



# Indiana School Improvement Plan

## Franklin County High School Franklin County Community Schools

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# TABLE OF CONTENTS

Introduction .....	1
<b>Executive Summary</b>	
Introduction .....	3
Description of the School .....	4
School's Purpose .....	6
Notable Achievements and Areas of Improvement .....	7
Additional Information .....	13
<b>Improvement Plan Stakeholder Involvement</b>	
Introduction .....	15
Improvement Planning Process .....	16
<b>Self Assessment</b>	
Introduction .....	18
Standard 1: Purpose and Direction .....	19
Standard 2: Governance and Leadership .....	21
Standard 3: Teaching and Assessing for Learning .....	23
Standard 4: Resources and Support Systems .....	27
Standard 5: Using Results for Continuous Improvement .....	30
Report Summary .....	32

**Student Performance Diagnostic**

Introduction ..... 34

Student Performance Data ..... 35

Evaluative Criteria and Rubrics ..... 36

Areas of Notable Achievement ..... 37

Areas in Need of Improvement ..... 38

Report Summary..... 39

**Stakeholder Feedback Diagnostic**

Introduction ..... 41

Stakeholder Feedback Data ..... 42

Evaluative Criteria and Rubrics ..... 43

Areas of Notable Achievement ..... 44

Areas in Need of Improvement ..... 45

Report Summary..... 46

**2016-2017 Goals and Improvement Plans**

Overview ..... 48

Goals Summary ..... 49

    Goal 1: Students will improve their use of literacy skills and reading comprehension in all curricular areas..... 50

    Goal 2: All students will improve their use of mathematical skills in all curricular areas..... 54

    Goal 3: The Franklin County High School attendance rate will meet or exceed 96% average annually.. . . . 57

Activity Summary by Funding Source..... 60



## **Introduction**

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

# Executive Summary

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Franklin County High School is located in the town of Brookville, in southeastern Indiana. The Franklin County Community School Corporation serves 305 of the 397 square miles of Franklin County and has 2015-2016 enrollment of 2,584 students. Franklin County High School's current population consists of approximately 872 students. The area is predominantly rural, with Brookville being the largest community and county seat. The resident population of Franklin County is approximately 17,000. Many school patrons work in neighboring communities such as Connersville, Richmond, Batesville, Greensburg, and Lawrenceburg in Indiana as well as Hamilton, Harrison, Oxford, and in the greater metropolitan area of Cincinnati, Ohio. Brookville has several moderate-size industries which manufacture goods such as fiberglass roofing, plastic fittings, and packaging materials. Agriculture is still an important influence on the school and community although the southeast corner of the school corporation is becoming more suburban. The positive factors of cost of living, rural life, quality of education, and recreational opportunities are major attractions. Brookville Lake, the third largest lake in Indiana, and tourist attractions like Metamora and the Whitewater Canal State Memorial attract thousands of visitors annually and provide many jobs for local residents as well as seasonal employment for many of the youth in the school community.

Franklin County High School continues to update its facilities to ensure a suitable environment conducive to learning. Franklin County High School is air-conditioned and handicapped accessible. The technology infrastructure of each building has been in a constant state of improvement relative to our Corporation Technology Plan. The high school has achieved 1:1 ratio in technology as all students are supplied Chromebooks for use in their education here. Additionally, there is a fleet of more than forty-six buses operating in an effective program to transport students to and from their homes daily.

Franklin County Community School Corporation operates five schools including Brookville Elementary (K-5), Brookville Middle School (6-8), Mt. Carmel School (K-8), Laurel School (K-8), and Franklin County High School (9-12). Locally, there is a parochial school, St. Michaels (K-8), which sends most of its students to Franklin County High School. Franklin County High School's enrollment comes from the aforementioned feeder schools.

The school's minority student population consists of less than twenty students annually. Franklin County students are 98.2% white. Annually, approximately 41.2% of our students receive textbook assistance and free/reduced lunches at the high school. The faculty consists of fifty-two teachers; forty-two teachers are employed full-time. Also, on staff are four special education teachers. The faculty is also comprised of two administrators, one athletic director, two counselors, one college and career counselor, one media specialist, three secretaries, one treasurer, three teacher assistants, and seven special education aides.

Franklin County High School is a comprehensive four-year academic program which offers over 140 courses in twelve areas of discipline. These courses include Advanced Placement and Dual Credit options for students to earn college credit before graduation. The Special Education program is overseen by the East Central Indiana Special Services District. Students identified as eligible for services receive appropriate instruction for Learning Disabilities, Mildly Mentally Handicapped, Emotional Disabilities, Moderately Mentally Handicapped, and Other Health Impaired. Where possible, these students receive their instruction in the general education setting and are eligible for a regular high school diploma. Students may also elect to pursue a vocational education at the Whitewater Technical Career Center in Connersville during their junior and senior years where they may choose from twelve year-long programs. The Whitewater Career Center is currently undergoing a makeover and will be adding more programs for students. Fifty-eight Juniors and Seniors are currently enrolled at WCC and thirty-three Sophomores are registered for the 2016-2017 school year.

There have been significant changes recently to Franklin County High School. During the last three years, our school has become a 1:1 technology school, with each student having a Chromebook for school and home usage. There has also been a significant change in staff  
SY 2016-2017



## Indiana School Improvement Plan

Franklin County High School

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members and FCHS administration, including both the Principal and Assistant Principal positions.

One of the major challenges at Franklin County High School is poverty. With 41% of our students receiving textbook assistance and free and reduced lunch, the socioeconomic situation has affected attendance and has greatly attributed to an attitude of apathy towards education. This is a challenge that is continually kept at the forefront when looking at strategies to improve both the education of our students and the overall environment of the school community. Also, the Eastern Indiana area has dealt with a growing problem with substance abuse, being situated off of I-74 between Cincinnati, Hamilton, and Indianapolis. This has negatively impacted the home lives of many of our students.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Franklin County High School Mission Statement: Franklin County High School, in partnership with students, parents, and the community, will educate and encourage all students to reach their full potential and become successful contributors to society.

Franklin County High School Vision Statement: Graduates of Franklin County High School will become successful, productive members of society.

Franklin County High School's Belief Statement: All students, parents/ guardians, school staff, and community must share responsibility and be engaged in the learning process for academic success. Positive parental attitudes and involvement improve student success and increase student interest, motivation, and achievement. Everyone associated with Franklin County High School and its programs will be treated with respect at all times. All students should be provided a safe, orderly, and positive learning environment. All Franklin County High School students can learn and achieve.

FCHS embodies its purpose through the following programs involving the community:

Career Day, where approximately one hundred community members from local businesses speak to students about career opportunities and how to reach their career goals.

School-Wide Parent Information Night, new in the spring of 2016 and again in the fall of 2016. Purpose: to bring in parents of all students and provide informational sessions covering such topics as FAFSA instructions, credits and diploma types, Chromebook training for parents, ISTEP testing, JAG, PLATO, career programs, transitioning to high school, as well as clubs, sports, and extracurricular opportunities available for students.

FCHS embodies its purpose through the following courses and expectations: Students are expected to excel in their core academic classes and elected offerings. In these courses the students are held to high standards through intensive coursework, final exams, benchmark testing (NWEA), and state testing.

## Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

### ACADEMIC

2016 - 2016-2017 Lilly Scholarship - two finalists from FCHS

2015-2016 Lilly Scholarship winner and all three Franklin County Lilly Scholarship finalists students from FCHS. The Eli Lilly Scholarship awarded through the Franklin County Community Foundation and applied for full tuition at Purdue University.

One student accepted into the National Technical Honor Society at the Whitewater Career Center's Inaugural Induction  
36 students recognized for perfect attendance in the 2015-2016 school year

One student accepted to the Indiana Academy for Science, Mathematics, and Humanities

2272 college credits earned at little to no cost through Dual Credit program with a total savings to students of \$317,514.78

178 diplomas awarded

- 98 Core 40 Diplomas
- 56 Core 40 with Academic Honors Diplomas

83.1% of graduates pursuing further education

56 students applied for scholarships through the Franklin County Community Foundation and were awarded and accepted a combined \$36,335 plus Lilly Scholarship estimated at \$134,592

2016 Graduates awarded and accepted a combined \$57,033 through local scholarships

2016 Graduates awarded and accepted a combined \$623,336 through institution or college scholarships

2015 - Two students accepted to and enrolled in the Indiana Academy for Science, Mathematics and Humanities

perfect score of 800 achieved on SAT math section

752 college classes taken at no cost through Dual Credit program, total savings

to students of \$258,965.44

193 diplomas awarded:

- 91 Core 40 Diplomas
- 67 Core 40 with Academic Honors Diplomas
- 1 Core 40 with Technical Honors Diploma
- 76.5% of graduates pursuing further education
- 43 students applied for scholarships through the Franklin County Community

Foundation and were awarded a combined \$30,170

\$88,053 awarded in scholarships to graduating seniors

2014 - perfect score achieved on Algebra 1 End of Course assessment

student accepted and enrolled at Harvard University

214 diplomas awarded

2013 - score of 5 earned on Advanced Placement Biology exam

196 diplomas awarded

2012 - 219 diplomas awarded

SY 2016-2017

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## Indiana School Improvement Plan

Franklin County High School

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2011 - perfect score of 800 achieved on SAT math section

216 diplomas awarded

2010 - 208 diplomas awarded

### ATHLETIC

Class of 2016 - letters of intent signed for:

-Division 1 Softball

-Division 1 Track & Field

-NAIA Baseball

-NAIA Football

-NAIA Track & Field

2016 - Archery - team qualifies for National competition

Baseball - EIAC Conference Champions

Boys Basketball - student becomes second FCHS athlete in school history to score more than 1,000 points in career

Boys Basketball - student awarded EIAC Conference MVP, a first in FCHS history

Boys Basketball - student broke FCHS single season scoring record

Girls Golf - Sectional Champions

Girls Tennis - Sectional Champions

Girls Tennis - student awarded EIAC Conference MVP, a first in FCHS history

Softball - student awarded EIAC Conference MVP

Track and Field - two new school records set: Boys Pole Vault & Girls Pole Vault

Track and Field - EIAC Conference Champions: Boys 100m Dash, Boys Shot Put, Boys Discus

Track and Field - Sectional Champions: Girls Long Jump, Boys 100m Dash

Unified Track introduced at FCHS

Unified Track - Sectional Champions

Unified Track - 8th place finish in state competition

Wrestling - EIAC Conference Champions

Wrestling - athlete competed in 126 pound state competition

2015 - Boys tennis - Sectional Champions

Girls golf - EIAC Conference Champions

Softball - Sectional Champions, Regional Champions, Final Four participant

Track and Field - 6 school records broken (Boys & Girls Pole Vault, Boys & Girls 100m Hurdles, Boys 4x100 Relay, Girls 4x400 Relay)

Track and Field - EIAC Conference Champions: Boys 100m Dash, Girls Long Jump

Track and Field - 3 Sectional Champions: Boys 100m Dash, Girls Long Jump, Boys 4x100m Relay

2014 - Boys tennis - Sectional Champions

Wrestling - Regional Champions

Class of 2013 - letters of intent signed for:

-Division 3 Women's Basketball

2013 - Baseball - EIAC Conference Champions

Boys tennis - Sectional Champions

Class of 2012 - letters of intent signed for:

## Indiana School Improvement Plan

Franklin County High School

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-Division 2 Women's Basketball

-Division 3 Women's Basketball

2012 - Girls basketball - EIAC Conference Champions

Girls tennis - Sectional Champions

Class of 2011 - letters of intent signed for:

-Division 3 Women's Track and Field

2011 - Girls basketball - EIAC Conference Champions

Girls tennis - Sectional Champion

2010 - Baseball - Sectional Champions

Boys golf - EIAC Conference Champions

Girls basketball - EIAC Conference Champions

Girls tennis - Sectional Champions

### COMMUNITY/SOCIAL

2016 - Military Recognition Night at football game

FCCLA volunteers at local non-profit community outreach center

FFA 106 (and counting) pounds of produce from Ag Ed Department garden raised and donated to local food pantries

FFA 180 cumulative hours of community service performed by 17 Summer Supervised Agriculture Experience students

2015 - Operation Christmas Child drive - 189 boxes of gifts sent overseas and \$772 raised for the program

partnered with Franklin County Chamber of Commerce to plan youth activities in area, discuss options for county growth.

authors Josh Bleill and SA Bodeen addressed student body

approximately 150 students volunteer for United Way Day of Caring

Art Club assisted in restoration of community holiday display items

FFA - 108 pounds of produce raised in school garden beds donated to local food pantries

FFA - Blessing Bags with daily essentials were prepared and donated to local food pantries

FFA - 250 cumulative hours of community service performed by 20 Summer Supervised Agriculture Experience students

FCCLA members volunteer at local animal shelters and collect items for animals as part of the Santa Paws Project

FCCLA members host a Halloween food drive to collect items for local food pantry

FCCLA hosts Pink Week to raise funds for local breast cancer foundation

FCCLA members volunteer at local nursing home twice a year to raise the spirits of residents

FCCLA members volunteer at local non-profit community outreach center

Military Recognition Night at football and girls basketball games

National Honor Society adopted needy families for Christmas

Volleyball team raised funds for Susan G. Koman Race for the Cure

2014 - author Jay Asher spoke to student body

summer Student Leadership workshop presented to over 100 students by Kevin Armstrong of Mountaineer Motivation

