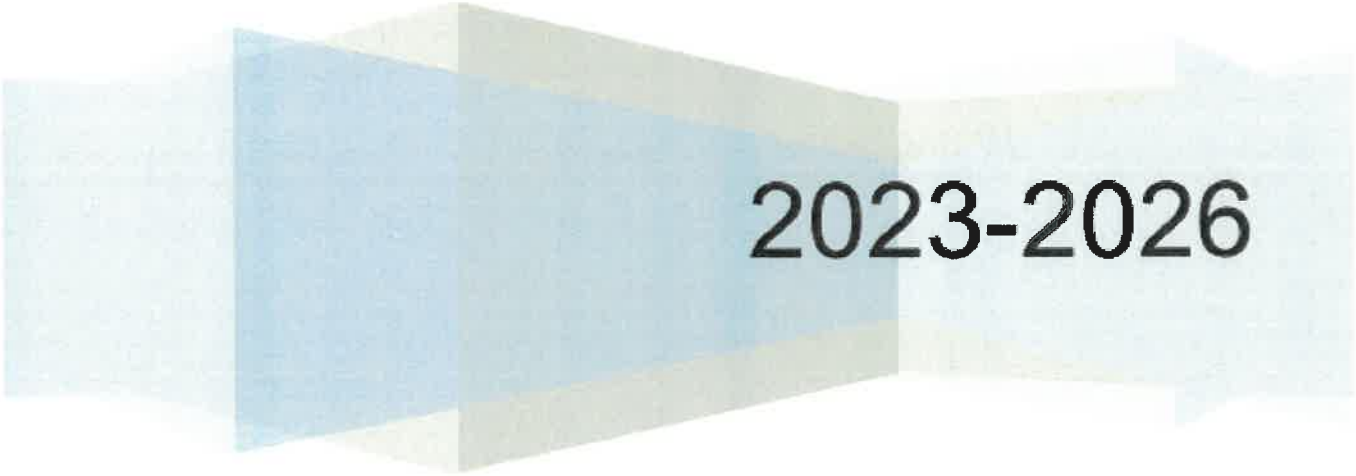


Franklin Community Schools

Continuous School Improvement Plan

Franklin Community High School
Mr. Steve Ahaus, Principal



2023-2026

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Office: 317-346-8100 • Fax: 317-738-5703

Signature Page

I have read and approved the FCHS School Improvement Plan.



Dr. David Clendening, Superintendent

Date 7/13/23



Mr. Steve Ahaus, Principal

Date 8/30/2023

I have read and approved the FCHS School Improvement Plan.



Mr. Tony Harris, President
Franklin Community Teachers Association

Date 9/13/23



Mrs. Becky Nelson, President
Franklin Board of School Trustees

Date 9/11/23

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Introduction to Indiana's Employability Skills Standards

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Employability Skills Standards

Grade 11 – Grade 12

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Statutes and Rules to be Waived

Timeline

Introduction

Franklin Community High School functions as the "flagship" for Franklin Community Schools serving approximately 1,600 students through four grades, of which, during the 2022-2023 school year, 85.8% are White, 6.1% Hispanic, 4.4% Multi-racial, 2.4% Black, and 1.3% Asian. Of these students, 37% qualified for free or reduced-price meals, 16% received Special Education services, and 1% were English Language Learners. The faculty of the high school is made up of 84 teachers, 4 School Counselors, 3 Administrators, 2 Athletic Directors, 2 Dean of Students, 2 Social Workers, and 1 Media Center Director. In addition, the high school has 65 support and other staff, including a Performing Arts Center Director, and a Nurse. Structurally, the high school is made up of the following departments: Agriculture, Business, English, FACS, Math, PE/Health, Performing Arts, Science, Social Studies, Special Education, Technology, and World Languages. In addition, the high school houses an alternative education, an online program called the Franklin Academy, and an alternative school. Ultimately, the high school endeavors to build and maintain a culture of academic, athletic, and performing arts excellence.

Courses offered at Franklin Community High School follow a curriculum that mirrors the descriptions approved by the State and that is based upon the Indiana State Standards. Through the work of Professional Learning Community (PLC) teams, decisions are made about the areas of emphasis within the curriculum taught, as well as the instructional calendar followed, for all courses. Information about the courses offered and their descriptions can be found in the Course Description Booklet, available both in the Main Office and School Counseling Office. FCHS has documentation on all curricular resources and standards. Those resources are available upon request.

To further bolster students' ability to acquire and build 21st Century skills, Franklin Community High School maintains multiple STEM initiatives. These include:

- Providing each student with a Chromebook.
- Offering a technology support class where teams of students assist classmates, teachers, and staff with a variety of technology issues. These students learn and practice decision-making, problem-solving, and skills as they learn the physical and operational components of a Chromebook.
- Offering courses in Project Lead The Way.
- Providing student grant opportunities for innovative projects based on the Design Thinking process.
- Providing an opportunity for every student to take an online class. Starting in 2020, students are taking a Health class online if not completed during the summer or at the middle school.

Franklin Community High School utilizes several assessments in addition to the required Junior SAT to gather information about student learning and achievement levels. Franklin Community High School will utilize ongoing common course assessments in addition to the assessment tool, IXL. IXL is used with all students in ELA and math.

FCHS, along with all Franklin Community Schools, will continue using the program EduClimber to track all pertinent data points for all students. With this data, teachers have the ability to identify student strengths and weaknesses in ELA and math and inform instruction to meet these needs. This collection of data also allows for individualized consultation regarding graduation checkpoints and options. With these tools in place, FCHS has already developed Graduation Pathways opportunities and plans are in place to continue to implement Grad Pathways for all cohorts at the high school.

As Franklin Community Schools strives to prepare students for success in the 21st Century global economy, measures are needed beyond local and state comparisons. Other assessments administered and used include AP exams, Accuplacer, PSAT/NMSQT, SAT, and ACT.

Technology is embedded in the school culture and curriculum at Franklin Community High School. Teachers are encouraged to provide instruction that integrates technology and builds on students' natural curiosity and inquiry. To bolster that instruction, FCHS is a 1:1 technology school. Students and staff alike can reap the benefits of a variety of media and digital resources available. Every staff member and student has the use of a Chromebook and Google Apps for Education (G Suite) in providing instruction and developing learning. Every student also has the opportunity to attempt an online class if it fits their needs.

Franklin Community High School provides and incorporates technology in the following ways:

- A Chromebook provided to every staff member and student
- Wireless access throughout the building
- Digital eLibrary and subscription databases access
- Multimedia classrooms, including digital projectors, and other smartboard technologies

- Google Apps for Education (G Suite)
- Digital TV Studio
- TIC Center - Technology, Innovation & Collaboration Center
- Franklin Academy (online courses)
- Online courses for credit recovery

Communication is also key to the success of Franklin Community High School. In addition to the school and district websites that serve as sources of information for parents, students, and teachers, FCHS hosts a Meet Your Teacher Night at the beginning of the school year, for parents and students to be informed of course guidelines and requirements. Throughout the year, an automated message service is utilized to communicate important information in a timely fashion. Parents and students also have access to up-to-the-minute student grades through the school's internet-based student information system, PowerSchool, along with the use of Google Classroom's notification tools.

