

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Tim A. Mankin

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hamilton Southeastern Junior High School

(As it should appear in the official records)

School Mailing Address 12278 Cyntheanne Road

(If address is P.O. Box, also include street address.)

City Fishers State IN Zip Code+4 (9 digits total) 46037-3400

County Hamilton County State School Code Number\* 2489

Telephone 317-594-4120 Fax 317-594-4129

Web site/URL http://www.hse.k12.in.us/HJH E-mail tmankin@hse.k12.in.us

Twitter Handle @HJHPanthers Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Dr. Brian Smith E-mail: bsmith@hse.k12.in.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hamilton Southeastern School District Tel. 317-594-4100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Diane Eaton  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 15 Elementary schools (includes K-8)
  - 3 Middle/Junior high schools
  - 2 High schools
  - 0 K-12 schools
- 20 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	278	291	569
8	256	246	502
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	534	537	1071

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 4 % Asian
  - 5 % Black or African American
  - 4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 82 % White
  - 4 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	26
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	46
(4) Total number of students in the school as of October 1	1071
(5) Total transferred students in row (3) divided by total students in row (4)	0.043
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 1%  
8 Total number ELL  
 Number of non-English languages represented: 2  
 Specify non-English languages: Seven of the students speak Spanish, and one student speaks Korean.
8. Students eligible for free/reduced-priced meals: 7%  
 Total number students who qualify: 84

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 8 %  
86 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

16 Autism	3 Orthopedic Impairment
0 Deafness	14 Other Health Impaired
0 Deaf-Blindness	23 Specific Learning Disability
11 Emotional Disturbance	15 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	0 Visual Impairment Including Blindness
1 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	43
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	14
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award. 2004

## **PART III – SUMMARY**

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Hamilton Southeastern Junior High stands for and believes in a clear mission; a purpose that permeates everything we do on a daily basis. The staff, in partnership with the community, strives for educational excellence by providing experiences that challenge students to become effective decision-makers, problem-solvers, and communicators. HSJH is an exemplary school learning community where the staff engages in collaborative and continuous professional development on best practices to improve student achievement and growth. We accomplish this by analyzing data from a variety of common assessments to make informed decisions about student learning, academic programming, and classroom instruction. As a staff, we assist each student and teacher by providing technology and assuring the integration of that technology as part of our daily learning. In addition, we provide a safe and productive school environment that is conducive to student learning and fosters parent and community involvement. As a result of this clear, systemic plan, HSJH has developed a culture of support for all of its students and has distinguished itself as one of the premier schools in the state of Indiana.

Hamilton Southeastern Junior High is one of three junior high schools in the HSE School District. It is located on the far east side of the District and services 7th and 8th grade students just outside of the town of Fishers, Indiana, a suburb northeast of Indianapolis. Fishers, IN has been recognized nationally as one of the best places to live in the United States, and as a result HSE continues to be one of the fastest growing school districts in the country. HSE Junior High specifically is growing at the highest rate in the District and will exceed 1200 students in the upcoming school year. We believe that our reputation and academic success have played a factor in our increased population, and it provides us with excitement, challenges and the need for proactive planning to ensure our continued success.

The curriculum and instruction at HSJH is a blend of Indiana State Standards and Common Core State Standards (INCC) and provides students with a rigorous and diverse set of courses that ensures student learning is relevant and transferable and allows students to apply their learning beyond school. The schedule consists of seven fifty minute core and elective courses along with a 28 minute Student Learning Time (SLT) at the end of the day where students have the opportunity to receive enrichment and remediation in a differentiated learning setting based upon individual student needs. Over 47% of the students are enrolled in at least one advanced or honors course for which they receive high school credit including Honors Algebra, Geometry, Biology, and World Language (Spanish, French, and German).

HSJH has been recognized as a 4-Star School (top 75% in achievement scores and attendance) for the past decade, and most recently received an 'A' Rating on the Indiana Accountability Report, which consists of both high academic achievement and high growth. HSJH exceeded the 4.0 scale receiving a 6.0 due to bonus points related to the high growth. We are exceptionally proud that our students not only have top achievement scores, but they show incredibly high growth from the beginning of the year to the end of the year. We believe in high standards for all students and when given the appropriate instruction, support, and confidence, our students rise to the occasion.

