Eastern Greene High School
2017-2018 School Improvement Plan

School Name

    Eastern Greene High School

Address

    11064 East State Road 54

    Bloomfield, IN 47424

Telephone

    (812) 825 – 5621

Corporation Number

    2940

School Number

    2435

Principal

    Doug Lewis

Superintendent

Ted Baechtold

September 1, 2015

Eastern Greene High School Improvement Committee

Member Name	Affiliation
Doug Lewis	Principal
Tracy Tarr	Teacher and Curriculum Team Leader
Amy Frank	Teacher and Curriculum Team Leader
Lori Vandeventer	Librarian/Media Director and Literacy Team Leader
Robert Drummond	Music Department Chair and Teacher
Katie Clarke	Counselor and Data Team Leader
Jon Neill	Dean of Students and School Safety Team Leader
Jill Bohnert	Teacher, Technology Team Leader, and Elective Classes Department Chair
Gail Finn	English Department Chair and Teacher
Teresa Butler	Special Education Department Chair
Malissa Morguson	Parent
Moriah Crane	Parent/ECA Treasurer
Jacque Whaley	Parent

Eastern Greene High School
2017-2018 School Improvement Plan

I.   Corporation Mission Statement

EGS will provide an academic program and educational learning environment which will empower students to become life-long learners with the knowledge and skills that will equip them for future academic and workforce success.

II.   School Purpose Statement and Core Values

Purpose Statement: Serving all learners today to prepare for tomorrow.

Core Values:

Eastern Greene High School's staff, students, and parents believe in these core values…

- Developing and utilizing clear and appropriate academic expectations to maximize each student's potential.

- Maintaining a safe and effective learning environment.

- Ensuring a mutual respect for all members of our school community.

III.   Corporation Profile

Eastern Greene Schools is a rural district serving Beech Creek, Center, and Jackson townships, covering a total area of 144 square miles. The school district consists of Eastern Greene Elementary School, Eastern Greene Middle School, and Eastern Greene High School. The student enrollment is approximately 1400 students in grades pre-k through 12th grade. Within the school's population, there is little ethnic diversity. For instance, 99% of the school population is white; approximately 1% is African-American or Hispanic. Many churches and civic groups function throughout the district, and two branches of the Bloomfield-Eastern Public Library are located there. The schools are located fifteen miles from Bloomington and Indiana University, which offer several opportunities for students. The corporation leadership consists of a Superintendent of Schools and a Director of Learning. In addition, the school is governed by a seven member board that is elected by the public. Four members are elected as at-large members, and three individuals are elected to represent the three townships.

IV.   School Profile

Eastern Greene High School, located on Indiana Highway 54, approximately 10 miles east of Bloomfield in southwest Indiana, began a new era by moving into a new building in February of 2008. The two-story building contains 26 classrooms, eight computer labs, a media center, a music room for band and choir, three science labs, an industrial technology shop, a cafeteria, a gymnasium, and a separate building housing an agricultural classroom and shop. The school campus, sitting on 65 acres, also includes a football field and track. The building has the capacity to house 600 students. The building will offer room to grow as the current high school enrollment is 415 students.

The high school faculty consists of 29 teachers and five teaching assistants. In addition, the school has a principal, a dean of students, one guidance counselor, a media specialist, and an athletic director. The administrative offices include one secretary, a secretary/treasurer, and a guidance office secretary. The teaching staff has a nice mix of veteran teachers (17 teachers with over ten years of experience) and ones that are new to the profession (six teachers with five years or less of experience). Over half of the teaching staff lives in Greene County, and well over one-third of the teaching staff lives in the school district. Other teachers commute from Monroe, Lawrence, and Clay counties to work at EGHS.

Though the school district seems isolated, it is located close enough to Bloomington (and Indiana University) that students and teachers take advantage of its many cultural and educational opportunities. For instance, several high school teachers have become ACP (Advanced College Project) certified to teach college level courses on the EGHS campus. The proximity to the Indiana University campus allows for teachers to conveniently accomplish the training for this program. The short distance to IU also allows for our teachers to borrow university resources, such as scientific equipment for the teaching of ACP Chemistry and ACP Biology. Likewise, many high school teachers have partnered with Ivy Tech Community College in Bloomington to offer dual credit courses in our building. Our growing partnership with Ivy Tech has been an effective way for us to increase the percentage of students attending college after high school. Ivy Tech-Bloomington provides a campus literally minutes away from our school district and a higher education opportunity for many students who may have thought attending college was not possible.

V.   Community Profile

Greene County is the third largest county in the state of Indiana encompassing an area of 546 square miles. Our three townships encompass 150 square miles of hilly terrain dotted with small farms and open field areas. A sizeable percentage of Eastern Greene residents are made up of families who have remained in the area for several generations. The growing population is in part due to the availability of lower cost housing in this area than surrounding counties and lack of zoning laws.

The workforce of the Eastern Greene Schools faces many challenges in obtaining employment within the district. Situated mainly in a hilly, wooded, rural setting, the district has few private businesses and practically no industrial development to support its population locally. Retail jobs are generally limited to gas stations, convenience stores, and diners. Jobs available in service areas include automobile repair, home maintenance and repair, and daycare services. Construction comprises only a small portion of the district's employment opportunities, and most firms located in the district are very small companies with few employees. Agriculture is a significant source of economic activity, but not economic prosperity. The school corporation is one of the main employers in our school district. Because of the limited employment opportunities offered in the school district, many of its residents commute to urban areas such as Bloomington, Spencer, and Bedford, or to Daviess County and the Crane Naval Surface Warfare Center to find gainful employment. However the school district does not enjoy an equitable exchange of labor between surrounding counties, as very few people commute into the district for employment. This exodus of workforce creates a community that is unified by only a few touchstones, particularly the school itself and the local churches.