National Honor Society adopted needy families for Christmas

FCCLA members volunteer at local animal shelters and collect items for animals as part of the Santa Paws Project

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FCCLA members volunteer at local nursing home twice a year to raise the spirits of residents

## Indiana School Improvement Plan

Franklin County High School

---

FCCLA members volunteer at local non-profit community outreach center

2013 - author Paige Rawl addressed student body

Homecoming parade floats centered around charitable causes - collections and donations made to several charities

National Honor Society adopted needy families for Christmas

FCCLA members volunteer at local animal shelters and collect items for animals as part of the Santa Paws Project

FCCLA members host a Halloween food drive to collect items for local food pantry

FCCLA hosts Pink Week to raise funds for local breast cancer foundation

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2012 - National Honor Society adopted needy families for Christmas

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FCCLA members host a Halloween food drive to collect items for local food pantry

FCCLA hosts Pink Week to raise funds for local breast cancer foundation

FCCLA members volunteer at local nursing home twice a year to raise the spirits of residents

2011 - National Honor Society adopted needy families for Christmas

FCCLA members volunteer at local animal shelters and collect items for animals as part of the Santa Paws Project

FCCLA members host a Halloween food drive to collect items for local food pantry

FCCLA members volunteer at local nursing home twice a year to raise the spirits of residents

2010 - National Honor Society adopted needy families for Christmas

FCCLA members volunteer at local animal shelters and collect items for animals as part of the Santa Paws Project

FCCLA members host a Halloween food drive to collect items for local food pantry

FCCLA members volunteer at local nursing home twice a year to raise the spirits of residents

### EXTRACURRICULAR (non-athletic)

2016 - Academic Team: Science - Regional Superbowl Champions

FBLA members place in five events held at the State Leadership Conference

FCCLA member holds office as District Officer for Community Service

FCCLA members attend/compete in State Leadership Conference in February and receive a total of 26 individual medals for events. The chapter earned three medals. One team advancing to national competition; 2 teams selected as alternates for national competition.

FFA member elected as the President for District 12 (eight counties)

FFA members attend the District XII Leadership Contest participating in nine events. Members earned two 1st place and one 3rd place ranking. The 1st place award members will advance to the state competition.

FFA and Agriculture Education AGstravaganza - presentations on agriculture related topics to over 750 community students

FFA awarded \$25,000 grant to erect a greenhouse on campus

FFA - 5 members awarded the Hoosier Degree at 2016 State Convention

FFA - member earned 2nd place at state level for Supervised Ag Experience in Meat Processing

JAG member advancing to state competition for CDC project

Student Council hosted Hoxworth blood drive

2015 - FBLA - 5 members attend/compete in State Leadership Conference in March

FBLA - March Conference: 4 out of 5 members place in top 7 of their event

FBLA - 1 member attended/competed in National Leadership Conference

FBLA - members attend Fall State Leadership Conference

FCA hosts a full week of See You at the Pole with 25-60 people in attendance

## Indiana School Improvement Plan

Franklin County High School

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each day

FCCLA member holds office as District Officer for Community Service

FCCLA member attends National Leadership Conference earning a silver medal for project

FCCLA officers and members attend State Leadership Conference

FFA membership doubled since 2013

FFA State Contest participants

FFA - 12 State Convention participants with two delegates

FFA constructed raised bed garden on school campus and paints mural in FCHS hallway

Junior Achievement program established in FCHS

LifeSmarts team represented State of Indiana at National LifeSmarts competition

Student Council hosted Hoxworth blood drive

2014 - Academic Team - Fine Arts team awarded 2nd place in state competition

FCCLA hosts Fall District 12 Meeting for surrounding schools

FCCLA officers and members attend State Leadership Conference

FFA State Contest participants

FFA - 10 State Convention participants with two delegates

LifeSmarts team represented State of Indiana at National LifeSmarts competition

LifeSmarts team won national LifeSmarts tee shirt design competition

Student Council hosted Hoxworth blood drive

2013 - FCCLA is second largest chapter in state with over 100 members

FCCLA two members attend National Leadership Conference earning silver medals for projects

FCCLA officers and members attend State Leadership Conference

LifeSmarts team represented State of Indiana at National LifeSmarts competition

Student Council hosted Hoxworth blood drive

2012 - FCCLA officers and members attend State Leadership Conference

FCCLA two members attend National Leadership Conference earning silver medals for project

LifeSmarts team represented State of Indiana at National LifeSmarts competition

Student Council hosted Hoxworth blood drive

2011 - FCCLA officers and members attend State Leadership Conference

FCCLA member attends National Leadership Conference earning a silver medal for project

LifeSmarts team represented State of Indiana at National LifeSmarts competition

Student Council hosted Hoxworth blood drive

2010 - FCCLA officers and members attend State Leadership Conference

LifeSmarts team represented State of Indiana at National LifeSmarts competition

Student Council hosted Hoxworth blood drive

### FINE ARTS

2016 - Art - 1 student's artwork displayed at the Scholastic Art Awards Show held at the Art Academy of Cincinnati

Art - 3 students artwork on display at Indiana State House for Youth Art Month

Art - 9 students artwork showing at the University of St. Francis 40th High School Art Exhibition - 1 award received at this event

Art - 6 students artwork entered in the Whitewater Valley Art Association High School Art Competition - 2 awards received at this event

## Indiana School Improvement Plan

Franklin County High School

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Art - 80 students combine talent to create a "Kinetic Painting" that is displayed at the Oxford Kinetic Festival

Band - one student accepted into the Indiana Music Educators Association Honor Band

Band - ISSMA State Solo & Ensemble Competition - students earn 1 gold medal and 6 silver medals

Band - 2 students selected to perform in the Richmond Symphony's Side-by-Side concert

Band - 7 students selected to perform with the Indiana Bandmasters Association Honor Band

Band - gold rating at Indiana State School Music Association Concert Band competition

Band - three freshmen accepted into the Indiana Bandmasters Association All-Region Honor Band

Choir & Ensemble - ISSMA State Solo & Ensemble Competition - students earn 6 gold medals

Choir & Ensemble - one student accepted in the All-State Honor Choir

Choir & Ensemble - traveled to Nashville, Tennessee, to record at RCA Studio, and perform at the Worldstrides Heritage Music Festival and the Grand Ole' Opry. FCHS student won the Outstanding Female Vocalist award.

Choir & Ensemble - five students selected to participate in the All-State Honor Choir Performance. Two additional students selected as alternates.

Drama - student presentation of The Mousetrap

Drama - student presentation of Win, Lose, or Die at murder mystery dinner theatre

Marching Band - performed in Cincinnati Reds Opening Day parade

Marching Band - Summer Marching Band returns after a ten-year hiatus

Marching Band - 34 students voluntarily participated in Summer Marching Band program and Central Indiana Track Show Association competition circuit, consistently one of the highest scoring new groups on the circuit

Marching Band - Summer Marching Band participated in Indiana State Fair Band Day Competition earning 23rd place, a new school record

2015 - Marching Band - performed in Cincinnati Reds Opening Day parade

2014 - Marching Band - performed in Cincinnati Reds Opening Day parade

2013 - Marching Band - performed in Cincinnati Reds Opening Day parade

2012 - Marching Band - performed in Cincinnati Reds Opening Day parade

2011 - Marching Band - performed in Cincinnati Reds Opening Day parade

2010 - Marching Band - performed in Cincinnati Reds Opening Day parade



## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Franklin County High School is pursuing additional offerings to students. Here are some of the offerings:

During the 2016-2017 school year, FCHS will be implementing an Early College Academy. This program targets average students who are first-generation college bound, on free/reduced lunch, or Twenty-first Century Scholars and encourages them to pursue college. The students are enrolled in the Academy during seventh and eighth grade, then continue through high school, with the end result being to graduate as a senior with thirty college credit hours completed, or their entire first year of college. The course choices will be between a business track or the general core classes. There are a number of colleges working in conjunction with this program, but the majority will be with Ivy Tech Community College.

Also, FCHS has Project Lead the Way. This program begins students at FCHS as Freshmen and Sophomores and finishes up their certification at Whitewater Career Center in digital fundamentals and architectural design as Juniors and Seniors. Students who complete the PLTW course will graduate with a THD industry certification. The Whitewater Career Center will be adding more programs and additional dual credit and industry certification this year, as well as inducting twenty-eight students into the National Technical Honor Society. WCC offers 14 career programs for high school juniors and seniors. Whether students choose to go directly from high school to college, work, the military, an apprenticeship, or any combination of these, our goal is to help students prepare for their career. At WCC, students gain the experience to make informed career decisions and the skills and knowledge to be successful. Students from FCHS have this option as Juniors and Seniors.

JAG, Jobs for America's Graduates, is a regularly scheduled class that offers career exploration, goal setting and leadership development skills. JAG seeks to aid in the successful transition from school to postsecondary education or the workplace. This program focuses on students who need assistance with transition post graduation.

# Improvement Plan Stakeholder Involvement

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

Franklin County High School has a School Improvement Committee that includes teachers, administrators, parents and other community members. Together, these members work on making a plan to improve our school. Stakeholders were selected by teachers on the School Improvement Team and contacted via phone call and email. Meetings will be at their convenience due to work obligations. The stakeholders are a valuable part of our team.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

The stakeholder group will help us develop our plan. Their responsibilities include giving valuable input from a perspective of the community at large.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan will be communicated to stakeholders in a meeting. They will receive information about the progress during meetings and via email.

# Self Assessment

## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

**Standard 1: Purpose and Direction**

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Purpose statements - past and present</li> <li>•-Graduation rates increase</li> <li>-Purpose (mission statement)</li> <li>-Website: communication of mission statement</li> <li>-Survey results</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•-Career Center</li> <li>-Jag</li> <li>-Plato</li> <li>-Dual Credit, AP, Honors</li> <li>-Resource</li> <li>-Remediation classes</li> <li>-parent-teacher conferences</li> <li>-PLTW</li> <li>-Co-ops</li> <li>-Finals master levels</li> <li>-Constructed response</li> </ul>	Level 2

## Indiana School Improvement Plan

Franklin County High School

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•The school data profile</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•The school continuous improvement plan</li> <li>•-ECA scores</li> <li>-School Improvement Committee</li> <li>-PLCs</li> <li>-Pivot</li> <li>-Evaluations</li> <li>-Newsletter</li> <li>-School messenger</li> <li>-Faculty Council</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

The strengths of the school for Standard 1.1-1.3 communicating a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching in learning are our clear mission statement, and numerous programs that the school offers to engage students of all learning levels. For example, FCHS offers credit recovery and support classes like JAG; tutoring and mentoring services through the WKOM program, and direct student support from staff members through the Freshmen Academy. FCHS offers a wide variety of dual credit classes and electives to reach students of all abilities.

The greatest weakness involves collaboration with stakeholders in order to get more teacher buy-in and participation. We have the data but need to improve analysis and implementation for it to be effective.



**Standard 2: Governance and Leadership**

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•School handbooks</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Communications regarding board actions</li> <li>•Agendas and minutes of meetings</li> <li>•Report in the local newspaper.</li> </ul>	Level 2

**Indiana School Improvement Plan**

Franklin County High School

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	<ul style="list-style-type: none"> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Involvement of stakeholders in a school improvement plan</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•Job specific criteria</li> </ul>	Level 2

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Upon reflecting on the operations of the governing body and leadership in the school, we feel there are multiple areas in need of improvement. The most concerning area seems to be the relationship with the parents. While we understand the most importance of the relationship between the teachers and the parents, we feel there needs to be more communication, involvement, and encouragement from the governing body and the parents to ensure the success of their students/children. We are unaware of any parent advisory board, organization, or surveys to show parent concerns, Additionally, the governing body limits the autonomy of the building leadership concerning decision making in schedule conflicts and flexibility. Schedules such as the Early Release days complicate sports practices/ games, extra-curricular activities etc. and it appears the building leaders have their hands tied in allowing for any flexibility.

While there are shortcomings, there are areas that we feel like the building leadership has been proactive. The supervision and evaluation of the faculty is consistent and timely. They do not allow issues to grow into problems that need not exist. We are aware of the expectations of the faculty performance in the classroom. The rubric for teacher evaluations is clear in its explanations.

### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Enrollment patterns for various courses</li> <li>•Course descriptions</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Common assessments</li> <li>•Surveys results</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Agenda items addressing these strategies</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Surveys results</li> </ul>	Level 3

# Indiana School Improvement Plan

Franklin County High School

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Examples of assessments that prompted modification in instruction</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> <li>•Survey results</li> </ul>	Level 2

**Indiana School Improvement Plan**

Franklin County High School

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Powerschool</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Master schedule with time for formal adult advocate structure</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> <li>•Evaluation process for grading and reporting practices</li> <li>•Survey results</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Results of evaluation of professional learning program.</li> </ul>	Level 3

## Indiana School Improvement Plan

Franklin County High School

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	•Survey results	Level 2

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Reflecting upon the scores given for Standard 3.1-3.6, the strengths of the school are the alignment of the curriculums vertically and horizontally, using technology consistently to improve education, having present and aware building administration, and presenting clear expectations, examples, and feedback to students. These areas were given higher scores due to the consistency and high quality of the efforts to meet the standards. These ratings can be sustained by maintaining curriculum mapping, keeping standards updated, and continued communication of expectations from all facets of the school staff.

