



# **Edinburgh Community High School**

***300 S. Keeley St.  
Edinburgh, IN 46124***

## **School Improvement Plan**

***2019-2020  
School Year***

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School Improvement Plan  
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**Edinburgh Community High School  
School Improvement Plan  
2019-2020**

**Motto**

Creating Our Legacy... Every Student, Every Day

**Mission Statement**

The Edinburgh High School Community shall provide, within a safe and caring environment, programs which enable all students to realize their academic potential and to achieve personal wellness, as they develop into productive members of society.

**Philosophy**

Edinburgh Community High School strives to provide all students with opportunities and resources to fully develop their educational potential. With the support and partnership of all members of the school community, students can acquire the appropriate analytical skills and experiences to become productive and responsible citizens.

## STUDENT DEMOGRAPHICS

Edinburgh, Indiana is located in the far southeast corner of Johnson County, and was the first settlement in the county. The community was laid out and platted in 1822. According to the 2010 census, the population of Edinburgh totals close to 4500 individuals.

Edinburgh Community High School's comprehensive four-year educational program serves a student population of approximately 240 students. For the 2018-2019 school year, 90% of the students in the high school were white, 7% were Hispanic and the remaining 3% were multi-racial. The percentage of students receiving lunch and textbook assistance was 58% and the special needs population is close to 16% for the high school with an ELL population of approximately 2.5%.

### 2018 Annual Report for EDINBURGH COMMUNITY SCHOOLS

INDICATOR	CORPORATION RESULTS					State
	14-15	15-16	16-17	17-18		Results
A-F Accountability Grade	C	B	B	B		
Student Enrollment	955	927	911	862		1133822
Teacher Salary - Minimum	\$33,268	\$33,560	\$33,703	\$33,795		\$34,165
Teacher Salary - Maximum	\$62,540	\$63,053	\$63,053	\$63,053		\$65,536
% of students in Special Education	19.8	19.4	19	20.9		16
% of students in Gifted & Talented	15.5	15.2	15.9	17.4		13.6
% of students receiving Free Lunches/ Textbooks	66.2	65.8	63.8	67.4		49.6
% of Limited English Proficiency Students	3.3	3.3	2.5	3.5		5.3
% of Students in Alternative Education	1.7	1.7	1.3	1.3		1.6
Inter District Mobility	11.2	12.8	12.4	11.2		0

## 2018 Annual Performance Report for EHS

INDICATOR	Edinburgh High School Results:				State Results
	14-15	15-16	16-17	17-18	
<b>A-F Accountability</b>	B	B	A	A	
Student Enrollment	288	288	269	241	
% of Students in Career/Technical Education	52.1	54.51	52.41	53.53	37.65
% Passing ECA - ISTEP+ Math Standard	80	19.3	23	35.7	36.2
% Passing ECA-ISTEP+ Language Arts Standard	73.2	62.9	55.3	66.1	58.9
% of Graduates Passing Both ECA Standards	89.1	95.4	92.4	89.3	92.5
% of Graduates granted ECA waivers	1.7	4.6	7.6	1.8	8.3
% Core 40 with Honors Diplomas	20.7	24.6	30.3	37.5	39.8
% Core 40 Diplomas	79.3	87.7	84.8	89.3	90.5
College and Career Readiness Rate	62.26	64.62	57.6	N/A	N/A
Graduation Rate	90.6	95.6	94.3	98.2	88.2
Attendance Rate	92.7	92.4	95.7	94.5	95.3
# of Students with 10+ Unexcused Absences	32	23	12	13	

## STUDENT PERFORMANCE

The standardized assessment used to measure student performance for high school accountability switched from the End-of-Course Assessments (ECA) to the ISTEP+ 10 assessment during the 2015-2016 school year.

### ISTEP+ 10 Data:

	<b>ELA</b>	<b>State Ave</b>	<b>Math</b>	<b>State Ave</b>	<b>Both</b>	<b>State Ave</b>
2018-2019	67.2	62.4	31.1	35.3	29.3	33.8
2017-2018	65.5	59	36.4	36.2	33.9	33.7
2016-2017	55.4	60.5	23.1	36.8	21.5	34.3
2015-2016	63.3	60.6	18.3	35.8	18	32

## GRADUATION RATE

Graduation Rate is an indicator used in assessing school performance and a standard included in the determination for AYP at the high school level. When the new formula for determining high school graduation rates was implemented during the 2005-2006 school year, Edinburgh High School was below the state average and remained there for the next few years. Since 2008-2009, Edinburgh High School has exceeded the state graduation rate nine of the past ten years.