Despite the lack of commercial and industrial interests in the Eastern Greene School District, population growth continues. The economic opportunities offered by Bloomington and the relatively low rental rate of Greene County attract a highly mobile population to the district. This high mobility rate presents several unique challenges to the students and staff of Eastern Greene Schools. These students are more likely to miss large amounts of the curriculum, which affects the cohesiveness of the school culture and the instruction of the classroom teacher. The district's large number of mobile households affects the school's ability to improve attendance rates, in-school performance, and standardized test performance.

Eastern Greene Schools is unique in that there is not a centralized town that hosts community activities. Instead, the school serves as the center of activity for the three townships that comprise Eastern Greene Schools. Whether it is a varsity basketball game, a winter music concert, or summer league baseball games, the school is the central component of life in our district. Through such programs as Harmony (an internet-based system that tracks students' academic progress, attendance, and behavior), school website, mass parent emails, parent-teacher conferences, Showcase Night, and our MyBigCampus digital event calendar, communication between the school and the community further enhances the overall importance of the school district to the community as a whole. It is commonplace to see political functions, wedding receptions, anniversaries, and reunions taking place at the school. Each of these activities further exemplifies the importance of the school in our community.

Analysis of the Greene County 2010 census data reveals Eastern Greene Schools located in a part of the state where the general population is below state averages for levels of education and household incomes. In addition, the census data shows the county population is above the state average for persons living below the poverty level. Obviously, this data reflects some of the challenges faced by students as they work towards their educational goals.

	Greene County	Indiana
High school graduates, percent of persons age 25+	83.2%	86.2%
Bachelor's degree or higher, percent of persons age 25+	11.1%	22.4%
Per capita money income in past 12 months	$20,676	$24,058
Median household income	$41,103	$47,697
Persons below poverty level, percent	14.4%	13.5%

Our free and reduced lunch data is further evidence that many of our students come from below average households when it comes to income. Our school percent for 2012-2013 is starting off at 40.63% (free/reduced for 9 - 12). Our school district percent for 2012-2013 is 49.81% (free/reduced for k-12).

VI.   Overall Curriculum Description

Eastern Greene High School offers a wide variety of courses to students. Academic courses are developed for all ability levels, so every student has the opportunity to be successful at Eastern Greene

High School. Eastern Greene courses are designed to challenge students and prepare them for college success and multiple career options. Our curriculum development and course offerings are driven by providing students with class choices they need to satisfy the requirements of the Indiana Core 40 diploma, as well as the Core 40 Academic Honors diploma and the Core 40 Technical Honors diploma. All teachers maintain a curriculum map for the course they teach through the Pivot system or through a customized spreadsheet. The following is a brief description of our offerings for each Core 40 academic area:

English/Language Arts - Course offerings in language arts vary by grade levels. We currently offer the standard progression of general English I through IV, which integrates reading, writing, listening, and presenting about literature. Our most rigorous English courses include AP English Language available to juniors and ACP W131 and L202 through Indiana University for seniors who qualify for the classes.

Mathematics - The math curriculum allows students to begin with Algebra I and progress to College Algebra & Trigonometry for college credit through Ivy Tech or Calculus I, Calculus II, and/or Statistics for either Advanced Placement or college credit directly through Ivy Tech Bloomington. Ability-level placement in other courses allows all students the opportunity to successfully complete the Core 40 math requirements.

Science – The science curriculum allows for students to begin with Biology I as freshmen and then provides students with a wide range of science classes to choose from during their high school career including these: Integrated Chemistry/Physics, Earth/Space Science, Anatomy, Biology 2, Chemistry 2, and Physics. Our current dual credit/AP course offerings include the following: AP Biology, AP Environmental Science, ACP Chemistry, and AP Physics B.

Social Studies - Course offerings in social studies provide various options at the secondary level and satisfy all required curriculum needs. Freshmen and sophomores will typically choose between the electives of World History and World Geography. All students are required to complete two semesters of U. S. History, typically during their junior year. The required offering during their senior year is one semester of Government and one semester of Economics.

Electives for upper level secondary include Sociology, Psychology, African American History, and Bible Literature. For students who want to be academically challenged in social studies, EGHS offers an Honors US History and Honors Government courses that are dual credit courses through Ivy Tech Bloomington.

Special Education - The special education department provides help to identified students at a wide variety of levels. Our students with the greatest difficulties are placed in small classes with a somewhat modified curriculum. The students who are higher functioning and are better able to succeed in a general education classroom are in classes with their peers. These students have the opportunity to receive help by going to the Resource Room for services, as it is needed. Also, some classes are structured so that two adults are present at least part of the time. This allows more students to receive support within the classroom setting. Grades and behaviors are monitored for all identified students, and help and support is provided based on each student's needs. Contact with parents is a regular part of the staff's activities.

Business, Technology, Family and Consumer Science, and Agriculture - Vocational and business courses are an important component of the curriculum. The agriculture curriculum is centered on an active FFA chapter. Animal Science, Natural Resources, Fundamentals of Agriculture, and Ag Mechanics round out the department's curriculum. The family and consumer sciences department offers a mix of entry-level and advanced studies in six courses: Fashions and Textiles, Child Development, Consumer Education, Interpersonal Relations, Nutrition and Wellness, and Foods. The computers curriculum includes Digital Communication Tools, Computer Applications, Advanced Computer Applications, Web Design, Computer Programming, and Desktop Publishing. Many of the courses are dual credit courses through Ivy Tech-Bloomington.

