

# Franklin Central High School

## School Improvement Plan

2011 - 2012



*The vision for all of us at Franklin Central is to have the most sought after graduates by colleges, universities and the world of work!*

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# I. INTRODUCTION

## (A) Narrative description of the school, the community, and the educational programs

Franklin Central High School is a comprehensive four-year high school, grades 9 – 12, serving Franklin Township in Indianapolis, Indiana. The school is located southeast of downtown Indianapolis in what was formerly a predominantly rural community. Franklin Township is experiencing rapid residential housing development, making it one of the fastest growing communities in Indiana.

The Franklin Township Chamber of Commerce has created a development plan for the township. The goal of the Chamber is to keep the small town feel of Franklin Township while attempting to lure new industry. The Chamber of Commerce is attempting to develop businesses along the major interstate exchanges within Franklin Township such as the I-74 and Post Road interchange as well as the I-65 and Southport Road interchange. The remaining portions of the township would then be housing developments. Due to the lack of substantial business venture, there is not a sufficient level of tax revenue to sustain a comprehensive high school. Funding for our school is derived from bond issues for construction and growth and local community taxes for programs. This is a serious concern for homeowners and our school board.

## (B) Description and location of curriculum.

FTCSC offers a K-12 guaranteed and viable curriculum to meet the diverse needs of the learners that we serve. Adopted curriculum supports Indiana and Common Core State Standards and is delivered consistently across the district and includes common assessments. Reading is supported systemically and instruction supports the essential five: Phonemic Awareness, Phonics, Fluency, Comprehension and Vocabulary. Math curriculum supports the 8 practical mathematical strategies and challenges our students at higher levels. Content areas also embed Reading, writing and Math skills while our writing initiative is embedded K-12 across the curriculum to prepare students for career and college opportunities.

Each week, Teachers meet in Professional Learning Communities (PLC's) to review student work and to share best practices. Teachers collaborate to create next steps for differentiated instruction based upon real time data.

Copies of the curriculum guides, as well as titles of textbooks, are available at the Franklin Township Community School Corporation Central Office. Parents and students can also access many of their textbooks online with usernames and passwords on the textbook company sites.

### **(C) Assessments**

In Franklin Township, we utilize the assessments that are recommended and provided by the Indiana Department of Education. In addition, we will administer the optional IREAD Assessments in Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade in the spring of 2012. DIBELS – 6 is used to assess Oral Reading Fluency for students in grades 3, 4 and 5.

Below is a list of Assessments used in FTCSC:

#### **ISTEP+ (including GQE Retest)**

The purpose of the *Indiana Statewide Testing for Educational Progress Plus (ISTEP+)* program is to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science\*, and Social Studies\*\*. In particular, ISTEP+ reports student achievement levels according to the Indiana Academic Standards that were adopted in November 2000 by the Indiana State Board of Education. An Applied Skills Assessment and a Multiple-Choice Assessment are used to measure these standards; they are required components of the ISTEP+ program.

\*Science is assessed in grades 4 and 6.

\*\*Social Studies is assessed in grades 5 and 7

#### **ISTEP+ ECA**

The purpose of the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) program is to measure student achievement in the subject areas of English/Language Arts, Science, and Mathematics. In particular, ISTEP+ reports student achievement levels according to the Indiana Academic Standards that were adopted in November 2000 by the Indiana State Board of Education. The ISTEP+ End-of-Course Assessments (ECAs) are criterion-referenced assessments developed specifically for students completing their instruction in Algebra I, Biology I, or English 10.

#### **IMAST (Indiana Modified Achievement Standards Test)**

The purpose of the *Indiana Modified Achievement Standards Test (IMAST)* program is to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science\*, and Social Studies\*\*. Students who participate in *IMAST* in lieu of ISTEP+ are expected to earn a high school diploma prior to exiting high school,

either by demonstrating proficiency on any required graduation examinations or through the appeals process. In particular, *IMAST* reports student achievement levels according to the Indiana Academic Standards that were adopted in November 2000 by the Indiana State Board of Education. Based on Indiana's Academic Standards and presented in a multiple-choice format, *IMAST* is administered to students whose case conference committee (CCC) determines they meet the eligibility criteria adopted by the Indiana State Board of Education. Therefore the goals listed in the student's case conference committee report include content standards for the grade in which the student is enrolled. The student's academic goals will be the same as non-disabled peers at grade-level or will generally be aligned to grade-level curriculum.

\*Science is assessed in grades 4 and 6.

\*\*Social Studies is assessed in grades 5 and 7

### **ISTAR (Indiana Standards Tool for Alternate Reporting)**

The purpose of the *Indiana Standards Tool for Alternate Reporting (ISTAR)* program is to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science\*, and Social Studies\*\* based on alternate academic achievement standards. Students who perform significantly below grade-level may have personal learning goals that cannot be adequately measured with a grade-level standardized test. *ISTAR* is a web-based system that utilizes teacher ratings on performance threads comprised of progressive skills based on alternate academic achievement standards that are appropriate to the student's achievement level. The case conference committee (CCC) determines, based on the eligibility criteria adopted by the Indiana State Board of Education and the student's individual and unique needs, whether a student with a disability will be assessed with *ISTAR*. Therefore the student's goals and objectives are generally prerequisites to grade-level academics or are highly individualized extensions to the standards.

