

Student Services  
**HOBART HIGH SCHOOL**

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To: Dr. J. Leach  
From: D. Galovic  
Date: April 20, 2006  
Re: Addendum to School Improvement Plan, Hobart High School

Career Committee

Goal (revised):

All students, having an opportunity to identify and examine possible career pathways, will improve their ability to implement and evaluate an educational program that leads toward post secondary advancement or entry-level employment.

Benchmarks (revised):

- All students will develop career awareness.
- All students will update their personal education plan.
- All students will identify post-graduate education/career opportunities.
- All students will have the opportunity to complete requirements for Core 40 or Honors Diploma.

Subgroups:

Students from all subgroups (ethnicity, economic status (free/reduced lunch), "chosen" post-graduate career path (college/trade school/military), special needs (GT, certificate of completion, Challenge School, Academy), specialty course work (pre-engineering, career center, ROTC, law enforcement), and Core 40 or Honors Diploma students, will improve their ability to implement and evaluate their education program.

Interventions (revised) and activities: These will be further developed based on survey results

All students will utilize the Career Pathway Guide to develop an EDP.

- All students will be given an opportunity to listen to speakers/experts from various careers.
- All students will be given an opportunity to explore specialty course work through vocational programs.

All students will have increased academic learning time.

- All 9<sup>th</sup> grade students will take the "Keystone" class.

Professional Development (revised):

Training for new teachers relating to use of Career Pathway Guide  
Staff awareness of specialty course work programs  
Speaker – Teaching Finances Across the Curriculum

Math Committee

Goal (revised):

All students will improve their math achievement.

Benchmarks (revised):

All students will increase performance in computation, number sense, and algebra and functions.

Subgroups (revised):

Students from low performing groups (free/reduced lunch, special education, Hispanic, ENL), will increase performance in math achievement.

Interventions (revised):

All students will have increased academic learning time.

- All 9<sup>th</sup> and 10<sup>th</sup> grade students who are considered ISTEP “at risk” will increase proficiency by participating in the Focused Leveled Instruction Program (FLIP).
- All 8<sup>th</sup> grade ISTEP “at risk” students will increase proficiency by participating in the Freshman Academy or a year-long algebra class.
- The ENL subgroup will increase proficiency by participating in an individualized pull out program.
- All low performing special education students will participate in the Applied Essentials class.

All students will increase achievement by better utilizing previously gained knowledge.

- The math department will compile an ISTEP question bank that all Algebra I teachers will use as part of Algebra I tests.
- A wider variety of test genre will be used.

Professional Development (revised):

Speaker “Finances across the curriculum”

Review of Dr. Daggett’s network of schools from the International Center for Leadership in Education.