Fine Arts - Eastern Greene is committed to offering a wide array of music and art classes to our high school students. While choral and instrumental music study begins at the middle school level, students continue their studies at the secondary level by choosing Concert Band, Concert Choir, or Concert Orchestra. Other extra-curricular ensemble offerings include Marching Band, Jazz Band, and Pep Band. One elective, Music Theory, is offered as a non-sequential year-long

music elective for any interested high school student. Eastern Greene also offers assortments of single-semester, non-sequential visual art classes that include the following: Ceramics and Painting, Introduction to Two-dimensional Art, Advanced Two-dimensional Art, as well as an Introduction to Three-dimensional Art classes.

Physical Education/Health and Wellness –Incoming freshmen take a full year of physical education. As sophomores, students take one semester of Health class. In addition, we have been fortunate to offer Advanced Physical Education, which is a course that stresses athletic training and fitness and is a very popular course among our upper class students.

World Languages – Eastern Greene High School provides students with the choice of Spanish or French for a world language to study. Students can study up to four years of Spanish or four years of French. Our language tracks offer strong dual credit opportunities to students as levels 3 and 4 in both French and Spanish are dual credit courses through Ivy Tech.

Jobs For America's Graduates (JAG) – JAG is a national program that targets at-risk students by providing basic academic skills practice and soft job skills. Each lesson that is covered in JAG has a reading and math assignment to provide practice for students. This remediation supports students through their work in other academic classes. Finally, each lesson in the JAG class teaches job attainment and job survival skill competencies. These competencies help prepare students to secure a job and to maintain job performance to meet the employer's expectations.

The EGHS curriculum has been aligned to the Indiana Academic Standards.   Current curricular guides are located in the principal's office, the department chair's room, and the individual teacher's classroom. The curriculum and curriculum maps are continually adjusted and updated as needed.

VII.   Tbirds WIN

Tbirds WIN is a resource time built into the master schedule to support students. WIN stands for "What I Need." Students will be able to use this time to obtain the following:

1. Help from teachers (homework help, demonstration of problems, etc.)

2. Time to make-up work as needed from previous absences.

3. Time to work on a school computer/printer for school related tasks.

4. Extra time to study through study table time.

Tbirds WIN works in 2 ways. First, teachers can identify students to report to their room during the WIN time. Teachers will identify these students the day before the next WIN day (Mon, Tues, Wed, or Thurs) and provide the targeted student with the teacher's WIN pass. Second, students can self-select themselves to work with a teacher for a given WIN day. The student can request a WIN pass from the teacher the day before or report to the teacher's room and pick up a pass from that teacher the morning of a WIN period. The student must take the pass to their assigned homeroom teacher to check in for attendance purposes. Once the student has signed in on the homeroom sign in sheet and shown the WIN pass to the homeroom teacher, the student may report to their WIN teacher/classroom.

Tbirds WIN will occur Monday, Tuesday, Wednesday, and Thursday mornings 8:52 to 9:15. On Fridays we will run on our current activity period schedule (club time after 2nd period).

Tbirds WIN Day Schedule (Monday, Tuesday, Wednesday, and Thursday):

- First 8:00 to 8:48 (48 minutes)

- TBIRDs WIN 8:52 to 9:15 (23 minutes)

- Second 9:19 to 10:07 (48 minutes)

- Third 10:11 to 10:59 (48 minutes)

- Fourth

    o A lunch: 10:59 to 11:29 - Class - 11:33 - 12:21 (48 minutes)

    o B Lunch: 11:51 to 12:21 - Class - 11:03 - 11:51 (48 minutes)

- Fifth 12:25 to 1:12 (48 minutes)

- Sixth 1:16 to 2:03 (48 minutes)

- Seventh 2:07 to 2:55 (48 minutes)

VIII.   Parental Participation

Eastern Greene High School's use of the Harmony student management system is making a significant impact on the involvement of parents in our school. With the Harmony system, parents are able to keep track over the Internet of all aspects of their child's school day such as grades, attendance, disciplinary referrals, future assignments, and nurse visits.

As a faculty, we continue to place importance on communication with parents as a component of student learning. Eastern Greene High School teachers are quick to return phone calls and emails. In some cases, teachers will initiate a phone call and/or an email if a concern arises over a particular student. In addition, we hold a fall conference night for parents to come meet with teachers. This provides an opportunity for face-to-face contact between parents and teachers early in the school year.

As well as Harmony, we are utilizing several other digital resources. We utilize the Harmony feature of mass mailing parents regarding school items. With this feature, we can mass email announcements for all types of information (school announcements, report cards, etc.) to parents who have an email on file in the Harmony system. During the 2015-2016 school year, over 90% of our families had an email address on file and were receiving weekly messages from the main and guidance offices. Also, parents use the alert function of Harmony, setting benchmarks for grades, attendance, and discipline. If their students fall under one of the benchmarks, Harmony automatically sends a message to alert them of the issue. Finally, Mr. Lewis is maintaining a Twitter account where he is micro-blogging short and precise messages to parents, students, and school community members in general.