In our efforts to ensure all students' needs are met, we have incorporated an extensive RtI (Response to Instruction) system in both language arts and math. Our three tier system begins with differentiating instruction for all students in their regular classes with special emphasis on using technology as a learning tool and incorporating student-centered, small group, cooperative learning through project-based units. Students with more specific, intensive needs move on to Tier II or Tier III where they have either an additional 28 minute prescribed SLT Student Learning Time) or a full 50 minute additional class of language arts and/or math. Regular progress monitoring and data sharing with the RtI committee ensure that each student's needs are being met based upon specific academic standards. Our PASS (Promoting Academic Support and Success) after school tutoring initiative is an additional opportunity to help students succeed.

HSJH staff firmly believes that while academics is the cornerstone of our educational opportunities for students, we also believe in setting high character and social expectations. Our PAWS (Positive,

Accountable, Well-Mannered, Safe) initiative recognizes students of the week and month as well as staff member of the week through staff nominations.

Hamilton Southeastern Junior High has established itself as a model school through a culture of support for all students during and after school hours. With 46% of students involved in extra-curricular activities, HSJH is an enriching place for students to grow and learn.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

a) Hamilton Southeastern Junior High (HSJH) administers the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) standardized assessment, which is required annually each spring for all Indiana students in grades 3-8, and it is aligned directly with the Indiana academic standards that make up the core of our curriculum maps. The core areas tested are Reading/ELA and math. In addition, 7th grade students also participate in the area of social studies. The assessment is given in two parts with an applied skills writing portion given in March and a multiple choice portion given in late April. Student results are reported in four categories: Pass + (advanced), Pass (proficient), DNP (did not pass), and UND (undetermined). The data results provide a snapshot of the students' level of performance for both the students and families, but they also provides valuable information to the teachers and administrators to help drive our planning and instruction, and make the needed adjustments to ensure all students are provided the differentiation they need to be successful.

HSJH students have consistently performed among the highest in the state in achievement in both math (97%) and language arts (95%) as well as achieving some of the state's highest growth rate in math and language arts resulting in an A+ rating by the Indiana Department of Education. Our continued commitment to excellence is evident in that our scores have steadily improved each and every year from 2008-2009 through 2012-2013. Students Pass+ percentages also continue to rise in math (65%) and language arts (32%) which is evidence of our commitment to the improvement of all students, regardless of their individual achievement standing.

b) Hamilton Southeastern Junior High students' achievement and growth scores, while already some of the highest in the state, continue to show steady progress in both math and language arts over the last five years. The 7th grade and 8th grade math and language arts scores have improved every year even with the infusion of both Indiana State Standards and Common Core standards as part of our school's curriculum beginning with the 2012 school year. While consistently high every year, 7th grade and 8th grade math Pass and Pass+ scores have grown steadily from 93% Pass in 2009 to 97% Pass in 2013, and 54% Pass+ in 2008 to 68% Pass+ in 2013. The same consistent increase can be noted for both 7th and 8th grade language arts Pass percentages with 7th Pass improving from 86% in 2009 to 93% in 2013 and 8th Pass improving from 89% in 2009 to 95% in 2013.

The strong commitment of our teachers to help all students succeed is a key factor leading to our success. HSJH has a variety of interventions in place before, during, and after regular school hours to provide both enrichment and remediation for our students. A.M. tutoring is provided for students on the full range of the achievement spectrum, whether it be for H.S. geometry, 7th regular level math, or 8th grade creative writing and reading. Our P.A.S.S. tutoring (Promoting Academic Student Success) provides designated students who did not pass the ISTEP+ with after school assistance directly related to their areas of weakness as determined from NWEA data, ISTEP specific standards and common nine-week assessments. HSJH also provides a built-in time during the regular day schedule called SLT (Student Learning Time) to provide all students the opportunity to sign out with specific teachers to get extended learning time. Teachers also have the flexibility to call back individual students and set up a 'prescribed SLT' for a consistent group of students for short term or long term instruction.

HSJH has also implemented an extensive Response to Instruction (RtI) system divided between students designated as either Tier II or Tier III. Tier II is made up of students who fall either 10 points above or below the ISTEP+ Passing percentage. They are provided specific instruction from either math or language arts teachers during the last 28 minutes of the school day. Teachers keep detailed progress monitoring data charts utilizing formative and summative assessments every three weeks. Tier III is made up of students who failed the ISTEP math or language arts by more than ten points. They are provided an additional full class period during the school day for more intensive and specific instruction based upon individual needs. The progress monitoring is similar to the system that is in place for the Tier II students.