The weakness are few, but important to improve upon. The biggest problem seems to be a lack in cross- curricular and interdepartmental communication and training. There doesn't seem to be a time for this other than in group PLC meetings each month. This is not necessarily a fault of the school or administration, there just isn't time physically to collaborate on a large scale. Suggestions to improve this would be to have 'meetings' other than in the physical sense. A group email communication between departments/ curriculum would be good to see what others are doing throughout the year and how things can be tied cross-curricularly. There could be an online discussion forum as well to discuss student performance, suggestions for student instruction, cross-curricular ties, and more.

Reflecting upon the scores given for standards 3.7-3.12, we feel professional development is our school's greatest strength. Franklin County High School has scheduled monthly professional development opportunities for staff members. Also, FCHS staff meets regularly in professional learning communities, and individuals are encouraged to attend conferences.

From the school data, our weaknesses are in the areas of mentoring, family engagement, student advocacy, grading, and meeting students' individual needs. Some suggestions for improving these areas include providing a faculty handbook and putting a mentoring program in place for new teachers. Also, an updated website, the ability to send mass emails and/or texts to parents, and parent/teacher socials (e.g., an ice cream social), would improve family engagement. Finally, an SOS program for at-risk students could be put in place to help meet individual needs.

### Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	•School calendar	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•System for maintenance requests	Level 3

## Indiana School Improvement Plan

Franklin County High School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Policies relative to technology use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Survey results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Budget for counseling, assessment, referral, educational and career planning	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Areas of strength include standards 4.1, 4.3, 4.6 and 4.7. To maintain the strengths, staffing must remain sufficient. The school board should continue to make it stronger. Administrators and faculty should have input on who is hired. Continuing to maintain smaller class sizes is important, no more than 30 students per class. Departments should have input on capital projects. Staff is encouraged to fill out maintenance requests when necessary.

Areas of weakness include standards 4.2, 4.4, and 4.5. Reliable technological resources should be provided. More professional development



## Indiana School Improvement Plan

Franklin County High School

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should be provided for how to effectively use technology in the classroom. There should be fewer announcements made during class time., and they should be made closer to the end of the class period. The number of disruptions during the first semester exceeds the amount of disruptions during second semester. Extra chromebooks/ chargers could be given to classroom teachers in the event that a student has a malfunctioning chromebook and there are no loaners available in the technology office.

### Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Training materials specific to the evaluation, interpretation, and use of data	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data	Level 2

**Indiana School Improvement Plan**

Franklin County High School

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	•Minutes of board meetings regarding achievement of student learning goals	Level 2

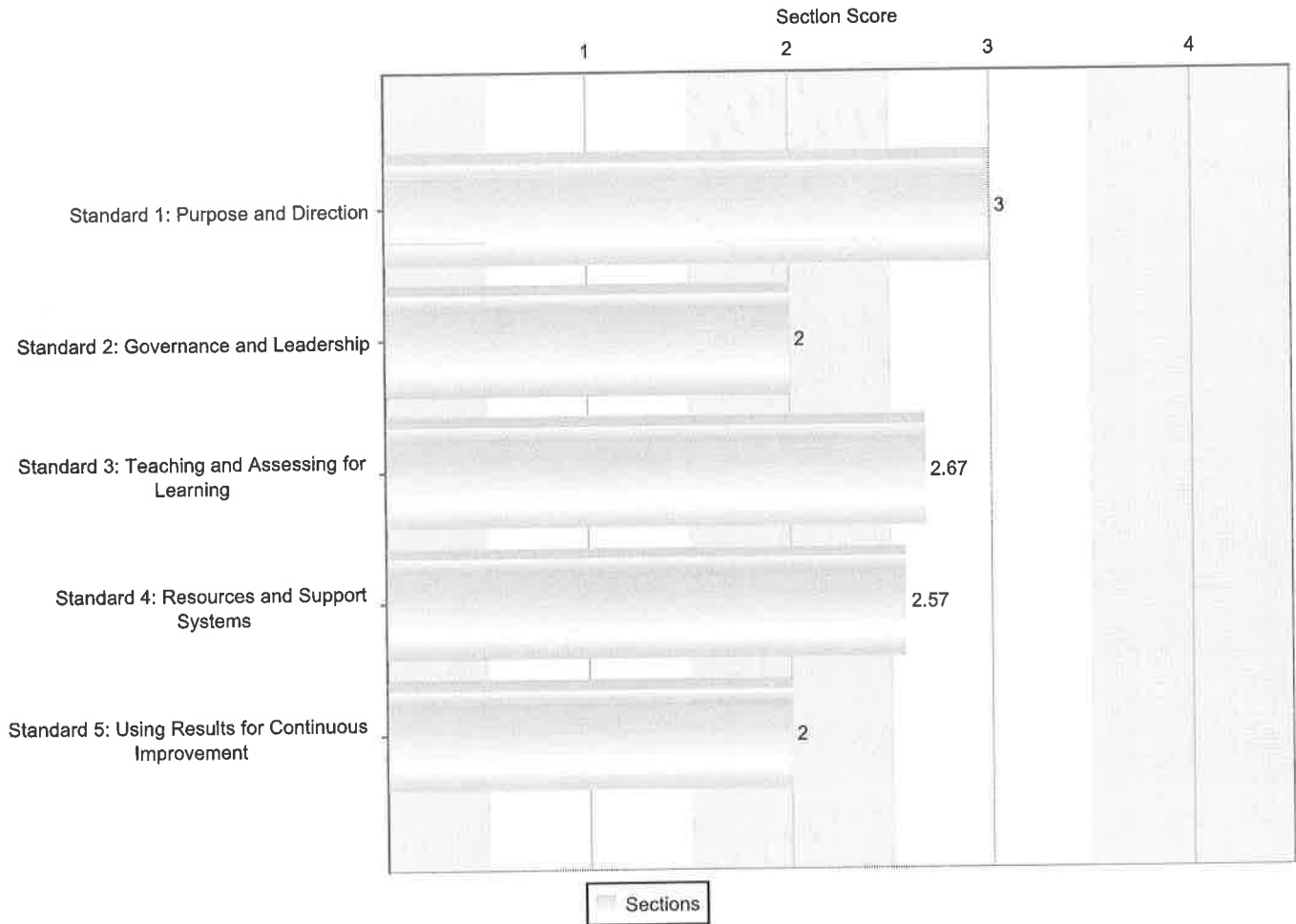
**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

We believe that our administration communicates with the staff in regards to the state of the school. The data that the administration team conveys to the staff is through ECA testing, graduation rate, Dual credit achievement and attendance rates. However, we felt that the administration team needs to improve on teacher training and the application/ understanding the use of the data provided to the staff. Some items that would help the staff achieve these goals is proper training in PIVOT, proper training in regards to assessing our constructive response, data from formal assessments.

We need to establish a comprehensive student assessment system and then convey the data to the teacher. In this assessment, the staff would like to know reading scores as well as other pertinent data to comprehensively assess students.

## Report Summary

### Scores By Section



# **Student Performance Diagnostic**

## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

### Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Data Thru 2016 Student Demographic and Testing Data thru 2016

### Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2



### Areas of Notable Achievement

**Which area(s) are above the expected levels of performance?**

Dual Credit offerings and graduation rates are above the expected level of performance at Franklin County High School.

**Describe the area(s) that show a positive trend in performance.**

Franklin County High School has seen a positive trend in the data for English Language Arts and Algebra I ECA.

**Which area(s) indicate the overall highest performance?**

Dual credit offerings have been very successful at FCHS.

**Which subgroup(s) show a trend toward increasing performance?**

NA

**Between which subgroups is the achievement gap closing?**

NA

**Which of the above reported findings are consistent with findings from other data sources?**

NA

### **Areas in Need of Improvement**

**Which area(s) are below the expected levels of performance?**

We would like to improve upon the level of performance of boys in English/ Language Arts and Math.

**Describe the area(s) that show a negative trend in performance.**

No negative trends are noted.

**Which area(s) indicate the overall lowest performance?**

Scores for boys in Algebra I ECA is at the lowest performance.

**Which subgroup(s) show a trend toward decreasing performance?**

NA

**Between which subgroups is the achievement gap becoming greater?**

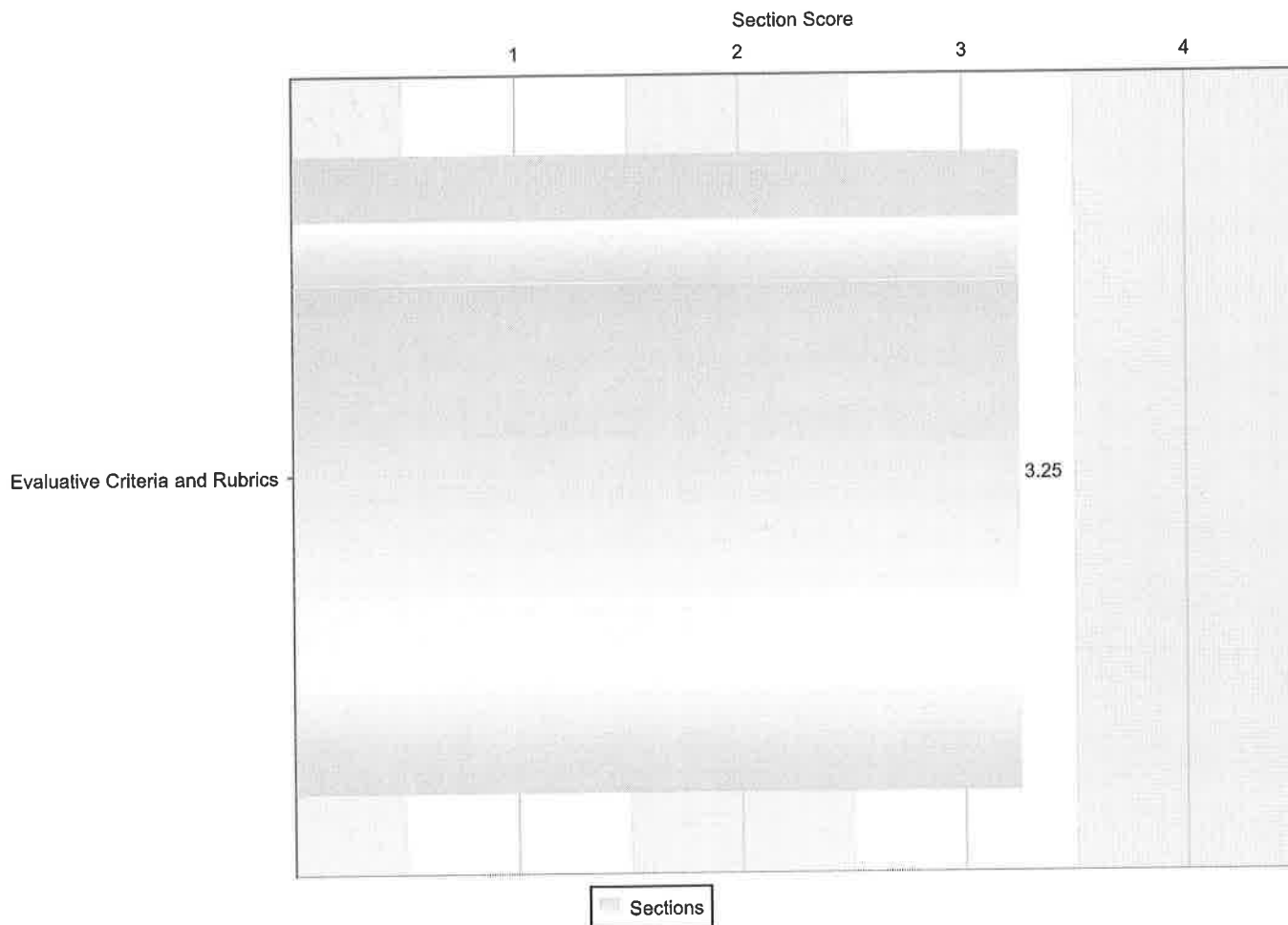
NA

**Which of the above reported findings are consistent with findings from other data sources?**

NA

### Report Summary

#### Scores By Section



## **2016-2017 Goals and Improvement Plans**

## **Overview**

### **Plan Name**

2016-2017 Goals and Improvement Plans

### **Plan Description**

Goals and improvement plans for 2016-2017 and beyond

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Students will improve their use of literacy skills and reading comprehension in all curricular areas.	Objectives: 1 Strategies: 4 Activities: 11	Academic	\$4250
2	All students will improve their use of mathematical skills in all curricular areas.	Objectives: 1 Strategies: 4 Activities: 4	Academic	\$0
3	The Franklin County High School attendance rate will meet or exceed 96% average annually.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$1500

## Goal 1: Students will improve their use of literacy skills and reading comprehension in all curricular areas.

### Measurable Objective 1:

A 95% increase of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate student proficiency (pass rate) of literacy skills across all curricular areas. in Reading by 05/24/2017 as measured by English 10 ECA/ISTEP scores, NWEA, SAT/ACT scores, Accuplacer scores, and AP scores.