Eastern Greene High School parents currently have several other opportunities to be involved in school. These include the following:

- Annual Case Conference Reviews
- Athletic boosters
- Band boosters
- Choir boosters
- Showcase Night
- Freshman Orientation
- Senior Parent Night in fall

- Senior Parent Financial Aid Night in winter

- Honors/Awards Night

- Athletic sports banquets for each sports season

- Graduation

- Athletic events

- Concerts

- Body-Safety Parent Meeting

- Parental involvement with scheduling

- Field trips/parent chaperones

- FFA Week

- Honor Jacket Ceremony

- Facebook and Twitter regular updates

IX.   Safe learning Environment

One of our core values is to maintain a safe and effective learning environment. Students are expected to follow the adopted school rules and procedures as approved by the board of education. The adopted school rules are provided to each student in their student handbook which they are required to carry to every class. Parents and students are encouraged to read through the student handbook and are required to sign a form acknowledging they understand the school's rules and expectations. Eastern Greene High School also has a school safety specialist (the principal) and a detailed school safety plan.   The addition of the SRO continues for the 2017-2018 school year. The SRO works for the entire corporation but spends a great deal of time in the high school. Currently, all of the schools of Greene County, in conjunction with the Greene County Sheriff's Department, are working to develop consistent plans county-wide to assist with responses to school safety issues. Please see the appendix for the complete school safety plan.

X.   Disciplined Learning Environment

Eastern Greene High School strives for a disciplined learning environment. The following points are major beliefs our staff holds to maintain and supervise an educational environment suitable for learning:

- Faculty and staff set high expectations for student behavior.

- Faculty members model procedures and maintain routines for all students.

- Individual classrooms have established appropriate discipline plans that fit their own needs.

The following table provides key disciplinary data from the last six years:

Year	Total Number of Disciplinary Actions	Out of School Suspensions	Thursday Schools
2011-2012	2078	6	229
2012-2013	1853	20	176
2013-2014	1081	6	97
2014-2015	1099	16	96
2015-2016	1027	23	92
2016-2017	1038	21	91

Our data suggests that our students are following school policies and behaving well. We attribute this to our staff working towards consistent enforcement of policies in all classrooms. Further, we benefit from having an effective in-service suspension program that allows students to remain in school and minimize out-of-school suspensions.

XI. Technology as a Learning Tool

Eastern Greene High School must continue its efforts to closely align the curriculum with state standards and to provide learning experiences relevant to the lives of students. This is necessary to increase student achievement and to ensure that students are effectively prepared to be contributing citizens and productive workers. Using technological resources as research and communication tools in a project-based learning environment will help to make the curriculum more student-centered and to help students achieve higher academic standards.

Eastern Greene High School teacher members of our technology team collaborated to develop a framework for how to integrate technology as a learning tool in the classrooms. The following points

represent the knowledge, skills, and dispositions that provide the framework for our improvement with using technology as a learning tool:

- Students Skills
    - Develop the technology skills students need to be successful beyond high school.
    - 21st century skills
        - Collaboration
        - Critical Thinking
        - Digital Citizenship
        - Presentation Skills
- Improving Instructional Practices Related to Technology Integration
    - Teacher Driven Professional Development
        - Utilization of the technology coach to meet the professional development needs of the teachers.
    - Professional sharing of best practices during faculty meetings

For the 2015-2016 school year, a corporation wide theme of the 4 C's (collaboration, creativity, critical thinking, and communication) has been implemented. Each quarter, a different theme is the driving force for instruction in the different classrooms. Finally, the school and corporation continue to explore a school wide initiative for one to one technology use in the future.

XII. Attendance Rate

We continue to make attendance a priority and are aiming to have an attendance rate of over 96%. 2012-2014 saw us come close to breaking 95%, and during the 2014-2015 school year we did reach 95.6% for attendance rate. We are making this a priority with our school community by announcing our attendance rate through our monthly newsletter.

The following chart shows our attendance rate:

Year	EGHS Attendance Rate
2010	93.8%
2011	94.5%
2012	94.9%

2013	94.6%
2014	94.7%
2015	95.6%
2016	94.8%
2017	94.6

XIII.   High Ability

N/A

XIV.   Response to Instruction

The staff of Eastern Greene High School is working towards developing a complete Response to Intervention plan. Our current RTI team consists of the principal, guidance counselor, and at least one teacher. The team meets quarterly to analyze student data. Currently, we categorize our current RTI strategies in the following tiers:

Tier 1:

1. All teachers will implement a standards based curriculum.
2. All teachers will utilize instructional practices that provide opportunities for all students to be successful.
3. All teachers will maintain an updated Harmony gradebook to allow for the teacher, student, parent, and other staff (special education, administration, and counselor) to monitor student academic progress.
4. Student assessment data (Gray Silent Reading Test, ECA scores, grades, etc.) is collected and used to determine if students may need more intensive support.
5. Our Writing and Reading Academic Center is in place to support students in the areas of writing and reading in all academic areas. The peer tutors are also approved to tutor various subject areas according to their expertise in those classes.

Tier 2:

1. Tbirds WIN time.

2. Students needing assistance in math or English or students who have failed their Algebra I ECA or English 10 ECA will have a math lab or English lab in their schedule. Students will work in these labs to improve their deficiencies in the respective area.

3. For mathematics, students will be on our A or B academic track. The A track will be a faster paced curriculum for students planning to attend a four year college. The B track will be a slower and applications-based mathematics for students planning to attend a two year college, technical school, or join the military.

XV.   Academic Honors and Core 40

As we aim to have close to 100% of our students graduate with a Core 40 diploma, we have made progress in this area. Our five year average is 75.34% as seen through this chart:

Graduating Class	Percent Core 40
2017	90.5%
2016	84.3%
2015	83.5%
2014	61.1%
2013	80.3%

As we continue to develop our dual credit course offerings, we believe we can grow the number of students eligible for the academic honors diploma. Our five year average for students receiving the academic honors diploma is 23.74%.