### **ISTAR-KR**

The purpose of *ISTAR-KR* (Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness) is to measure skills in children from infancy to kindergarten. A derivative of Indiana's Early Learning Standards (which are part of the Foundations to Indiana Academic Standards); *ISTAR* is aligned to the Indiana Standards for Kindergarten in the areas of English/language arts and mathematics and includes three functional areas: physical, personal care and social-emotional skills. Data from *ISTAR-KR* assessments are used for state reporting for PK students receiving special education. This web-based instrument is rated by teachers based using their ongoing observations

of children engaged in their typical daily routines and activities. It is available to all public schools in Indiana and to private early childhood education programs at no cost. Assessment results from ISTAR-KR can be used to determine what skills a child has mastered and what skills a student needs to learn next.

### **IREAD-3**

The purpose of the *Indiana Reading Evaluation And Determination (IREAD-3)* assessment is to measure foundational reading standards through grade three. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that was developed in accordance with Public Law 109 which "requires the evaluation of reading skills for students who are in grade three beginning in the Spring of 2012 to ensure that all students can read proficiently before moving on to grade four".

### **Wireless Generation: mCLASS**

The purpose of the mCLASS assessments is to provide diagnostic measures for K-2 students in literacy and numeracy. mClass: Reading 3D (TRC and DIBELS Next) and mCLASS: Math help to identify students' foundational skills and provide teachers with instructional suggestions based on student performance on benchmark assessments and regular progress monitoring.

### **Acuity (3-8)**

The purpose of the Acuity assessments is to provide diagnostic measures for grade 3-8 students in English/language arts, mathematics, science, and social studies. Assessment reports provide standards aligned performance data, which support an educator's ability to inform instruction at the student, class, school, and corporation level. Acuity Predictive Assessments are used in grades 3-8 in Franklin Township. Acuity Diagnostic Assessments are used in grades 6-8.

### **Acuity (Algebra)**

The purpose of the Acuity Algebra I assessments is to provide diagnostic measures for Algebra I students. Assessment reports provide standards aligned performance data, which support an educator's ability to inform instruction at the student, class, school, and corporation level. Acuity Algebra Predictive assessments are used at the Middle and High School level in Franklin Township.

### **LAS Links**

The purpose of the LAS Links assessment is to determine a student's level of English proficiency. The placement test, administered upon the student's arrival in the United States, is used to determine the ELL

services appropriate for the student. The annual assessment, administered in January and February, is used to determine the student's current level of English proficiency and is used for accountability purposes.

### **NAEP**

The purpose of NAEP (National Assessment of Educational Progress), also known as "The Nation's Report Card", is used to demonstrate performance over time for a selected sample within Indiana. This assessment is administered annually to students in grades 4, 8, and 12, and can be used to compare student performance across the United States. During selected assessment cycles, TIMSS (Trends in International Mathematics and Science Study), PISA (Program for International Student Assessment), and PIRLS (Progress in International Reading Study) are administered in conjunction with the NAEP assessment.

### **Otis Lennon School Ability Test (OLSAT)**

The purpose of the OLSAT (Otis Lennon School Ability Test) is to measure abstract thinking and reasoning ability. It is a group-administered test and takes approximately one hour to complete. The test consists of a variety of tasks including completing analogies, solving matrices, detecting likenesses and differences, following directions, classifying, and establishing sequences. The test is available in levels for appropriate grade – level administration.

### **ACT**

The purpose of the ACT is to measure high school students' general educational development and their capability to complete college level work. There are four areas of assessment: English, Mathematics, Reading, and Science. Students may also choose to additionally take a Writing assessment. A student's scores provide an indicator of college readiness in skills necessary for success in entry level college courses in those areas. The ACT is offered four to six times between September and June.

### **SAT**

The purpose of the SAT Reasoning Test is to measure literacy and writing skills that are needed for academic success in college and assess a student's ability to analyze and solve problems – skills learned in school that are essential for college success. The test is offered each month September through June. Most colleges or universities require a student to complete either the SAT or the ACT before granting admission to the college or university.

### **TOMAGS**

The purpose of the TOMAGS (Test of Mathematical Ability for Gifted Students) is to measure a student's ability to use mathematical problem-solving and reasoning. There are two levels: a primary level for grades K-3 (ages 6-9) and an intermediate level for grades 4-6 (ages 9-12).

### **Kingore Observation Inventory**

The purpose of the Kingore Observation Inventory is to observe students' behaviors in learning situations. Teachers are trained to look for specified behaviors or traits that high ability children typically exhibit within the classroom. The window for structured observation is usually one month long. This instrument is used by teachers in grades K – 2 only.

### **NNAT2**

The purpose of the NNAT2 (Naglieri Non-Verbal Ability Test 2) is to measure a student's nonverbal reasoning and problem-solving abilities. It does not require reading or math skills to effectively respond. Language or cultural differences are not a barrier to correctly answering test items. The test is available in levels for appropriate grade – level administration.

## **II. Franklin Township Community School Corporation**

### **Mission Statement:**

**Our mission is to instill in all students a passion for lifelong learning and to inspire each one to contribute as a responsible citizen to the future of our interconnected world.**

### **FTCSC Core Values**

- All people have inherent worth and bring unique gifts and talents to our community.
- All people with a passion for learning who accept responsibility for their choices improve quality of life.
- Our community's strengths lie in the foundation provided by families and our willingness to embrace diversity.
- Consistently engaging in honest communication creates an informed, trusting community in which education can thrive.
- Learning is positively impacted when people actively participate in an environment that nurturing and respectful.
- Our decision making and learning are challenged by the interconnectedness and interdependence of our world.
- Challenging ourselves commits us to change and foster continuous growth.