Teachers at HSJH work closely in departments to ensure they are delivering consistent, high quality, results oriented instruction, focused on student learning over the process of instruction, and a belief in practicing strong communication. Common assessments have been designed in all content areas and meaningful/relevant homework is assigned with required completion and quality. The staff has also embraced the use of Blackboard as a learning and communication tool. Here students have access to video lessons and the ability to turn in assignments and communicate with teachers remotely. Finally, daily bell work and the spiral review of content maintain quality learning each and every day.

## **2. Using Assessment Results:**

The teachers at HSJH utilize a variety of both formative and summative assessments with the essential purpose of disaggregating data to then drive their instruction to meet the individual needs of all students. The main structure in place to disaggregate all data and have meaningful discussions is through our department PLC's (Professional Learning Communities). All nine departments within the school meet on a monthly basis to specifically discuss assessment results, either national norm tests or locally created common assessments, which then drive the discussion of utilizing best practices of teaching within and across contents to help students learn the required state standards incorporated into our district curriculum.

The beginning steps are initiated by the principal by utilizing the state's data warehouse to disaggregate the math and language arts data of all students. Student scores are put into a spreadsheet in descending order to determine the top 75% and bottom 25% of scores in the school by grade level. The applied skills data portion of ISTEP+ is then analyzed and forwarded to each department. Within each department meeting, teachers will look to see how each student fared overall, and then look to specific areas of ISTEP to assess each student's strength and weaknesses. All of this takes place prior to the start of the new school year so specific strategies and interventions can be put into place from the very first day of school.

Each department also develops common assessments we refer to as performance assessments (PA's) to give to all students quarterly. The development of such assessments is done collaboratively and systemically to ensure the validity of the assessments in terms of appropriate rigor. Each assessment is made of questions from all domains of Blooms taxonomy, and they consist of both applied skills type essay questions and multiple choice questions. At the conclusion of each nine weeks assessment, data is collected and disaggregated by the principal (grade breakdown, overall % by period, and overall % by teacher), then returned to the teachers to discuss trends and best practice strategies as a whole as well as how individual students have fared in relation to previous tests and their peers. Instructional adjustments are then made accordingly.

Hamilton Southeastern School District teachers are also required to develop two Student Learning Objectives for the school year. The first type is the Class Objective which is based upon data derived from a semester assessment developed by teachers, and it focuses on an entire class of students. The second type is a Targeted Objective that focuses on specifically targeted students who are deficient in one particular standard. These objectives furthered our rich data discussions throughout the building.

Communication of student achievement with our families is important at HSJH. We ensure that every family gets both a hard copy and electronic data version of all components of the ISTEP+ assessment. We also utilize Skyward and Blackboard internet based communication tools daily to keep parents abreast of their child's daily progress.

## **3. Sharing Lessons Learned:**

At Hamilton Southeastern Junior High, we have the benefit of a world-class teaching staff made up of teachers who believe in life-long learning and are willing to share with and learn from colleagues from the District and across the state. Our four HSE 21 Instructional Technology Coaches have led both building level and District level professional development in the training of staff to enhance the college and career readiness of our students. Staff was trained to utilize iPads to increase student engagement by embedding technology so that teaching and learning will transform into inquiry-driven, global learning labs that meet

the diverse needs of individual students.

HSJH teachers have also held leadership positions in various state-wide organizations. Members of our performing arts department are currently officers in the Indiana Music Education Association, and they have led conferences for music directors across the state. We are consistently inundated with requests from universities to host their student teachers. A member of our language arts department has led various professional development sessions as part of the Hoosier Writing Project, a chapter of the National Writing Project, for teacher from all over the state. In addition, this teacher is part of the District-wide 1:1 iPad initiative where he has facilitated best practice usage of having iPads in the classroom to teachers of all grade levels in the District.

Our Wellness department has been a model for the Indiana Department of Education in working with a Fitness Gram initiative and the Play 60 model of healthy living. As a result, both teachers and students have embraced a healthy lifestyle while learning new, healthy eating and exercise habits related to overall fitness.

Based upon our belief of continuous learning for all, we utilize our HSE Junior High staff to share professional development and best practices with their building and District peers to build and strengthen curriculum and instruction. Language arts teachers have taken the lead in implementing the curriculum model design through monthly department meetings. Also, teachers from all content areas take part in District Focus Groups and department meetings to further both vertical and horizontal articulation of curriculum.