Graduating Class	Percent Academic Honors
2017	35.7%
2016	32.5%
2015	25.8%
2014	22.2%
2013	33.6%

XVI.   AP, ACP, and Dual Credit Courses

The Eastern Greene High School administration and staff are committed to expanding our dual credit offerings and curriculum. We believe these courses are the most rigorous in the building and help to prepare students for success in college and career success:

AP	Ivy Tech	ACP
Calculus 1	Calculus AB	Chemistry 2
Calculus 2	Calculus BC	W131
Environmental Science		L202
English Language	Government	**Ivy Tech - Continued**
US History	French 3 and 4	Principles of Engineering Design
Computer Science	Spanish 3 and 4	Earth/Space
Physics B	English 206	Human Development and Wellness
Statistics	English 111	College Algebra M136 and Trigonometry and Analytic Algebra M137
	Agribusiness Management	Intro to Micro Computers
	Agriculture Animal Science	Digital Citizenship
	Agriculture Natural Resources	Introduction to Engineering Design
	Agriculture Power, Structure, and Technology	

We continue to be part of the AP-TIP grant. This grant provides professional development to our teachers, as well as, a structured plan for supporting students who take AP courses. The following chart displays the number of students who took an AP exam for the given year, and the number who received a 3, 4, 5.

Year	# of Students to take AP Exam	# of Students to score a 3, 4, 5 on AP Exam
2013	23	10
2014	22	10

2015	86	33
2016	68	36
2017	72	35

The following is the percent of seniors who graduated with at least one dual credit course and the average number of credits obtained per senior.

Year	Percent of Seniors With Dual Credit	Average number of dual credits/senior
2014	69%	10
2015	67%	12.2
2016	75.8%	TBD
2017	76.4%	TBD

XVII.   Graduation Rate

The table provides our graduation data for the past five school years:

Year	Rate
2010	90.4%
2011	81.6%
2012	87.9%
2013	82.2%
2014	*93.8%*
2015	*95.6%*
2016	*88.9*

We are striving to achieve at least a 90% graduation rate every year. While before the class of 2014, we had rates in the 80s%, we believe we are on the right track with sustaining 90s% rates for the next

several years. We believe our practices and strategies geared toward working with supporting at-risk students are having a direct impact on our graduation rate as evident by our highest graduation rate in the past six years during the 2014-2015 school year at 95.6%. The following provides a brief description on the strategies geared toward improving and sustaining our graduation rate:

1. **Freshman Kickoff**: We have put a great deal of emphasis on supporting freshmen to have strong starts to high school. We have now had our Freshman Kickoff mentor program in place for six years. Our areas of focus for freshmen to have a successful start to the school year include these issues: attendance, passing classes, dealing with student "drama," participating in extra-curricular activities, and setting high goals.

2. **Jobs for America's Graduates (JAG)**: We believe the JAG program can help support at-risk and lower socio-economic students in our school and improve the likelihood of graduation for these students. The JAG program was added to our curriculum in January of 2007. Students participating in JAG take the JAG elective course each semester of their junior and senior years. The program also includes an extra-curricular student organization, The Career Association, and a summer employment opportunity called the Work Experience. The JAG program helps to prepare each student for his or her future. Since students likely have a different career plan, their goals are individualized. These goals may include graduating with a high school diploma, obtaining a G.E.D, attending college, or receiving training in their desired vocational field.

3. **Online Credit Recovery Options**: In an effort to keep students on pace to graduate, we allow students (primarily seniors and juniors) to retake classes online that they have previously failed in a regular classroom. We are confident that our online system, E2020, provides a rigorous course format to allow students to work at their own pace. The online system allows students to regain credits and remain on pace to graduate on time. During the 2015-2016 school year this program has been expanded to target at-risk students and help them stay on target to graduate.

XVIII.   DATA TITLES– Titles of Assessment Tools Used
- o   Grade 10 ISTEP
- o   Algebra I ECA
- o   English 10 ECA

- o Biology I ECA
- o SAT
- o PSAT

XIX. DATA RESULTS –Description of Assessment Results

The following chart provides recent results of first time testers on the Algebra I ECA (spring testing) and the new ISTEP 10:

Test Date	# of students testing	% Passing	Linear Equations and Inequalities (% mastery)	Sketching and Interpreting Graphs (% mastery)	Systems of Linear Equations (% mastery)	Polynomials (% mastery)	Quadratic Equations (% mastery)
2009	88	25	37	60	36	58	32
2010	125	31	32	26	37	37	37
2011	51	65	69	49	71	71	51
2012	91	57	59	64	68	48	43
2013	108	63	56	72	64	49	37
2014	81	78	79	83	67	73	49
2015	57	70	47	72	53	60	46
2016	96	71	NA	NA	NA	NA	NA
2017	96	45.8	NA	NA	NA	NA	NA

The following chart provides the results for the English 10 ECA and the new ISTEP 10:

Test Date	# of students testing	% Passing	Reading Comprehension (% mastery)	Writing Application (% mastery)
2011	96	65	71	63
2012	102	66	69	56
2013	87	72	71	72
2014	95	75	73	80
2015	92	88	86	85
2016	96	74	NA	NA
2017	95	66.3	NA	NA

Graduation Requirements: Percent of students who have now completed graduation requirements for each category:

Graduating Class	% of class passing Algebra I ECA requirement	% of class passing English 10 ECA requirement
Class of 2016	94.1%	91.7%
Class of 2017	91.3%	85.8%
Class of 2018	94%	3.9%
Class of 2019	N/A	N/A

The following chart provides recent results from EGHS students taking the SAT.