### Strategy 1:

Identification of 8th Grade ISTEP Failure - Identify 10th grade students who were within fifty points of passing ISTEP in 8th grade. These students will be placed in a Basic Skills class in conjunction with English 10 to practice and improve skills needed for the English 10 ISTEP.

Research Cited: [https://www.agbell.org/Early\\_Intervention\\_What\\_It\\_Is\\_and\\_Why\\_It\\_Is\\_Important/](https://www.agbell.org/Early_Intervention_What_It_Is_and_Why_It_Is_Important/)

Evidence of success: 8th grade ISTEP scores compared against English 10 ISTEP scores after the student has completed the Basic Skills review.

Activity - Basic Skills course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who failed to pass the ECA/ISTEP will be placed in smaller classes to facilitate a more individualized remediation in preparation of exam retakes.	Class Size Reduction, Tutoring, Academic Support Program	08/10/2016	05/24/2017	\$0	No Funding Required	Basic Skills instructor

### Strategy 2:

Basic Skills Course - Students will be offered an English Lab if they do not pass the ISTEP. This will be offered each semester as well as every summer with retesting opportunities at the end of each until the students pass the test or waiver out. English Labs will have fewer students for a better teacher:student ratio. With more individualized attention, teachers will be able to assess areas of need and will be able to create individualized learning opportunities for students.

Research Cited: <https://www.gse.harvard.edu/news/uk/14/08/rethinking-remediation>

**Indiana School Improvement Plan**

Franklin County High School

Evidence of success: ISTEP scores

Activity - ReadTheory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete daily exercises on the Readtheory program to increase literacy and comprehension skills by grade level.	Tutoring, Academic Support Program, Technology	08/10/2016	05/24/2017	\$0	No Funding Required	English Language Arts Instructor

Activity - Standardized Test Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will practice reading and writing in the format that is presented on the standardized testing in an effort to help them grow more comfortable with the material and improve their skills. R.A.C.E. will be used for constructed response questions.	Tutoring, Academic Support Program	08/10/2016	05/24/2017	\$0	No Funding Required	All staff as well as Basic Skills Instructor for ISTEP Remediation courses.

Activity - Test-taking strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will cover a variety of test-taking strategies such as note-taking, annotating, time-management, etc to help prepare them for the retake of the exam.	Tutoring, Academic Support Program	08/10/2016	05/24/2017	\$0	No Funding Required	All Staff as well as Basic Skills instructor

Activity - NoRedInk / Daily Grammar Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



## Indiana School Improvement Plan

Franklin County High School

Students will complete lessons on the NoRedInk grammar program to improve basic language skills for the retake of the exam.	Tutoring, Academic Support Program, Technology	08/10/2016	05/24/2017	\$0	No Funding Required	English 9 - 12 Instructors
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### Strategy 3:

Alignment of curriculum - Ensure Vertical and Horizontal alignment of curriculum (8-12) with state standards at the start of the school year.  
Evidence of success: Curriculum maps from the various departments.

Activity - Curriculum Mapping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments will meet to complete curriculum mapping for each of the courses offered to align with state standards. Core teachers will meet with 8th grade teachers to ensure Vertical and Horizontal alignment of curriculum.	Policy and Process, Professional Learning	08/10/2016	05/24/2017	\$0	No Funding Required	All staff.

### Strategy 4:

In-Class Strategies - Classes will use a variety of activities to help improve reading comprehension and literacy as repetitive practices to fill in the learning gaps and ingrain the skills necessary to be successful in academic classes.  
Research Cited: Dakin, Caitlin, "The Effects of Comprehension Through Close Reading" (2013). Education Masters. Paper 237.  
Evidence of success: English 10 ISTEP scores, SAT/ACT scores, formative assessments throughout the year, NWEA assessments starting in 2016-2017.

Activity - Readtheory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Readtheory is a web-based reading comprehension and critical thinking skills program. It pretests students to determine present reading level, then provides short informational articles and subsequent quizzes on their reading level. If the student shows proficiency at the given level, the next article increases in difficulty/level. Students are required to complete a set number of quizzes per week at or just below pretested reading level at a 70% pass rate. This is to ensure proficiency of skills.	Tutoring, Academic Support Program, Technology	08/10/2016	05/24/2017	\$0	No Funding Required	English department staff

## Indiana School Improvement Plan

Franklin County High School

Activity - NoRedInk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NoRedInk is a web-based grammar program focusing on mastery of a variety of grammar skills. Students are assigned activities and work at their pace and level to complete the assignments. They must demonstrate mastery of the material before they can move forward. If a student is struggling with a subject, he is given a brief lesson on the subject and then has a chance to complete a similar problem to improve and demonstrate mastery.	Tutoring, Academic Support Program, Technology	08/10/2016	05/24/2017	\$0	No Funding Required	English department

Activity - Constructed Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in writing a Constructed Response based on informational text to show proficiency in taking information from a document and creating an informed response based on presented facts. All teachers will assign weekly constructed responses with articles from their respected content areas.	Tutoring, Academic Support Program, Technology	08/10/2016	05/24/2017	\$0	No Funding Required	All staff members

Activity - Close reads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete a series of readings on a passage, looking for specific information in an effort to glean deeper meaning from the text.	Academic Support Program	08/10/2016	05/24/2017	\$0	No Funding Required	All staff

Activity - Skills Navigator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Skills Navigator is a facet of NWEA. Once students are tested in the fall, strengths and weaknesses are identified. English and Math teachers will then use Skills Navigator to assign individualized lessons for students to help them develop necessary skills to improve.	Academic Support Program	08/10/2016	05/24/2017	\$4250	District Funding	English and Math teachers

**Goal 2: All students will improve their use of mathematical skills in all curricular areas.**

**Measurable Objective 1:**

95% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate student proficiency (pass rate) of mathematical skills in all curricular areas. In Mathematics by 05/24/2017 as measured by Algebra ECA Scores, ISTEP+ Math Scores, NWEA, SAT/ACT Scores, AP Scores.

**Strategy 1:**

Identify incoming freshmen who have failed Algebra 1 ECA and ISTEP +10 test during their eighth grade year. - Students may be placed in a Math lab in conjunction with Algebra 1.

Evidence of success: Class rosters

Activity - Math Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in a Math Lab in conjunction with Algebra I. if they have failed I Step+ in eighth grade.	Academic Support Program	08/10/2015	05/20/2016	\$0	District Funding	Staff members would work with students who have been identified.

Status	Progress Notes	Created On	Created By
In Progress		February 22, 2016	Nancy Hawkins

**Strategy 2:**

Math and Note Taking - Math teachers will stress the note taking process and will build on the students' mathematical vocabulary.

**Indiana School Improvement Plan**

Franklin County High School

Activity - Math vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will learn math vocabulary through note taking	Direct Instruction	08/10/2015	05/20/2016	\$0	No Funding Required	Math teachers will use note taking including vocabulary in their daily instruction to students. Evidence: "Research on Student Notetaking: Implications for Faculty and Graduate Student Instructors" <a href="http://www.math.isa.umich.edu/~krasny/math156_crtf.pdf">http://www.math.isa.umich.edu/~krasny/math156_crtf.pdf</a>

**Strategy 3:**

Review of skills. - Teachers will review the skills needed to be successful in the Algebra 1 Classes.

Activity - Skill review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Indiana School Improvement Plan**

Franklin County High School

Every class begins with a review of the basic skills needed to be successful that day in class.	Direct Instruction	08/10/2015	05/20/2016	\$0	No Funding Required	Math teachers who teach Algebra 1. Evidence: "A Randomized Trial of Two Approaches to Increasing Mathematics Achievement for Underprepared Freshmen" <a href="http://www.tdschools.org/wp-content/uploads/2012/08/Algebra-Study-Impact-Paper.pdf">http://www.tdschools.org/wp-content/uploads/2012/08/Algebra-Study-Impact-Paper.pdf</a>
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**Strategy 4:**

Summer school offered - Contingent on funding, students will be offered summer school classes in Algebra 1 to enable them one credit in Algebra if they received a failing grade during the school year.

Activity - Summer School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Indiana School Improvement Plan**

Franklin County High School

<p>Summer school will be offered to students to enable them to earn one credit in Algebra.</p>	<p>Academic Support Program</p>	<p>06/01/2016</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>State Funds</p>	<p>Algebra teachers Evidence: "How They Spent Their Summer: Impact of a Tutorial Program for Students "At-Risk" of Failing a State Mandated High School Proficiency Test" <a href="http://files.eric.ed.gov/fulltext/ED284909.pdf">http://files.eric.ed.gov/fulltext/ED284909.pdf</a></p>
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**Goal 3: The Franklin County High School attendance rate will meet or exceed 96% average annually.**

**Measurable Objective 1:**  
demonstrate a behavior FCHS will improve student attendance to 96% by 05/24/2017 as measured by our local attendance records..

**Strategy 1:**  
Truancy list created - A list of students that have a history of chronically poor attendance and or truancy will be created. This list will be shared with administration, the attendance secretary, counselors, and teachers. Contact will be made with students and parents after an absence.  
Research Cited: [http://notebook.lausd.net/plis/ptl/docs/PAGE/CA\\_LAUSD/LAUSDNET/OFFICES/COMMUNICATIONS/COUNT\\_ME\\_IN/TIPS/CMITIPS4SCHOOLS.PD](http://notebook.lausd.net/plis/ptl/docs/PAGE/CA_LAUSD/LAUSDNET/OFFICES/COMMUNICATIONS/COUNT_ME_IN/TIPS/CMITIPS4SCHOOLS.PD)

Evidence of success: School attendance records will be used to measure success.

**Indiana School Improvement Plan**

Franklin County High School

Activity - List made	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Make a list of students with high absenteeism to be shared with staff.	Behavioral Support Program	08/10/2016	05/24/2017	\$0	No Funding Required	FCHS Administration and secretarial staff will create this list.

**Strategy 2:**

Early Interventions - Early interventions will be made with students after 5 absences as per the FCCSC Attendance Policy.

Research Cited: INCREASING STUDENT ATTENDANCE: Strategies From Research and Practice

<http://educationnorthwest.org/sites/default/files/increasing-student-attendance.pdf>

Northwest Regional Educational Laboratory 101 S.W. Main Street, Suite 500 Portland, Oregon 97204

Evidence of success: School attendance records will be used to show our success.

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will meet with the assistant principal after excessive absences. Appropriate disciplinary actions will be enforced.	Policy and Process	08/10/2016	05/24/2017	\$0	No Funding Required	Assistant principal and secretarial staff,

**Strategy 3:**

Rewards for Attendance - Develop recognition and rewards program for improving and outstanding attendance.

Research Cited: INCREASING STUDENT ATTENDANCE: Strategies From Research and Practice

<http://educationnorthwest.org/sites/default/files/increasing-student-attendance.pdf>

Northwest Regional Educational Laboratory 101 S.W. Main Street, Suite 500 Portland, Oregon 97204

Evidence of success: We will measure success by the school attendance records.

**Indiana School Improvement Plan**

Franklin County High School

Activity - Wildcat Way Character Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will present Wildcat Tickets when students have demonstrated a Wildcat Way Trait. One of the traits will be attendance. Tickets will be redeemed for rewards. After each grading period, rewards will be given to students with perfect attendance.	Behavioral Support Program	08/10/2016	05/24/2017	\$1500	Booster Fund	A committee of teachers and administration will organize this program.

Activity - Challenge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Chronic attendance students will be given a challenge to maintain 95% attendance rate. If student meets 95% rate, rewards will be provided. ie Lunch away from school at choice restaurant.	Behavioral Support Program	08/10/2016	05/24/2017	\$0	Booster Fund	Administration and teacher committee. Area restaurants.