### III. Summary of Data

#### ECA Results Spring 2011 1<sup>st</sup> Time Test Takers

SCHOOL	ALGEBRA I	ENGLISH 10	BIOLOGY I
Middle School East	100%		
Middle School West	100%		
Franklin Central High School	87%	81%	59%
FTCSC Corporation Average	91%	81%	59%
STATE	N/A	N/A	N/A

#### Summary: 1<sup>st</sup> Time Testers Spring 2011

- Both East and West achieved 100% for students who took the Algebra I Assessment
- Franklin Central High School increased the Algebra I Pass rate 20% from 2010-2011 (67% Pass to 87% Pass)
- Franklin Central High School increased the English 10 Pass rate 9% from 2010-2011 (72% Pass to 81% Pass)
- Franklin Central High School increased the Biology I Pass rate 19% from 2010-2011 (40% Pass to 59% Pass)

In 2011, 147 Franklin Central students earned 441 state college/university credits.

- Those 441 credits come at an average cost of \$300 per credit hour.
- That means FCHS students *saved \$132,300* by participating in AP exams this year!
- Based upon average scores, 6 FCHS graduating seniors were eligible to start their first year at a state college or university as sophomores based upon credits earned through AP exams.
- 24 additional graduating seniors were eligible to start their first year at a state college or university as second semester freshmen.

**Franklin Central High School AYP Results**

**AYP 2010**

**5193 – Franklin Central High School: Missed AYP (11 of 21 categories)**

Student Group	English Performance				Math Performance				English Participation			Math Participation			Other Indicator			
	Student N	Pass %	Target Pass %	SH Made	Student N	Pass %	Target Pass %	SH Made	Student N	Tested %	Made	Student N	Tested %	Made	Type	Rate	Target Rate	Made
Overall	567	75.5	68.2	Y	540	80.9	67.0	Y	624	96.8	Y	624	94.6	N	Grad	78.1	84.1	N
Black	34	58.8	54.8	Y	30	76.7	52.3	Y	44	90.9	N	44	79.5	N				
White	474	78.5	67.8	Y	454	81.3	66.6	Y	513	97.0	Y	513	95.0	Y				
F/R Meals	142	62.0	63.9	N	138	69.6	62.5	Y	170	94.2	N	170	93.3	N				
Special Ed.	57	50.9	58.8	N	55	58.2	57.3	Y	69	93.8	N	69	91.6	N				

AYP History: 2002=N, 2003=N, 2004=N, 2005=N, 2006=N, 2007=N, 2008=N, 2010=N

**AYP 2011**

**5193 - Franklin Central High School: Missed AYP (19 of 21 categories)**

Student Group	English Performance				Math Performance				English Participation			Math Participation			Other Indicator			
	Student N	Pass %	Target Pass %	SH Made	Student N	Pass %	Target Pass %	SH Made	Student N	Tested %	Made	Student N	Tested %	Made	Type	Rate	Target Rate	Made
Overall	630	83.3	75.8	Y	637	91.5	74.9	Y	665	98.3	Y	665	99.5	Y	Grad	86.4	81.2	Y
Black	33	66.7	63.1	Y	33	81.8	62.1	Y	less than 40			less than 40						
Hispanic	32	59.4	62.9	N	33	75.8	62.1	Y	less than 40			less than 40						
White	518	86.3	75.4	Y	522	92.9	74.5	Y	545	98.7	Y	545	99.4	Y				
F/R Meals	187	69.5	72.6	Y	189	87.8	71.8	Y	204	98.0	Y	204	99.5	Y				
Special Ed.	84	39.3	69.2	N	85	72.9	68.4	Y	87	97.7	Y	87	97.7	Y				

AYP History: 2002=N, 2003=N, 2004=N, 2005=N, 2006=N, 2007=N, 2008=N, 2010=N, 2011=N

February 9, 2011

**2009 – 10 ECA Results (Marion County)**

<b>Rank</b>	<b>School</b>	<b>Enrollment</b>	<b>Math</b>	<b>English Both</b>
1	Franklin Central	2,579	73	64
2	Ben Davis Univ.	349	79	60
3	North Central	3,493	66	58
4	Beech Grove	779	62	54
5	Lawrence North	2,455	65	52
6	Speedway	472	61	51
7	Perry Meridian	2,249	56	51
8	Decatur Central	1,800	68	50
9	Crispus Attucks	827	61	48
10	Warren Central	3,690	56	48
11	Math&Science Acad.	502	47	46
12	Lawrence Central	2,585	57	46
13	Pike	3,078	54	42
14	Ben Davis	3,365	50	38
15	Southport	2,188	48	37

16	Arsenal Tech	2,202	43	49	35
17	Broad Ripple	1,087	46	52	34
18	Geo. Washington	700	36	48	30
19	T. Carr Howe	1,283	39	30	25
20	E. Manual	784	35	38	25
21	Irvington Comm.	340	36	50	23
22	John Marshall	615	29	24	17
23	Metropolitan	431	16	31	12
24	Arlington	1,062	13	28	9
25	Key Learning Ctr.	490	14	35	8
26	Northwest	837	21	20	8
27	New Horizons	777	13	9	0

**(B) Data related to performance indicators other than those included in the annual performance report.**

**(C) Other information about educational programming and the learning environment.**

In Franklin Township, we proactively use student data to plan support that meets the diverse needs of our learners. Data Roster Reports that include real time data are produced with support from the M.A. Rooney Foundation. They are refreshed and provided quarterly for classroom teachers and Principals. The reports are color coded according to student progress in mClass, DIBELS, ACUITY and ISTEP+. This data allows teachers to plan for student success by adjusting the level and types of support frequently throughout the school year

Classroom instruction is guaranteed and viable across the district. Initiatives including Literacy Work Stations and 6+1 Writing extends skills across grade levels and content. Intentionality is evident as instruction is focused and intentional utilizing teacher table strategies and support from Instructional Coaches in many of our buildings.

