

GERMANTOWN HIGH SCHOOL SCHOOL IMPROVEMENT PLAN 2011-12

Goal #2: Foster a school culture of mutual respect in which staff and students take a shared responsibility in promoting a climate of pride and civility at Germantown High School and the Germantown Community.

Sources: The following sources of data were utilized in the development of this goal:

Program Data:

- Attendance Rates: 2003- 2011
- Discipline Reports: 2003-2011
- Truancy Rates: 2003-2011
- Graduation Rates: 2003-2011

Perception Data:

- Department SMART Goals: 2006-2011
- 2005-11 School Climate Surveys

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Staff Survey Perception Data:	Agreement with Statements											
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	# Responding	Percent	# Responding	Percent	# Responding	Percent	# Responding	Percent	# Responding	Percent	# Responding	Percent
High Morale of Teachers	31	16%	89	29%	78	28%	89	17%	71	76%	103	40%
High Morale of Students	31	19%	89	38%	78	46%	89	70%	71	82%	105	80%
High Morale of Support Staff	31	10%	89	23%	73	34%	89	27%	71	41%	100	51%
High Morale of Administration	31	13%	89	49%	68	62%	89	40%	71	89%	104	84%
Good Public Image	36	14%	93	32%	74	68%	89	63%	67	82%	103	97%

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Staff Survey Perception Data:	Belief in Relationship to Student Achievement											
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	# Responding	Percent	# Responding	Percent	# Responding	Percent	# Responding	Percent	# Responding	Percent	# Responding	Percent
Authentic Assessment	30	73%	90	84%	79	96%	87	98%	71	99%	106	97%
Varied Technologies	31	93%	89	91%	78	100%	89	100%	72	100%	106	100%
Threat-Free Environment	31	97%	88	94%	80	99%	89	100%	72	100%	107	100%
Student/Staff Rapport	31	81%	88	90%	77	99%	83	93%	72	97%	107	98%
Learning Styles	31	93%	89	94%	79	97%	89	100%	72	100%	105	100%
Parent Involvement	31	94%	88	89%	79	95%	81	91%	72	96%	107	97%
Business Partnerships	31	87%	89	80%	80	95%	82	92%	72	93%	107	92%
Achievement Data	32	47%	89	58%	80	81%	78	88%	72	92%	105	92%

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Staff Survey Perception Data:	Belief in Relationship to Student Achievement											
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	# Responding	Percent	# Responding	Percent	# Responding	Percent	# Responding	Percent	# Responding	Percent	# Responding	Percent
Challenging Instructional Program	36	61%	93	61%	74	73%	76	85%	66	80%	98	95%
Atmosphere for Student Success	36	53%	93	60%	76	71%	74	83%	67	82%	104	89%
Collaborative Communication Regarding Student Learning	36	31%	93	40%	75	41%	44	49%	67	60%	101	79%
Expectation for Quality Student Work	37	27%	93	40%	75	60%	51	57%	67	67%	104	90%
Parent Communication	36	64%	93	86%	75	89%	85	96%	67	97%	98	93%

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Findings: Four different School Climate Surveys were administered for the 2009-2010 school year.

Student Survey Perception Data:	Agreement with Statements											
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	#	%	#	%	#	%	#	%	#	%	#	%
Teachers care and respect students	1056	78%	1178	79%	1007	82%	1191	83%	1280	84%	1281	82%
Teachers treat each student as an individual	1041	61%	1176	58%	776	63%	1191	65%	1280	69%	1279	69%
Students feel safe	1046	74%	1179	68%	946	77%	1191	82%	1280	84%	1273	83%
Students are challenged within their classes	1036	55%	1172	62%	786	64%	1191	66%	1280	70%	1255	81%
Students work hard to complete their assignments	1042	49%	1174	41%	546	45%	1191	48%	1280	56%		
Students have various academic choices											1246	86%
Students care about and respect each other	1040	47%	1172	41%	651	57%	1191	50%	1280	61%	1252	59%
Students have a sense of belonging in this school	1032	63%	1152	60%	789	66%	1191	66%	1280	70%	1244	68%
Clear set of rules to follow	1029	68%	1131	68%	913	76%	1191	75%	1280	78%	1250	82%
Other schools and competitors respect GHS	987	61%	1110	52%	771	66%	1191	60%	1280	69%	1236	66%