Students who receive Special Education services at Franklin Community High School vary in age from 14-21, and are supported using a range of options available through the Special Education Department. For most of these students, support is provided in a collaborative setting, where a Special Education teacher is assigned to a General Education class to provide assistance. For those students with greater needs than what can be provided within the general education setting, a variety of support settings are used, from students spending part of their day in self-contained classroom settings to students being assigned all-day services. In addition, students with greater needs are provided opportunities to build life skills outside of the classroom setting through community outings and partnerships with local businesses. FCHS has developed two programs, INSPIRE and TAC to meet the specific needs of these students.

Franklin Community High School embraces diversity in all its forms. Annually, Franklin Community High School hosts students, teachers, and educators from the city of Kuji, Japan as a part of the ongoing sister city relationship between the two communities. The district has recently partnered with a local company, Endress+Hauser to organize trips for Franklin students to visit Kuji, Japan as well. In a related manner, every year the student population consists of several foreign exchange students from various parts of the world. Several students participate as mentors or "best buddies" to their peers who have exceptional needs. What is readily apparent from a glance at Franklin Community High School's demographic data is that the student population is not racially diverse, nor is the makeup of the staff. To foster a richer educational environment, more efforts need to be made to increase the cultural competency of students and staff around the issue of race.

Franklin Community High School encourages parents to partner with the school so that, by working together, greater student achievement and success are realized. Parents are active participants in the school in a variety of ways including serving as schoolwide volunteers, being members of booster organizations, and serving on committees. In addition, each February the school holds a Course Fair, where parents of incoming freshmen, as well as current students, are invited to hear presentations about the school's current letter grade and improvement goals, course and club offerings, and graduation requirements. During this evening, parents are also able to meet teachers and hear specific details about classes. Parents of upperclassmen also have the opportunity to attend an annual College Financial Aid & Scholarships program. This program assists them as they assist students in planning for their future. Lastly, parents are given several opportunities to celebrate the achievements of their students at various induction and awards programs.

In addition, all students are required to graduate through the State of Indiana's Graduation Pathways. Graduation Pathways outlines the expectations for students to meet requirements in three areas. Those three areas require that students meet standards for a high school diploma, display employability skills, and pass an

academic competency. Franklin High School has worked hard to provide students with a variety of courses and supports to acquire a high school diploma, as well as prepare for academic competencies. Students are required to complete a Senior Project as the districts standard from displaying employability skills. All students graduating from Franklin High School will be required to complete a Senior Project.

Franklin Community High School also strives to provide a safe and disciplined learning environment for students and staff. The high school will have a team consisting of two teachers, a custodian, a counselor, two deans, and two administrators trained in school safety, as well as a School Resource Officer. Eight of these members will complete the advanced training and a new teacher who is replacing another teacher who is now at the middle school will have completed the basic training provided by Indiana School Safety Specialist Training. In partnership with the City of Franklin Police Department, a School Resource Officer is assigned to the high school daily. Besides conducting the required monthly, quarterly, and yearly emergency drills, ongoing training and debriefings have occurred with staff and students. In order to maintain a disciplined learning environment, the high school employs two Dean of Students, with the primary role to administer the student code of conduct.

Statement of Mission

To fulfill this purpose, the high school embraces the following Franklin Community Schools guiding principles:

- Individual Student Growth: Franklin Community Schools will provide learning experiences that maximize individual student growth potential.
- Communication: Franklin Community Schools will share and receive information in a clear, concise, and timely manner.
- Systemic Continuous Improvement: Franklin Community Schools will utilize a fluid process that engages stakeholders in defining, analyzing, and evaluating possible solutions.
- Collaboration: Franklin Community Schools will provide opportunities for teachers, students, support staff, and administrative leaders to work together to achieve common goals.
- Trust: Franklin Community Schools will build an atmosphere of confidence through an open and transparent environment.

Franklin Community High School, in concert with the entire district, has embraced the concept and practices of Professional Learning Communities as the vehicle for continuous improvement. The high school has received a HB 1003 waiver so teachers can meeting for 45 minutes each Thursday morning to work on the core concepts of PLCs. The school still exceeds the state-required weekly minutes. Professional Learning Communities are characterized by:

- A Focus on Learning
- A Culture of Collaboration
- A Focus on Results

Collaborative teams are the fundamental building blocks of PLCs (Learning by Doing; DuFour, DuFour, Eaker, & Many, 2006, 219). Therefore, the high school is organized into multiple Professional Learning Communities (PLC) which include: English, Math, Science, Social Studies, Special Services, Fine Arts, World Languages, HS Amin/Counselor, and FCS Cabinet. Within these larger, departmental-based groups, teachers form smaller PLC teams based upon courses taught in common. Teachers in departments where it is typical for individuals to be the only ones teaching particular courses (Agriculture, Business, FACS, Health/PE, Performing Arts, and Technology) function as their own Professional Learning Community. These teachers are encouraged to seek out and collaborate with other similarly assigned and skilled professionals at other schools or organizations.

Professional Learning Communities seek to answer four critical questions that drive the continuous

improvement process, starting with a guiding principle statement: "If student learning is our focus," then:

- What do we want our students to learn?
- How will we know if each student has learned it?
- How will we respond when some students do not learn?
- How can we extend and enrich the learning for students who have demonstrated proficiency?

During this process, data drives decision-making. A paradigm shift must occur so that teachers move away from the perspective of "Did I teach the material?" to a perspective of "Did the students learn?" In conjunction with this, collaborative teams have made a commitment to assessing effects on the basis of results, rather than on intentions.

Data analysis by a subgroup of the School Improvement Team was conducted to ascertain the direction the high school would take in their Professional Learning Communities - PLCs. The outcome was to continue applying the "answers" to the four critical questions during their professional development time while establishing consistency in three main areas: Curriculum, Instruction, and Literacy. The focus of PLCs will be on Curriculum to ensure a robust and rigorous curriculum is consistently implemented throughout high school.

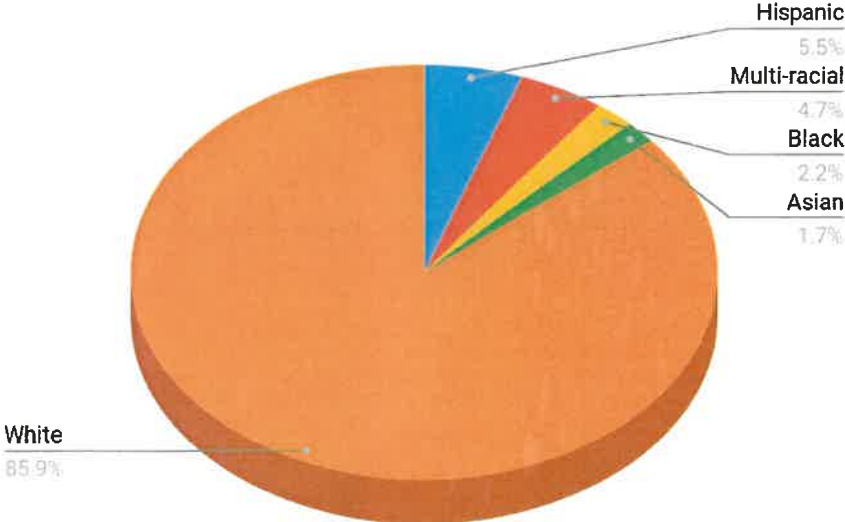
Summary of Student Performance Data

The Indiana DOE did not issue school letter grades for the 2022-23 school year. Franklin Community High School had all junior students take the SAT as the state's accountability measure. The table below shows the school's comparison to the state average in students passing English, Math, both Math and English, and those not passing both for the year 2022. The tables below also provide data on AP scores, attendance and graduation rates, as well as other demographic information.