#### **4. Engaging Families and Community:**

Hamilton Southeastern Junior High believes in the triangle philosophy that it takes the school, the families, and the students working together to create an optimal learning environment. At the heart of this philosophy is a strong communication system. At HSJH, we begin by hosting our PAWSitive Connection Transition Fair for incoming 6th graders in late winter/early spring where students and families can tour the building, visit club and activity booths, speak with teachers from every content area, and preview a video encompassing everything our school has to offer. One week before school begins in August, we conduct our Panther Preview where students and families will walk a trial run of the new schedule, try out lockers, and receive all of their needed texts and materials. The final large scale activity is our annual Open House the second week of school where parents/guardians can experience a mock school day by following their child's schedule to each of the seven class periods throughout the day.

The communication continues throughout the school year with the use of web based internet programs that allow parents and students to see daily lessons, watch recorded teacher instruction, and preview homework assigned for each day. We also provide a monthly newsletter attachment to our HSE Junior High website. This interactive and comprehensive website also contains information to our HSJH twitter account where brief, important messages are delivered daily. In the event an urgent message needs to be sent, we have a school messenger system where the principal can record a message sent through a school-wide list serve to all of our families.

Our PTO is also an active and vital component of HSJH. They host a variety of student, family and staff social events to enhance the building of relationships. These include student vs. staff basketball and volleyball games, tailgate activities before extra-curricular events, and an 8th grade Celebration to culminate students' final year at HSE Junior High.

HSJH also reaches out to parts of our community to assist with food drives and fund raisers for local hospitals as well and coordinate activities with the local retirement community. The student council visits elderly members during holidays and coordinates a pen pal journal writing unit with senior citizens at the HSE Junior High facility. We are very fortunate to have such a strong connection with our stakeholders and community at large.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Curricular offerings at Hamilton Southeastern Junior High are a culmination of Indiana Common Core Standards and Indiana State Standards, enhanced levels of rigor, and relevant life-long skills and knowledge creating a solid academic knowledge base for students of HSJH. Striving for educational excellence, curriculum and instruction at HSJH focus on creating an environment conducive to higher achievement, and helping students become effective decision-makers, problem-solvers, and communicators.

HSJH has a seven period school day where all students are immersed in five core subjects (language arts, math, science, social studies and wellness) Students also have an opportunity to choose two elective classes. All classes strive to integrate skills that are connected to one another where students can transfer their knowledge. Programs have been developed to hone in on the individual student to meet specific student needs. By way of Student Learning Time (SLT) at the end of the school day, Hamilton Southeastern Junior High provides opportunity to each and every child to gain enrichment and receive remediation, respectively. HSJH continues to meet the needs of every student by placing high ability students in advanced courses, providing quality special education programming to those who qualify, and structuring Response to Instruction (RtI) to accommodate students at all levels of aptitude. RtI courses include: RtI Math, RtI English during SLT for Tier 2 students and full classes during the day for Tier 3 students.

Most classes are heterogeneous. Care is taken to differentiate instruction for individual needs in the heterogeneous setting. Advanced classes are provided for students in the disciplines of English, world language, mathematics and science. Students in accelerated mathematics courses are one to two full years ahead of the normal mathematics sequence. Accelerated students take Algebra 1, Honors Algebra, or Honors Geometry at the 8th grade level and Honors Algebra at the 7th grade level. At the 8th grade, students have the opportunity to take world language courses in Spanish, French, and German, as well as Honors Biology. The advanced courses are also offered for high school credit as they follow the high school curriculum. In addition to math, world language, English and science accelerated classes, advanced sections of band and choir are provided. Further in-depth curricular offerings helping students achieve excellence include one semester of writing composition in addition to the language arts curriculum.

Each department in our building operates as a Professional Learning Community. They develop nine week curricular maps that are based on the Indiana State Standards and Common Core and develop nine week cumulative performance assessments to determine the effectiveness of the instruction and student learning for a nine weeks grading period. Each Professional Learning Community studies the work of their students to determine best practices for teaching and learning.