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Constructed Response	Students will participate in writing a Constructed Response based on informational text to show proficiency in taking information from a document and creating an informed response based on presented facts. All teachers will assign weekly constructed responses with articles from their respected content areas.	Tutoring, Academic Support Program, Technology	08/10/2016	05/24/2017	\$0	All staff members
Math vocabulary	Students will learn math vocabulary through note taking	Direct Instruction	08/10/2015	05/20/2016	\$0	Math teachers will use note taking including vocabulary in their daily instruction to students. Evidence: "Research on Student Notetaking: Implications for Faculty and Graduate Student Instructors" <a href="http://www.math.lsa.umich.edu/~krasny/math156_crit.pdf">http://www.math.lsa.umich.edu/~krasny/math156_crit.pdf</a>
Readtheory	Readtheory is a web-based reading comprehension and critical thinking skills program. It pretests students to determine present reading level, then provides short informational articles and subsequent quizzes on their reading level. If the student shows proficiency at the given level, the next article increases in difficulty/level. Students are required to complete a set number of quizzes per week at or just below pretested reading level at a 70% pass rate. This is to ensure proficiency of skills.	Tutoring, Academic Support Program, Technology	08/10/2016	05/24/2017	\$0	English department staff

**Indiana School Improvement Plan**

Franklin County High School

NoRedInk / Daily Grammar Lessons	Students will complete lessons on the NoRedInk grammar program to improve basic language skills for the retake of the exam.	Tutoring, Academic Support Program, Technology	08/10/2016	05/24/2017	\$0	English 9 - 12 Instructors
Standardized Test Practice	Students will practice reading and writing in the format that is presented on the standardized testing in an effort to help them grow more comfortable with the material and improve their skills. R.A.C.E. will be used for constructed response questions.	Tutoring, Academic Support Program	08/10/2016	05/24/2017	\$0	All staff as well as Basic Skills Instructor for ISTEP Remediation courses.
List made	Make a list of students with high absenteeism to be shared with staff.	Behavioral Support Program	08/10/2016	05/24/2017	\$0	FCHS Administration and secretarial staff will create this list.
Curriculum Mapping	Departments will meet to complete curriculum mapping for each of the courses offered to align with state standards. Core teachers will meet with 8th grade teachers to ensure Vertical and Horizontal alignment of curriculum.	Policy and Process, Professional Learning	08/10/2016	05/24/2017	\$0	All staff.
Basic Skills course	Students who failed to pass the ECA/ISTEP will be placed in smaller classes to facilitate a more individualized remediation in preparation of exam retakes.	Class Size Reduction, Tutoring, Academic Support Program	08/10/2016	05/24/2017	\$0	Basic Skills instructor

**Indiana School Improvement Plan**

Franklin County High School

Skill review	Every class begins with a review of the basic skills needed to be successful that day in class.	Direct Instruction	08/10/2015	05/20/2016	\$0	Math teachers who teach Algebra 1. Evidence: "A Randomized Trial of Two Approaches to Increasing Mathematics Achievement for Underprepared Freshmen" <a href="http://www.tdschools.org/wp-content/uploads/2012/08/Algebra-Study-Impact-Paper.pdf">http://www.tdschools.org/wp-content/uploads/2012/08/Algebra-Study-Impact-Paper.pdf</a>
NoRedInk	NoRedInk is a web-based grammar program focusing on mastery of a variety of grammar skills. Students are assigned activities and work at their pace and level to complete the assignments. They must demonstrate mastery of the material before they can move forward. If a student is struggling with a subject, he is given a brief lesson on the subject and then has a chance to complete a similar problem to improve and demonstrate mastery.	Tutoring, Academic Support Program, Technology	08/10/2016	05/24/2017	\$0	English department
Close reads	Students will complete a series of readings on a passage, looking for specific information in an effort to glean deeper meaning from the text.	Academic Support Program	08/10/2016	05/24/2017	\$0	All staff
Intervention	Students will meet with the assistant principal after excessive absences. Appropriate disciplinary actions will be enforced.	Policy and Process	08/10/2016	05/24/2017	\$0	Assistant principal and secretarial staff.
Test-taking strategies	Students will cover a variety of test-taking strategies such as note-taking, annotating, time-management, etc to help prepare them for the retake of the exam.	Tutoring, Academic Support Program	08/10/2016	05/24/2017	\$0	All Staff as well as Basic Skills instructor
ReadTheory	Students will complete daily exercises on the Readtheory program to increase literacy and comprehension skills by grade level.	Tutoring, Academic Support Program, Technology	08/10/2016	05/24/2017	\$0	English Language Arts Instructor
<b>Total</b>					\$0	

**Indiana School Improvement Plan**

Franklin County High School

**Booster Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Challenge	Chronic attendance students will be given a challenge to maintain 95% attendance rate. If student meets 95% rate, rewards will be provided. ie Lunch away from school at choice restaurant.	Behavioral Support Program	08/10/2016	05/24/2017	\$0	Administration and teacher committee. Area restaurants.
Wildcat Way Character Program	Staff will present Wildcat Tickets when students have demonstrated a Wildcat Way Trait. One of the traits will be attendance. Tickets will be redeemed for rewards. After each grading period, rewards will be given to students with perfect attendance.	Behavioral Support Program	08/10/2016	05/24/2017	\$1500	A committee of teachers and administration will organize this program.
<b>Total</b>					<b>\$1500</b>	

**State Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer School	Summer school will be offered to students to enable them to earn one credit in Algebra.	Academic Support Program	06/01/2016	06/30/2016	\$0	Algebra teachers Evidence: "How They Spent Their Summer: Impact of a Tutorial Program for Students "At-Risk" of Failing a State Mandated High School Proficiency Test" <a href="http://files.eric.ed.gov/fulltext/ED284909.pdf">http://files.eric.ed.gov/fulltext/ED284909.pdf</a>
<b>Total</b>					<b>\$0</b>	

**District Funding**

**Indiana School Improvement Plan**

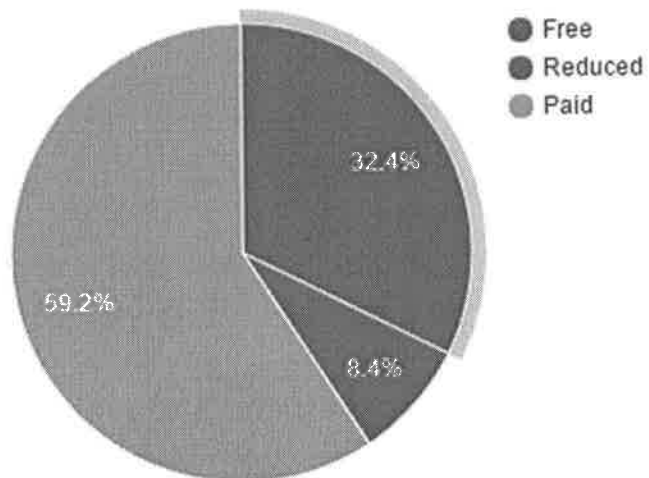
Franklin County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Lab	Students will be placed in a Math Lab in conjunction with Algebra I, if they have failed I Step+ in eighth grade.	Academic Support Program	08/10/2015	05/20/2016	\$0	Staff members would work with students who have been identified.
Skills Navigator	Skills Navigator is a facet of NWEA. Once students are tested in the fall, strengths and weaknesses are identified. English and Math teachers will then use Skills Navigator to assign individualized lessons for students to help them develop necessary skills to improve.	Academic Support Program	08/10/2016	05/24/2017	\$4250	English and Math teachers
<b>Total</b>					<b>\$4250</b>	

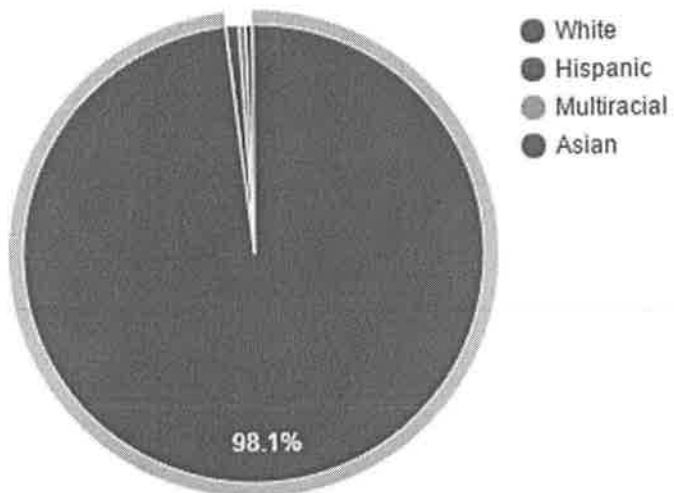
## **Conclusion**

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.

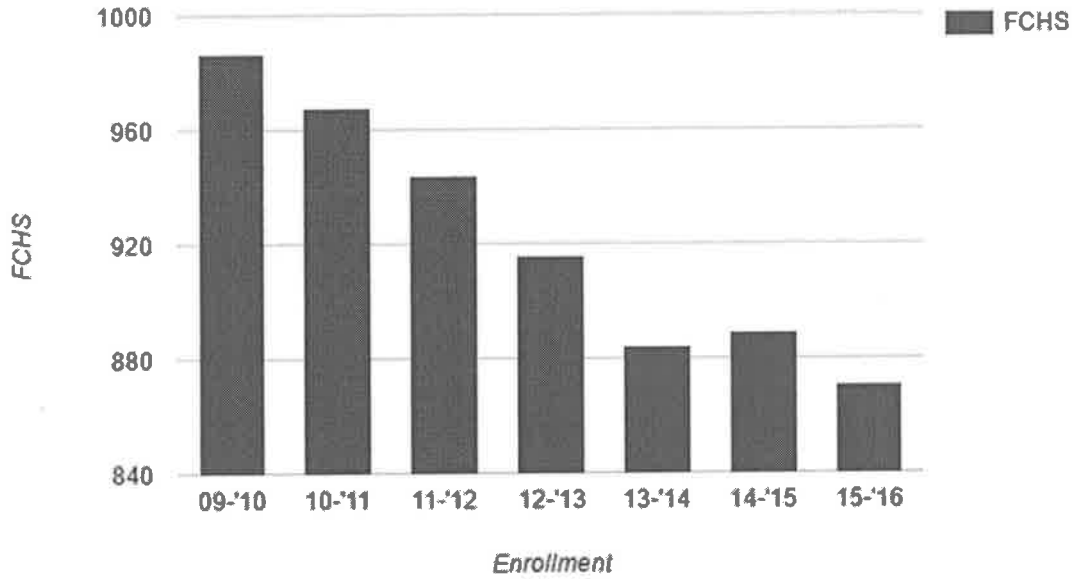
### Free and Reduced Lunch 2015-16



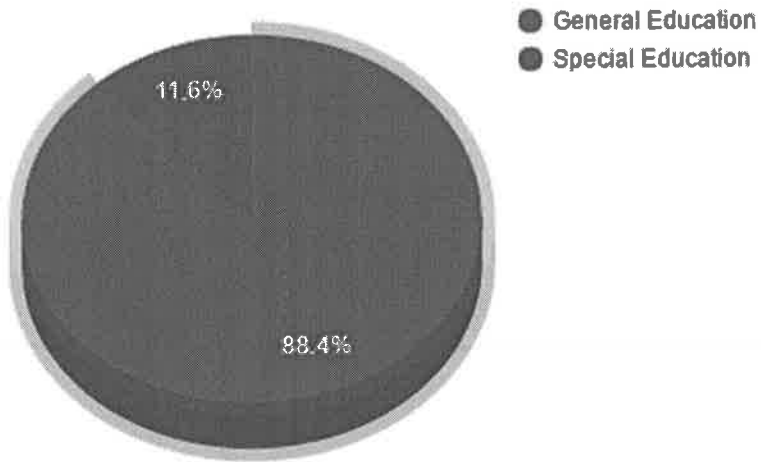
### Race and Ethnicity 2015-2016



### FCHS Enrollment



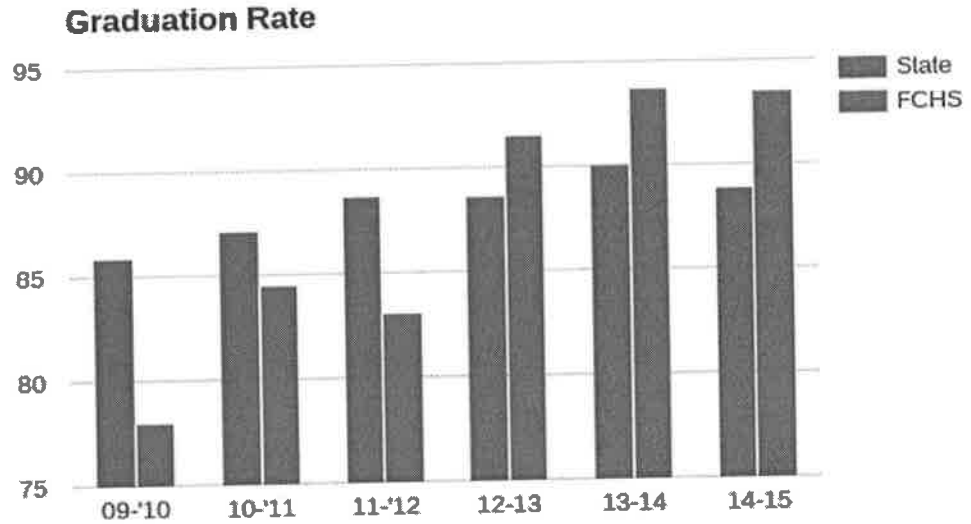
### Special Education 2015-16



Analysis: Franklin County High School's student population has a consistent free and reduced meals and textbook assistance percentage of approximately 40%. The population is mainly white, with 11% in special education. Notable to this data is the school enrollment. There has been a substantial decline in enrollment in the past 6 years.