We use an intervention program called SOS (Support Our Students) to assess students' needs and build a plan for addressing them. This is modeled after the RTI model. Tier II and Tier III students with exceptionalities including Special Education, ENL and High Ability needs are supported via inclusionary support, small group and cluster grouping models and self-contained classrooms. Arlington and

Thompson Crossing Elementary Schools house our district self-contained High Ability program for students in grades 3-5. The AVID program has been highly successful for identified students in Middle and High School and strategies utilized in this program are embedded and extend success.

Before and after school tutoring, Nova Net and limited summer school options also provide unique opportunities for support. It is our collective goal to provide high levels of support that move individual students forward academically.

#### **IV. Conclusions about the Current Educational Programming**

##### **(A) Information about how the school's curriculum supports the achievement of Indiana academic standards.**

In Franklin Township, adopted textbooks and resources must support the current Indiana standards as well as the transition to the new Common Core State Standards. Teachers utilize standards aligned curriculum to deliver instruction and to ensure a guaranteed and viable curriculum. Assessments are correlated with the Indiana and Common Core State Standards (Beginning in Kindergarten in 2011-2012) to ensure that students are assessed on grade level standards.

##### **(B) Information about how the school's instructional strategies support the achievement of Indiana academic standards.**

Through our Professional Learning Community concept, all teachers collaborate in aligning the Indiana academic standards in their courses, create common assessments to determine if students are learning what is put forth by the standards and developing interventions to assist students when the standards are not learned.

Interventions range from before and after school tutoring, retake policies for test in several courses, utilization of inclusion teachers, parent contact and a peer tutoring program for students to receive help during the day to name a few.

##### **(C) Analysis of student achievement based on ISTEP+ and other assessment strategies.**

Teachers analyze grade level ISTEP+ results using a retrospective data analysis format. Released items are also analyzed and proactive plans are embedded into both action plans and PL221 goals.

Throughout the school year during PLC's and grade/content level meetings, teachers will individually and collaboratively analyze relevant data that will be used to drive instruction and thus increase student achievement. Data teachers will analyze includes ISTEP+ trend data, mClass, DIBELS, ACUITY, ECA's, AP, ACT, SAT, Weekly and Common Assessments.

In FTCSC, students and their families "Own It!" The culture of student achievement includes a high level of communication with families, a focus on academic success and a strategic support system for students who need additional assistance. Students maintain personal Accountability Binders and track their own progress and goals. Teachers and Administrators frequently meet with students individually to discuss student scores and goals.

**(D) Parental participation in the school.**

We look to involve parents in our school activities as often as possible. It is our belief that the more parents are involved the more they will work with us to help their student achieve. In a large high school such as Franklin Central with the number of activities that take place, it is not always possible to take attendance at all events. With 19 sports, Band, Choir, Drama, Clubs, Academic Teams and Fundraisers we have to rely on parental involvement.

We had over 800 parents attend Back to School night in 2010. We had over 900 attend parent/teacher conferences in October, 2010. Our World Cultures Club annual "Flashes Around the World" event had 700 parents, grandparents and students attend and donate \$1.00 to support the World Cultures Club. We had over 400 parents and grandparents attend our Class of 2011 Baccalaureate. Our Riley Hospital Dance Marathon involved over 100 parents and business leaders in the organization and completion of this event. We have parents volunteer to run copies and work with the teachers on projects. We are happy that we have parents who not only support their child, but also Franklin Central.

Parents have access to not only the building, as in the case of the PFO (Parent, Faculty Organization), but also the ability to access their children's grades through our on-line grade program through our student management system: Infinite Campus. Each parent has a login and password for our Infinite Campus Student Management System. They can access attendance, grades, assignments and discipline in real time 24 hours a day. They also have access to teachers via e-mail links and teachers also have access to parents via the e-mail link. Parents also have the ability to access the high school home page on

our district's web site which includes tips on helping students achieve at their highest potential.

Information on home study techniques can be found on the High School home page of our districts web site and is frequently sent home via the Newsletter

The High School Home Page on the District's Web Site has numerous tips regarding how to assist students to study at home.

Freshman Academy Teachers have developed a handbook for freshman students and parents that include tips for helping students study at home.

Newsletters frequently offer advice about parents assisting their child to be successful at school. This is e-mailed to all 2,700 families.

Each parent has a login and password for our Infinite Campus Student Management System. They can access attendance, grades, assignments and discipline in real time 24 hours a day.

Parents review and sign that they have read the student handbook which sets forth the student expectations.

All teachers send home their course expectations with the students.

Several Freshman Academies conduct student led conferences.

Parents attend a "Back to School/Progress Report Night" each fall at the mid- point of the first 9 weeks. We had 812 parents turn in feedback forms at our Back to School night. The forms indicated a wide range of responses from being pleased with the format to not liking the format. We gathered a great deal of information that has assisted us in communicating better with parents.

Parents attend Parent-Teacher Conferences in October of each school year. In 2010, our teachers conducted 2,339 conferences concerning 1040 students. Our teachers averaged 14.5 conferences each.

Our Parent Faculty Organization is active in not only providing services for teachers, but also in relaying information to fellow parents. Our membership increased from 25 parents in 2007 – 2008 to 140 parents in 2008 – 2009 to 200 parents in 2010. We have worked diligently with our PFO to increase their visibility and role at Franklin Central High School.