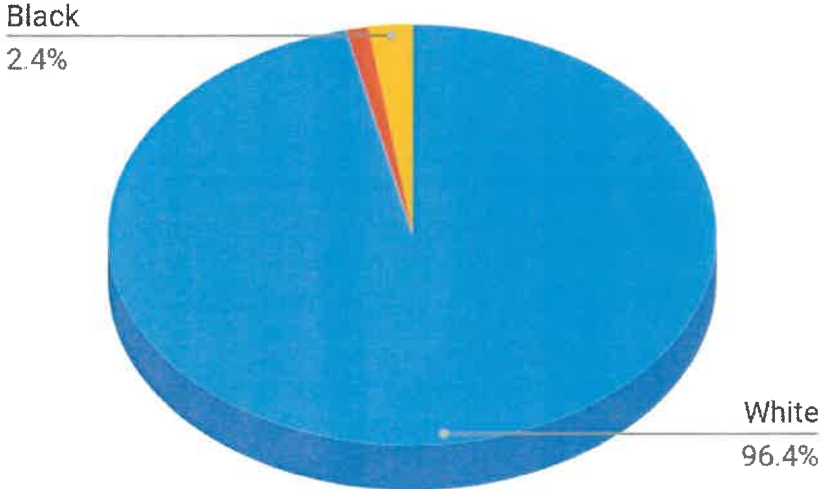
2022	Pass English	Pass Math	Pass Both	DNP Both
State	49%	30%	28%	48%
Franklin	54%	35%	32%	43%

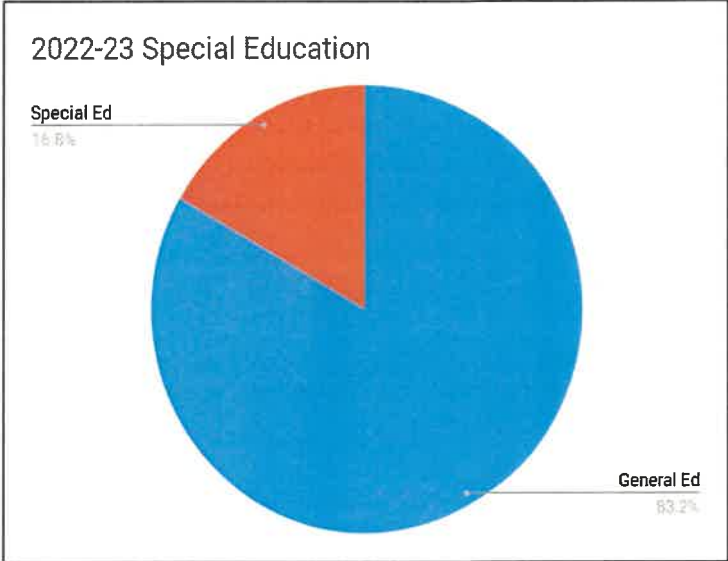
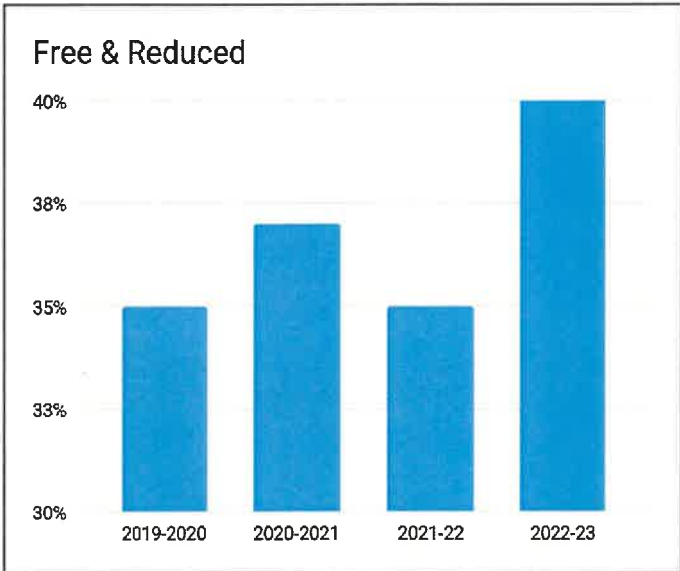
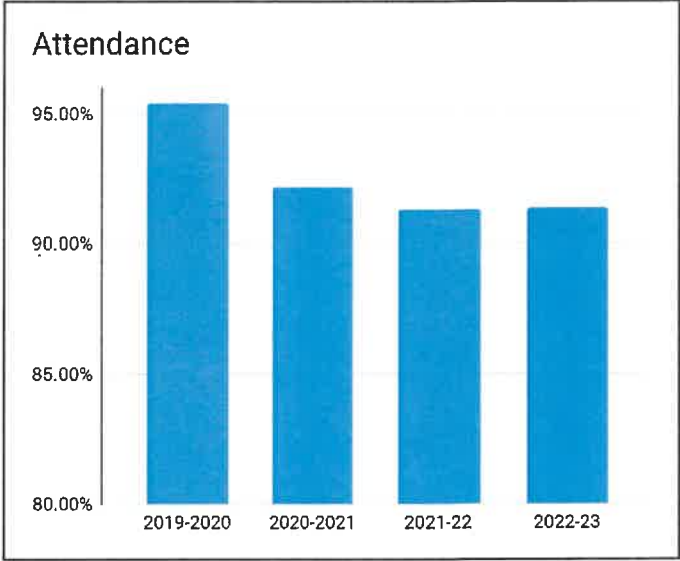
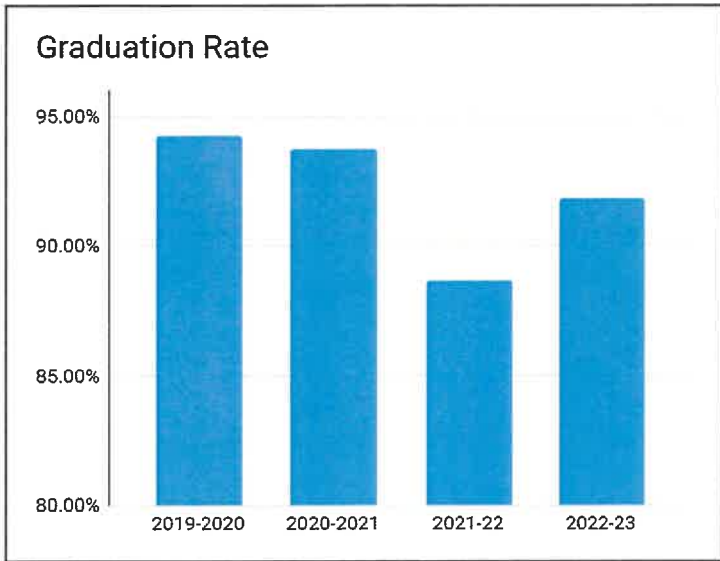
AP Data	2020	2021	2022	2023
Total AP Students	215	233	211	227
Number of Exams	342	328	368	370
AP Students with Scores 3+	116	122	140	131
% of Total AP Students with Scores 3+	53.95	52.36	66.35	57.71

2022-23 Enrollment by Ethnicity



2022-23 Teachers by Ethnicity





Conclusions Based on Assessment of Education Programming/School Data

Franklin Community High School offers a rigorous curriculum that is aligned with state standards. The English/Language Arts and Mathematics departments are continuing to spend time reviewing and updating their curriculum, instruction and assessments to align with the Indiana Academic Standards for College and Career Readiness. All departments continue to strive to answer the four essential questions - what are the essential skills students need to know; how will we know if every student has succeeded; what will we do when they did not get it; and how can we push students to excel.