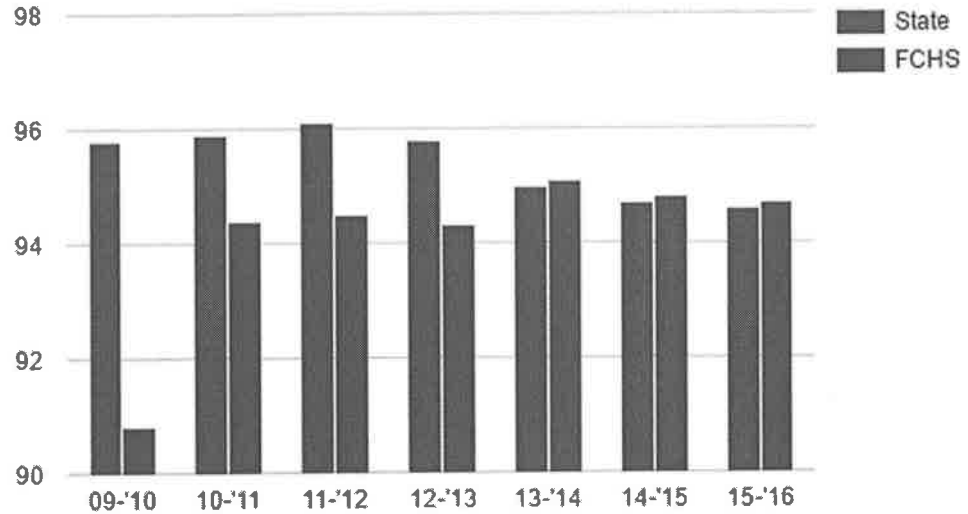
## Presentation of School Data



Graduation Rate	State	FCHS
09-'10	85.9	78
10-'11	87.1	84.5
11-'12	88.7	83.1
12-13	88.6	91.5
13-14	90	93.7
14-15	88.9	93.5

Analysis: The Franklin County High School graduation rate has consistently increased over the past 3 years. Our improvement has gone from approximately 10 % below the state average to 5% above the state average.

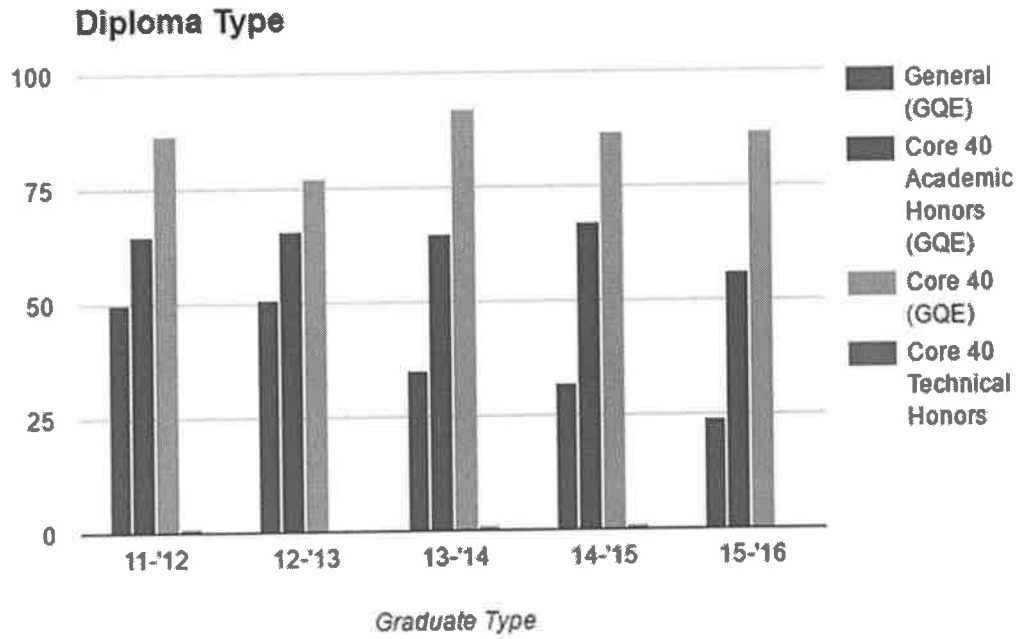
### Attendance Rate



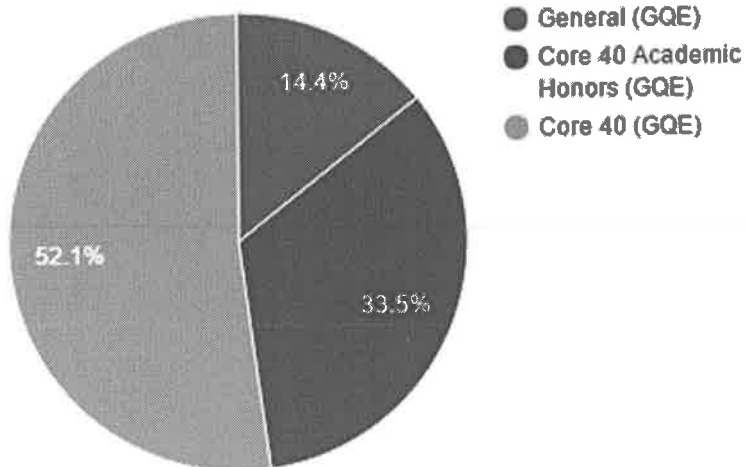
Attendance Rate	State	FCHS
09-'10	95.8	90.8
10-'11	95.9	94.4
11-'12	96.1	94.5
12-13	95.8	94.3
13-14	95	95.1
14-15	94.7	94.8
15-16	94.6	94.7

Analysis: The attendance rate is always an area that we watch and strive to improve upon. With an average rate hovering around 95%, FCHS attendance has met or exceeded the state average for the last two years. This is a drastic improvement from the 2009-10 school year when FCHS attendance was nearly 5% below the state average.

## Presentation of Diploma Type

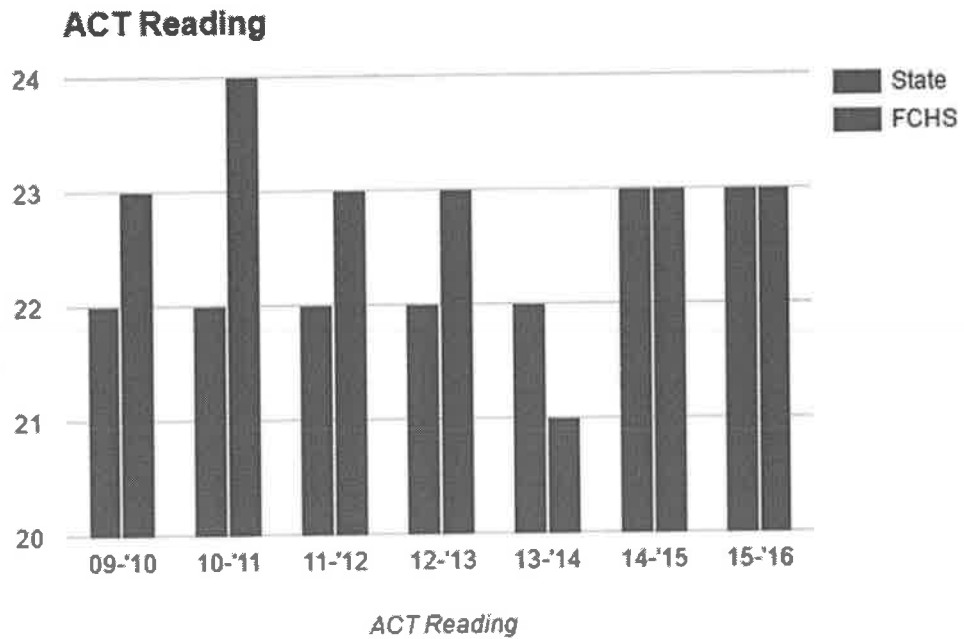
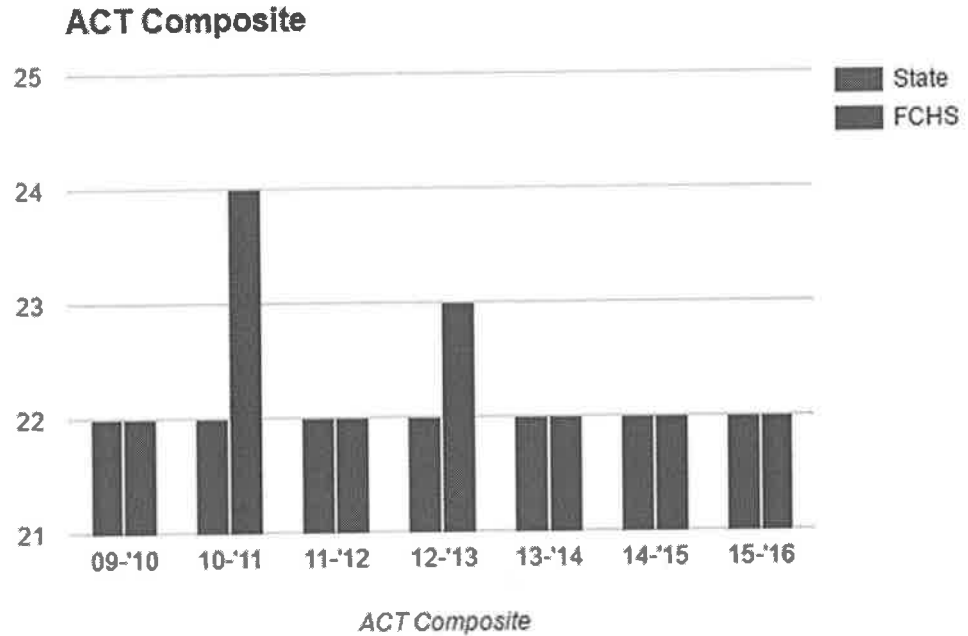


### 15-16 Diploma Type



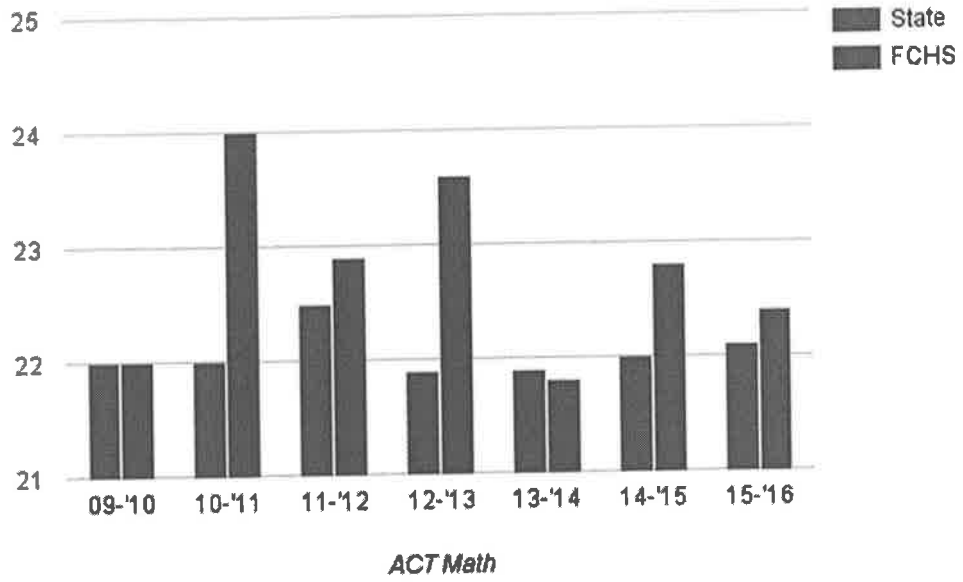
Analysis:

## ACT Data



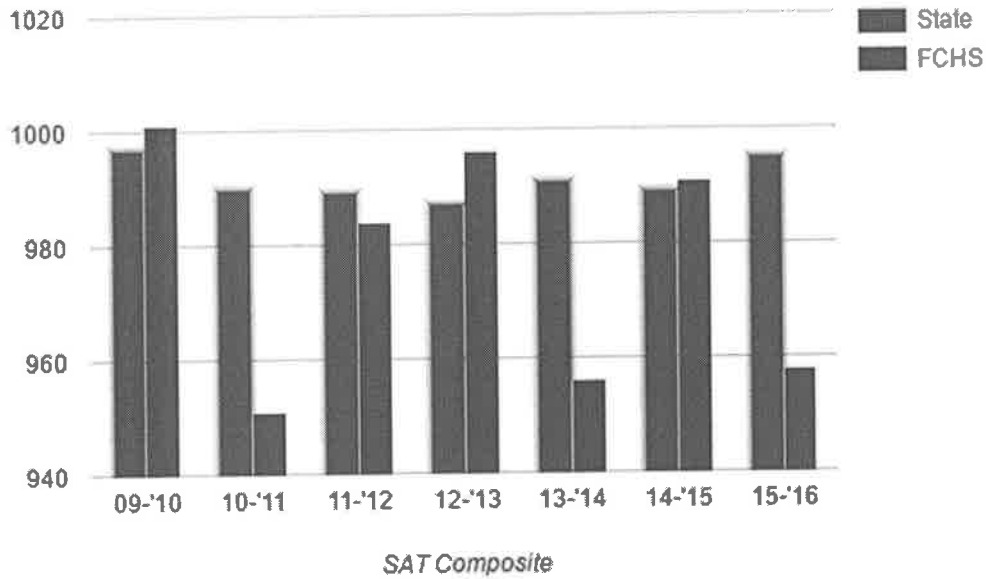
Analysis: With regard to the ACT composite scores, Franklin County High School has been at or above the state average five out of the last six years. The ACT Reading scores have also been consistently at or above the state average for the past five out of six years.