<b>Year</b>	<b>EHS Rate</b>	<b>State Average</b>
2017-2018	98.20%	88.20%
2016-2017	94.30%	87.20%
2015-2016	95.60%	89.10%
2014-2015	90.60%	88.90%
2013-2014	98.10%	90%
2012-2013	84.90%	88.60%
2011-2012	89.2%	88.3%
2010-2011	98.1%	86.0%
2009-2010	95.8%	84.1%
2008-2009	83.6%	81.5%

## COLLEGE & CAREER READINESS

College and Career Readiness is based on the percent (%) of graduates who earn credits through AP Exams, Dual Credit courses or earn an industry certification.

Edinburgh students have the opportunity to enroll in the following AP and/or Dual credit courses:

- AP English Language and Composition
- AP English Literature and Composition
- Pre Calculus/Trigonometry (Dual Credit through Ivy Tech)
- AP Calculus AB (Dual Credit through Ivy Tech)
- AP Biology (Dual Credit through Ivy Tech)
- AP US History
- AP Studio Art

Edinburgh students also have the opportunity to earn industry certifications and dual credits through the majority of career pathway programs through C4.

### CCR Percentage:

Year	EHS Rate	State Ave:
2017-2018	57.60%	65.70%
2016-2017	64.60%	63.60%
2015-2016	62.10%	61.80%
		State Goal:
2014-2015	62.30%	25%
2013-2014	72.60%	25%
2012-2013	56.10%	25%
2011-2012	44.20%	25%



## SCHOOL ACCOUNTABILITY

PL 221 places Indiana schools into one of five categories based upon improvement and performance data from the ISTEP+ and ECA exams.

Beginning with the 2011-2012 academic year, the State Board of Education changed the labels for school categories based on student performance from the terms Exemplary, Commendable, Academic Progress, Academic Watch and Academic Probation to letter grades (A, B, C, D and F).

School Year	PL 221
2017-18	A
2016-17	A
2015-16	B
2014-15	B
2013-14	C
2012-13	A
2011-12	A

## **CURRICULUM**

In order to address the unique needs, personal interests, and capabilities of each student, Edinburgh Community High School offers classes through the art, business, English, family and consumer sciences, foreign language, industrial technology, health and physical education, mathematics, music, science, social studies, and special education departments. Students are provided with services from a guidance department and with many student activities. Student interests and capabilities are also served through C4, College Prep, Honors English, seven AP courses and Dual-Credit class offerings through Ivy Tech.

ECSC adopted the 2014 Indiana College and Career Ready Academic Standards as the written curriculum that provides natural K-12 alignment in all subject areas. Teachers develop course guides based upon the standards. A High Ability curriculum was implemented for the 2008-2009 school year.

The curriculum for Edinburgh Community High School is available via the high school's web page at [www.ecsc.k12.in.us](http://www.ecsc.k12.in.us). A general description of all high school course offerings is provided in the Course Description Guide under the guidance link.

## **STUDENT PARTICIPATION**

C4, the vocational school located in Columbus, Indiana offers opportunities for Edinburgh students to participate in extensive career and vocational training classes during their junior and senior years. Several C4 programs allow students to enroll in classes which lead to the attainment of certificates of technical achievement or dual credits for college. Articulation agreements have been approved with Ivy Tech.

School activities for students include sports programs for both boys and girls during each sports season. In addition, curricular and co-curricular clubs for students include Spanish club, FCA, Chess Club, National Honor Society, Student Council, Philanthropy Club, Lancer yearbook, and Art club. The Renaissance Club recognizes students who have improved in a particular subject, demonstrated outstanding performance, achieved perfect attendance, or attained honor roll status. With the ongoing support of parents, teachers, support staff, administrators, and community patrons, Edinburgh Community High School will continue to become a high school which prepares its students for post-secondary success.

## **PARENTAL PARTICIPATION**

Edinburgh Community High School offers many opportunities for parent and community involvement. Parents and community members are encouraged to take part in the educational process. The HS/MS Boosters sponsor school activities, raise funds for school organizations and work at the concession stands. This organization supports classroom activities through monetary donations to be used for purchase of classroom supplies as well as extra-curricular activities. Band Boosters support the high school band program by raising funds for equipment and field trips.