FCHS will continue to seek opportunities for students to prepare for their future whether it be college, vocational training, work-based learning, or other specific pathways for them to enter college or the workforce immediately after graduation. The use of a school-wide COACH time for remediation and enrichment will be the primary focus to increase students' skills in English and Math by consistently using IXL in the classroom along with specific COACH times set aside weekly. COACH provides opportunities for students to receive direct instruction and remediation twice a week, for 82 minutes on Thursdays and 40 minutes on Wednesdays. FCHS adopted the DuFour model of PLCs several years ago. PLC teams focus on a variety of instructional issues, such as data-informed decision making, common assessment planning, and student intervention/enrichment. Teachers will be reviewing and developing their curriculum while beginning to integrate more literacy into their curriculum. PLCs will be evaluating their instruction methods using data analysis in the spring.

In evaluating our school data, the School Improvement Committee looks for positive and negative trends to guide decision-making and goals. FCHS has also consistently reached the 90% graduation rate using effective intervention strategies to achieve 93-95.4% during the past three years. FCHS has noted a need to address attendance given the recent pandemic. The team will continue to look at attendance strategies and create intervention plans based on the needs of the individual student. Finally, the school improvement team supports the development of a combination of professional development along with a consistent remediation strategy in English and Math in order to continue to make significant individual growth. A primary need for skill-building prior to the first attempt of the SAT.

Student Achievement Goals

The School Improvement Committee set 5 SMART goals.

- For every year of the plan, FCHS will maintain at least a 90% State Graduation Rate
- For every year of the plan, FCHS will maintain a College and Career Readiness percentage of 50% or higher (well above the state's goal of 25%)
- For every year of the plan, FCHS will maintain an attendance rate of 95% or higher.
- For every year of the plan, FCHS will work to achieve a specific measure in English and Math on the state SAT accountability measure.
- For every year of the plan, FCHS will work to achieve a specific measure in the completion of Graduation Pathways.

Specific Areas for Improvement

The School Improvement Committee will find areas of improvement needed in Math and English data from the PSAT and SAT. In addition, attendance intervention strategies were stated as a need to be implemented for individual students. FCHS has committed time and resources for teacher PD training specifically for English and Math teachers to assess data programs that provide ongoing feedback for students' strengths and

weaknesses. FCHS has also committed time and resources for the following: to provide individualized strategies and instruction for every student in grades 9 - 11; to implement the program during the school year; and to dedicate class time and additional outside of class time for building students' skills in math and English based upon individualized student needs.

Benchmarks and Strategies Based on Goals

Goal 1: Graduation Rate

Strategy 1:

Graduation Rate - Tracking Cohort Students - Continue accountability/tracking system of all students, especially those placed in Franklin Academy. Assistant Principal, Counselors, and the FA instructors will track credits earned, attendance and monitor online course progress; the FA coordinator will create a graduation progress monitoring checklist, track progress, and attendance logs, and implement appropriate intervention steps.

Activity – Placement into FA/Griz Lab	Activity Type	Dates	Source of Funding	Staff Responsible
Continued semester credit checks by school counselors for a recommendation on Franklin Academy placement or Griz Lab placement, depending upon credit deficiency or individual student needs.	Academic Support Program	Quarterly	No Funding Required	FA coordinator, administrator assigned to oversee FA and 4 school counselors

Activity - Remediation & Enrichment Opportunities	Activity Type	Begin Date	Source Of funding	Staff responsible
COACH - Each teacher will have at least 80 minutes during the week to meet with students, provide remediation or to work on enrichment opportunities for other students - tutoring opportunities for students.	Academic Support, Community Engagement, Tutoring, Behavioral Support	Weekly	No Funding Required	All certified staff and all instructional assistants

Activity – Behavior Coach	Activity Type	Dates	Source of Funding	Staff Responsible
Reduce the number of days of suspension due to attendance or behavior issues.	Academic Support Program	As needed for individual students	FCSC	Administration & Deans

Goal 2: College & Career Readiness

Strategy 1:

College & Career Awareness - Continue to build a greater college and career readiness culture by ensuring every student meets with their counselor, all parents have easy access to information regarding choices based upon their own student's needs, and provide all stakeholders with information via course fair, website, shared information through social media, email, mailings, direct phone calls, etc.

Activity - Course Fair	Activity Type	Dates	Source Of Funding	Staff Responsible
Course Fair is offered annually to students and parents. Students, parents, and community members are provided an opportunity to tour the high school and meet with teachers. They are provided information, demonstrations, and an overall view of all academic courses offered.	Technology, Career Preparation/ Orientation, Recruitment, and Retention Parent Involvement, Community Engagement	Annually	No Funding Required	PLC leaders, administration, individual teachers, counselors, custodians

Activity - Naviance Use	Activity Type	Dates	Source Of Funding	Staff Responsible
Increase focus and use of online resources.	Technology, Career Prep Orientation, Recruitment and Retention, Parent Involvement, Professional Learning	Annually	other	Counselors & PCC Teachers

Strategy 2:

College & Career Awareness - Continued Development of Individual Student Pathway - Continue to inform students of educational needs depending on their pathway towards 4 yr college, 2 yr college, technical training, etc. through yearly meetings with students and base student course selection on the pathway selected. Individual meetings will be held with students (min 1 per year) informing parents at Course Fair, via email, etc.

Activity - Selection & Review of Pathway	Activity Type	Dates	Source Of funding	Staff responsible
Counselors perform pathway progress evaluations during individual scheduling meetings.	Technology, Career Prep Orientation, Parent Involvement, Academic Support Program	Dec-March Annually	No Funding Required	Counselors

Activity - AP/ACP Informational Meeting	Activity Type	Dates	Source Of funding	Staff responsible
Students are provided information regarding all AP/ACP and dual credit courses during the school day.	Recruitment and Retention, Academic Support Program	Annually	No Funding Required	AP/ACP Teachers, School Counselors, Asst Principal

Strategy 3:

College & Career Awareness - Transitioning from MS to HS - Develop more opportunities for students to earn credits prior to high school and/or summer school to free up their schedule for career-based opportunities such as internships, additional college-level courses, etc. Create more opportunities for 8th-grade students to take elective courses in order to free up their future high school schedule or to help an at-risk student exhibit possible success in a high school course.

Activity - MS/HS Admin PLC	Activity Type	Dates	Source Of funding	Staff responsible
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Meeting				
HS Courses offered at MS - Annual review of course offerings for students to earn HS credits while attending the MS - Course possibilities include Health; Intro to Ag; Intro to Art; World Language; Biology, Algebra, Geometry	Recruitment and Retention, Academic Support Program, Class Size Reduction, Other, Direct Instruction	School Year Annually	No funding required	MS administrators, HS administrators, Teachers, HS administrators, Teachers

Strategy 4:

Course Offering Evaluations - Continual evaluation of AP, dual credit offerings, and courses offered. Our current Vision committee will be looking into how new courses are decided, how current courses are evaluated, and if needed, developing a method for deciding what courses are offered and what courses are no longer offered.