### ACT Math

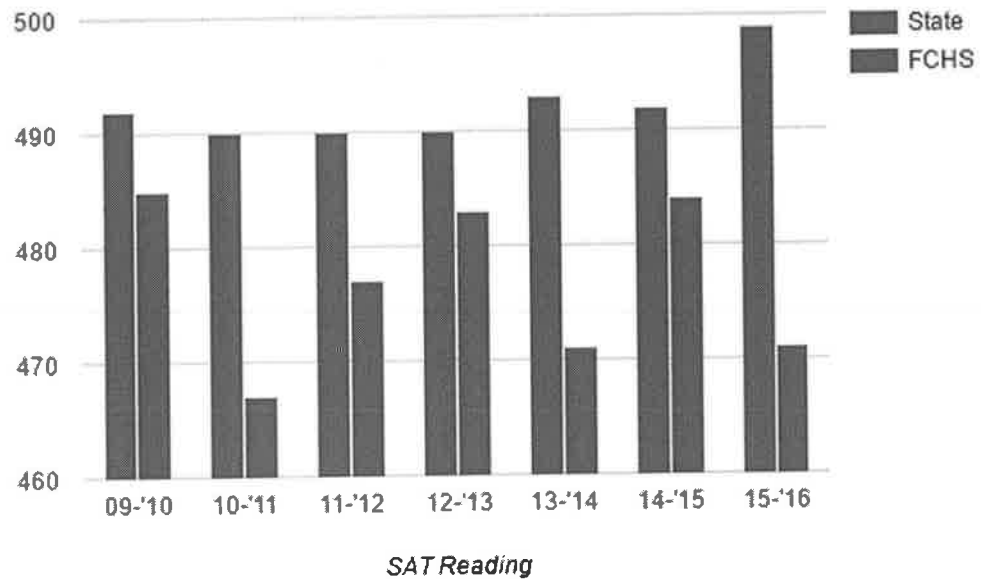


## SAT Assessment Data

### SAT Composite

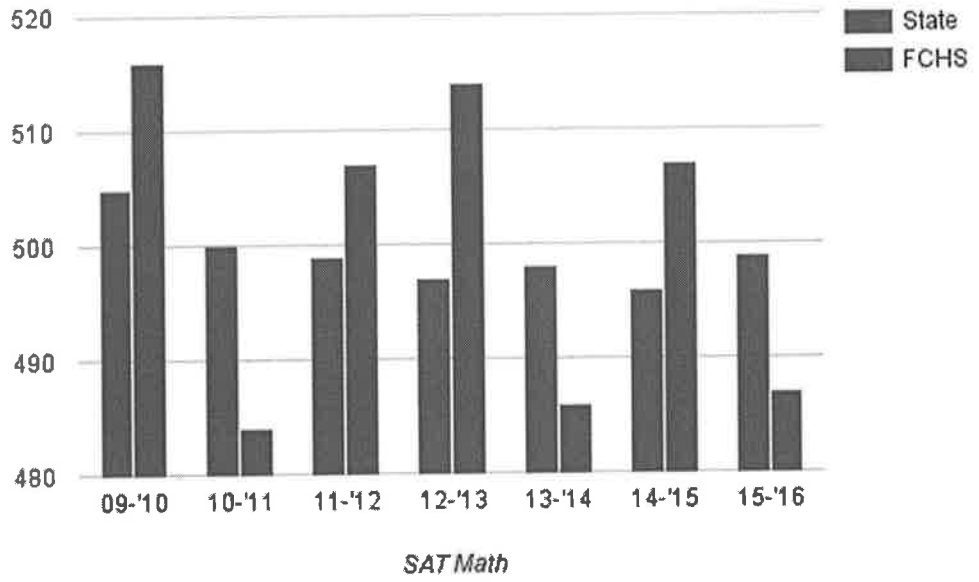


### SAT Reading

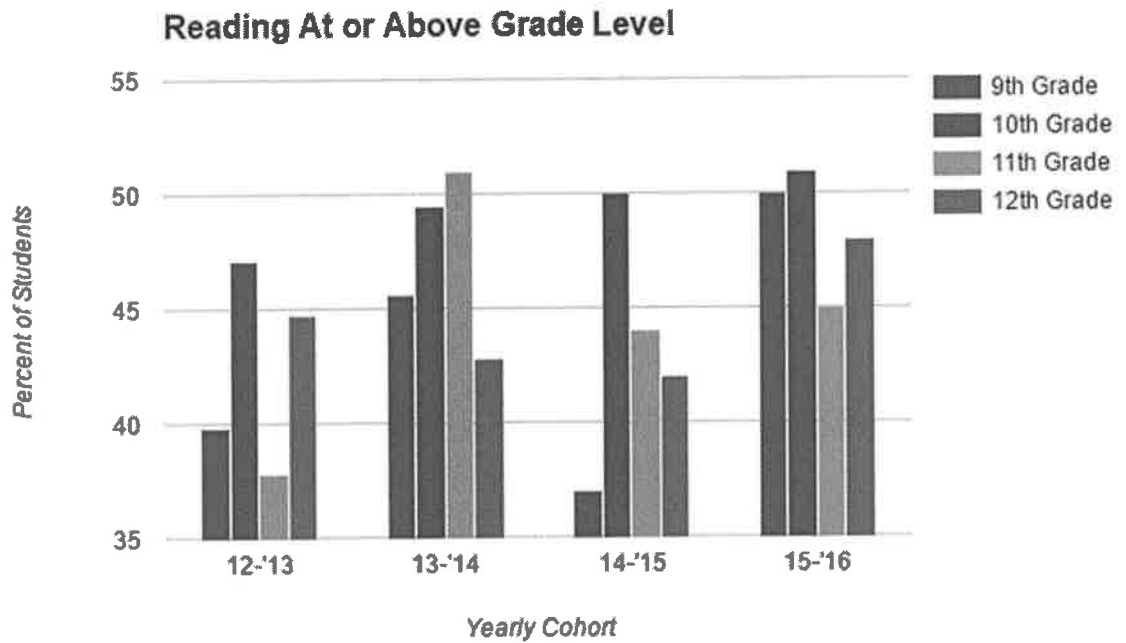


Analysis: Over the last five years, Franklin County High School students have had inconsistent scores on the SAT Composite and Reading. Scores for the 2014-2015 school year are unavailable.

### SAT Math



## Star Reader



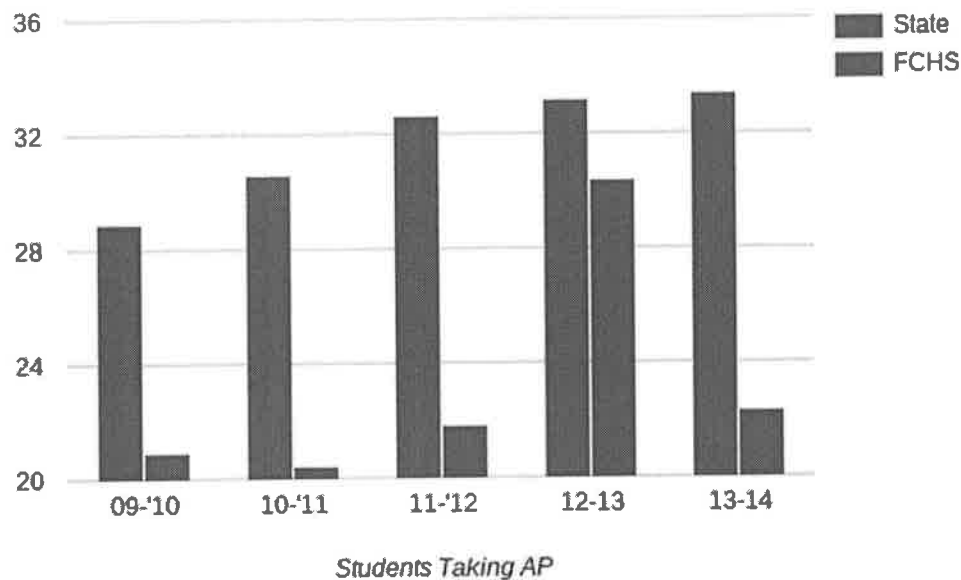
<b>Star Enterprise Percent Reading at or Above Grade Level</b>				
<b>Year</b>	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>12-'13</b>	<b>39.8</b>	<b>47.1</b>	<b>37.8</b>	<b>44.7</b>
<b>13-'14</b>	<b>45.6</b>	<b>49.5</b>	<b>51</b>	<b>42.8</b>
<b>14-15</b>	<b>37</b>	<b>50</b>	<b>44</b>	<b>42</b>
<b>15-16</b>	<b>50</b>	<b>51</b>	<b>45</b>	<b>48</b>

Analysis: Students have been taking the Star reading test over the past three years to show their reading comprehension level. The student's Grade Equivalency is evaluated, showing the percentage of students reading at or above grade level. One of our school goals is to concentrate on reading comprehension as a result of this data, which in turn will be used as a measurement of improvement.

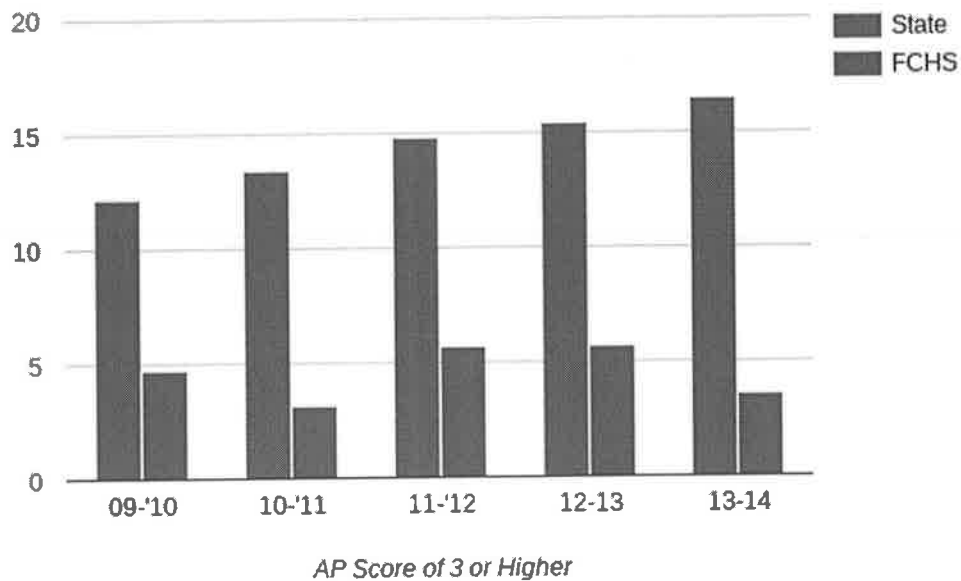


## Advanced Placement Data

### Students Taking an AP Exam

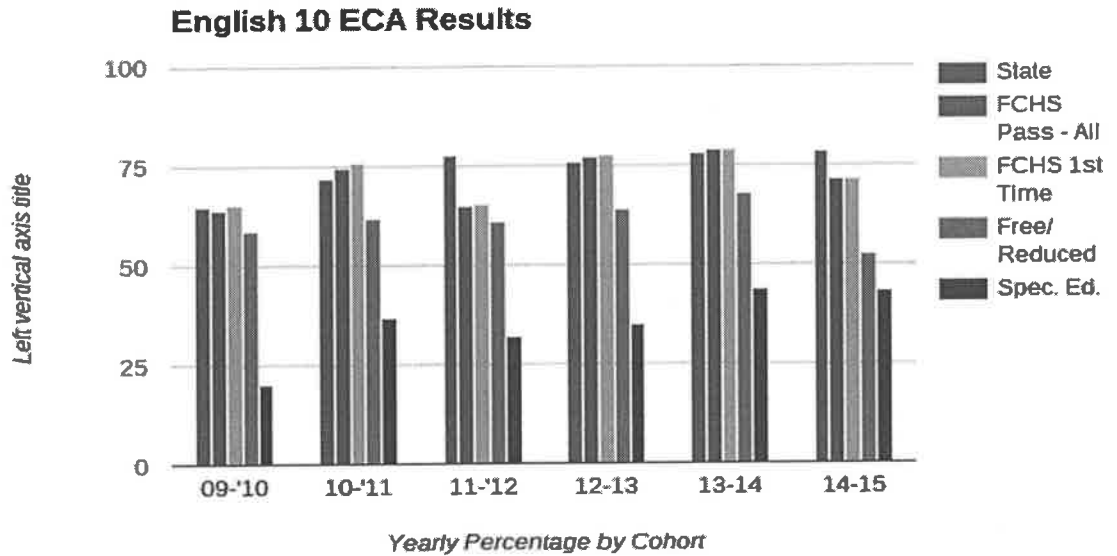


### AP Score of 3 or Higher



Analysis: Franklin County High School offers various advanced placement (AP) courses, including Calculus, Chemistry, Biology, European History, Psychology, US Government, US History, World History, and Spanish. Data is unavailable for the 2014-2015 school year.

