A. Brickie Leaders: Students will participate in Brickie Leaders groups to promote leadership, empathy, accountability, and open discussions. Kindness as a focus is strongly emphasized through Brickie Leaders. B. Common Language on Aggression will be modeled. C. Parent education will be communicated and will encourage accountability for adults as well as children. D. Students will participate in Public Service/Service Learning through partnerships with community organizations and various other non-profit groups. E. Students will have the opportunity to participate in JROTC. F. Students will have the opportunity to participate in extra-curricular and co-curricular activities. G. Students will have the opportunity to participate in the SLYCE Leadership Program. H. Students will have the opportunity to participate in small learning communities. I. Brickie Ambassadors 	<p>2012-2017</p>	<p>School Community Teachers Administration Brickie Leaders Brickie Ambassadors</p>	<p>-Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Surveys -Naviance College and Career Readiness Assessment Data</p>	<p>-Afternoon Announcements -Displays -Incentives -Study Halls -Professional Development for Teachers/Parents/Community Organizations -Student Handbook -Referral Forms -Hobart Family YMCA -participate in blood drives held in the school -Focus on Education Newsletter/Web Site -<i>The First Days of School</i> by Harry Wong -JROTC -New Bully Law -Brickie Ambassadors -<i>Teach like a Pirate</i> -<i>The Zen Teacher</i> -Out of School Suspension Program</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention-Positive Leadership Skills-High School Transition</p> <p>1. All students will develop positive leadership skills, ethics, school connectedness, and accountability as they transition to high school.</p> <p>A. Students, as 8th graders, will participate in high school readiness activities including the following: -Attend a Freshman Orientation with parents at the high school that includes: Meet the Counselors/Principals, Core 40-Career Pathway Presentation, extra-curricular and co-curricular presentation. -Be assigned a Brickie Ambassador (upperclassman mentor)</p> <p>B. Students as freshmen will participate in an interactive orientation day called Brickie Rush to welcome them to their new campus, introduce them to their Brickie Ambassadors to set the transition program in motion. -Attend a class schedule meeting with parent and a high school counselor to begin their four-year plan of study; -Students will participate in presentations including: Curriculum: How hard is it at the high school? What is a credit? How much homework is assigned? Facilities: What do I do if I get lost? Will my locker be on one side of the school and my classes on the other side? Where are the restrooms? Safety and Discipline: Is the high school safe? Is there really a drug problem at the school? What happens if I'm late to class?</p>	<p>2012-2017</p>	<p>Teachers</p> <p>Administration Wrap Around Services Counselors Brickie Leaders Brickie Ambassadors</p>	<p>-Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Surveys -AYP/Graduation Rate -Attendance Rate Skyward Attendance Reports -Exit Interview Data -Leadership Surveys -Mentor Data -Service Learning Logs -Go Guardian -Google Classroom</p>	<p>-I Am Ready video -Community Organizations -Extra and co-curricular activities -Parent and Student Mentors -Dual Credit / Concurrent Enrollment Partnerships -College and Job Fairs -One Region, One Vision - Brickie Rush -Hobart Family YMCA</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention-Positive Leadership Skills-High School Transition (continued)</p> <p>Teachers, counselors, and administrators: Who are the teachers? Is Mr. or Mrs. X really mean? Will my counselor help me decide about electives?</p> <p>General Transition Concerns: What is the food like? How much does lunch cost? How many times can I be absent each grading period? How is the high school like the middle school?</p> <p>B. Freshman students will participate in an interactive orientation day called Brickie Rush to welcome them to their new campus and to introduce them to their Brickie Ambassador in order to set the transition program in motion.</p> <p>-A year with Brickie Ambassadors begins with an interactive freshman orientation at the start of the school year. An assembly takes students through a series of fun, whole group activities that will have participants laughing and enjoying their first minutes of high school.</p> <p>- Brickie Ambassadors will lead their freshmen through a series of fun, positive activities designed to help students get to know each other as well as learn important campus information.</p> <p>-The Brickie Ambassadors orientation day concludes with a closing assembly in which the entire freshman class and their Brickie Ambassadors end the day hearing a powerful message that encourages them to think about the choices they make during their high school years.</p>				

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention-Positive Leadership Skills-High School Transition (continued)</p> <p>C. Students will participate in activities beyond orientation for support throughout the year.</p> <p style="padding-left: 20px;">-Academic Follow-Ups give Brickie Ambassadors the opportunity to visit freshmen classes several times throughout the year. During these visits, Brickie Ambassadors teach structured lessons on topics such as using your available resources, time management, and achieving excellence.</p> <p style="padding-left: 20px;">Brickie Ambassador contacts happen outside of the structured activities and are another way for Brickie Ambassadors and their freshmen to connect.</p> <p>D. All students will understand the importance of obtaining a high school diploma and will be strongly encouraged to meet state requirements for this goal Attendance Rate</p> <p>C. All students will realize the importance of attending school on a daily basis</p> <p>D. All students will learn post-secondary options regarding college, careers, and technical education through speakers, mentors, and site visits.</p>				