Parents and community members are encouraged to serve on committees such as the After Prom, School Improvement, Alternative Education and High Ability committees. Other opportunities for their involvement include serving as a guest speaker for a class lecture, coaching and supporting athletics, attending conferences, or visiting the school.

As their child's first teachers, parents play valuable roles in supporting education. They do this by assisting with homework or class assignments, talking with their children about school, attending school functions, and participating in parent and teacher conferences. In an effort to improve parent participation in these vital areas, the school maintains and encourages the use of the PowerSchool website for parents to frequently monitor their student's grades, discipline and attendance. Parents also have the opportunity to stay informed of school information and activities through the school's website and school's Twitter account.

## TECHNOLOGY

The ECSC Technology Department provides current educational technology for EHS students and staff, allowing them to access information, generate knowledge, and communicate amongst their peers while providing technical support, one on one or group training and hardware/software troubleshooting. The technical staff strives to remain up-to-date on current technology standards while making the technology fall under the same guideline. EHS technology is based upon a detailed technological rigor that gives each and every student the opportunity to be successful. The school provides every student with a Chromebook and digital curriculum for use in the classrooms and at home. By implementing a One to One program at our high school level in 2011, we have committed to making Edinburgh Community High School students better prepared for collegiate life or life outside a structured educational system.

At Edinburgh High School, we take pride in being ahead of the technological curve while adapting to everyday shift changes. Staff and students at EHS collaborate via multiple conduits. For example, Google Apps for Education is one of our major collaboration utilities, allowing students and staff to engage in digital curriculum, coordinate a collaborative learning environment and develop a strong work ethic in an e-learning setting. EHS uses several e-learning solutions such as: Quizlet, an online study guide for students and Google Classroom, an online course management system that works in conjunction with Google Apps. Compass Learning and Edgenuity provide our students with a digital learning environment allowing for course reinforcement and solid third party learning paths.

Teachers are given various training opportunities ranging from an annual summer technology institute provided by the Johnson County Schools and surrounding counties, to online learning resources and one on one training. Teachers are instructed to implement technology into their core curriculum.

Classroom computers run administrative functions such as grading, attendance, schedule inquiry, electronic mail, instructional software and the Internet, in addition to word processing using Google Apps and various e-learning websites. All classrooms are also equipped with a phone, projector, surround sound and DVD player. The school also equips our students with 802.11 AC wireless corporation wide and three computer labs for testing and group projects. A 500 mbps internet download speed gives students at EHS the adequate bandwidth for classroom engagement.

The school website "[www.ecsc.k12.in.us](http://www.ecsc.k12.in.us)" allows for increased accessibility to important school information for students and the community. Parents and students are given online resources like MealPay Plus, an online student meal pay and meal accountability, Follett E-Books and classroom websites just to name a few. PowerSchool, our current student information system, allows for remote teacher access for grade books, demographics, medical and disciplinary information. Parents also use this tool to monitor their child's grades, discipline and attendance. Parents benefit from a universal call system called School Messenger, which informs them of school closings and delays, low balance meal counts as well other important school events.

## **SAFE AND DISCIPLINED LEARNING ENVIRONMENT**

The safety and security of ECHS students has become more and more of a concern in recent years, as is typical of other schools across the United States. In response to these needs, a corporation-wide emergency plan has been established and the building principal has received school safety specialist training.

Security measures for ECHS include cameras throughout the building, with the ability to retrieve video data by means of computer. Several exterior cameras were added to the parking lots and athletic complex for additional security. A keyless lock system secures exterior doors of the building which are locked at approximately 8:30 a.m. to keep unauthorized individuals from accessing the building. The exterior doors on Keeley Street (2E) remain open for visitors to enter. A secure entrance was installed in 2014 which routes all visitors through the main office to sign in. All entrances have been identified by a posted sign for security purposes. A universal call system is used to inform parents in the event of emergencies.

Partnerships have been developed with the local police and fire departments. In collaboration with the town of Edinburgh, Edinburgh Schools will have a School Resource Officer (SRO) for the first time during the 2019-2020 school year. Automated External Defibrillators or AEDs have been purchased and installed. Select school personnel have been certified in the use of AEDs by local authorities.

Student behavior guidelines including the demerit system were discussed with students during class assemblies at the start of the school year. The student handbook is updated annually, and clearly spells out for students the expectations for appropriate behavior held by ECHS faculty and staff. Regular and consistent communication between staff and parents help to encourage and support a safe and disciplined learning environment.