**(E) A provision to maintain a safe and disciplined learning environment for students and teachers.**

The Safe School Committee in Franklin Township meets throughout the year. All members participate in the development of the school improvement plan by eliciting input from teachers and providing the members of the school improvement committee with their ideas and suggestions.

Franklin Central participates in all required drills established for student and staff safety and monitors the drills to assure their effectiveness.

**(F) Technology as a learning tool.**

Technology is naturally embedded and integrated into instruction. Students utilize a variety of educational websites and textbook supported software from home and on classroom computers or netbooks. School computer labs and student response systems also extend learning opportunities.

Students also participate in on-line ACUITY assessments. On-line tutorials are auto assigned to support identified deficiencies and teachers create tutorial options that challenge those students who have mastered grade level content. Nova Net is used to assist High School students in credit recovery in FTCSC.

**(G) Professional development**

Professional development initiatives are data driven, intentional and continuous. They are planned, supported and embedded both at the district and school level. Teachers in K-12 participate in the 6+1 Writing professional development initiative. This initiative impacts all content areas and data reflects growth at every grade level and success is evident in assessments that focus on application.

Instructional Coaches in the Elementary Schools and Team Content Leaders in in grades 6-12 provide direct support for identified needs. They collectively meet throughout the year at the district level and share information with building level colleagues.

Every week and on every campus in Franklin Township, teachers meet to share student work, data and best practices at their Professional Learning Community (PLC) meetings. This collaborative time provides an opportunity for teachers to focus on identified students success and student needs as they plan next steps together.

**V. Student achievement objectives, derived from an assessment of the current status of educational programming, including the following:**

(A)

To increase the percent of students passing the English 10 ECA from 81% passing in 2011 to 85% passing in 2012

To increase the percent of students passing the Algebra 1 ECA from 87% passing in 2011 to 90% passing in 2012

To increase our Graduation Rate from 86.4 in 2010 to 87.1 in 2011

To increase our Attendance Rate from 95.5 % in 2011 to 95.6% in 2012

<b>GOAL</b>	<b>STRATEGIES: What needs to be done to accomplish the goal?</b>	<b>DRIVERS: Who will provide leadership to accomplish the goal?</b>	<b>NEEDED RESOURCES:</b>	<b>TIMELINE:</b>	<b>STATUS of GOAL ATTAINMENT:</b>
To increase the percent of students passing the English 10 ECA from 81% passing in 2011 to 85% passing in 2012	English 10 teachers will need to continue learning more about the power of 6+1 writing traits by attending current training sessions. English 9 and English 10 teachers will also require professional development time to align their courses and to develop higher order thinking questions that will assist our students in passing the English 10 ECA.	English 9 and English 10 Teachers  Department Chair  High School Administrative Team  Special Education Inclusion Teachers	Time  Funding to attend 6+1 conferences and workshops  Funding for training of inclusion and general education teachers	Ongoing	Ongoing – Improvement attained last year and anticipated this year.
To increase the percent of students passing the Algebra 1 ECA from 87% passing in 2011 to 90% passing in 2012	We will utilize our Algebra Lab to assist students who are struggling in Algebra 1 master the concepts needed to pass the Algebra 1 End of Course	Algebra 1 Teachers  Algebra Lab teacher  Central Office Administration  Technology Department	Time  Funding to attend Acuity advanced training  Funding for training of inclusion and general	Ongoing	Ongoing – Improvement attained last year and anticipated this year.

	<p>Assessment.</p> <p>Our math teachers will continue to utilize the ACUITY predictive assessments to monitor student progress and to individualize interventions aimed at eliminating areas of weakness in Algebra.</p>	<p>High School Administrative Team</p> <p>Special Education Inclusion Teachers</p>	<p>education teachers.</p>		
<p>To increase our Graduation Rate from 86.4 in 2010 to 87.1 in 2011</p>	<p>We have instituted an “Adopt a Senior” program to assist 12<sup>th</sup> grade students who are not on track to graduate opportunities to recover credits to assure the will be able to graduate on time.</p> <p>We are implementing our “11 – 22 – 33” initiative to assist parents and students plan for graduation. The idea is that by the end of a student’s freshman year, they should</p>	<p>All Teachers</p> <p>All Guidance Counselors</p> <p>Parents</p> <p>Nova Net Instructors</p> <p>Technology Department</p> <p>High School Administrative Team</p>	<p>Time</p> <p>Funding for training in offering on-line courses.</p> <p>Funding for aligning standards in preparation for offering online courses.</p> <p>Funding for training by staff in utilizing Nova Net for credit recovery.</p> <p>Parent meetings to elicit their help and support.</p> <p>Funding for posters and promotion.</p>	<p>Ongoing</p>	<p>Success will be seen with improved graduation rate.</p>

	<p>have at least 11 credits. Students should have 22 credits by the end of their sophomore year and 33 credits by the end of their junior year in order to be on track to earning the 43 required credits by the end of their senior year in order to graduate.</p>		<p>Funding for Peer Tutoring program.</p>		
<p>To increase our Attendance Rate from 95.5 % in 2011 to 95.6% in 2012</p>	<p>We will continue to monitor attendance and students being tardy. We will continue to contact the parents whenever a student is late to school and we will talk to each student immediately upon their absence from a class to determine their whereabouts. We will continue to utilize our Infinite Campus student management system to assist us in promoting and maintaining</p>	<p>All Teachers Attendance Clerk High School Administrative Team Guidance Counselors</p>	<p>Time Funding for training for all staff regarding the proper use of Infinite Campus. Funding for attendance incentives for students.</p>		

	good attendance.				
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For the 2010-2011 school year, our attendance rate was 95.5603. This was a 1.3239% increase from 2009-2010. Our attendance rate continues to be above the state average. We continue to proactively plan to increase student attendance as students are unable to hit achievement targets if they are not in attendance.