Graduating Class	% of Seniors taking SAT	Cumulative Score(Math and Critical Reading)		Math		Critical Reading		Writing	
		EGHS	State	EGHS	State	EGHS	State	EGHS	State
2011	43	971	994	494	501	478	493	449	475
2012	55	963	994	493	501	470	493	465	476
2013	61	979	993	500	500	479	493	459	477
2014	59	960	997	491	500	469	497	439	477
2015	60	985	989	503	496	482	492	446	474

XX.   DATA ANALYSIS – Comparisons of Data

Algebra I

We are making steady progress with improving our Algebra I ECA % passing rate.   Our category analysis for Algebra I ECA shows that we have made strong gains in Sketching and Interpreting Graphs. Our lowest category is Quadratic Equations. During the 2014-2015 school year we realligned our curriculum to the new Indiana College and Career Readiness Standards. And during the 2015-2016 school year we have implemented the new alignment.

English 10

Similar to Algebra I, we are making steady improvement with our English 10 ECA % pass rate the past 3 years. Over the past two years, we have improved our cohort passing rate by 10%. We are continuing to aim to have cohort passing rates of 90%.

We have made strong improvement in the area of Writing Applications. Our improvement in Reading Comprehension has been not as steep. We will continue to focus on improving both areas, but particularly our students' reading comprehension skills.

Biology I ECA

Over the past five years, we have had much turnover with our staffing to teach Biology. During part of this time (the last 3 years), we have scored around the state average with our passing rate. We will continue to aim to increase our passing rate with the Biology I and the Biology ISTEP+ test. We are looking to get some continuity in the Biology position and believe this will help.

Through analyzing category results on the Biology ECA, we are making the strongest improvement in the areas of Ecology and Developmental and Organismal Biology. The curricular area that needs to most attention at this tme is Developmental and Organismal Biology.

SAT Results

One area we are making an aim to improve and maintain is the percent of students who take the SAT. This is analyzed through viewing the % of graduating seniors who have taken the SAT. We are aiming to achieve a trend of having roughly 60% of our seniors take the SAT.

As we review the three parts of the SAT, our math scores have shown to be the strongest as we most recently matched the state average. We continue to be below the state average with the literacy based areas of critical reading and writing. As a result, we continue to make reading and writing across the curriculum a school improvement priority. I focus on AP Language and AP Literature we believe will help this as well. We are also considering ways to improve the test prep skills of our students, and specifically for the SAT.

XXI. DATA Conclusions

Algebra I

With the 2014 sophomore cohort, we have reached our goal of a 90% pass rate. We believe our teacher collaboration, use of formative data, targeting students for remedial support, and use of the Tbird WIN time have all contributed to reaching our goal. Our challenge is to sustain this rate. We have a good start with the 2015 cohort already having a 80% pass rate. In addition, we must take steps to transition to the new Indiana College and Career Readiness Standards.

English 10

We are making progress with our English 10 ECA passing rate. For the 2014 cohort, we have reached 74.4%. This pass rate represents the highest we have ever had. However, we will continue to work towards a 90% pass rate. We have several strategies working in this area to reach our goal:

formative assessment, targeting students for remedial work, Tbird WIN time, and integration of Reading Apprenticeship instructional techniques.

Biology

Our Biology I scores the past three years have been nearly identical to state averages. We believe our improvement is related to our focus on curriculum mapping and providing standardized test prep work with our students. In the past year, we have gone through a complete turnover of our Biology I teachers. Our new teachers will continue use of the curriculum maps in place and provide an emphasis with literacy tasks in Biology.

SAT

As stated before, we are aiming to improve the % of seniors who are taking the SAT, as well as, the results on this test. In general, our goal is to have 60% of each senior class take the SAT. With the past two graduating classes, we are averaging above 60%. We are hoping to host an SAT Saturday test time at EGHS and hope this will help some students with the logistics of taking the test.

Our data results show that our students are doing the best on the math section. Critical Reading and Writing continue to be our low points. Both reading and writing across the curriculum are school wide goals. Through having nearly half the staff trained in RAISE, we believe we can make improvements in the area of reading. As we continue to update our curriculum maps, our efforts will focus on integrating the Common Core literacy standards into our curriculum. Finally, we are investigating ways to offer a SAT prep course to our students to improve SAT testing skills.

PSAT

As we analyze our PSAT data, a few points can be pulled from the data. First, both our juniors and sophomores are scoring at or above state averages for Math. In Critical Reading, our junior cohorts have been below state averages while the sophomore cohorts are right at or above state averages. Our writing data for both grade levels are very close to state averages.

Our "College Ready" rates for the PSAT have increased dramatically. First, our score of 47.5% of juniors being "College Ready" is right at the national average. This improvement is after our past two scores were 30.5%. Our sophomore "College Ready" rate is still considerably below the national average. In 2013, 33.3% of our sophomores were "College Ready" compared to the national average of 37.6%. In 2014, 31.5% of our sophomores were "College Ready" compared to the national average of 39.1%. The "College Ready" data reflects our work to prepare students for college and the gains we are making with students the longer they are in school at EGHS.

SAT - PSAT – Writing – Reading

The standardized assessments that measure college readiness provide us with direction on what student skills areas to focus on across the curriculum. The scores for both the PSAT and SAT suggest our improvement focus should be with student literacy skills (reading and writing). As a result, we will continue to make the integration of literacy learning strategies in all curricular areas our primary school improvement goal.

XXII.   Goal Action Plan – Specific plans for increased student performance based on data analysis, including timeline for implementation.

Target Goal 1: Communication/Reading Comprehension

Each student will demonstrate improvement in content area literacy skills across the curriculum.