## ASSESSMENTS

Listed below are the assessments used by Edinburgh Community High School and a brief description of each one.

**PSAT/NMSQT** – Measures critical reading, verbal reasoning, math problem-solving, and writing skills of students planning on attending college. The PSAT/NMSQT reasoning tests are not directly related to specific high school curriculum, they are developed to reflect the kinds of academic experiences that teachers consider important. The PSAT is administered in the fall to all sophomores and any interested freshmen and juniors.

**SAT** – The SAT is a Standardized Assessment Test. It is given to assist students in comparing reasoning abilities and academic strengths with those of more than 3 million students who take this test each year. College bound students are encouraged to take this test during their junior and senior years.

**ACT** – The ACT is a standardized assessment test that is designed to measure academic achievement in four major curriculum areas: English, mathematics, reading and natural sciences. College bound students are encouraged to take this test during their junior and senior years.

**ISTEP+//ILEARN**- The purpose of the *Indiana Statewide Testing for Educational Progress Plus (ISTEP+)* program is to measure student achievement in the subject areas of English/Language Arts, Mathematics. High school students take ISTEP+ at the end of their tenth grade year to satisfy the state's requirement for the Graduation Qualifying Exam (GQE). Students who do not pass the initial assessment have additional retest opportunities during both their junior and senior years. The GQE assessment will move from ISTEP+ with Pearson to the ILEARN program through Airast for the 2019-2020 school year.

**AP EXAMS** – These exams are administered every May to students who enrolled in AP Courses during the school year. The exams are designed to measure student understanding of the College Board approved curriculum. Students have the potential of earning college credit based on their exam scores.

**AIRWAYS** – This assessment is given two or three times per year to determine a student's mastery of the Indiana State Standards throughout the school year. Teachers review assessment data to help adjust their curriculum throughout the school year in preparation for the Spring ILEARN assessment.

**ACCUPLACER** – This is a suite of tests that help determine student knowledge in math, reading and writing as they prepare to enroll in college-level courses. The results can be used by academic advisors and counselors at the college level to place students in college courses that are appropriate to their skill level.

**TEACHER CONSTRUCTED ASSESSMENTS** – These are a variety of teacher constructed testing instruments based on state standards and general course content. They are regularly used to evaluate student progress.

## PROFESSIONAL DEVELOPMENT

Faculty and staff participate in professional development activities at ECHS during faculty meetings, in-services, and on an individual basis after school. In addition, many faculty members attend conferences and seminars. Keeping the end in mind, staff development focuses on increasing student achievement.

Professional development is tied directly to strategies for achieving each goal in the school's Action Plan, based on research-based best practices. Time for professional development activities is provided by the school corporation through regular after school meetings as well as release time for teachers to attend conferences or visit other schools/classrooms. Monthly departmental meetings are held by the math, English and beginning teachers.

In 2019-2020, our professional development goals will be as varied as the needs of our staff members. Over the past few years, we have implemented many instructional and curricular changes. As a result, our teachers have differing needs for professional development that cannot be addressed by only one goal. Included in the areas of needed professional development are: instructional technology, Airways implementation, AP instruction, evaluation/modification of RISE model, and *Word Within The Word* vocabulary instruction. At the beginning of the 2016-2017 school year, all staff members received training on RATE, our school-wide writing strategy. Students will be using the RATE format to address writing prompts in all subject areas.

Staff members will continue to receive training on the PowerSchool Student Management System which we migrated to during the 2014-2015 school year in order to provide better access about student achievement to students and their families. In August of 2018, all teachers received instruction on how to utilize PowerTeacher Pro for their gradebooks.

One of our corporation goals is to become STEM certified. As a result, many of our professional development goals will be STEM related.

# ACTION PLAN *for* EDINBURGH HIGH SCHOOL

**Goal #1:** The percentage of the sophomore cohort passing the English GQE shall meet or exceed the state average.

## Planned Strategies:

ELA Teachers and administrators shall meet monthly to discuss/analyze data and strategies used to address the standards.

**Persons Accountable:** *Administrators/English Teachers*

**Timeline:** *2014 – ongoing*

Teachers shall integrate “stems” through *Word Within The Word* curriculum.

**Persons Accountable:** *Staff/English Teachers*

**Timeline:** *2014 – ongoing*

Teachers shall administer monthly vocabulary assessments over word “stems.”

**Persons Accountable:** *English Teachers*

**Timeline:** *2014 - ongoing*

Teachers shall implement vocabulary strategies in their classrooms.