**(B) Percentage of students meeting academic standards under the ISTEP+ program.**

**ECA Results Spring 2011  
1<sup>st</sup> Time Test Takers**

SCHOOL	ALGEBRA I	ENGLISH 10	BIOLOGY I
Middle School East	100%		
Middle School West	100%		
Franklin Central High School	87%	81%	59%
FTCSC Corporation Average	91%	81%	59%
STATE	N/A	N/A	N/A

**Summary: 1<sup>st</sup> Time Testers Spring 2011**

- Both East and West achieved 100% for students who took the Algebra I Assessment
- Franklin Central High School increased the Algebra I Pass rate 20% from 2010-2011 (67% Pass to 87% Pass)
- Franklin Central High School increased the English 10 Pass rate 9% from 2010-2011 (72% Pass to 81% Pass)
- Franklin Central High School increased the Biology I Pass rate 19% from 2010-2011 (40% Pass to 59% Pass)

**(C) For a secondary school, graduation rate.**

To increase our Attendance Rate from 95.5 % in 2011 to 95.6% in 2012

## **VI. Specific areas where improvement is needed immediately.**

The School Improvement Committee, in reviewing our school data has readily identified that we have missed AYP in the area of our special education students in Language Arts. We are now utilizing a true inclusion model for our special education students. These students and the general education students in the inclusion classrooms are benefitting from having two instructors in the classroom. We are continually training our special education and general education teachers in co-teaching strategies to implement in their classrooms. We are starting to see positive results in achievement.

Our African American population improved in scores on the ECA's, which we believe to be attributed to our efforts in addressing issues in the area of academic achievement for our students. Our district is in the early stages of a cultural competency examination. However, as a school we cannot put on hold strategies to assist our students and to demonstrate improvements in this AYP category. The following statements demonstrate the purposefulness in which our staff is dedicated to reaching all students to assist their academic progress in both math and language arts. This P.L. 221 plan has strategies, interventions and programs identified which the committee, representing the teaching staff at Franklin Central, believes will improve the performance of not only our African American students but also all students. The objective observer will be able to note progress has been made by our students meeting AYP in all categories.

Our over- arching goals are to increase the scores of all students on the End of Course Assessments for Algebra 1 and English 10, which are the new measures for accountability.

We have two subgroups: Special Education Language Arts and African American males that have been targeted for additional emphasis. The following are methods we will use to assist us in elevating both of these subgroups achievement and the goals we will strive to meet.

1. We must be purposeful in our work to determine exactly what it is our students need to know. This can only be done by examining the standards that are to be stressed on the End of Course Assessments. Our students are not performing, on standardized tests, to the level they should in comparison to other school systems with similar socio-economic demographics. We need to not only identify the standards but work together through our Professional Learning Communities to assure our students are learning at the application, synthesis and evaluation levels of Bloom's taxonomy.
2. We must build positive relationships with our students, especially those students at risk. We must supply the support mechanisms for these students which will enable them to learn how to be successful. The planning for and implementation of a "Scholars Program" which will allow us to use successful Franklin Central alumni to model successful practices for students and provide the support needed to assist them to become more successful in the classroom and in their futures. We will also be able to provide speakers and resources to our students to assist in motivating these young men and women to reach their fullest potential.

We will also continue with our "Adopt a Senior" program in which our teachers will volunteer to mentor a senior student who is showing signs of difficulty in academic achievement which may hinder them for graduating. The teachers provide the resources and motivation for students by building positive relationships with both the students and their parents.

We are implementing a new initiative called 11 – 22 – 33. This references the number of credits students should earn to be on track for graduation; 11 by the end of their freshman year, 22 by the end of their sophomore year and 33 by the end of their junior year. This leaves 10 credits to be earned as a senior in order to meet the required 43 credits needed for graduation. New monitoring procedures have been put in place within our Guidance Department to continually monitor the progress students are making toward the 11 – 22- 33 credit requirements.

3. Opportunities for our students to earn extra credits by taking Dual Credit courses, demonstration of proficiency, and on-line courses for those who want to accelerate their high school program, along with credit recovery options, such as Nova Net, for those wanting to stay on target to graduate must be expanded. As Nova Net is a credit recovery program, it will continue to be used by students who need to recover credits lost due to failing a course taught in a traditional manner or poor attendance. Guidance counselors will continue to monitor all of our student's progress and identify those students who have not passed and assist them recover credit by placing them in the Nova Net course. Priority will be given to seniors who will need the credit to graduate. We will make every effort to place students in Nova Net as soon as they are having trouble in the course and all other interventions have failed. The guidance counselors will monitor the student's progress toward graduation and a report will be completed at the end of the school year illustrating how many students have earned credit via Nova Net keeping them on target to graduate with their cohort.

## **VII. Cultural Competency**

In Franklin Township, we welcome diversity. We will incorporate culturally appropriate strategies for increasing educational opportunities and the educational performance of each group.

Singleton's educator's self-study rubric will be used to gain an understanding of cultural competency. Teachers and administrators will begin to study and implement culturally responsive and relevant teaching practices.