Freshman Survey Data	Agreement with Statements			
	2007-2008: response range = 322-337	2008-2009: response range = 295-318	2009-2010 response range = 356-367	2010-2011 response range = 287-328
Felt welcomed by staff/teachers	90%	85%	91%	91%
Felt teachers helpful/approachable with problems and issues	72%	69%	73%	79%
Understand the GHS rules	86%	83%	85%	92%
Knew which courses to take	78%	77%	75%	84%
Knew what to expect re: homework and tests	62%	68%	60%	73%
Were not nervous about being picked on/harassed	74%	73%	77%	75%
Felt I had an adult to turn to for questions/support/help	70%	71%	67%	76%
Knew how to study	77%	82%	78%	84%
Knew what credits are and how they work	88%	88%	86%	89%
Felt physically safe at school	84%	80%	86%	88%

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Out of School Suspensions	Population	# of Incidents	# of Students	% of Students (WINNS)
2002 - 2003	1273	66	N/A	5.2%
2003 - 2004	1295	53	N/A	4.1%
2004 - 2005	1323	80	N/A	6.0%
2005 - 2006	1363	77	N/A	5.6%
2006 - 2007	1400	85	N/A	6.1%
2007 - 2008	1402	79	57	4.0%
2008-2009	1387	78	58	4.0%
2009-2010	1424	74	61	4.2%
2010-2011	1446	57	43	3%
Expulsions		# of Students		% of Students (WINNS)
2002 - 2003	1273	10		.8%
2003 - 2004	1295	7		.5%
2004 - 2005	1323	8		.6%
2005 - 2006	1363	17		1.2%
2006 - 2007	1400	14		1.0%
2007 - 2008	1402	12		.08%
2008-2009	1387	6		.4%
2009-2010	1424	4		.3%
2010-2011	1446	8		.5%
Pre-expulsion hearings 2007-2008	1402	2		.01%
Pre-expulsion hearings 2008-2009	1387	12		.9%
Pre-expulsion hearings 2009-2010	1424	11		.8%
Pre-expulsion hearings 2010-2011	1446	5		.3%
Truancy Rate		# of Incidents		% of Students (WINNS)
2002 - 2003	1273	86		6.8%
2003 - 2004	1295	77		5.9%
2004 - 2005	1323	58		4.4%
2005 - 2006	1363	36		2.6%
2006 - 2007	1400	73		5.2%
2007 - 2008	1402	52		3.7%
2008-2009	1387	41		2.9%
2009-2010	1424	44		3.2%
2010-2011	1446	34		2.4%
Graduation Rate		# Enrolled	# Graduated	%
2002 - 2003		316	291	92%
2003 - 2004		327	318	97%
2004 - 2005		299	296	99%
2005 - 2006		314	308	98%
2006 - 2007		314	307	98%
2007 - 2008		338	321	95%
2008-2009		332	318	96%
2009-2010		344	337	98%
2010-2011		355	355	100%

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Fall Back to School Night		
2006 - 2007		397
2007 - 2008		503
2008 - 2009		520
2009-2010		576
2010-2011		595
2011-2012		550

GHS Parent-Teacher Conferences	1 st Semester – October	2 nd Semester – March
2006–2007	1,274	958
2007–2008	N/A	1150
2008-2009	1844	1469
2009-2010	2339	1278
2010-2011	2441	1066

Sources: The following sources of data were utilized in the development of this goal:

Out of school suspension incidents decreased from 74 in 2009-10 to 57 in 2010-2011.

Expulsion incidents increased from 4 in 2009-10 to 8 in 2010-11, though several of them were violations of pre-expulsion orders but are noted in the 2010-11 data.

Truancy Rate decreased from 3.2% in 2009-10 to 2.4% in 2010-11.

Graduation rate increased from 98% in 2009-10 to 100% in 2010-11.

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ADDITIONAL INFORMATION

Period One- Unexcused Tardies	# of Tardies	# of Students					% of Students
		Sem 2 08-09	Sem 1 09-10	Sem 2 09-10	Sem 1 10-11	Sem 2 10-11	Sem 2 10-11
Tardy #4 Detention for each tardy	4	120	76	104	71	125	8.6%
Tardy #5 Detention for each tardy	5	84	46	59	46	77	5.3%
Tardy #6 Office Referral, ½ Day In-School Suspension Review of Parking Privileges, Possible Suspension of Permit	6	41	29	39	27	44	3.0%
Tardy #7 Detention for each tardy	7				16	33	2.3%
Tardy #8 Detention for each tardy	8	25	17	25	11	23	1.6%
Tardy #9 Office Referral, full day of in-school, revocation of parking privileges for no less than 2 weeks	9	9	6	4	4	13	0.9%
Tardy #10 Saturday detention (8-11), additional consequences regarding parking privileges	10	5	4	3	3	8	0.5%
Tardy #11 One day out-of-school suspension, forward notice to SRO for police action, mandatory parent conference	11		1	3	3	5	0.3%