Activity - Course Offerings	Activity Type	Dated	Source Of funding	Staff responsible
Review of Current Course offerings and Graduation Pathway needs of FCHS students	Technology, Career Preparation/ Orientation, Recruitment and Retention, Parent Involvement, Professional Learning, Academic Support Program, Policy and Process	Annual Reviews	No funding required	Committee of Teachers and HS Admin Team along with Superintendent input

Strategy 5:

Senior Projects - All senior students, in order to graduate, must complete a senior project that allows them to check one of the boxes for graduation pathways. Students will work with a mentor throughout the year and meet certain deadlines and requirements for the project.

Activity - Course Offerings	Activity Type	Dated	Source Of funding	Staff responsible
Senior Projects for all students who graduate from FCHS	Technology, Career Prep Orientation, Parent Involvement, Academic Support Program	Senior year	No funding required	Committee of Teachers, HS Admin Team, Graduation Pathway Coordinator, Counselors, Community mentors

Goal 3: Attendance Rate

Strategy 1:

Attendance Rate - Weekly monitoring of attendance in the areas of truanancies and other unexcused absences. Tracking of individual students exceeding 5 days; 8 days; or multiple unexcused days. Development of intervention strategies including consistent checks of attendance. Increase parent contacts and begin an intervention process with students including discussions, warnings, attendance contracts, incentives, and alternative options including possible consideration for Franklin Academy or discipline steps as a last resort.

Activity - Tracking Student Attendance	Activity Type	Dates	Source Of funding	Staff Responsible
Daily Attendance Verification, Weekly Checks of Unexcused or Excessive Absences of Individual Students	Parent Involvement, Student Meetings, Incentives, and Behavior Contracts	Daily and Weekly Attendance Checks	No funding required	New Dean, Counselors, Attendance, Secretary, FA coordinator

Strategy 2:

Incentive Committee - A team of teachers, two HS Dean of Students and the HS admin will meet regularly throughout the school year to discuss incentives, survey students and teachers, and continue to develop incentives for students. Areas of attendance such as tardies, truancies, and numbers of days missed will be considered in order to decrease the number of students who miss school.

Activity - Committee	Activity Type	Dates	Source Of funding	Staff responsible
Incentive Committee	Recruitment and Retention, Policy and Process, Behavioral Support Program	Quarterly Reviews	No funding required	Dean of students, HS Admin, Counselors, HS Teachers

Strategy 3:

Behavioral Interventionist/Coach - A staff member who will work individually and with small groups of students to help students set goals, provide comprehensive classroom instruction for those students falling behind, and to develop strategies and interventions to support a wide range of struggling students.

Activity - Committee	Activity Type	Dates	Source Of funding	Staff responsible
Behavior Coach	Address habitual tardiness and missing numerous days with academic support	Yearly	FCSC	Behavior Coach

Strategy 4:

Behavioral Interventionist/Coach - A staff member who will work individually and with small groups of students to help students set goals, provide comprehensive classroom instruction for those students falling behind, and to develop strategies and interventions to support a wide range of struggling students.

Activity - Committee	Activity Type	Dates	Source Of funding	Staff responsible
Student Referral Guidelines	Develop a wide variety of Intervention Strategies	Fall 2021	FCSC	Administration, Deans & Behavior Coach

Goal 4: SAT State Assessment

(Note - FCHS & the state of Indiana have moved to the SAT as an accountability measure and assessment tool for Graduation Pathways. No benchmark measures have been set at this time, and data is difficult to analyze given the recent pandemic that has impacted the last two school years.) - Goal is to achieve a passing rate above the state average on selected benchmarks set by the IDOE. We plan to develop strategies to reduce

the number of students who need a waiver to graduate through Graduation Pathways.

Strategy 1:

SAT Assessment - Development of Graduation Pathways - FCHS will develop a rigorous program that will allow every student the opportunity to exhibit success by either meeting the state's requirements by passing the SAT or by completing a Graduation Pathway plan that allows a student to exhibit mastery of math and english skills. Students will be able to use multiple points of data which include the SAT, ACT, ASVAB, Vocational Certification, and other ways to meet the state requirements instead of using just one form of assessment.

Development of Graduation Pathways	Activity Type	Dates	Source Of funding	Staff responsible
HS Admin PLC & PLC Leaders development of rigorous Graduation Pathways for all students; Grad Pathways meeting for students and parents	Work-Based, Activity Based, Service Learning-Based	Annual reviews Ongoing	No funding required - Possibly realignment of current staff	Counselors, HS admin, FA Coordinator, and HS teachers
School-wide SAT offered to juniors	State assessment and data analysis	March	State of Indiana	Counselors, HS admin, FA Coordinator, and HS teachers
School-wide PSAT offered to freshmen, sophomores & juniors	State assessment and data analysis	October	State of Indiana and district	Counselors, HS admin, FA Coordinator, and HS teachers

Strategy 2:

SAT Assessment - Use of IXL portal and IXL Data - Use of continuous IXL data to track student progress at grades 9 & 10 by both the Math and English departments. Utilize IXL data in order to intervene early and provide instructional strategies based upon specific areas of weakness. Use of the IXL Data for purposes of preparing students prior to taking any assessments and to further develop their Math and English skills.

Activity - IXL PD	Activity Type	Dates	Source Of funding	Staff responsible
IXL programming support Training of Teachers Analysis of IXL program use Teacher Professional Development	Academic Support Program, Professional Development for Math Teachers	Daily Weekly	Cost of IXL programming	Math Teachers with students in grades 9 & 10 specifically prior to state assessment; All Math teachers and Special Services teachers for all grades

Activity - IXL Implementation	Activity Type	Dates	Source Of funding	Staff responsible
Analyze IXL results for weaknesses to plan lessons to re-teach these topics and share/print results for students so that they know their weaknesses and individual target goal strengths	Parent Involvement, Academic Support Program, Tutoring	Daily Weekly	No funding required	Math Teachers with students in grades 9 & 10

Activity - Dedicated Remediation Time	Activity Type	Begin Date	Source Of funding	Staff responsible
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Teachers using COACH times to work with individuals to increase their math skills that are weak as exhibited by IXL Data and use of IXL to assign remediation strategies students will work on for a dedicated 45 minutes weekly	Academic Support Program, Tutoring, Direct Instruction	Weekly	No funding required	All math teachers with 9th and 10th-grade level students. Also, 2 Special Services teachers
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Strategy 3:

SAT Assessment - Evaluation of the Structure - We will evaluate Math and English courses and supports. We will add course or redesign courses to support the SAT and Graduation Pathways requirements.