## Culturally Relevant Teaching Strategies

PRECONDITIONS FOR CULTURALLY RELEVANT TEACHING	CULTURALLY RELEVANT TEACHER CHARACTERISTICS	CULTURALLY RELEVANT TEACHING STRATEGIES
Recognition & validation of a Students' culture	Teacher incorporates students cultural strengths into the learning process	Cultural-based instruction
Belief that all students will succeed	Teacher demonstrates high expectations for all students	Explicit instruction in Linguistic & behavioral codes
Appreciation for the cultures represented in schools	Teacher values and makes use of the language & culture students bring	Culturally congruent interaction
Recognition that teaching begins with the establishment of relationships between teachers & students	Teacher uses explicit vs. veiled authority	Utilize instructional scaffolding
Variety of teaching methods Genuine emotional and personal presence	Teacher demonstrates personal connectedness with all students	Cooperative learning
See teaching as "pulling" knowledge out vs. "putting" knowledge	Teacher encourages a community of learners	Capitalize on students cultural styles and strengths Legitimize students' real life experiences
Broad conception of literacy that includes both literature and oratory	The teacher-student relationship is fluid and humanely equitable	Link students histories & worlds to the subject matter
In-depth knowledge of students and subject content	The teacher acts as a cultural mediator to bridge students' culture with the school and classroom cultures	Provide students with opportunities for pro-social interaction Good classroom organization and management
Belief that knowledge is re-created and re-cycled, not static	Teacher exhibits a genuine caring attitude toward all students	Provide opportunities for affective stimulation & opportunity for movement for males
High esteem for self and high regard for others	Teacher recognizes and gives voice to differing perspectives and worldviews	
Belief that education at its best hones & develops skills and knowledge students already possess	Teacher forms emotional affiliation with all students Teacher establishes a teacher friendly environment	Content relevant to students' culture culture and life experiences Investigative learning methods

## **VIII. Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system.**

In Franklin Township, goals reflect student achievement and formative benchmark assessments are very carefully monitored. The NCLB goal remains the same – All students must Pass ISTEP+/New Common Core State Standard Assessment by 2014. Reports reflect real-time data that is used to plan for individual student support throughout the school year. Growth Model data will be embedded as it is developed.

Regular reports to the Superintendent and School Board highlight data trends and student achievement progress and challenges.

FTCSC utilizes the following to monitor progress:

- 3-8 ISTEP+ Results
- Middle and High School ECA Results
- K-3 Reading Plans embed mClass assessments
- IREAD K/1/2/3 will be monitored and embedding into classroom Roster Reports
- K-2 mClass: BOY, MOY, EOY
- K-5 Customized DIBELS D3 Reports provide data of student regression from BOY to MOY to EOY by school, by grade level, by teacher, and by student
- 3-5 DIBELS: Oral Reading Fluency will be monitored at BOY, MOY and EOY
- 3-8 Predictive ACUITY
- 6-8 Diagnostic ACUITY
- Middle and High School Algebra ACUITY
- K-9 Classroom Roster Reports provide all student data for each class / teacher
- High School: Nova Net, Assessor, Common Assessments, ECA, AP, ACT, SAT
- High School: Graduation Rate and Diploma Tracking

Franklin Township utilizes all IDOE assessments and ensures that instruction supports Indiana and Common Core State Standards.

## **IX. Academic Honors Diploma and Core 40, including the following: High School Only**

**(A) Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma.**

An entire listing of all courses offered at Franklin Central can be found in our Course Catalog. A copy of our course catalog can be found in our Guidance Office and on our school website.

Contained in our Course Catalog you will find the courses needed and the proposed pathways for students to earn the Academic Honors Diploma and the even more prestigious Franklin Central Honors Diploma which requires more rigorous courses.

**(B) Provisions to encourage all students to earn an Academic Honors Diploma or complete the Core 40 curriculum.**

All students entering Franklin Central are enrolled in either the Academic Honors Diploma track, Academic Honors Technical Diploma track, or the Core 40 Diploma track which is our default diploma track.

Students do not have the option to pursue a General Education Diploma until their 11<sup>th</sup> grade year and then only upon meeting the criteria for earning this diploma.

## **X. Proposed interventions based on school improvement goals.**

We will utilize our Algebra Lab to assist students who are struggling in Algebra 1 master the concepts needed to pass the Algebra 1 End of Course Assessment.

Our math teachers will continue to utilize the ACUITY predictive assessments to monitor student progress and to individualize interventions aimed at eliminating areas of weakness in Algebra.

Our English 9 and English 10 teachers will work together to align their curriculum to give our students the best chance at passing the English 10 ECA. By emphasizing higher order thinking skills, 6+1 writing traits and grammar we will hit our target of 85% of our students passing the English 10 ECA.

We have instituted an “Adopt a Senior” program to assist 12<sup>th</sup> grade students who are not on track to graduate opportunities to recover credits to assure they will be able to graduate on time.

We are implementing our “11 – 22 – 33” initiative to assist parents and students plan for graduation. The idea is that by the end of a student’s freshman year, they should have at least 11 credits. Students should have 22 credits by the end of their sophomore year and 33 credits by the end of their junior year in order to be on track to earning the 43 required credits by the end of their senior year in order to graduate.

We will continue to monitor attendance and students being tardy. We will continue to contact the parents whenever a student is late to school and we will talk to each student immediately upon their absence from a class to determine their whereabouts. We will continue to utilize our Infinite Campus student management system to assist us in promoting and maintaining good attendance.

## **XI. Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts.**

In Franklin Township, Professional Development is intentional and based upon data.