**Persons Accountable:** *Staff*

**Timeline:** *2011 - ongoing*

Teachers shall support and model effective Sustained Silent Reading (SSR) strategies during homeroom.

**Persons Accountable:** *Administrators/Staff*

**Timeline:** *2011- ongoing*

Teachers shall use RATE activities in all subject areas to reinforce writing strategies.

**Persons Accountable:** *Teachers*

**Timeline:** *2016 - ongoing*

**Support Data:** *ILEARN, DOE, Pivot/Five Star*

**Standardized Assessments:** *ECA, AirWays, PSAT, SAT/ACT, AP Exams*

**Local Assessments:** *School and teacher constructed*

## Research/Best Practices Sources:

*Building Student Literacy Through Sustained Silent Reading (Gardiner, 2005)*

*Building Background Knowledge for Academic Achievement (Marzano/Pickering 2004)*

*Building Academic Vocabulary: Teacher’s Manual (Marzano/Pickering 2004)*

*Word Within the Word (Thompson 2013)*



## **ACTION PLAN *for* EDINBURGH HIGH SCHOOL**

**Goal #2:** The percentage of the sophomore cohort passing the Math GQE shall meet or exceed the state average.

### **Planned Strategies:**

Math teachers and administrators shall meet monthly to discuss/analyze data and strategies used to address the standards.

**Persons Accountable:** *Administrators/Math Teachers*

**Timeline:** *2014 – ongoing*

Algebra I students shall participate in a module-based math curriculum based on the current Indiana Academic Standards.

**Persons Accountable:** *Math Teachers*

**Timeline:** *2010 - ongoing*

Math teachers shall provide all sophomores with additional practice and review activities of the Algebra I standards in preparation for their Math ECA during homeroom time.

**Persons Accountable:** *Administrators/Math Teachers*

**Timeline:** *2016 - ongoing*

All Algebra I students shall be assigned to an Algebra Enrichment class.

**Persons Accountable:** *Administrators/Math Teachers*

**Timeline:** *2011 - ongoing*

Staff members shall monitor and communicate frequently with parents regarding student mastery of specific math standards.

**Persons Accountable:** *Math Teachers/Administrators*

**Timeline:** *2011 - ongoing*

Staff members shall provide ample instructional opportunities for students to master concepts including before school, after school, during math labs and homeroom time.

**Persons Accountable:** *Math Teachers/ Administrators*

**Timeline:** *2011 - ongoing*

**Support Data:** *ILEARN, DOE, Pivot/Five Star*

**Standardized Assessments:** *GQE Scores, AirWays, PSAT, SAT/ACT*

**Local Assessments:** *Indicator Tests, Math IXL*

### **Research/Best Practices Sources:**

*“Algebra That Works” Program*

## **ACTION PLAN *for* EDINBURGH HIGH SCHOOL**

**Goal #3:** The graduation rate and college/career readiness component shall meet or exceed the state average.

### **Planned Strategies:**

All teachers and administration shall oversee weekly grade checks with students by using PowerSchool during homeroom.

**Persons Accountable:** *Administrators/Homeroom Teachers*

**Timeline:** *2012 - ongoing*

In-School-Suspension shall provide students the opportunity to complete assigned class work.

**Persons Accountable:** *Dean of Students*

**Timeline:** *2005 - ongoing*

Credit recovery opportunities shall be made available through summer school and the Edgenuity online curriculum which will enable students to complete required course work.

**Persons Accountable:** *Administrator/ Guidance Counselor*

**Timeline:** *2008 – ongoing*

The Edinburgh Educational Resource Center (ERC) shall provide an alternate setting for students to finish their credits and graduate with their class.

**Persons Accountable:** *Assistant Principal/Academy Instructor*

**Timeline:** *2008 – ongoing*

AP and Dual Credit opportunities shall be made readily available for students through classes at Edinburgh High School and C4 Vocational School.

**Persons Accountable:** *Administrators/Teachers*

**Timeline:** *2011 – ongoing*

**Support Data:** *AYP Status, Annual Performance Report*

**Standardized Assessments:** *GQE scores, PSAT, AP, SAT/ACT exams*

**Local Assessments:** *Discipline Reports, Student Failure Reports, Student Graduation Plans, Weekly Grade Checks*

### **Research/Best Practices Sources:**

*A Framework for Understanding Poverty (Payne 2001)*

*What Great Teachers Do Differently (Whitaker)*

*Freshman Focus Curriculum*