Activity - Course Curriculum Evaluation	Activity Type	Dates	Source Of funding	Staff responsible
Review current course offerings; Review current curriculum in PLCs; Evaluate need for any additional support Math or English classes such as Math 10	PLC - PD training Academic Support Program	Review Ongoing	No funding required	Algebra and English \ teachers and 2 HS admin
COACH classes set up to review and support SAT data	Academic Support Program, Tutoring, Direct Instruction	Weekly	No funding required	COACH Teachers
SAT Prep Course Offered	COACH classes set up to review and support SAT data	Academic Support Program, Tutoring, Direct Instruction	No funding required	Math and English teachers

Goal 5: Graduation Pathways - Employability Skills

(Note - FCHS is working to develop strategies to reduce the number of students who need a waiver to graduate through Graduation Pathways)

Strategy 1:

Graduation Pathways Development - Academic Competency - FCHS will develop a rigorous program which will allow every student the opportunity to exhibit success by either meeting the state's requirements by passing the SAT or by completing a Graduation Pathway plan by earning qualifying scores on the ACT, ASVAB, or other ways to meet the state requirements instead of using just one form of assessment.

Development of Graduation Pathways - Academic	Activity Type	Dates	Source Of funding	Staff responsible
SAT Prep Course	COACH classes set up to review and support SAT data	Academic Support Program, Tutoring, Direct Instruction	No funding required	Math and English teachers
PSAT Test	State assessment and data analysis	Academic Support Program,	No funding required	Math and English teachers

		Tutoring, Direct Instruction		
Analyze IXL results for weaknesses to plan lessons to re-teach these topics and share/print results for students so that they know their weaknesses and individual target goal strengths	Parent Involvement, Academic Support Program, Tutoring	Daily Weekly	No funding required	English Teachers with students in grades 9 & 10
HS Admin PLC & PLC Leaders development of rigorous Graduation Pathways for all students; Grad Pathways meeting for students and parents	Work-Based, Activity Based, Service Learning Based	Annual reviews Ongoing	No funding required - Possibly realignment of current staff	Counselors, HS admin, FA Coordinator and HS teachers

Strategy 2:

Graduation Pathways Development - Employability Competency - FCHS will implement a program for student to obtain employability skills while meeting Graduation Pathways requirements for graduation.

Development of Graduation Pathways - Employability	Activity Type	Dates	Source Of funding	Staff responsible
Graduation Pathways Sponsor	Program Director	Daily	Cost of Teacher	Graduation Sponsor
Graduation Pathways Communication	Parent, Student, Staff, and Community Communication	Weekly Reviews Ongoing	No funding required	Graduation Sponsor, Counselors, Office

Senior Projects	Activity Type	Dates	Source Of funding	Staff responsible
Seniors Projects as the Graduation Pathways requirement	Work-Based, Activity Based, Service Learning Based	Weekly Reviews Ongoing	Cost of materials to start and maintain the program	Graduation Sponsor

Activity - Dedicated Remediation Time	Activity Type	Begin Date	Source Of funding	Staff responsible
Teachers using COACH times to work with individuals to complete Senior Projects	Academic Support Program, Tutoring, Direct Instruction	Weekly	No funding required	Senior COACH Teachers

Professional Development

Professional development at Franklin Community High School is a combination of several types of learning opportunities. The goal is to provide meaningful opportunities that reach all subject areas and are relevant to each individual, while focusing on the growth and achievement of students. To that end, professional development opportunities must coincide with the guiding principles of the district and school. Likewise,

professional development opportunities are designed for and aligned with the improvement goals and planned strategies of the school. As a component of the district-wide focus on building literacy skills in all students, much professional development has been provided around literacy. Ongoing professional development, such as AP teachers attending annual workshops or summer seminars, is consistently used. Professional Learning Communities, working through the continuous improvement process, are in themselves, a source of professional development. Professional Learning Community teams meet weekly for approximately 45 minutes to collaborate and to, among other things, learn from each other by sharing best practices. Lastly, in conjunction with the one-to-one Chromebook initiative, staff members have attended Google conferences.

Franklin Community High School will participate in a number of professional development activities to increase student learning and performance. As student learning increases and math and English skills are further developed, the percentage of students meeting the graduation requirements without a waiver will decrease. Opportunities for collaboration will emphasize Curriculum, Instruction, and Literacy. The alignment of these three areas is one of the first steps in our push towards a guaranteed and viable curriculum integrating a great instructional model and literacy throughout FCHS courses. The staff retreat focused on curriculum and the need to review our current alignment of what essential standards we plan to teach (Critical Questions #1 & #2 - What is it we want all students to learn and How will we know they have learned it) and becoming more adept at data analysis in order to provide excellent remediation strategies and enrichment opportunities (Critical Questions #3 & #4 - How will we respond when they don't learn and How will we respond when they know it).

FCHS Math and English PLCs have evaluated programs such as NWEA, IXL, and other programs to determine which would provide the best individual student growth data and skill-building opportunities for FCHS students to fidelity. The consensus of both groups resulted in the decision to use the IXL program. English and Math teachers use IXL in the classroom. Remediation also utilizes the program. Professional development for all English teachers and math teachers was provided in the summer prior to the implementation. In addition to the summer PD training, new teachers will participate in future training and will begin meeting monthly with the administration to answer questions, troubleshoot, and discuss best practices.

Professional development for all high school teachers in their PLCs will focus on Curriculum, Instruction, and Literacy during the next three years. The high school PLCs will work mainly on finalizing the area of Curriculum including course essential learnings, common assessments, and data analysis.

PD Title	Staff Involved	Date Ranges	Resources
IXL Training	Math and English Teachers	Summer 2018 - current	PD funding
Guaranteed and Viable Curriculum	PLC Leaders	18-19 - current	State Standards; Data analysis from assessments
Literacy in all Content Areas	All Teachers	18-19 - current	Instructional Coach
Professional Learning Communities (PLCs) - data-informed decision making	All Teachers	18-19 - current	Late Arrival Thursdays

Cultural Competency

Franklin Community High School acknowledges that data indicates socioeconomic and exceptional learning (special education) differences exist in our school. FCHS will examine student communication practices to best meet the needs of these families to increase educational opportunities for low socioeconomic and exceptional learning students. FCHS will concentrate on increasing parent involvement in these aggregate groups. The

Admin PLC Team will create Graduation Pathways for all students in order to increase the options for demonstrating competency. Students will be provided opportunities to take the ASVAB along with CTE pathways as a way to exhibit state mastery skills. School counselors will regularly meet individually with each student to discuss academic progress and future education and career goals. FCHS teachers will focus on literacy in the content areas. In addition, all teachers will work within the PLCs to develop ways to ensure that all students understand that a college is an option and they can find ways to finance post-secondary education or training beyond high school if their pathway plan includes vocational training.

Employability Skills

Employability Skills Standards Grade 9 - Grade 10

Introduction to Indiana's Employability Skills Standards

Indiana's Employability Skills Standards allow students to be prepared for the ever-changing needs of today's workforce. These standards were to be implemented starting in the 2019-2020 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with and experience the standards at those grade bands (K-2, 3-5, 6-8, 9-10, and 11-12). The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development's Employability Skills Benchmarks, and the Governor's Work Ethic Certificate. The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE).