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ADDITIONAL INFORMATION

Out of School Suspensions-Semesters 1/2 2008-09	# of Suspensions (semester and total)	# of Students (semester and total)
9 th Grade	12/13=25	10/9=19
10 th Grade	7/9=16	7/5=12
11 th Grade	11/12=23	9/6=15
12 th Grade	5/9=14	5/7=12
Total	35/43=78	31/27=58
Out of School Suspensions-2009-10	# of Suspensions	# of Students
9 th Grade	25	19
10 th Grade	16	12
11 th Grade	23	15
12 th Grade	14	12
Total	78	58
Out of School Suspensions-Semesters 1/2 2010-2011	# of Suspensions (semester and total)	# of Students (semester and total)
9 th Grade	7/2=9	5/2=7
10 th Grade	10/9=19	5/4=9
11 th Grade	7/6=13	5/6=11
12 th Grade	7/9=16	7/9=16
Total	57	43
Cell Phone Violations by Grade 2008-09	# of Violations 1 st and 2 nd quarter	# of Violations 3 rd and 4 th quarter
9 th Grade	9 students/9 offenses & 9 students/10 offenses	9 students/9 offenses & 5 students/5 offenses
10 th Grade	6 students/7 offenses & 12 students/12 offenses	17 students/18 offenses & 12 students/12 off.
11 th Grade	14 students/16 offenses & 20 students /23 offenses	15 students/17 offenses & 9 students/10 off.
12 th Grade	13 students/14 offenses & 17 students/18 offenses	17 students/17 offenses & 9 students/10 off.
Total	100 students/109 offenses	93 students/98 offenses
Cell Phone Violations by Grade 2009-2010	# of Violations	# of Students
9 th Grade	16	15
10 th Grade	47	47
11 th Grade	43	43
12 th Grade	42	42
Total	148	147
Cell Phone Violations by Grade 2010-2011	# of Violations	# of Students
9 th Grade	14	13
10 th Grade	20	19
11 th Grade	24	22
12 th Grade	21	19
Total	79	77

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Referrals – 1 st /2 nd Quarter 2008-09	Students	Discipline	Tardy	Cell Phone	Bus
9 th Grade	25/39	21/38	3/22	9/10	1/0
10 th Grade	38/44	25/20	20/40	7/12	2/0
11 th Grade	41/55	26/21	23/42	16/23	1/0
12 th Grade	35/63	12/19	23/76	14/18	0/0
Total	340	182	249	109	4
Referrals – 3 rd /4 th Quarter 2008-09	Students	Discipline	Tardy	Cell Phone	Bus
9 th Grade	40/39	40/40	12/27	9/5	0
10 th Grade	52/49	38/22	18/35	18/12	0
11 th Grade	56/51	33/27	30/48	17/10	0
12 th Grade	64/53	31/20	45/82	17/10	0
Total	404	251	297	98	0
Referrals – 1 st /2 nd Quarter 2009-10	Students	Discipline	Tardy	Cell Phone	Bus
9 th Grade	14/33	8/30	9/16	3/4	0/1
10 th Grade	19/47	10/46	5/21	8/12	0/4
11 th Grade	15/49	6/39	1/22	10/5	0/0
12 th Grade	26/44	5/25	11/32	13/10	0/0
Total	74/173	29/140	26/92	13/10	0/5
Referrals – 3 rd /4 th Quarter 2009-10	Students	Discipline	Tardy	Cell Phone	Bus
9 th Grade	21/43	24/38	15/31	4/4	0
10 th Grade	48/47	48/32	18/34	8/14	0
11 th Grade	37/64	25/39	26/48	11/10	0
12 th Grade	38/49	21/32	38/57	12/11	0
Total	144/203=347	118/141=259	97/170=267	35/39=79	0
Referrals – 1 st /2 nd Semester 2010-2011	Students	Discipline	Tardy	Cell Phone	Bus
9 th Grade	47/52	86/65	17/52	2/12	0/1
10 th Grade	35/52	52/68	24/38	7/13	0/0
11 th Grade	49/73	56/69	35/69	11/13	0/0
12 th Grade	52/71	51/73	26/52	8/13	1/0
Total	183/248=431	245/275=520	102/211=313	28/51=76	1/1=2