Algebra 1 teachers will continue with the need for professional development in not only using ACUITY but to have time to analyze individual student progress and to create interventions for students who are struggling. They will need to examine best practices for

assisting students and collaborate with the Algebra Lab teacher to assist in the implementation of the interventions.

English 10 teachers will need to continue learning more about the power of 6+1 writing traits by attending current training sessions. English 9 and English 10 teachers will also require professional development time to align their courses and to develop higher order thinking questions that will assist our students in passing the English 10 ECA.

All teachers will require professional development in learning all updates to our Infinite Campus student management system in order to assist in maintaining and improving our attendance rate. This includes the lesson planning segment in which the assignments are then listed on the parent portal in order to elicit parent assistance in assuring their child is at school every day.

We will continue to need professional development in the area of credit recovery. Nova Net has gone to a web based product and is quite different. Staff members will need to become proficient in its use.

We will also need to explore dual credit opportunities and virtual learning opportunities in order to provide our students with the 21<sup>st</sup> Century skills needed to be successful. As we look to create on-line courses for our students, we will need professional development time to work with our technology department and to align standards to the online courses.

## **XII. Statutes and rules to be waived.**

No statutes or rules will be will be waived.

## **XIII. Three (3) year time line for implementation, review, and revision.**

### **2011 – 2014**

**Goal 1** - To increase the percent of students passing the English 10 ECA from 81% passing in 2011 to 85% passing in 2012

English 9 and English 10 teachers will meet to align their curriculum to assist students in mastering standards needed to pass the English 10 End of Course Assessment.

English teachers will identify the standards needed to master at the end of each semester.

English teachers will continue to learn more about 6+1 writing traits and implementing these traits in all writing.

English teachers will assure that 50% of all test questions hit the higher order skills of Blooms Taxonomy.

English teachers will collaborate to assure all Common Core Standards are implemented and in place by 2014.

These practices will be reviewed continually throughout the next three years to assure their implementation is assisting Franklin Central in meeting goal 1. The use of data gleaned from the English 10 ECA will be used to revise our goal as needed.

**Goal 2** - To increase the percent of students passing the Algebra 1 ECA from 87% passing in 2011 to 90% passing in 2012

Algebra teachers will meet to align their curriculum to assure all standards are being mastered by our students.

Algebra teachers will work with the Algebra Lab teacher to assure each student needing additional support in Algebra is getting such support.

Algebra 1 teachers will continue to utilize the ACUITY predictive results to monitor student progress and to design interventions and tutorials to assist our students meet with success on the Algebra 1 ECA.

These practices will be reviewed continually throughout the next three years to assure their implementation is assisting Franklin Central in meeting goal 2. The use of data gleaned from the Algebra 1 ECA and the ACUITY Predictive tests will be used to revise our goal as needed.

**Goal 3** - To increase our Graduation Rate from 86.4 in 2010 to 87.1 in 2011

Teachers will continue to use the "Adopt a Senior" program to assist any 12<sup>th</sup> grade student get on track to graduate.

Our Guidance Counselors will utilize our "11 – 22 – 33" program to identify those students not on track to graduate and work with the student and their parents to devise a plan to get back on track.

Our administrative team will work with our technology department and curriculum director to develop on-line courses taught by our teacher to be used for credit recovery.

Nova Net will continue to be used for credit recovery.

Our Peer Tutoring program will be implemented to offer assistance to any student needing it throughout the school day.

These practices will be reviewed continually throughout the next three years to assure their implementation is assisting Franklin Central in meeting goal 3. The use of data gleaned from the evaluation of transcripts and monitoring of each student's progress toward graduation will be used to revise our goal as needed.

**Goal 4** - To increase our Attendance Rate from 95.5 % in 2011 to 95.6% in 2012

Teachers will continue to use Infinite Campus to accurately record absences and tardy students.

Administrators and guidance counselors will immediately contact the parents when a student is tardy or absent from a class.

Students will be using privilege based incentives to monitor their own attendance.

Students and parents will receive frequent communication regarding the importance of good attendance through newsletters, parent meetings, Infinite Campus messages and individual contact when their child is absent or tardy.

These practices will be reviewed continually throughout the next three years to assure their implementation is assisting Franklin Central in meeting goal 4. The use of data gleaned from the evaluation of attendance records and monitoring of each student's progress toward perfect attendance will be used to revise our goal as needed.

Committee responsible for this plan.

Name	Group you are Representing:	Signature	Date
Karyn Cummins	Teacher	<i>Karyn Cummins</i>	9/14/11
Amy Lezon	Teacher	<i>Amy Lezon</i>	9/14/11
Joe Fleckenstein	Teacher	<i>Joe Fleckenstein</i>	9/14/11
Lisa Ford	Teacher	<i>Lisa Ford</i>	9/13/11
Kristy Garcia	Teacher	<i>Kristy Garcia</i>	9/14/11
Julie Pittman	Teacher	<i>Julie Pittman</i>	9/14/11
Sharon Jackson	Teacher	<i>Sharon Jackson</i>	9/14/11
Anthony Packett	Teacher	<i>Anthony Packett</i>	9/14/11
Courtney Fuller	Student	<i>Courtney Fuller</i>	9/14/11
Cindy Ulrich	Parent	<i>Cindy Ulrich</i>	9/14/11
Peggy Streckbeck	Parent	<i>Peggy Streckbeck</i>	9/14/11
Kevin Koers	Administrator	<i>Kevin Koers</i>	9/13/11
Jenni Matasovsky	Administrator	<i>Jenni Matasovsky</i>	9/13/11
Frank Sergei	Administrator	<i>Frank Sergei</i>	9/13/11