STRATEGIES	PERSON(S) RESPONSIBLE	TIMELINE
1. Strategies to develop and improve student literacy skills will be integrated into instructional practices in each content area including RA, Smekens, common paragraphing structure and vocabulary, common essay structure and vocabulary.	Teachers	Teachers will develop lesson plans that integrate strategies learned from previous and current professional development to be implemented immediately and continuously during the 2015-2016 school year.
2. Students who do not meet standards on the English 10 and Algebra I ECA will be placed in an English Lab and Math Lab.	Principal, counselor, teachers	One English and Math Lab section will be available each semester. The guidance counselor and teacher will determine candidates to take the Labs for ECA remediation. Online remediation options will be made available to any student seeking remediation and preparation for an ECA retake.

3. All students, teachers, and school personnel at Eastern Greene High School will participate in Tbirds WIN where teachers can call out students for remediation, make up work, and enrichment.	Principal, teachers, school personnel, students	Tbirds WIN will happen each Monday - Thursday from 8:52 – 9:15.
4. High Ability students will be challenged to increase their content literacy with EGHS's participation in the AP-TIP program.	English, math, science AP and pre-AP teachers	Initial implementation of AP-TIP will occur during the spring of 2014 with the first classes occurring in the fall of 2014 semester. Continue to increase the number of students taking AP course as part of the AP-TIP grant.
5. Students will have Ivy Tech's dual credit options in various departments to enhance literacy skills.	dual credit teachers	Dual credit will continue to be offered during each semester.
6 . The Writing and Reading Academic Center (WRAC) will be utilized to support student learning. Peer tutors will help students with literacy-based assignments in all content areas.	Media specialist and teachers	The WRAC is open daily from 7:45 until 3:15. Tutors are available as per scheduling.

Target Goal 2: General improvement in math content
Each student will demonstrate improvement in math content area skills across the curriculum.

STRATEGIES	PERSON(S) RESPONSIBLE	TIMELINE
1. Strategies to develop and improve student math skills will be integrated into instructional practices in each content area. The math department will take the lead on this.	Teachers	Teachers will develop lesson plans that integrate strategies learned from previous and current professional development to be implemented immediately and continuously during the school year.

2. Students who do not meet standards on the English 10 and Algebra I ECA will be placed in an English Lab and Math Lab.	Principal, counselor, teachers	One English and Math Lab section will be available each semester. The guidance counselor and teacher will determine candidates to take the Labs for ECA remediation. Online remediation options will be made available to any student seeking remediation and preparation for an ECA retake.
3. All students, teachers, and school personnel at Eastern Greene High School will participate in Tbirds WIN where teachers can call out students for remediation, make up work, and enrichment.	Principal, teachers, school personnel, students	Tbirds WIN will happen each Monday - Thursday from 8:52 – 9:15.
4. High Ability students will be challenged to increase their content literacy with EGHS's participation in the AP-TIP program as an affiliate school.	English, math, science AP and pre-AP teachers	Continue to increase the number of students taking AP course as part of the AP-TIP affiliate program.
5. Students will have Ivy Tech's dual credit options in various departments to enhance advanced level math.	dual credit teachers	Dual credit will continue to be offered during each semester.
6 . The Writing and Reading Academic Center (WRAC) will be utilized to support student learning. Peer tutors will help students with math assignments.	Media specialist and teachers	The WRAC is open daily from 7:45 until 3:15. Tutors are available as per scheduling.

Assessment:

1. Individual classroom SMART goals.
2. English 10 and Algebra I ECA
3. Gray Silent Reading Test
4. SAT Critical Reading
5. PSAT Critical Reading and Writing Sections
6. Classroom assessments
7. AP Exam Scores
8. Dual Credit Course Scores
9. Pivot Inspect (replaced Acuity)

Resources:

1. Smeckens Professional Development Series from fall 2012 and spring 2013
2. RA training
3. Internet sites
4. Technology / Elisabeth Sturgis
5. Current faculty as in-school trainers
6. Other schools and teachers
7. Library
8. Textbook/book companies
9. Corporation support of professional development through professional development program.
10. 6+1 Writing Traits and rubrics
11. Common paragraph and essay structure/vocabulary
12. AP-TIP resources for teachers and students
13. Dual Credit

Staff Development:

1. Staff members are given guidance and assistance during faculty meetings and other times during the school year.
2. Staff members determine and request needed professional development related specifically to this goal.
3. Staff members attend conferences and workshops related to this goal.
4. Staff members actively participate in research/reading groups on materials directed at target goal achievement.
5. Staff members will serve as in-school trainers to acclimate all new teachers to literacy strategies.
6. AP and Pre-AP teachers will attend the AP-TIP conferences, training days, and student seminars.
7. Dual credit teachers will attend conferences, training days, and seminars for their classes.
8. ACP teachers will attend conferences, training days, and seminars for their classes.

Other forms of documentation may include the following:

1. Artifacts of student work
2. Student Portfolios
3. Teacher evaluations
4. Remediation records
5. Other records – surveys, attendance, course failures, etc.

Student Performance Goals

A. Attendance Rate   Average 95.5%

B. Graduation Rate   Average 88%

C. Percentage of Graduates with an Academic Honors Diploma   Average 33%

D. Number of Students earning a 3, 4, or 5 on AP exams   35

E. Percentage of students passing the ISTEP 10 E/LA: 75%

F. Percentage of students passing the ISTEP 10 Math: 60%

G. Percentage of students passing the ISTEP 10 Science: 80%

H. School Improvement Timeline: 2017-2018 school year – AdvancED Accredidation

Eastern Greene High School

School Improvement Agenda/Timeline

2016-2018

2016-2017

August 2016

➔ Freshman Kick-Off
➔ First Teacher Day
➔ Teacher In-Service Session: TBD
➔ First Student Day
➔ Gray Silent Reading Test

September 2016

➔ Department Head
➔ Faculty Meeting Focus: TBD
➔ Attendance Checks: Who has attendance issues?
➔ Grade Checks: At-risk seniors?