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A C T I O N P L A N	<p>1. Voluntary participation from the teaching and/or support staff on a sub-committees which focus on school improvement</p>	<ul style="list-style-type: none">  Student Recognition Breakfast-monthly  Gratitude/Celebration/Sunshine Fund  BLT  Intervention/RTI  Technology  Student Advisory 	<p>Administrative Team School Counselors Committee Chair Department Chairs Teaching and Support Staff</p>	<p>Committee work will be reported out to the whole and utilized for school improvement planning purposes.</p>
	<p>2. Increase the positive responses on a <u>Student School Climate Survey</u> by 5% as compared to previous year results.</p>	<ul style="list-style-type: none">  Conduct an improved annual school survey for all students. 	<p>Administrative Team School Counselors Department Chairs Teaching and Support Staff</p>	<p>Increase the survey positive responses by 5% by Spring of 2011.</p>
	<p>3. <u>Increase Staff Climate Survey</u> positive responses by 5% as compared to previous results.</p>	<ul style="list-style-type: none">  Conduct an annual school survey for all staff. 		<p>Increase positive responses by 5% as indicated on staff survey.</p>
	<p>4. <u>Increase Freshman Survey</u> positive responses by 5% as compared to previous year.</p>	<ul style="list-style-type: none">  Conduct two freshman surveys (fall and spring)  Use the information from the previous survey results of staff, students and freshman to provide direction to freshman transition committee. 		<p>Use data to increase positive responses in the area of transition.</p>

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A C T I O N P L A N	<p>5. Decrease the % of <u>Tardy Referrals</u> by 5% as compared to 2010-2011.</p> <p>6. Decrease the <u>Habitual Truancy Rate</u> by 5% as compared to - 2010-11.</p>	<p>✚ Will notify students, parents, and families of attendance policy and procedures, guidelines for attendance, and resulting truancy measures several times during the first month of school, i.e., Skyward Family Access Messages, Registration Night, Freshman and other class meetings, and Back to School Night.</p> <p>✚ Maintain an individual truancy history sheet for identified students. *Assistant Principals create these, and keep files for the SRO, School Social Worker, and Attendance Office. These are used for court.</p> <p>✚ Increase direct involvement of administrators, school counselors, and social workers with students, parents, and families. *All of the above use log sheets/notebooks/binders to document parental and student contacts, issue/reason for contact, result/consequence/action taken, etc.</p> <p>✚ Attend Washington County Truancy meetings in the fall of 2011 and the spring of 2012.</p> <p>✚ Administrators, school counselors, social workers, school psychologist, SRO, and the Director of Pupil Services meet weekly (GASP) to discuss and problem solve regarding student issues and programming. *Meetings scheduled for every Tuesday from 8:00-9:30</p> <p>✚ Administrators, social workers, school counselors, and SRO hold truancy meetings with students and parents of those students regarding truancy, juvenile citations, post-court consultation with judge, parent, youth and office.</p> <p>✚ Continue early intervention Strategies for students identified, e.g., truancy history sheet, historical attendance data, parent notification information, Family Access, daily office contact for unexcused absences. *Initiated by the Administrative Team with the SRO. Parents contacted daily for absences, etc. SRO, School Counselor and School Social Worker notified as appropriate.</p>	<p>Administrative Team School Counselors Department Chairs Teaching and Support Staff</p> <p>Administrative Team School Counselors Department Chairs Teaching and Support Staff</p>	<p>Data will be run during the school year and analyzed.</p> <p>Decrease in the number of students who are listed as habitual truants by 5%. Data will be continually run.</p>
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<p>7. Decrease the % of <u>Juvenile Citations</u> by 5% as compared to 2010-2011 school year.</p>	<ul style="list-style-type: none"> ✚ SRO and building administration attend Washington County Drug Unit monthly meetings. *School Counselors and Social Workers attended when relevant. ✚ Continue education of staff on GSD and GHS Policies and Procedures and repeated articulation to students of consequences for violation. *Freshmen Class meeting on first day with SRO and Administration. Sophomore class meetings *Homeroom during which expectations are outlined and handbook explained/signed *All school meetings and Family Access, are utilized to remind all of the above. 	<p>GHS Administration Director of Pupil Services School Counselors SRO Social Workers Teachers Support Staff</p>	<p>Data was continually run and analyzed.</p>
<p>8. Increase Parent Communication in resulting in increased parent involvement.</p>	<ul style="list-style-type: none"> ✚ Afford opportunities e.x., Back to School Night, Parent/Teacher Conferences, staff/parent Family Access communication, daily announcements on website, press releases, and individual teacher websites. 	<p>GHS Administrative Team, teaching staff</p>	<p>Keep data on attendance to events and feedback regarding communication and participation.</p>
<p>9. Expand shared decision making model.</p>	<ul style="list-style-type: none"> ✚ Expand the GHS Building Leadership Team (BLT). Consists of parents, teachers, students, and administration. ✚ Student Advisory Committee: voluntary meetings with students and administration during lunch periods with the intent of discussing school-related issues. 	<p>GHS Administrative team, parents, teachers, support staff members, students</p>	<p>Keep meeting minutes and utilize the findings to look at areas of change and improvement.</p>
<p>10. Attain and analyze GHS alumni data.</p>	<ul style="list-style-type: none"> ✚ The Counseling Department explored a service through the National Student Clearing House that attains 5 years of data from graduates. GHS signed a contract and is awaiting results. 	<p>GASP group, BLT</p>	<p>Attain and analyze data.</p>
<p>11. Increase school day cleanliness of common areas, most specifically the cafeteria but also hallways and bathrooms.</p>	<ul style="list-style-type: none"> ✚ All staff visibility; reduce passes being written, increased consequences for cafeteria violations. *Although enrollment has significantly increased, formal reports have decreased, as have disciplinary issues in the cafeteria. 	<p>All staff</p>	<p>Decrease the number of reported issues by staff, including custodians.</p>
<p>12. Decrease the number of cell phone violations and repeat violations by 10%.</p>	<ul style="list-style-type: none"> ✚ Class meetings, Family Access messages to students/parents regarding policies, increased disciplinary consequences, Municipal citation for chronic offenders. *Staff continually reminded students of the expectations 	<p>GHS Administrative team, teaching staff</p>	<p>Data is continually run and analyzed.</p>