Mindsets (M) <i>The established set of attitudes impacting self growth.</i>		FCS Implementation
1. Lifelong Learning Understand that life-long learning is necessary for long-term career success; demonstrate willingness to work and learn and continually apply new knowledge.	9-10.M.1 Seek and participate in challenging learning activities related to career goals.	- PCC Class (9) - Project Lead the Way Curriculum and Instruction/Graduation Pathways
	9-10.M.2 Able to view feedback as data' that helps the learning process.	- PCC Class (9) - Project Lead the Way Curriculum and Instruction - Naviance
2. Self-Confidence Possess belief in own ability to succeed; assert self when necessary; demonstrate a sense of belonging.	9-10.M.3 Demonstrate an awareness of strengths and weaknesses while accepting constructive criticism from others to improve results.	- PCC Class (9)

Work Ethic (WE) <i>A set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard.</i>		FCS Implementation
3. Self Discipline Demonstrate self-control and behave in accordance with rules with minimal direction; appropriately manage potential or perceived conflict.	9-10.WE.1 Demonstrate control over self while considering the future impact of choices.	- Teacher Monitored - Individual Meetings (counselors and deans)
4. Independence Able to successfully carry out expectations with minimal supervision; demonstrate opinion and conduct not influenced or controlled by others.	9-10.WE.2 Complete tasks or activities with minimal prompting and guidance.	- Teacher Monitored

<p>5. Perseverance Able to delay immediate gratification for long-term rewards; demonstrate endurance, and capacity to complete tasks.</p>	<p>9-10.WE.3 Utilize self-efficacy to plan and achieve goals.</p>	<ul style="list-style-type: none"> - Teacher Monitored
<p>6. Time Management / Organization Prioritize and balance school, home, work, and community activities; plan and organize long and short term goals.</p>	<p>9-10.WE.4 Demonstrate organizational skills while completing project-based learning experiences and activities.</p>	<ul style="list-style-type: none"> - Individual Meetings - Project Lead the Way Curriculum and Instruction - PCC Course (9) - Seven Healthy Habits - Graduation Pathways
<p>7. Adaptability Manage transitions and adapt to changing situations and responsibilities.</p>	<p>9-10.WE.5 Able to exercise flexibility in responding to change.</p>	<ul style="list-style-type: none"> - Project Lead the Way Curriculum and Instruction - Individual Meetings - Mentor Program - Freshman Orientation - 8th Grade Parent Night
<p>8. Integrity Act in a trustworthy, honest, and transparent manner.</p>	<p>9-10.WE.6 Apply ethical decision-making skills to establish and maintain responsible personal and professional relationships.</p>	<ul style="list-style-type: none"> - Dean, Teacher, and Counselor Monitored
<p>9. Professionalism Use the appropriate skills and behaviors for personal and professional environments.</p>	<p>9-10.WE.7 Understand and demonstrate appropriate behavior in professional situations (i.e., attire, handshake, eye contact, communication, etc.).</p>	<ul style="list-style-type: none"> - PCC Course (9) - Grade-Level Meetings - Work-Based Learning/Graduation Pathways

Learning Strategies (LS) Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.		FCS Implementation
<p>10. Effective Communication Apply existing and emerging academic, technological, and interpersonal skills to clearly, effectively and convincingly express ideas and messages to others appropriate to the environment.</p>	<p>9-10.LS.1 Write documents for a variety of purposes and audiences using varied media formats.</p>	<ul style="list-style-type: none"> - Chromebooks - ELA Courses
	<p>9-10.LS.2 Able to communicate knowledge and thinking through effective oral presentations.</p>	<ul style="list-style-type: none"> - Speech Class - ELA Courses
	<p>9-10.LS.3 Create presentation media for a variety of audiences.</p>	<ul style="list-style-type: none"> - Various Classes (e.g. Earth Science)
<p>11. Aptitude Awareness Able to identify and communicate individual interests and skills that align to potential career paths, to related coursework, and to in-demand occupations.</p>	<p>9-10.LS.4 Demonstrate how to conduct a job search utilizing current search engines.</p>	<ul style="list-style-type: none"> - PCC Course (9) - Naviance
	<p>9-10.LS.5 Able to acquire knowledge of various career clusters through exploration (field trips, jobsite tours, job shadows, mentors, etc.).</p>	<ul style="list-style-type: none"> - Course Fair - Naviance - College and Career Fair - Graduation Pathways

12. Decision-Making Utilize critical thinking skills to make informed decisions based on options, rewards, risks, limits and goals; consider multiple perspectives.	9-10.LS.7 Predict outcomes to problems based on data and evidence.	- Graduation Pathways - Project Lead the Way Curriculum and Instruction - Counselor, Teachers of Record, and General Education Teacher Monitored
13. Initiative Apply self-motivation and self-direction to learning; able to self start.	9-10.LS.8 Participate in challenging learning activities and/or coursework related to career goals.	- Graduation Pathways - Project Lead the Way Curriculum and Instruction - Naviance
14. Attention to Detail Able to achieve thoroughness and accuracy when accomplishing a task.	9-10.LS.9 Complete activities and assignments thoroughly and accurately.	- Teacher Monitored
15. Problem Solving Apply critical and creative thinking skills to complex problems; evaluate causes, problems, patterns, or issues and explore workable and innovative solutions to improve situations.	9-10.LS.10 Able to approach problems with reasoning and logic to hypothesize results.	- Project Lead the Way Curriculum and Instruction - Counselor, Teachers of Record, and General Education Teacher Monitored
	9-10.LS.11 Able to combine concepts in different ways to create new ideas and innovative solutions.	- Project Lead the Way Curriculum and Instruction - Various STEM and Fine Arts Courses

Social and Emotional Skills (SE) <i>The process through which the knowledge, the attitudes, and the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions is acquired.</i>		FCS Implementation
16. Regulation Recognize and manage one's emotions.	9-10.SE.1 Develop an awareness of personal safety skills and the consequences of irresponsible behavior.	- Individual Counseling
	9-10.SE.2 Come to class prepared to learn.	- Teacher Monitored/Expectations
17. Connection Able to have strong social awareness.	9-10.SE.3 Able to listen to others' ideas and respect different ways of being and doing.	- Project Lead the Way Curriculum and Instruction - Individual Meetings with Deans and Counselors
	9-10.SE.4 Begin to think critically about equity and social justice in a variety of environments and cultures.	- Sociology Class
	9-10.SE.5 Able to show care for people like them and people different from them.	- FACS Classes - Psychology Class - IPR - Adult Roles
18. Collaboration Able to work well with others, including in the group and teamwork environment.	9-10.SE.6 Demonstrate ability to give and receive feedback to work towards effective communication skills.	- Teacher Monitored - Project Lead the Way Curriculum and Instruction - IPR - PCC Course (9)
	9-10.SE.7 Able to approach conflict in a collaborative manner and work toward solutions using a strength-based lens that respects individual or cultural differences.	- IPR

Employability Skills Standards

Grade 11 – Grade 12

Introduction to Indiana’s Employability Skills Standards

Indiana’s Employability Skills Standards allow students to be prepared for the ever-changing needs of today’s workforce. These standards were to be implemented in the 2019-2020 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with and experience the standards at those grade bands (K-2, 3-5, 6-8, 9-10, and 11-12). The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development’s Employability Skills Benchmarks, and the Governor’s Work Ethic Certificate. The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE).