HSE Junior High has also adopted the HSE21 Best Practices Model to ensure that all students receive relevant, rigorous and authentic instruction related to college and career readiness. Our goal is to increase student learning opportunities in every HSE classroom to develop 21st century skills of creative and critical thinking to solve complex problems, collaborate, innovate, and become information literate. The development of a highly skilled workforce begins with the articulation of continuous pathways developed for students beginning with broad infusion and exploration in junior high continuing seamlessly through to high school graduation and on into advanced degrees in college. The HSJH staff implements innovative project-based opportunities that connect academics to real-life applications. We accentuate the links between work experiences and the standards from Common Core including communications, team work, problem solving, and research skills. The learning is enhanced through the use of a 'bring your own device' or in-house iPads as learning tools to bring the latest research directly to the students hands in the form of mobile technology labs.

### **2. Reading/English:**

Students at HSJH are actively engaged in a variety of instructional methods in English class; students are exposed to literature circles, literary analysis, inquiry based research, presentations, vocabulary development

in context, and writing workshop, highlighting many writing genres such as narrative, explanatory, argumentative, informative, and research. Students are also exposed to a variety of fiction and non-fiction texts. Our focus in English class is to move from comprehension and summary to analysis of texts. Students are pushed to demonstrate a command of texts through using textual evidence, and we challenge students to ask questions and seek author motivation and purpose. As a result, our students have become critical thinkers and information seekers.

At HSJH, students are placed in grade level English, studying on-level Common Core State Standards (CCSS) and Indiana State Standards (ISS), or Advanced English, stretching their studies to include standards a year beyond their current grade level. Advanced students also read more complex literature from “O Captain! My Captain!” to Fahrenheit 451 and even Shakespeare. To determine a student’s placement and interventions, teachers rely on evidence-based practices. We evaluate students based on ISTEP+ scores, quarterly, common performance assessments, and progress monitoring through our Response to Intervention (RtI) courses. Whatever their placements, students are always challenged; holding students to high standards is a hallmark of our English curriculum.

Using evidence from testing data, students can be placed in a full-period RtI course or one that is held three days a week during Student Learning Time (SLT). Our daily RtI courses focus on comprehension and fluency as well as making inferences and drawing conclusions, using context clues to develop vocabulary, finding main ideas and cause and effect relationships, identifying author’s purpose, and analyzing text structure. During the 2012-2013, we implemented a prescriptive English course during our twenty-eight minute SLT as well. This was to help students that did not need an extra course, but still needed some additional help with their reading and language skills. This additional course also supplements writing skills, paying particular attention to thesis statements, elaboration and paragraphing. All RtI courses are fluid and use progress monitoring; therefore, student placement can be altered and adjusted to best impact each student. During the 2012-2013 school year, our English students with low growth on ISTEP+ decreased from 31.8% to 17.6%. Our RtI plan had a significant impact, and the results were shown on ISTEP+ in just one year.

### **3. Mathematics:**

For the 2012-2013 school year, the Hamilton Southeastern Junior High mathematics department continued its goal of creating problem-solvers and high-level thinkers. This is accomplished through our rigorous curriculum, high expectations of our students, targeted and differentiated courses and programs, and a single-minded approach by teachers to continually adapt and develop to provide the best learning environment.

The mathematics curriculum is not only aligned to Indiana’s rigorous state standards, but we have also begun implementing Common Core Standards, in advance of any state-mandated requirements. By incorporating both sets of standards, we believe that we establish strong foundational background and develop the skills needed for application to real-world problems. This aligns with our district-wide goal of creating 21st-Century thinkers.

Our mathematics students are held to very high standards. Homework completion is expected. Spiral review is incorporated daily into lessons. We use Blackboard to post assignments, video lessons, notes, extra review, etc. We use and expect correct terminology and proper mathematical strategies, while facilitating student investigation and discovery. This is accomplished through fast-paced, interactive lessons, small group work which encourages teamwork, along with more traditional teaching methods to reach all students.

A wide variety of mathematics courses and programs are offered to provide the best learning environment for each student. Seven different math courses are available, including one that provides remediation, as well as three high school level courses. We continually evaluate in order to properly place students to be successful. In addition to our math courses, we offer many programs to support our students. School-wide, we have a daily period called SLT (Student Learning Time). During this student-driven time, individuals

are given time to ask questions, get extra help, work in small groups, etc. Many of our math teachers have a “prescriptive” SLT, where they select students to work with for more intense learning. We also offer an RTI course (Response to Intervention) and PASS tutoring, in which students who are performing below grade level are provided individualized and differentiated instruction to address their specific targeted needs. We have a MathCounts team that provides weekly challenge and team competition for those students wanting more. Also, free tutoring is available to all students.

The mathematics teachers at HSJH work as a team to facilitate the growth and development of every student. We have high expectations of ourselves and our students. Our consistently high test scores and student growth exemplify our success.

#### **4. Additional Curriculum Area:**

The Wellness Curriculum at HSJH was developed in 2006 with the goal of teaching physical, emotional, mental and social health and fitness in a twenty-first century format. The focus is to equip students with decision making skills founded in the knowledge of life-long and whole person health concepts. HSJH changes the traditional “roll the ball out” format and combines state of the art fitness based activity instruction with current trends in health education.

The Wellness team creates its own Wellness Notebook each year to supplement the traditional textbook to ensure that the curriculum is as current as possible. Classroom activities include application of Math and English common core standards related to Wellness curriculum. Students spend two days a week in the classroom setting studying the impact of proper nutrition and its relationship to childhood/adult obesity and disease prevention, alcohol and drug education (DARE), creating positive relationships, body systems and CPR (cardio-respiratory resuscitation) certification. Students then spend critical time designing SMART goals, developing and implementing a proper (FITT ) fitness program, and participating in a FITNESSGRAM testing system to evaluate their progress.

Students demonstrate various ways to advocate for healthy lifestyles. Three days in the gym are devoted to activities that support increasing fitness levels and tracking progression. The success of the FITNESSGRAM program at HSJH led the way to a district wide adoption of the FITNESSGRAM philosophy. HSJH is currently mapping the relationship of academic testing scores and physical fitness from the middle school level to high school. In support of exercise/fitness as a foundation for not only physical health, but academic success as well, the Wellness Department continues to reach out to the student population with extra-curricular NFLPlay60 events. The annual Amazing Race combines student/teacher team academic and physical challenges in a race format. The Panther Racers are a group of students that train alongside teachers for the community 5K/half marathon. The Student Fitcouncil is a team of students that focus on school health improvement and community outreach. The Wellness department of HSJH strives to engage the community in the education of our students by utilizing the resources of the Hamilton County Health Department, Riley’s Children’s Hospital and St. Vincent’s hospital as well as using activities to create revenue to benefit the health of children in the community.

#### **5. Instructional Methods:**

At HSE Junior High, we have embraced the District’s HSE 21 philosophy of ensuring that our students acquire long-term, transferable learning in all of our courses. We make certain that our students are not just memorizing concepts and answers that will allow them to get an ‘A’ on the test, then forget the concepts weeks later. On a broad scale, we focus on four major components of unit, lesson, and instructional design: Student-Centered Approaches (differentiation, relevancy, choice, and prior knowledge), a Cognitive Curriculum (rigor inquiry-driven, and creative decision making), Transfer of Learning (application and evidence based), and Fundamental Classroom Conditions (inclusive, collaborative, globally considerate, and non-threatening).

We provide students with a variety of leveled classes with high school credit available in both core courses and elective courses. For students who have fallen behind in learning their grade level standards and thus

need alternative instruction and learning opportunities, we offer a comprehensive RtI system in both language arts and math. All students fall into the Tier I category where they receive differentiated and relevant instruction tailored to their specific needs. Teacher-centered, whole group instruction is limited to introductory portions of lessons, and student-centered, small group, cooperative instruction is incorporated daily. The lessons are chunked into 10-15 minute segments to maximize student focus and engagement. Tier II students receive an additional 28 minute class at the end of the day to address specific standards of deficiency noted from ISTEP+ and formative assessments tied to both IN and Common Core standards. Tier III students receive a full 50 minute class in addition to their regular LA/math class. Progress monitoring occurs every 3 weeks and the data then drives the instructional planning.

Technology is incorporated as a learning tool both in the classroom and remotely through our online Blackboard program. Students have the opportunity to bring their own device (BYOD) and utilize our iPad carts in conjunction with their daily classes. The Blackboard online system allows teachers to videotape lessons and communicate homework and supplemental materials to students. Students can also submit assignments and engage in blogging with teachers and classmates to provide for extended learning opportunities. Other hands-on learning opportunities include our Rube Goldberg science project and Camp Tecumseh authentic, off site learning.