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Digital Citizenship</p> <ol style="list-style-type: none"> 1. All students will develop digital citizenship and practice responsible technology usage. <ol style="list-style-type: none"> A. Students will develop digital citizenship through ethical and responsible use of technology systems, information, and software. <ul style="list-style-type: none"> -Etiquette-students will follow the School City of Hobart's Responsible Use Policy (RUP) for appropriate technology use. -Staff will model appropriate uses of technology. B. Students will access store, and share information in a responsible manner. <ul style="list-style-type: none"> -Responsibility-Students will assume electronic responsibility for their actions and deeds. -Students will abide by the school's codes of conduct as they relate to plagiarism, fair use, and copyright laws. -Students will learn how to safeguard their electronic data (i.e.; firewalls, off-site storage, electronic backups, and virus protection.) C. Students will be given opportunities to communicate in different fashions (i.e.; web sites, blogs, threaded discussions, bulletin boards, and use course management systems like Moodle, Google docs, and Google Classroom) <ul style="list-style-type: none"> -Access-students will have full electronic participation in society. -Provide time for students to use school technology to complete assignments. -Students will work together on assignments. -Accommodations will be made so all have access to the technology within the school system. -Students have one-to-one technology. 	<p>2012-2017</p>	<p>Administrators Director of Technology Technology Staff Teachers Media Specialists All Staff</p>	<p>-Observable Student Behaviors -Referral Form Data -Discipline Data -NSSE Opinion Survey -Lesson Plans -Student Surveys -Skyward</p>	<p><i>-Learning and Leading with Technology</i> by Ribble, M., Bailey, G., Ross, T. (2004) -Digital citizenship addressing appropriate technology use. 31, 1 ISTE. -NETS-S 2, NETS-T NETS-A -Director of Technology -IT Manager -Student Handbook -RUP -Internet Access -Filter/Firewall -Professional Development -District web site -Director of Student Safety -School Resource Officer -GNC Training: <i>Cyberbullying, Harassment, Acceptable Use</i> -Success Period -Digital Portfolios</p>

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Digital Citizenship (continued)</p> <p>D. Students will identify the dangers of identity theft and how to protect themselves electronically.</p> <ul style="list-style-type: none"> -Security-Electronic precautions will be taken to guarantee safety. -Parents and students will be given resources to learn the proper use of social networks like Face Book. 				
<p>Intervention: Strategies to be Safe and Healthy</p> <p>1. All students will learn necessary strategies to keep themselves safe.</p> <ul style="list-style-type: none"> A. The student drug testing program Sport Safe will be used to assist students in getting help for drug usage and will help create a safe, drug-free environment. B. All students will participate in communicable disease education that is appropriate for their grade level. C. Students will participate in a curriculum that promotes wellness. D. Smoking and Tobacco education is happening in health classes. E. The School Resource Officer (SRO) is a regular presence at HHS. 	2012-2017	Administration Board of School Trustees Director of Student Safety District Resource Officer Counselors Faculty and Staff School Nurse PE/Health Department Chairs Parents as Teachers	<ul style="list-style-type: none"> -Leadership Surveys -Observable Student Behaviors -Drug Testing Data -Referral Form Data -Discipline Data -Student of the Month -NSSE Opinion Survey 	<ul style="list-style-type: none"> -Parents as Teachers -Mann Spittler Drug Awareness -Student Drug Testing through Sport Safe and Policy and Positive Life Program -<i>Look Before You Leap</i> by Camfeld Productions -Bob Holmes -<i>Responsibility USA</i> -Health Curriculum -<i>Every 15 Minutes</i> -Healthy Choices Decision Making Curriculum -Healthy vending machine near Fieldhouse

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Safe and Secure Facility</p> <p>1. The school community will collaborate to provide a safe and secure facility.</p> <p>A. Annual review and following of Emergency Response Plan: Practice storm drills Practice fire drills Practice lockdowns Table Top Exercises</p> <p>B. Annual review and following of Crisis Plan</p> <p>C. CPR/AED Training including JROTC and EMT students</p> <p>D. Communicate safety procedures to parents via handbook, monthly newsletter, and Phone Tag system as needed.</p> <p>E. Skyward Message System</p> <p>F. The high school building will be secured from 7:45-2:36.</p> <p>G. All visitors will be scanned with the Raptor system and wear a badge.</p> <p>H. Security Cameras</p> <p>I. School will use School Guard in conjunction with Hero 911.</p>	<p>2012-2017</p>	<p>Administrators Custodians Director of Student Safety School Resource Officer School Nurse</p>	<p>-Drill Data -Emergency and Crisis Review Checklists -Accident Reports -Security Camera Center - Safe School Committee</p>	<p>-Emergency Response Plan -Crisis Guides -Videos -Implementation of Drills -Emergency Exit and Drill -Secure Classrooms -Student Handbook -Alarm Systems -Security cameras -Communication System -Director of Student Safety -Raptor Software -Emergency Rescue Technology Academy -School Safe Tip Line Committees -District Security Team: Superintendent, Director of School Safety, Student Safety Supervisor, Director of Support Services, Director of Technology, Director of IT, Director of HR and Compliance, and SROs.</p>