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<p>15. Activities Code/Sportsmanship</p> <p>A. Reduce the % of students involved in activities who are subject to discipline for violation of the Activities Code. (Violations: Alcohol, 18; Drugs, 2; Tobacco, 1). 20 Activity Code violations for the 2010-11 school year.</p> <p>*28 in 2009-10 and 20 in 2010-11</p> <p>B. Reduce the % of formal and informal reports of poor sportsmanship and/or inappropriate behavior at any co-curricular event.</p> <p>~4 reported instances reported and dealt with by Administration, Activities Director, and/or SRO in 2010-11.</p> <p>*10 in 2009-10 and 4 in 2010-11</p>	<ul style="list-style-type: none"> ✚ Continue to educate students and parents on provisions of the Activities Code and consequences for violation of the code. *Co-curricular handbook and presentation each season at Parent Information Night. Required attendance or viewing with documented signature. ✚ Administrative follow-through and documentation on issues of violations of the Activities Code ✚ Continue to educate students on respect and good sportsmanship *NSC Sportsmanship Summit in November 2010 attended by 20+ GHS students *SALT (Student Athletic Leadership Team) meets during lunch period on a quarterly basis. Focus topics are sportsmanship, leadership, and participation. Thirty students total are on the team. *Utilize various Spirit Weeks to promote co-curricular events and increase school spirit. *School-wide announcements before large events or after an event if necessary. *NSC sportsmanship reminder announcement read before each sporting event. *Director of Activities meets with student and makes parental contact regarding the issue and the consequence. A letter is sent as a follow up, which outlines the above. ✚ Administrative follow-through on issues of violations or reports of poor sportsmanship. *Formal meetings with students, along with parental contact is followed through on when poor sportsmanship is reported. SRO involved if necessary. 	<p>Activities Director, assistance from Administrative Team as needed.</p>	<p>Beginning with 2011-2012, all students and parents are required to attend and/or view a presentation of the Parent Information Night online.</p> <p>Signature by parent and student is required for eligibility, which will be kept via hard copy and entered into the Student Information System (Skyward)</p> <p>Data and feedback from participants at the events, and numerical data on the number of violations and number of complaints (both formal and informal) of poor sportsmanship will be tabulated and analyzed and addressed during the 09-10 school year.</p>
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