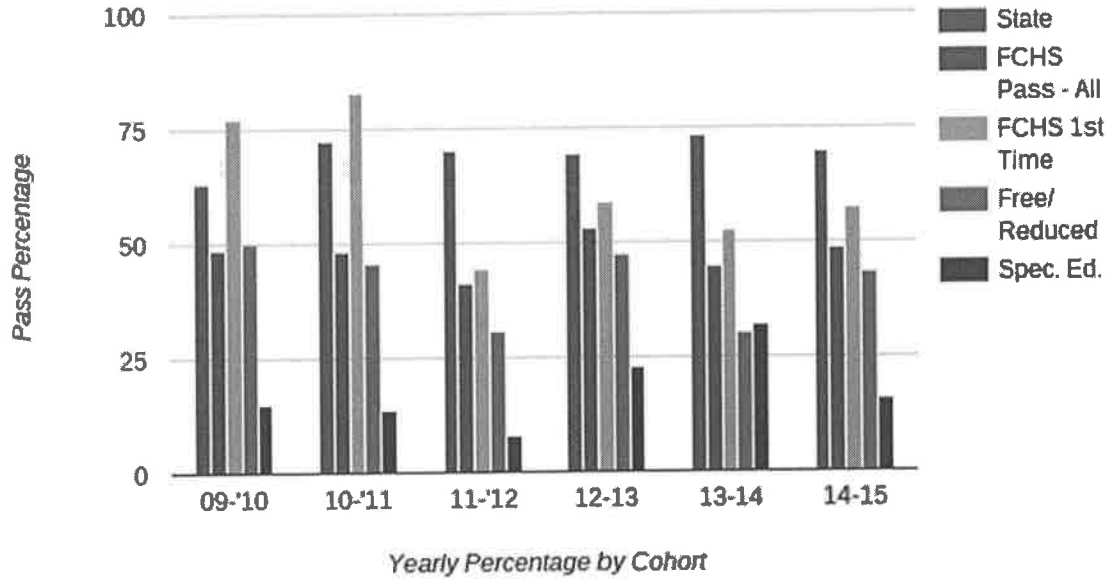
## End of Course Assessment Data



ELA ECA	State	FCHS Pass - All	FCHS 1st Time	Free/Reduced	Spec. Ed.
09-'10	64.9	63.9	65.4	58.9	20
10-'11	71.9	74.6	75.9	61.7	37
11-'12	77.8	64.8	65.4	60.8	32
12-13	75.9	77	77.7	64.2	35
13-14	78.2	78.8	79	68.1	44
14-15	78.7	71.4	71.4	52.7	43.5

Analysis: Franklin County High School has shown an improvement in Special Education results for the ECA average.

### Algebra I ECA Results

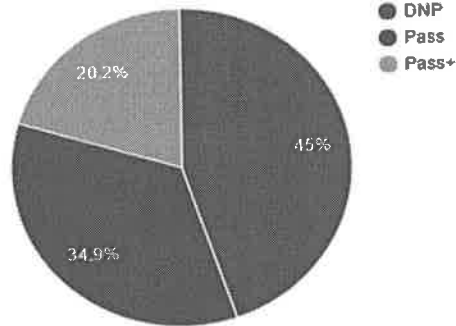


Alg. I ECA	State	FCHS Pass - All	FCHS 1st Time	Free/Reduced	Spec. Ed.
09-'10	63.3	48.6	77	49.8	14.7
10-'11	72.4	48.4	82.7	45.5	13.8
11-'12	70.2	41.3	44.4	30.6	7.9
12-13	69.4	53.1	58.9	47.2	22.7
13-14	73.3	44.9	52.8	30.1	32.1
14-15	69.7	48.8	57.4	43.5	15.8

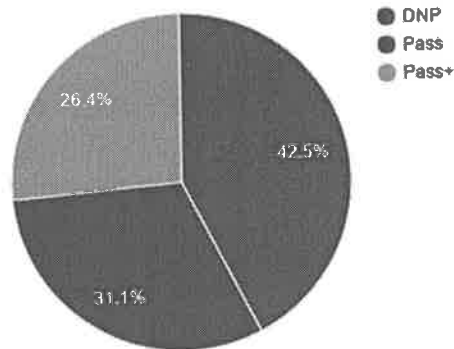
Analysis: Franklin County High School is below state average for Algebra End of Course Assessments. Therefore, one of our school goals is to increase mathematical skills in all curriculum areas.

# ISTEP Result

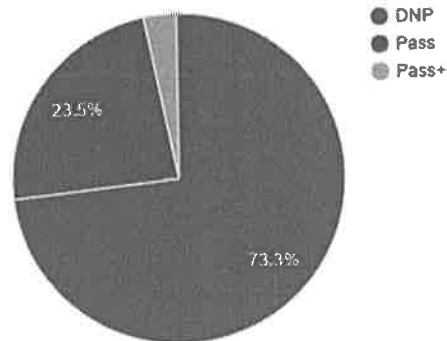
## ISTEP English 2015-16



## ISTEP Science 2015-16



## ISTEP MATH 2015-16



## NWEA

### Reading 9th Grade

Summary	
Total Students With Valid Growth Test Scores	195
Mean RIT	217.3
Standard Deviation	15.9
District Grade Level Mean RIT	217.3
Students At or Above District Grade Level Mean RIT	109
Norm Grade Level Mean RIT	220.1
Students At or Above Norm Grade Level Mean RIT	94

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
MAP: Reading 6+ IN 2014 / IN Academic Standards English/ Language Arts K-12: 2014	37	19%	45	23%	45	23%	48	24%	21	11%	216-217-218	15.9
<b>Goal Area</b>												
Literature	54	28%	43	22%	33	17%	40	20%	26	13%	216-217-218	17.2
Nonfiction	49	25%	49	25%	44	22%	32	16%	22	11%	215-216-218	16.0
Vocabulary	40	20%	39	20%	43	22%	52	27%	22	11%	217-219-220	16.5

## 10th Grade

Summary	
Total Students With Valid Growth Test Scores	203
Mean RIT	223.3
Standard Deviation	16.6
District Grade Level Mean RIT	223.3
Students At or Above District Grade Level Mean RIT	115
Norm Grade Level Mean RIT	220.3
Students At or Above Norm Grade Level Mean RIT	133

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
MAP: Reading 6+ IN 2014 / IN Academic Standards English/ Language Arts K-12: 2014	23	11%	32	16%	35	17%	85	32%	48	24%	222-223-224	16.6
<b>Goal Area</b>												
Literature	40	20%	33	16%	45	22%	49	24%	36	18%	221-222-223	17.4
Nonfiction	43	21%	39	19%	31	15%	39	19%	51	25%	221-223-224	18
Vocabulary	30	15%	26	13%	45	22%	48	24%	54	27%	224-225-226	16.8

## 11th Grade

Summary	
Total Students With Valid Growth Test Scores	215
Mean RIT	225.9
Standard Deviation	13.8
District Grade Level Mean RIT	225.9
Students At or Above District Grade Level Mean RIT	125
Norm Grade Level Mean RIT	222.6
Students At or Above Norm Grade Level Mean RIT	141

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
MAP: Reading 6+ IN 2014 / IN Academic Standards English/ Language Arts K-12: 2014	28	13%	28	13%	51	24%	70	33%	38	18%	225-226-227	13.8
<b>Goal Area</b>												
Literature	37	17%	28	13%	48	22%	60	26%	46	21%	224-225-226	15.2
Nonfiction	32	15%	36	17%	46	21%	53	25%	48	22%	224-226-227	15.1
Vocabulary	29	13%	21	10%	50	23%	68	32%	47	22%	227-228-228	14.1

# Language Arts

## 9th Grade

Summary	
Total Students With Valid Growth Test Scores	194
Mean RIT	217.2
Standard Deviation	13.6
District Grade Level Mean RIT	217.2
Students At or Above District Grade Level Mean RIT	109
Norm Grade Level Mean RIT	218.2
Students At or Above Norm Grade Level Mean RIT	104

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
MAP: Language 2-12 IN 2014 / IN Academic Standards English/Language Arts K-12: 2014	39	20%	29	15%	41	21%	59	30%	26	13%	216-217-218	13.6
<b>Goal Area</b>												
Write, Develop, Revise for Purpose and Audience	57	20%	33	17%	37	10%	38	20%	29	15%	215-217-218	15.2
Conventions: Understand, Edit for Grammar, Usage	49	25%	33	17%	66	20%	38	20%	18	9%	216-217-218	13.1
Conventions: Understand, Edit Mechanics	48	25%	37	19%	43	22%	38	19%	30	15%	217-218-219	15



# 10th Grade

Summary	
Total Students With Valid Growth Test Scores	186
Mean RIT	221.1
Standard Deviation	14.5
District Grade Level Mean RIT	221.1
Students At or Above District Grade Level Mean RIT	112
Norm Grade Level Mean RIT	218.8
Students At or Above Norm Grade Level Mean RIT	131

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- 5mp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
MAP: Language 2-12 IN 2014 / IN Academic Standards English/Language Arts K-12: 2014	31	16%	22	11%	38	19%	63	32%	42	21%	220-221-222	14.5
<b>Goal Area</b>												
Write, Develop, Revise for Purpose and Audience	49	25%	25	13%	31	16%	43	22%	48	24%	219-220-222	16.8
Conventions: Understand, Edit for Grammar, Usage	37	19%	39	20%	46	23%	47	24%	27	14%	219-220-221	13.9
Conventions: Understand, Edit Mechanics	34	17%	27	14%	46	23%	43	22%	46	23%	222-223-224	15.1

# 11th Grade

Summary	
Total Students With Valid Growth Test Scores	216
Mean RIT	227.5
Standard Deviation	12.5
District Grade Level Mean RIT	227.5
Students At or Above District Grade Level Mean RIT	104
Norm Grade Level Mean RIT	221.4
Students At or Above Norm Grade Level Mean RIT	152

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT {+/- Smp Err}	Std Dev
	count	%	count	%	count	%	count	%	count	%		
MAP: Language 2-12 IN 2014 / IN Academic Standards English/Language Arts K-12: 2014	14	6%	27	13%	51	24%	64	30%	60	28%	227-227-228	12.5
<b>Goal Area</b>												
Write, Develop, Revise for Purpose and Audience	27	13%	25	12%	42	19%	60	28%	62	29%	226-227-228	13.5
Conventions: Understand, Edit for Grammar, Usage	30	14%	28	13%	50	23%	55	25%	63	26%	226-226-227	13.4
Conventions: Understand, Edit Mechanics	24	11%	18	8%	38	18%	71	33%	65	30%	228-229-230	13.5

# Math

## 9th Grade

Summary	
Total Students With Valid Growth Test Scores	151
Mean RIT	225.5
Standard Deviation	15.7
District Grade Level Mean RIT	225.5
Students At or Above District Grade Level Mean RIT	86
Norm Grade Level Mean RIT	230
Students At or Above Norm Grade Level Mean RIT	67

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
MAP: Math 6+ IN 2014 / IN Academic Standards Mathematics K-8, HS: 2014	35	23%	30	20%	38	25%	38	25%	10	7%	224-225-227	15.7
<b>Goal Area</b>												
Number Sense	50	33%	31	21%	34	23%	24	16%	12	8%	224-225-227	18.2
Computation	51	34%	31	21%	26	17%	31	21%	12	8%	225-226-228	17.6
Algebra and Functions	45	30%	31	21%	45	30%	21	14%	9	6%	225-226-227	16.7
Geometry and Measurement	55	36%	36	24%	35	23%	22	15%	3	2%	222-223-225	15.5
Data Analysis, Statistics and Probability	43	28%	40	26%	31	21%	25	17%	12	8%	225-226-227	17.3

# 10th Grade

Summary	
Total Students With Valid Growth Test Scores	24
Mean RIT	212.4
Standard Deviation	17.6
District Grade Level Mean RIT	212.4
Students At or Above District Grade Level Mean RIT	12
Norm Grade Level Mean RIT	229.8
Students At or Above Norm Grade Level Mean RIT	3

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
MAP: Math 6+ IN 2014 / IN Academic Standards Mathematics K-8, HS: 2014	12	50%	6	25%	4	17%	2	8%	0	0%	208-212-216	17.8
<b>Goal Area</b>												
Number Sense	14	58%	6	25%	2	8%	1	4%	1	4%	208-212-217	22.8
Computation	13	54%	8	33%	1	4%	2	8%	0	0%	211-215-219	17.2
Algebra and Functions	15	63%	4	17%	3	13%	1	4%	1	4%	208-212-217	20.8
Geometry and Measurement	16	67%	6	25%	1	4%	1	4%	0	0%	208-211-215	15.2
Data Analysis, Statistics and Probability	18	75%	1	4%	4	17%	1	4%	0	0%	208-212-215	17.8

# 11th Grade

Summary	
Total Students With Valid Growth Test Scores	3
Mean RIT	^
Standard Deviation	^
District Grade Level Mean RIT	215
Students At or Above District Grade Level Mean RIT	^
Norm Grade Level Mean RIT	233.1
Students At or Above Norm Grade Level Mean RIT	^

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
MAP: Math 6+ IN 2014 / IN Academic Standards Mathematics K-8, HS: 2014	1	33%	2	67%	0	0%	0	0%	0	0%	^	^
<b>Goal Area</b>												
<b>Number Sense</b>	2	67%	1	33%	0	0%	0	0%	0	0%	^	^
<b>Computation</b>	2	67%	1	33%	0	0%	0	0%	0	0%	^	^
<b>Algebra and Functions</b>	1	33%	2	67%	0	0%	0	0%	0	0%	^	^
<b>Geometry and Measurement</b>	2	67%	1	33%	0	0%	0	0%	0	0%	^	^
<b>Data Analysis, Statistics and Probability</b>	2	67%	1	33%	0	0%	0	0%	0	0%	^	^