October 2016

➔ School Wide Test Day – ASVAB, PSAT, Accuplacer
➔ Department Head Meeting
➔ Faculty Meeting Focus: TBD
➔ Parent/Teacher Conference
➔ Attendance Checks: Who has attendance issues?
➔ Grade Checks: At-risk seniors?

November 2016

➔ Begin master schedule planning for 2014-2015
➔ Department Head Meeting/School Improvement Mtg/School Letter Grade / Accountability
➔ Faculty Meeting Focus: TBD
➔ Attendance Checks: Making up time
➔ Grade Checks: At-risk seniors?

December 2016

➔ Department Head Meeting
➔ Faculty Meeting Focus: TBD
➔ ECA Retesting

January 2017

➔ Teacher In-Service – TBD
➔ Department Head Meeting: Review of School Wide Test Data
➔ Communicate with parents/students regarding Algebra I ECA and English 10 ECA
➔ Remediation for ECA Continues

February 2017

➔ Department Meeting
➔ Faculty Meeting Focus: TBD
➔ Attendance Checks: Who has attendance issues?
➔ Grade Checks: At-risk seniors?

March 2017

- → Department Head Meeting
- → Faculty Meeting Focus: TBD
- → Attendance Checks: Who has attendance issues?
- → End of third grading period
- → Grade Checks: At-risk seniors?

April 2017

- → Department Head Meeting: Review of current year and planning for the next year.
- → AdvancEd Surveys – Parents, Students, Teachers
- → Faculty Meeting Focus: TBD
- → Attendance Checks: Making up time
- → Grade Checks: At-risk seniors?

May 2017

- → Faculty Meeting Focus: TBD
- → Administer Core 40 ECAs, AP Exams, Dual Credit Exams (as needed), Final Exams

June 2017

- → Credit Recovery Summer School

2017-2018
August 2017

- → Freshman Kick-Off
- → First Teacher Day
- → Teacher In-Service Session: TBD
- → First Student Day

September 2017

- → Department Head
- → Faculty Meeting Focus: TBD
- → Attendance Checks: Who has attendance issues?
- → Grade Checks: At-risk seniors?
- → Parent/Teacher Conferences

October 2017

➔ School Wide Test Day – ASVAB, PSAT, Accuplacer
➔ Department Head Meeting
➔ Faculty Meeting Focus: TBD
➔ Attendance Checks: Who has attendance issues?
➔ Grade Checks: At-risk seniors?

November 2017

➔ Begin master schedule planning for 2018-2019
➔ Department Head Meeting/School Improvement Mtg/School Letter Grade / Accountability
➔ Faculty Meeting Focus: TBD
➔ Attendance Checks: Making up time
➔ Grade Checks: At-risk seniors?

December 2017

➔ Department Head Meeting
➔ Faculty Meeting Focus: TBD
➔ ECA/ISTEP Retesting

January 2018

➔ Teacher In-Service – TBD
➔ Department Head Meeting: Review of School Wide Test Data

February 2018

➔ Department Meeting
➔ Faculty Meeting Focus: TBD
➔ Attendance Checks: Who has attendance issues?
➔ Grade Checks: At-risk seniors?

March 2018

➔ Department Head Meeting
➔ Faculty Meeting Focus: TBD
➔ Attendance Checks: Who has attendance issues?
➔ End of third grading period
➔ Grade Checks: At-risk seniors?

April 2018

➔ Department Head Meeting: Review of current year and planning for the next year.
➔ AdvancEd Surveys – Parents, Students, Teachers
➔ Faculty Meeting Focus: TBD
➔ Attendance Checks: Making up time
➔ Grade Checks: At-risk seniors?

May 2018

➔ Faculty Meeting Focus: TBD
➔ AP Exams, Dual Credit Exams (as needed), Final Exams

<u>**June 2017**</u>

➔ Credit Recovery Summer School

XXIII. Professional Development – Specific Plan to Support the School's Goal Action Plan

Target Goal 1: Each student will demonstrate improvement in literacy skills across the curriculum.

Professional Development Strategies:

1. Staff members are given guidance and assistance during faculty meetings and other times during the school year.
2. Staff members determine and request needed professional development related specifically to this goal.
3. Staff members attend conferences and workshops related to this goal.
4. Staff members actively participate in research/reading groups on materials directed at target goal achievement.
5. Staff members will serve as in-school trainers to acclimate all new teachers to literacy strategies.
6. AP and Pre-AP teachers will attend the AP-TIP conferences, training days, and student seminars.
7. Dual credit teachers will attend conferences, training days, and seminars for their classes.
8. ACP teachers will attend conferences, training days, and seminars for their classes.

General Professional Development Goal: Teachers will continue to learn the features and uses of available digital tools for the classroom.

Professional Development Strategies:

1. Our technology team will identify goals for our staff related to technology use in the classroom. Our technology coach will work with staff members to help achieve goals and utilize technology to enhance learning in all curricular areas.
2. The ISTE NETS and Performance Indicators for students, teachers, and administrators will be used as a tool to analyze our current integration of technology in the school wide curriculum. Teachers will work together to explore ways of improving integration of technology in the school wide curriculum.

3. Through the school year, professional growth opportunities will occur. Further, on-line learning options will be provided to teachers for voluntary professional development options.

4. All staff will have a Google account through the school district to utilize Google docs and apps in their instruction.