## **6. Professional Development:**

The Hamilton Southeastern Junior High Professional Development Plan is structured into four essential ‘pillars’ that permeate all aspects of the school:

- Curriculum/Instruction/Assessment
- Technology as a Learning and Instruction Tool
- Safe School/Climate/Discipline
- Cultural Competency

Annual staff training will take place with various topics that fall under each ‘pillar’ throughout the year. Professional development is structured in two ways: 1). Four professional development ½ days at the building level throughout the year, and one full day with District driven P.D. 2). Nine PLC department meetings which occur after school. Both structures directly correlate with the annual school goals related to student achievement and growth in our school improvement plan. It is our belief that teachers learn best from their peers; teachers who have direct, local experience with the school district as well as hands-on experience with overall best practice of instruction. As a result, we utilize our ‘in-house’ experts to conduct various sessions based upon the need of the teachers and the focus of the District and school.

The Half Day Professional Development Sessions are a combination of whole group principal driven activities and small group, cooperative activities led by the chairperson’s of various school committees. All activities begin with short term and long term goals that directly correlate with the principles of the HSE 21 Model as previously mentioned. Four instructional technology coaches led our ‘Best Practices’ with technology as a learning tool sessions. We utilized a jig saw format where teachers could choose two of four sessions based upon their need and experience. They included utilizing Blackboard to enhance communication, instruction, and assessment; managing iPads and BYOD in the classroom; building ‘flipped classrooms’ for off-site learning opportunities; and utilizing Google Drive with iPads.

During the PLC Department Meetings, all teachers meet in their respective content areas with a strict focus on Pillar I – Curriculum/Instruction/Assessment. Grade level teachers meet together to discuss data results from state driven summative assessments and building created 9 week performance assessments. Discussions revolve around on both individual student data and overall data trends. Teachers glean strategies from each other in a collaborative, productive fashion and egos related to ‘best’ scores are put aside for the good of our students learning and growth.

## **7. School Leadership**

Hamilton Southeastern Junior High’s leadership philosophy is anchored by a collaborative staff structure with the essential goal of helping children to acquire 21st Century skills in order to be successful in school

and life. We focus not only on the rigor and relevance of academics, but all children's social well-being. The leadership team is made up of a system of administrators and staff members who work together to achieve our school-wide goals. The overall leadership team consists of the principal, one assistant principal, two guidance counselors, an athletic director, and ten department chairs (art, language arts, math, performing arts, practical arts, science, social studies, special education, wellness, and world language). In addition, several teachers also serve on various committees (HSE 21 instructional coaches, PBIS, school improvement committee) that are developed in line with our school improvement process components.

Monthly, our department chairs meet with the administration to disseminate information and discuss standing topics such as curriculum/instruction, assessment/data disaggregation, professional development and individual items pertaining to each of the departments. The department chairs then take this information back to meet with their department of teachers on a monthly basis as well. Each department goes over the general notes from the core meeting, and then breaks down a similar agenda format into more specific discussions related to their subject area. This system creates a continuity whereby accurate information is disseminated throughout the entire building. Each department adheres to our school-wide focus of utilizing a collaborative approach, a focus on learning over teaching, and a data driven/results oriented mindset in an effort to ensure that all students succeed in all areas.

The HSJH school improvement committee, made up of administrators, counselors, teachers, parents, and community stakeholders, meets on a regular basis to ensure we are maintaining our focus and working as planned to achieve our annual goals. The group oversees the work of all other committees and keeps its primary focus on developing our school-wide professional development plan.

Our PBIS committee developed our PAWS (positive, accountable, well-mannered, and safe) expectations to give shared leadership to students in order to heighten accountability throughout the school. We strive to acknowledge students and establish a common language used by both staff and students. In addition, we adhere to the 212 Degree philosophy of giving the extra effort every day to become the best we can be.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Indiana Statewide Testing for Educational Progress Plus

**All Students Tested/Grade:** 7

**Edition/Publication Year:** 2013

**Publisher:** CTB/McGraw-Hill LLC

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Sep
<b>SCHOOL SCORES*</b>					
Pass	97	97	95	95	93
Pass Plus	68	62	62	62	54
Number of students tested	571	500	478	443	548
Percent of total students tested	99	99	99	99	99
Number of students tested with alternative assessment	2	2	3	3	3
% of students tested with alternative assessment	0	0	1	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Pass					
Pass Plus					
Number of students tested					
<b>3. English Language Learner Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>5. African- American Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>6. Asian Students</b>					
Pass					
Pass Plus					
Number of students tested					

<b>7. American Indian or Alaska Native Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>9. White Students</b>					
Pass	98	97	97	97	94
Pass Plus	72	65	66	65	56
Number of students tested	462	428	402	377	467
<b>10. Two or More Races identified Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Pass					
Pass Plus					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Pass					
Pass Plus					
Number of students tested			0		
<b>13. Other 3: Other 3</b>					
Pass					
Pass Plus					
Number of students tested			0		

**NOTES:** HSJH had an increase of almost 50% in Asian and Hispanic students from 2012 to 2013, but none of the subgroups equal 10% or more of our overall population. During the 2011-2012 school year, our curriculum in math and language arts also adopted the Common Core standards in conjunction with Indiana State Standards.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Indiana Statewide for Educational Progress Plus

**All Students Tested/Grade:** 8

**Edition/Publication Year:** 2013

**Publisher:** CTB/McGraw Hill LLC

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Sep
<b>SCHOOL SCORES*</b>					
Pass	97	97	96	97	93
Pass Plus	63	59	57	52	44
Number of students tested	496	496	447	499	556
Percent of total students tested	99	99	99	99	99
Number of students tested with alternative assessment	2	4	3	5	6
% of students tested with alternative assessment	0	1	1	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Pass					
Pass Plus					
Number of students tested					
<b>3. English Language Learner Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>5. African- American Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>6. Asian Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Pass					

Pass Plus					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>9. White Students</b>					
Pass	98	98	96	98	95
Pass Plus	66	63	59	55	44
Number of students tested	421	411	384	426	466
<b>10. Two or More Races identified Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Pass					
Pass Plus					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Pass					
Pass Plus					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Pass					
Pass Plus					
Number of students tested					

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**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Indiana Statewide Testing for Educational Progress Plus

**All Students Tested/Grade:** 7

**Edition/Publication Year:** 2013

**Publisher:** CTB/McGraw Hill LLC

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Sep
<b>SCHOOL SCORES*</b>					
Pass	93	93	95	94	86
Pass Plus	41	35	41	45	31
Number of students tested	571	499	477	440	543
Percent of total students tested	99	99	99	99	99
Number of students tested with alternative assessment	3	3	4	4	7
% of students tested with alternative assessment	1	1	1	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Pass					
Pass Plus					
Number of students tested					
<b>3. English Language Learner Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>5. African- American Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>6. Asian Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Pass					

Pass Plus					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>9. White Students</b>					
Pass	96	94	96	95	87
Pass Plus	44	36	43	47	31
Number of students tested	462	428	402	377	467
<b>10. Two or More Races identified Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Pass					
Pass Plus					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Pass					
Pass Plus					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Pass					
Pass Plus					
Number of students tested					

**NOTES:** HSJH had an increase of almost 50% in Asian and Hispanic students from 2012 to 2013, but none of the subgroups equal 10% or more of our overall population. During the 2011-2012 school year, our curriculum in math and language arts also adopted the Common Core standards in conjunction with Indiana State Standards.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Indiana Statewide Testing for Educational Progress Plus

**All Students Tested/Grade:** 8

**Edition/Publication Year:** 2013

**Publisher:** CTB/McGraw Hill LLC

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Sep
<b>SCHOOL SCORES*</b>					
Pass	95	90	93	95	89
Pass Plus	23	21	27	32	23
Number of students tested	502	494	444	500	557
Percent of total students tested	99	99	99	99	99
Number of students tested with alternative assessment	2	6	6	4	5
% of students tested with alternative assessment	0	1	1	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Pass					
Pass Plus					
Number of students tested					
<b>3. English Language Learner Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>5. African- American Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>6. Asian Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Pass					

Pass Plus					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>9. White Students</b>					
Pass	96	92	94	96	91
Pass Plus	24	21	29	33	24
Number of students tested	421	411	384	426	466
<b>10. Two or More Races identified Students</b>					
Pass					
Pass Plus					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Pass					
Pass Plus					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Pass					
Pass Plus					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Pass					
Pass Plus					
Number of students tested					

**NOTES:** HSJH had an increase of almost 50% in Asian and Hispanic students from 2012 to 2013, but none of the subgroups equal 10% or more of our overall population. During the 2011-2012 school year, our curriculum in math and language arts also adopted the Common Core standards in conjunction with Indiana State Standards.