Mindsets (M) <i>The established set of attitudes impacting self growth.</i>		FCS Implementation
1. Lifelong Learning Demonstrate willingness to work and learn, and continually apply new knowledge.	11-12.M.1 Engage in a continuous learning process related to career goals while actively seeking out and participating in a work-, service-, or project-based learning experiences.	- Graduation Pathways - Project Lead the Way Curriculum and Instruction - C9 - Work-Based Learning
	11-12.M.2 Demonstrate ability to find alternate strategies to overcome barriers and mistakes when completing projects or activities.	- Teacher Monitored - Individual Counseling Sessions - Project Lead the Way Curriculum and Instruction - Graduation Pathways
2. Self-Confidence Possess belief in own ability to succeed and assert self when necessary.	11-12.M.3 Demonstrate confidence by taking risks to introduce new ideas or processes for work.	- Teacher Monitored - Individual Counseling Sessions
Work Ethic (WE) <i>A set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard.</i>		FCS Implementation
3. Self-Discipline Demonstrate self-control and behave in accordance with rules with minimal direction.	11-12.WE.1 Demonstrate integrity and self-control in work-, service-, or project-based learning experiences.	- Graduation Pathways - C9 - Work-Based Learning
4. Independence Successfully carry out expectations with minimal supervision.	11-12.WE.2 Complete tasks or activities with no prompting and minimal guidance.	- Teacher Monitored
5. Perseverance Demonstrate endurance, and capacity to complete tasks.	11-12.WE.4 Demonstrate perseverance through work-, service-, or project-based learning experiences.	- Graduation Pathways - C9 - Work-Based Learning

6. Time Management and Organization Plan and organize long and short term goals while understanding how to balance school, home, and community activities.	11-12.WE.5 Clarify goals, develop a timeline, and determine most effective strategies to complete goals on time.	<ul style="list-style-type: none"> - Teacher of Record Monitoring - Individual Meetings with Counselors - Project Lead the Way Curriculum and Instruction
7. Adaptability Manage transitions and adapt to changing situations and responsibilities.	11-12.WE.6 Apply coping strategies to mitigate stressful change while continuing to meet expectations at home, at school, and in the workplace.	<ul style="list-style-type: none"> - Teacher of Record Monitored - Counselor Monitored - Transition Planning - Scheduling
8. Integrity Act in a trustworthy and honest manner.	11-12.WE.7 Continue to practice responsible and ethical decision-making affecting personal and professional relationships, and consider the consequences of unethical decision-making.	<ul style="list-style-type: none"> - Teacher, Dean, and Counselor Monitored - Building Expectation - Clubs' and Athletic Teams' Expectations - C9
9. Professionalism Use the appropriate skills and behaviors for personal and professional environments	11-12.WE.8 Show professionalism by meeting expectations of promptness, attendance, being prepared, completing tasks, following policies, rules and regulations, and taking responsibility for creating a safe, positive work environment.	<ul style="list-style-type: none"> - Work-Based Learning - Project Lead the Way Curriculum and Instruction - Dub Care Internship - Graduation Pathways - C9

Learning Strategies (LS) Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.		FCIS Implementation
10. Effective Communication Apply skills to clearly, effectively and convincingly express ideas and messages to others appropriate to the environment.	11-12.LS.1 Write a well-organized document using supporting data to clarify complex ideas, raise relevant questions, or solve problems using varied media formats.	<ul style="list-style-type: none"> - ELA Courses
	11-12.LS.2 Apply effective speaking and listening to foster positive relationships and communicate key concepts to a variety of audiences.	<ul style="list-style-type: none"> - Speech - Any Class with Presentations - Various Student Clubs
	11-12.LS.3 Deliver oral presentations using technology and professional etiquette to a variety of audiences.	<ul style="list-style-type: none"> - Speech - Any Class with Presentations
11. Aptitude Awareness Identify and communicate individual interests and skills that align related coursework and experiences to potential career paths and to in-demand	11-12.LS.4 Evaluate how personal attitudes and values integrate into career choices.	<ul style="list-style-type: none"> - Individual Senior Meetings - Naviance - Graduation Pathways
	11-12.LS.5 Acquire occupational-related skills through work-, service-, or project-based learning experiences.	<ul style="list-style-type: none"> - Graduation Pathways

occupations.	11-12.LS.6 Understand the employment application and interviewing process, and develop effective interviewing techniques.	<ul style="list-style-type: none"> - Work-Based Learning - Governor Work Ethic Certificate - Graduation Pathways - Junior Parent Meeting - Senior Meetings
	11-12.LS.7 Understand the importance of networking for enhancing achievement of education and career goals.	<ul style="list-style-type: none"> - Work-Based Learning - Junior Parent Night - College and Career Fair
12. Decision-Making Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits, and goals.	11-12.LS.8 Demonstrate skills in revising and extending career plans to meet postsecondary goals.	<ul style="list-style-type: none"> - Naviance - Individual Senior Meetings
	11-12.LS.9 Develop skills to assess career goals in terms of work conditions, benefits, and opportunities for advancement.	<ul style="list-style-type: none"> - Senior Meetings
	11-12.LS.10 Analyze potential solutions with a set of criteria including: the goal, previous knowledge and experience, diverse perspectives, and data.	<ul style="list-style-type: none"> - Project Lead the Way Curriculum and Instruction
13. Initiative Apply self-motivation and self-direction to work and learning.	11-12.LS.11 Participate in coursework, activities, jobs, and diverse experiences that directly contribute to attainment of career goals.	<ul style="list-style-type: none"> - Project Lead the Way Curriculum and Instruction - Graduation Pathways - Work-Based Learning - Cub Care Internship - Junior Parent Night
14. Attention to Detail Achieve thoroughness and accuracy when accomplishing a task.	11-12.LS.12 Complete activities and assignments thoroughly and accurately.	<ul style="list-style-type: none"> - Teacher Monitored
15. Problem Solving Apply critical and creative thinking skills to resolve problems.	11-12.LS.13 Generate solutions critiqued with reason, logic, and inferences about alternatives.	<ul style="list-style-type: none"> - Project Lead the Way Curriculum and Instruction - Monitored by Teachers, Counselors, and Deans
	11-12.LS.14 Enhance creative thinking by integrating personal ideas from others.	<ul style="list-style-type: none"> - Project Lead the Way Curriculum and Instruction - Senior Meetings

Social and Emotional Skills (SE) <i>The process through which the knowledge, the attitudes, and the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions is acquired.</i>		FCS Implementation
16. Regulation Recognize and manage one's emotions.	11-12.SE.1 Show responsibility by acting in a professional, culturally	<ul style="list-style-type: none"> - Work-Based Learning - Monitored by Teachers.

	responsive, and ethical manner.	Counselors, and Deans
17. Connection Demonstrate the ability to network with others through social awareness and cultural sensitivity.	11-12.SE.3 Demonstrate a strong understanding of how other people might feel about an experience or situation.	- Individual Counselor Meetings
	11-12.SE.4 Feel empowered to advocate on behalf of themselves and others.	- Monitored by Counselors and Teachers of Record
18. Collaboration Work well with others in a team.	11-12.SE.5 Recognize the importance of diverse perspectives within communication and seek understanding.	- Project Lead the Way Curriculum and Instruction - Monitored by Counselors, Teachers, and Deans
	11-12.SE.6 Find constructive solutions and work toward compromise.	- Project Lead the Way Curriculum and Instruction - Counselor Meetings

Statutes and Rules to be Waived

None

Timeline

Franklin Community High School has a three-year timeline for implementation, review, and revision of this improvement plan which will begin in the summer of 2023 and continue throughout the 2024-2025 school year. The School Improvement Committee will begin meeting in late January of 2024 to review the plan and additional data. Revisions will be made by August of 2024 . The plan will continually be revised and updated during the next three school years: