

Elkhart Memorial High School

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Elkhart, Indiana 46514

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School Improvement Plan *AdvancED* Documentation *Report* 2016-2017

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Mission Statement

Elkhart Memorial High School fosters a community where all members pursue academic and personal excellence.

The following value statements guide us as we pursue our mission:

- All students can learn.
- Curriculum responds to changes in educational trends, business sectors and student interest.
- Data drives decision making.
- Literacy is a key component of effective instruction.
- Technology enhances instruction and learning in a global society.
- All stakeholders are essential partners for the success of EMHS including students, parents, staff, businesses, local agencies and the community.

Vision and Purpose

Elkhart Memorial High School's highly qualified, professional staff facilitates a rigorous and stimulating curriculum allowing all students the opportunity to achieve their full potential. We promote academic and personal excellence through a variety of programs designed to prepare students to experience success in their future college and/or career choices. Our curriculum develops the problem-solving and communication skills necessary for our graduates to integrate into today's global society. We actively encourage our diverse student population to develop respect for themselves, classmates, staff and other members of the school community. Supported by parents and community stakeholders, Elkhart Memorial High School is committed to providing a well-structured education in a safe, positive atmosphere, so that when our students graduate they are well prepared for college and/or career opportunities.

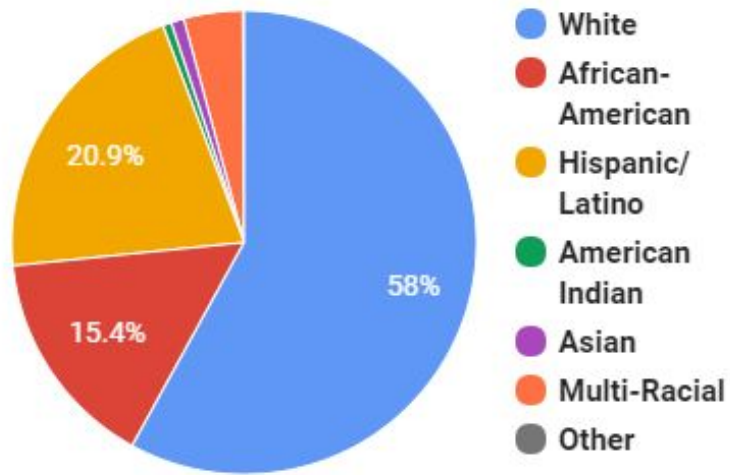
Community Data

Located in Elkhart County, and built on the banks of the Saint Joseph and Elkhart Rivers, Elkhart, Indiana is an incorporated Class 2 city located in north central Indiana. We have an ethnically diverse population of 51,265 citizens (see graph 1), while Elkhart County (see graph 2) has an overall less diverse population of over 200,000 people (based on 2013 census bureau data). We are approximately 100 miles east of Chicago and 130 miles north-northeast of Indianapolis.

The majority of businesses in the city and surrounding county are rooted in manufacturing, followed by the service sector, retail trade, wholesale trade, financial services and construction. Elkhart County's 5 largest employers continue to be led by our world renowned recreational vehicle industry, led by (1) Forest River, (2) Thor Industries, (3) Lippert Components, (4) Elkhart Community Schools, and (5) Beacon Health Systems (Source: Economic Development Corporation of Elkhart County 2015). The Great Recession of 2008-2009 drastically affected the industries in Elkhart County, first causing a significant increase in the unemployment rate, then resulting in a large migration of families leaving the area to find employment elsewhere. Elkhart was cited on the national news as "one of the earliest [cities] to see the recession" (Source: www.msnbc.com – Elkhart Project). President Obama acknowledged the drastic effect of the economic crisis on our city during his three visits to Elkhart in 2009. Further evidence of economic struggle in our area is the increased number of students receiving free/reduced lunch (see page 9 graph #5). It is noteworthy that employment levels, as measured by the unemployment rate, are back to pre-recession levels, but the percent of our students on free or reduced lunches has remained elevated well beyond the pre-recession levels.

Graph 1: Demographic Data

Elkhart City (2010)



Graph 2: Demographic Data

Elkhart County (2010)

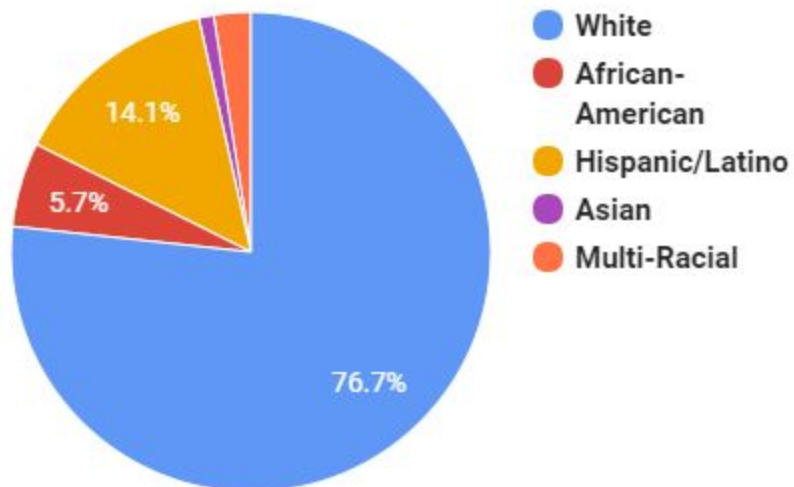


Table 1: Elkhart County Labor Statistics

LABOR
Elkhart/Goshen MSA

	Dec 2008	Dec 2010	Dec 2012	Dec 2014	June 2016
Total Labor Force	94,577	92,025	97,209	101,529	106,500
Employed	78,972	81,102	88,629	96,597	102,300
Unemployed	15,605	10,923	8,580	4,932	4,200
% Unemployed Rate	16.50%	11.90%	8.80%	4.90%	4.00%

Source: U.S. Bureau of Labor
Statistics.

ELKHART MEMORIAL HIGH SCHOOL

School Description

Building: Elkhart Memorial High School serves an attendance district encompassing the west, northwest and north areas of the city of Elkhart and the rural/unincorporated county areas west to the St. Joseph/Elkhart County line and north to the Indiana/Michigan stateline. Elkhart Memorial is one of two high schools in Elkhart Community Schools, along with Elkhart Central. Elkhart Community Schools is the 5th largest school district in the State of Indiana, with a total student population of 12,634. EMHS has 96 classrooms that serve nearly 1,800 students in grades 9 through 12. We also house the district’s Young Adult Program serving students between 18 and 22 years old with moderate and severe disabilities. We have a staff that consists of 124 certified and 66 classified employees. EMHS has two performance spaces; the auditorium with a capacity of 1300 and the Little Theater with a capacity of 300. The school utilizes 5 computer labs, 3 mobile Chromebook Carts with 30 devices each. There are 10 science labs with adjoining classrooms, 4 lecture halls, and a family and consumer science lab areas, as well as, engineering technology lab facilities. We have two large gyms, a dance room, a weight room and a pool. Our school district and community partners have developed a plan to build a state of the art natatorium in downtown Elkhart, breaking ground in 2017. EMHS will have the opportunities to use this community resource. Our present pool space will be repurposed at that time.

Technology: Our district is going through a technology redesign. The end result of this initiative will be that all of our students will have Chromebooks and will use them in and out of school. The first step in the process started this year, as we have 18 Technology Champion Teachers (TCT) whom have been given a Chrome cart on wheels (COW) with a classroom set of 30 Chromebooks. We also have 3 COW’s that any non-TCT teacher can reserve to use on a daily basis. We have 51 classrooms that presently have a SmartBoard, as the district installed these in all core classes 5 years ago. The district plans to add projection systems to all classroom spaces in the very near future.

Schedule: EMHS is on a seven-period schedule with classes meeting daily for 48-minutes with a 27-minute advisory period intended for remediation, absent work, school organizational meetings, or additional assistance. Every day, except Wednesday, our school day starts at 7:25 a.m. and ends at 2:40 p.m. Three 30-minute lunches are offered during fifth period each day. Every Wednesday, students are released early at 2:00 p.m. so that staff can participate in individual, departmental, building or district professional development activities.

Extracurricular: We have a comprehensive co curricular and extracurricular program including choir, orchestra, jazz band, marching band and drill team, theater, speech, Student Government, Sigma Beta Epsilon, Key Club (a community Service club), Student Government, Military Club, Robotics, Chemistry and Physics Clubs, Move2Stand, and other groups. In addition, interscholastic athletics sponsored by the Indiana High School Athletic Association, round out Elkhart Memorial High School’s program. EMHS is a member of the highly regarded Northern Lakes Conference which is comprised of area schools: Concord, Elkhart Memorial, Goshen, Northridge, Northwood, Plymouth, Warsaw and Wawasee.

Governance and Leadership

EMHS implements a variety of methods to ensure a collaborative, connected, team approach to promote and support student performance, school effectiveness and the daily operational and management needs of the building. We implement with fidelity all district, school board, state and federal policies including supervision and evaluation, adherence to the master contract with the Elkhart Teachers Association, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning. The principal and/or administrative team meet regularly with:

- Administrative Team - Weekly, plus ongoing meetings when applicable
- Department Chairs - Biweekly, All Department Chairs have a 1st hour prep just for DC duties
- Department Meetings - Monthly
- Elkhart Teachers Association - Monthly
- School Improvement Team - 3-5 times a semester
- Professional Learning Communities - at least once a month, building administrators are each responsible for their assigned PLC.
- Staff Meetings - Monthly
- District Personnel - Weekly meetings to ensure that all district policies and initiatives are communicated and implemented
- Instructional Cycle Committee - is a process that Elkhart Community Schools will be using in lieu of simple textbook adoption. Teachers will receive professional development in the six phases of the instructional cycle and you will be instrumental in contributing to decisions that the district will make regarding instructional resources, instructional practice, and curriculum-based assessments.
- Grade 7-12 District Wide Department Meetings - 8 times a year
- All staff for evaluation purposes
- All staff for Building/District Professional Development - two or three times a month

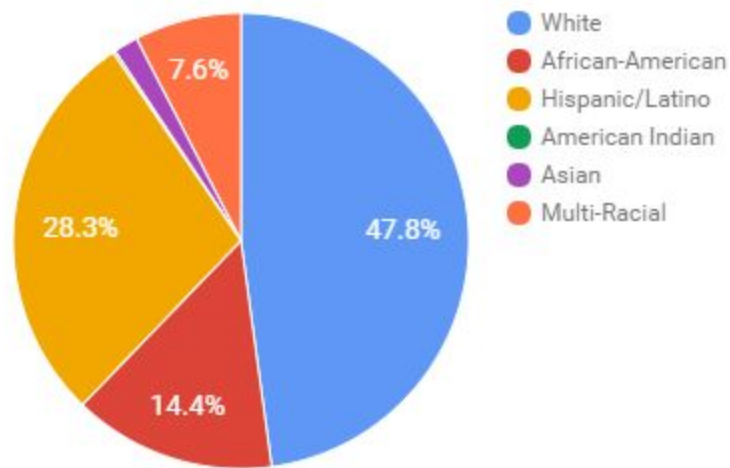
EMHS DATA

Student Demographics

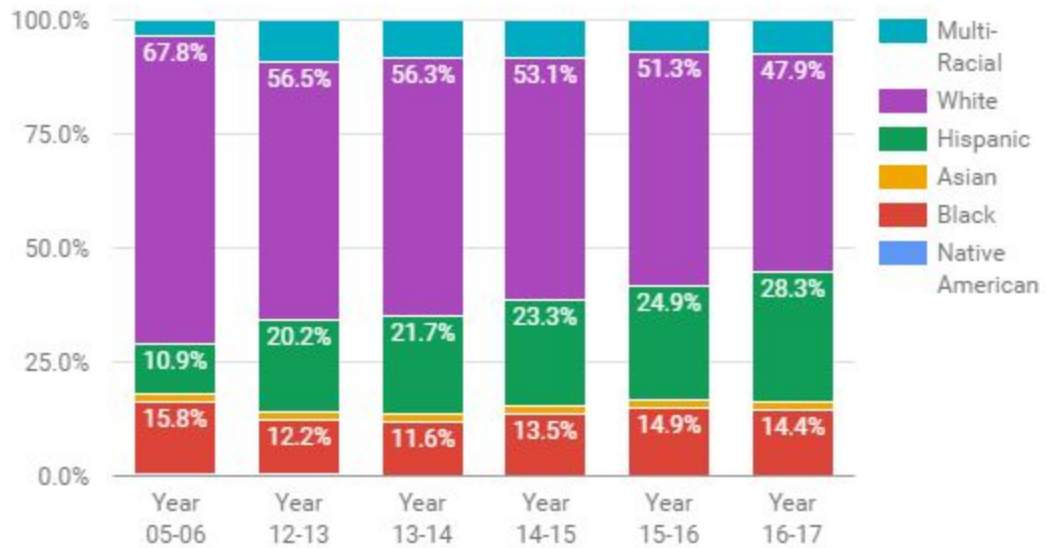
Elkhart Memorial High School's population has changed markedly since its opening in 1972. The 2016-17 school year enrollment reveals, for the first time in EMHS history, that we have a student population in which white students are represent less than 50% of our student body. Statistics from the last ten years indicate that the high school is becoming more ethnically diverse, and that the Hispanic population is increasing substantially (see Graph 4). The Hispanic population has more than doubled since the 2005-06 school year, from 10.9% of the student body to 28.3% of the student body in 2016-17. Many of our Hispanic students are Limited English Proficient. The Black population has remained fairly stable at 14.4% this year. During the same time period, the White population has decreased in size from 67.8% to 47.9%. Also noteworthy, the percentage of students taking part in the free and reduced lunch program has increased from 39.7% to 64.8% (see Graph 5).

Graph 3: Demographic Data

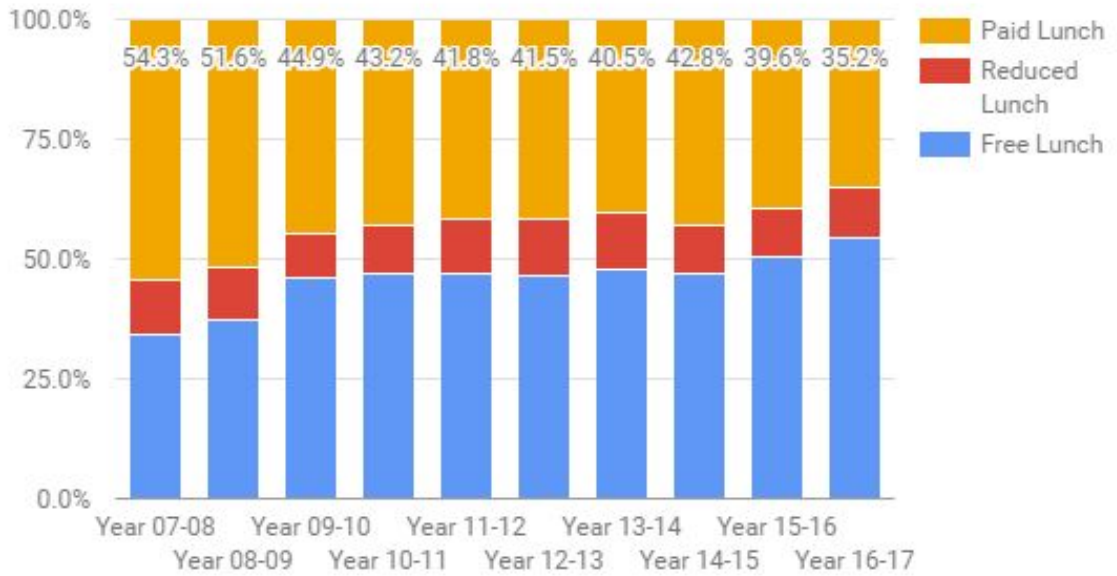
EMHS 2016-17



Graph 4: Demographic Data: EMHS Ethnicity Profile 2006-2017



Graph 5: Elkhart Memorial High School: Economic Indicators 2008-2017



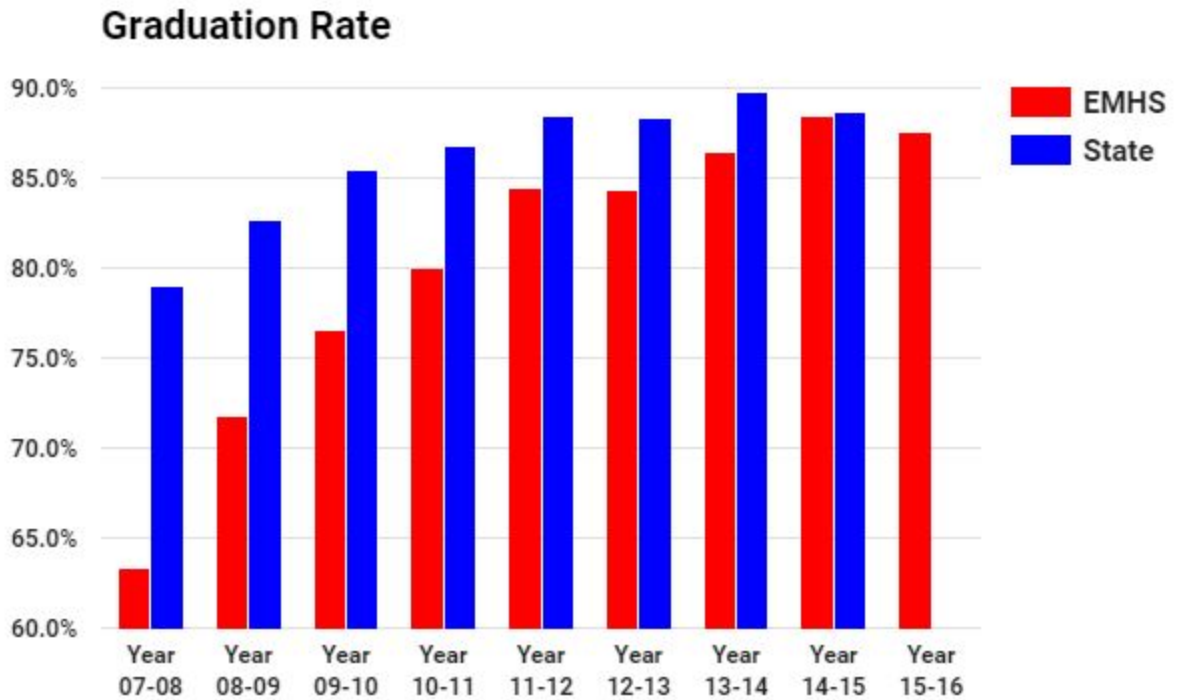
Graduation Rate:

Table 2 and Graph 6 represent the graduation rate of Elkhart Memorial High School vs. the Indiana State Average. Because of the hard work of our students and teachers, we have seen an improvement of the graduation rate of almost 25% within the past nine years.

Table 2: Elkhart Memorial Graduation Rate from 2007-2015

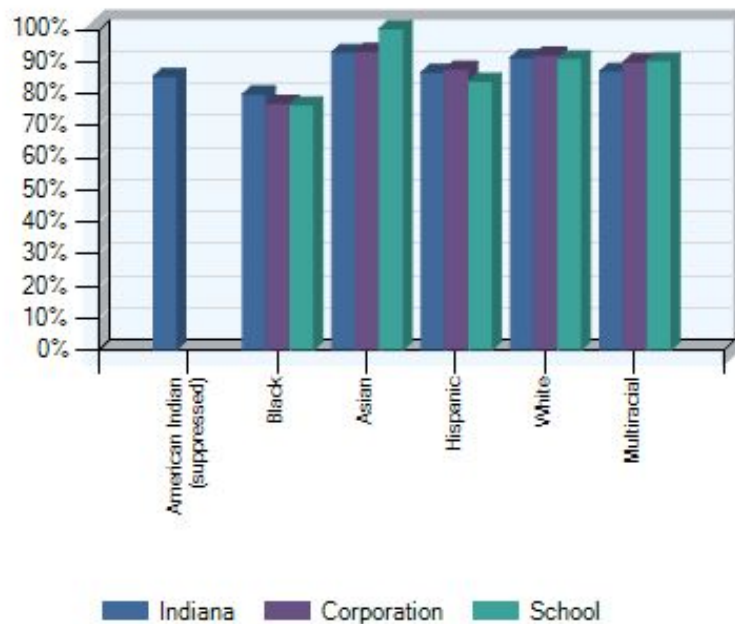
	EMHS	State
Year 07-08	63.3%	79.0%
Year 08-09	71.8%	82.7%
Year 09-10	76.6%	85.4%
Year 10-11	80.0%	86.8%
Year 11-12	84.4%	88.4%
Year 12-13	84.3%	88.3%
Year 13-14	86.5%	89.8%
Year 14-15	88.4%	88.7%
Year 15-16	87.4%	TBA

Graph 6: Elkhart Memorial High School



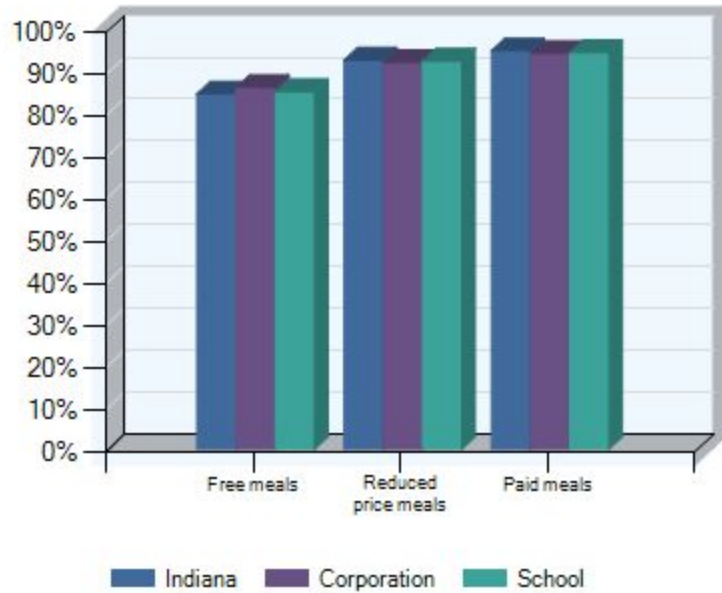
Graph 7: Elkhart Memorial High School

Four Year Cohort 2015-16 Graduation Rate by Ethnicity Compared to State Average



Graph 8: Elkhart Memorial High School

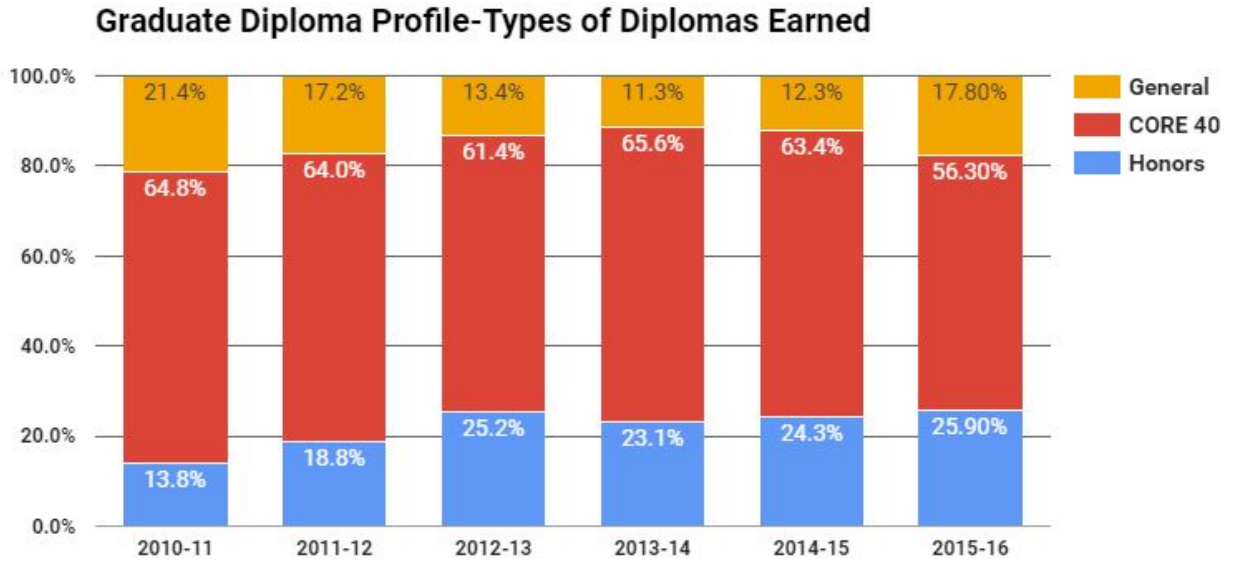
Four Year Cohort 2015-16 Graduation Rate by Free/Reduced Price Meals Compared to State Average



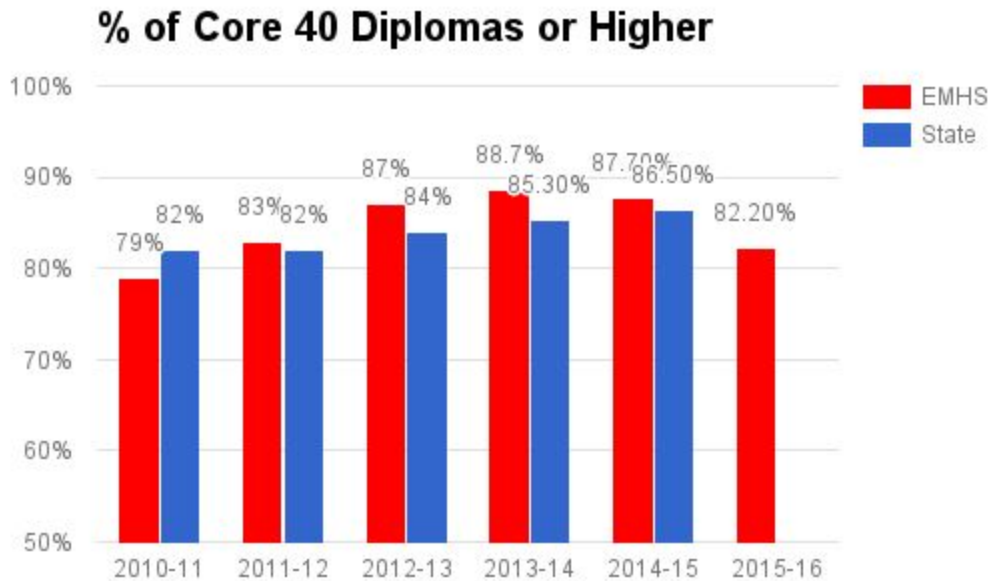
Diplomas:

Graph 9 represents the types of diplomas earned by students at Elkhart Memorial High School. The graph indicates that the number of CORE 40 and Academic Honors diplomas has increased since the 2010-11 school year. Statistically, the number of CORE 40 diplomas has not significantly changed since 2010-11, however the number of Academic Honors diplomas has increased from 13.8% to 24.3% in that five-year period. Also the number of General Diplomas has decreased in the same five-year time period from 21.4% to 12.3%. This data highlights that our students are earning diploma types that are more challenging and rigorous than in years past. With the most recent data for the 15-16 school year, it shows that 25.9% of students earned an Academic Honors Diploma, the highest in school history. However, it is important to note that the percentage of students earning a General Education Diploma also increased.

Graph 9: Elkhart Memorial High School



Graph 10: Elkhart Memorial High School



Graph 11: Elkhart Memorial High School

Honors Diploma Comparison

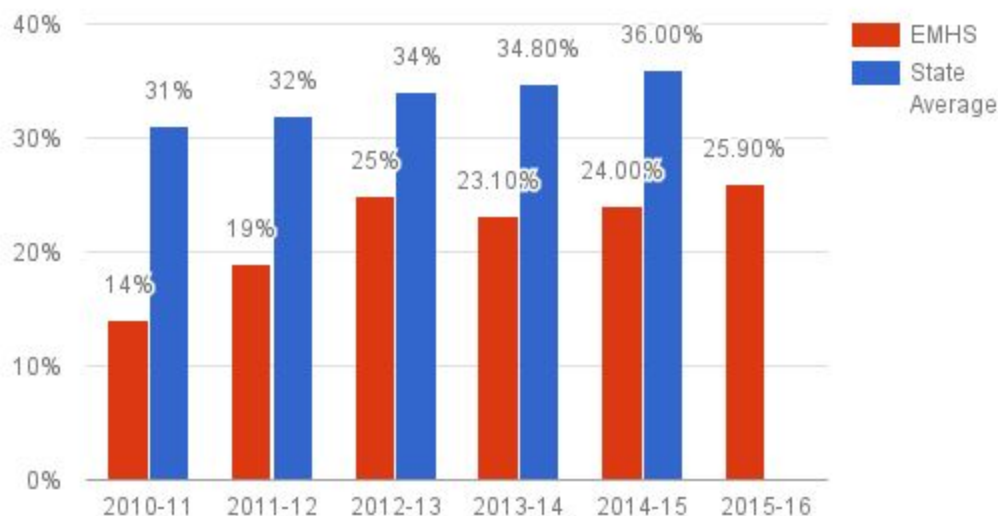


Table 3: Elkhart Memorial High School

Elkhart Community Schools (2305)

Elkhart Memorial High School (1750)

	2013	2014	2015	2016	2017
Grad Rate per Indiana Law	84.25%	86.49%	88.38%	87.41%	1.72%
Grad Rate per Federal Law	81.27%	83.33%	85.78%	82.60%	1.69%
Number of Graduates	321	320	350	375	8
Number in Indiana Cohort	381	370	396	429	466
Number in Federal Cohort	395	384	408	454	473

Graph 12: Elkhart Memorial High School

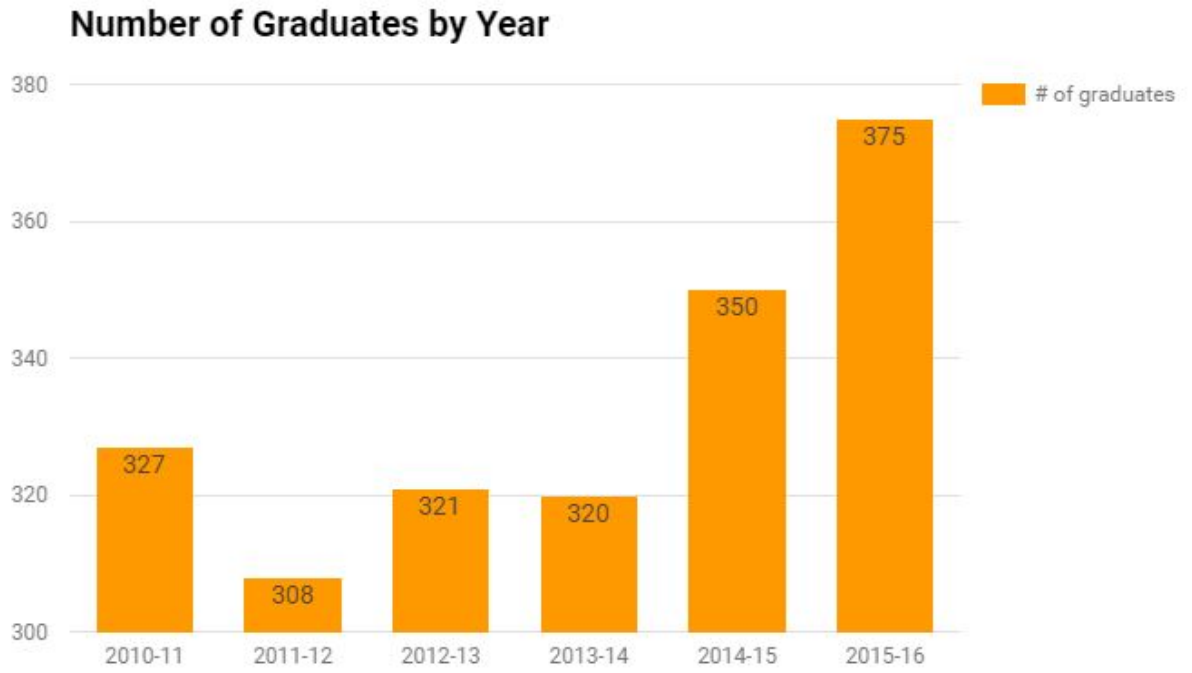


Table 4: Elkhart Memorial High School

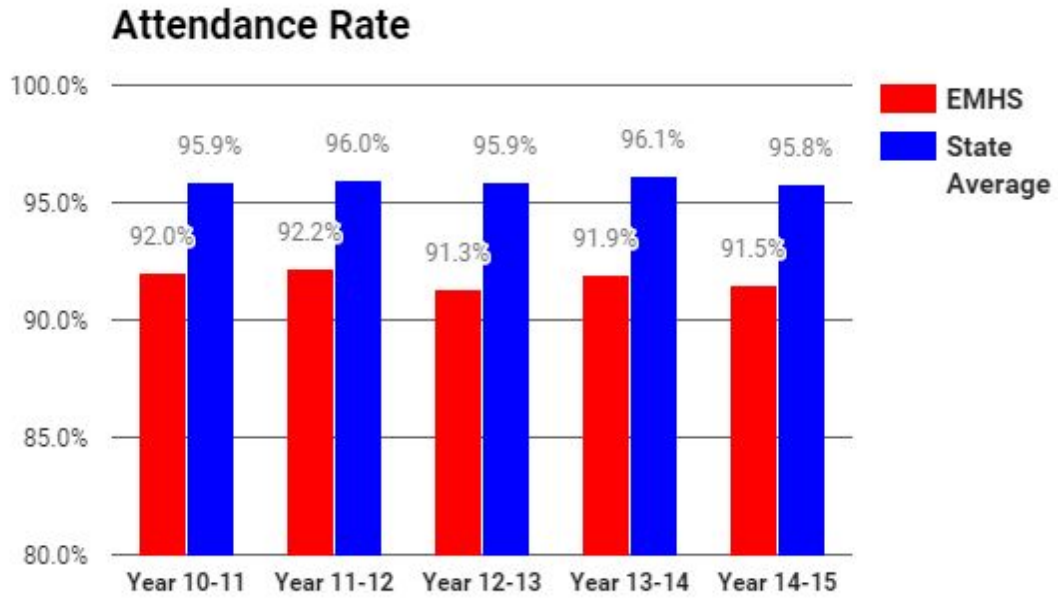
Types of Diplomas Issued

	2013	2014	2015	2016	2017
Core 40	197	210	222	211	4
Core 40 - Academic Honors	79	69	74	89	3
Core 40 - Technical Honors	2	5	11	8	0
General	43	36	43	67	1
Not Applicable	187	190	171	216	533

Attendance Rate:

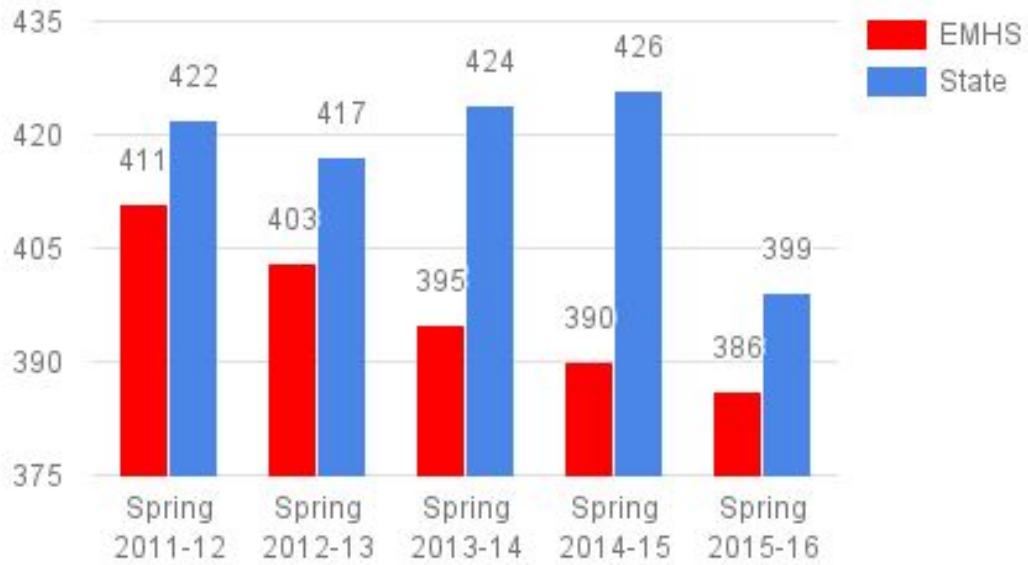
Graph 13 compares our attendance rate at Elkhart Memorial to the Indiana State Average since 2010-11. Our benchmark is to increase our attendance rate by 0.5% each year. Based on the graph, our attendance has remained stable around 92% for the past five years.

Graph 13: Elkhart Memorial High School



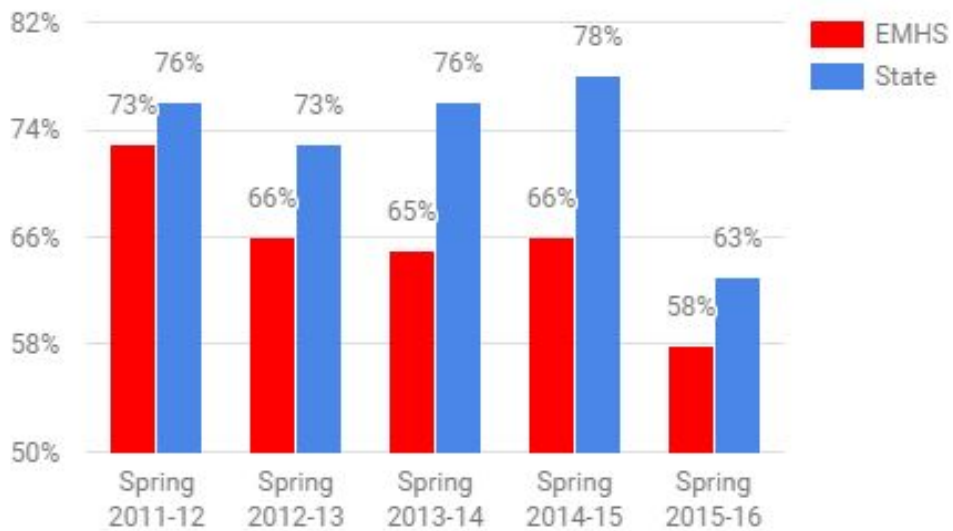
Graph 14:Elkhart Memorial High School

ECA LA Results-Mean Score

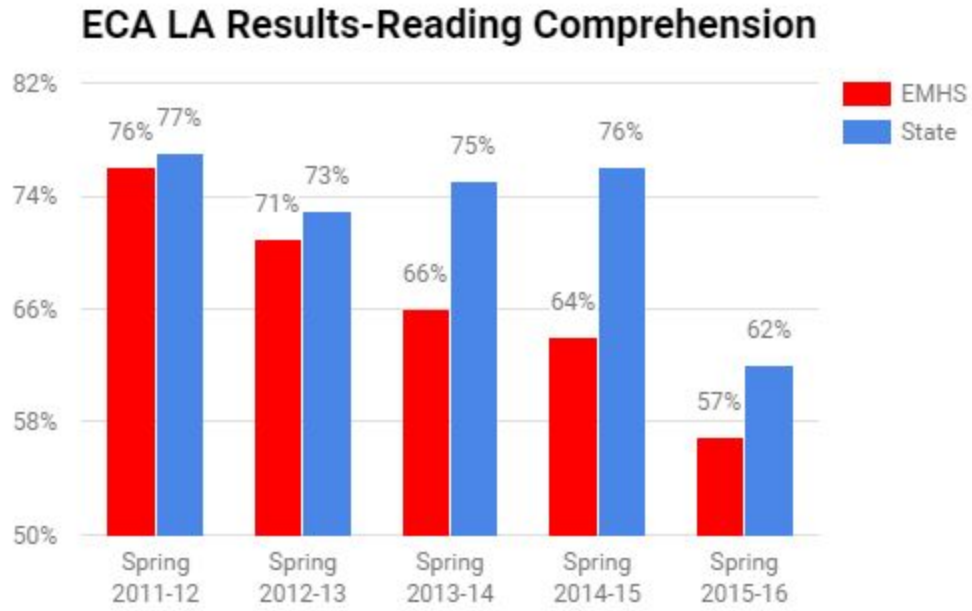


Graph 15: Elkhart Memorial High School

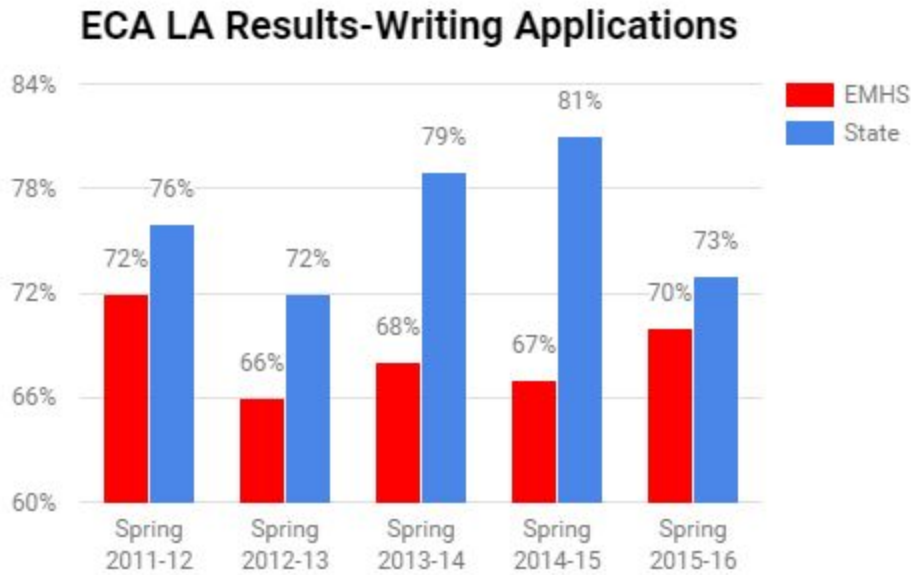
ECA LA Results-Proficiency Rating



Graph 16: Elkhart Memorial High School

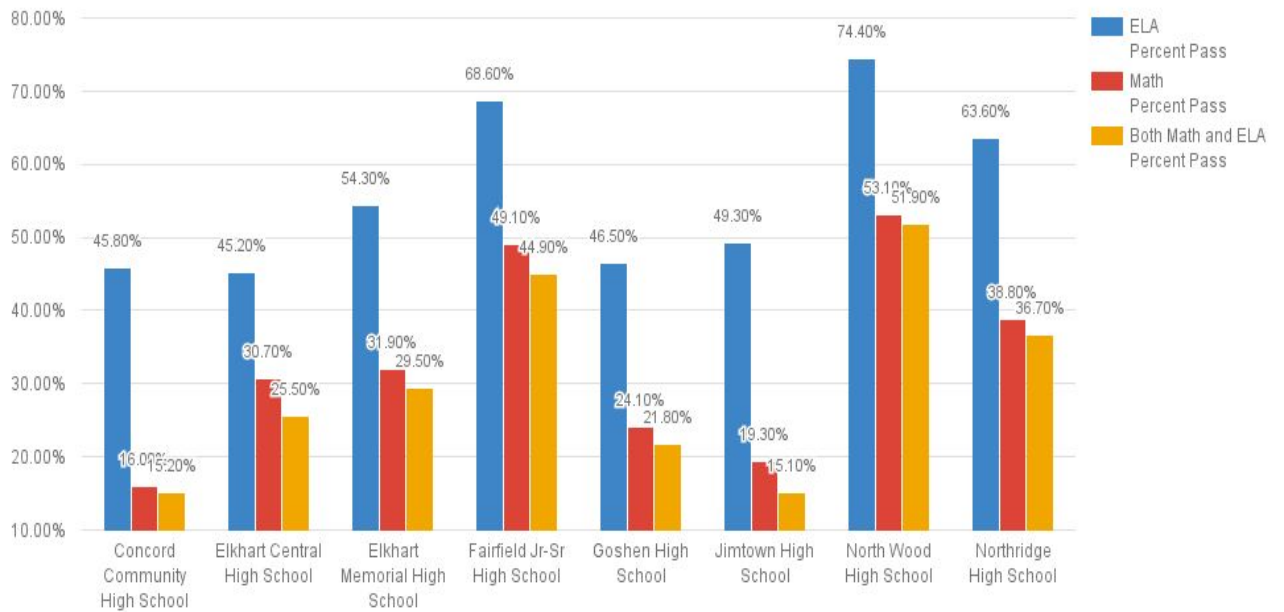


Graph 17: Elkhart Memorial High School



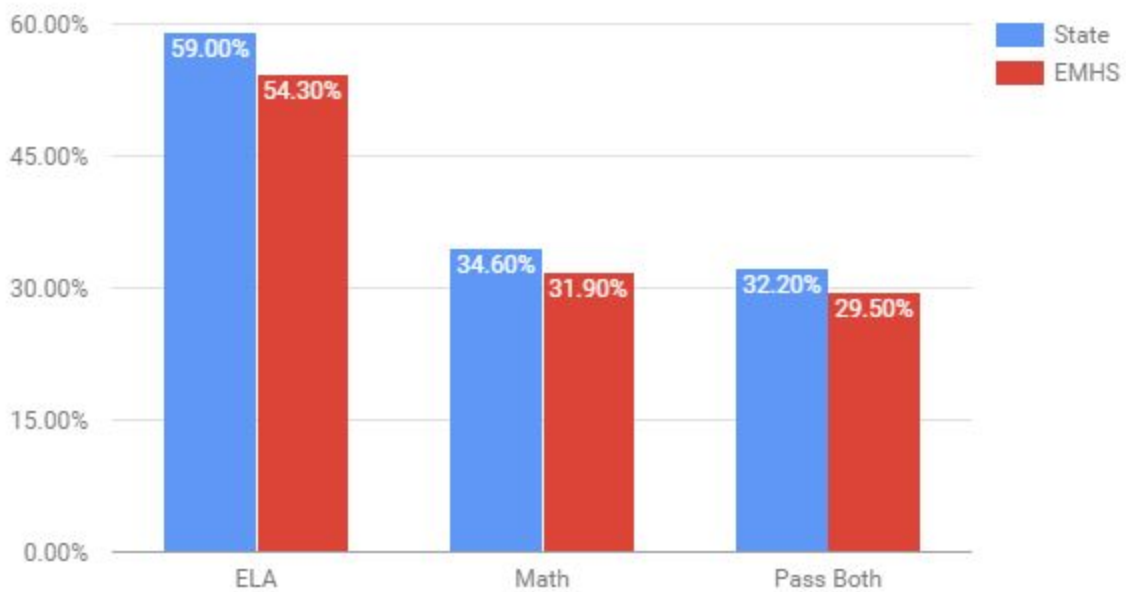
Graph 18: Elkhart Memorial High School

2016 ISTEP Comparison of Elkhart County Public Schools

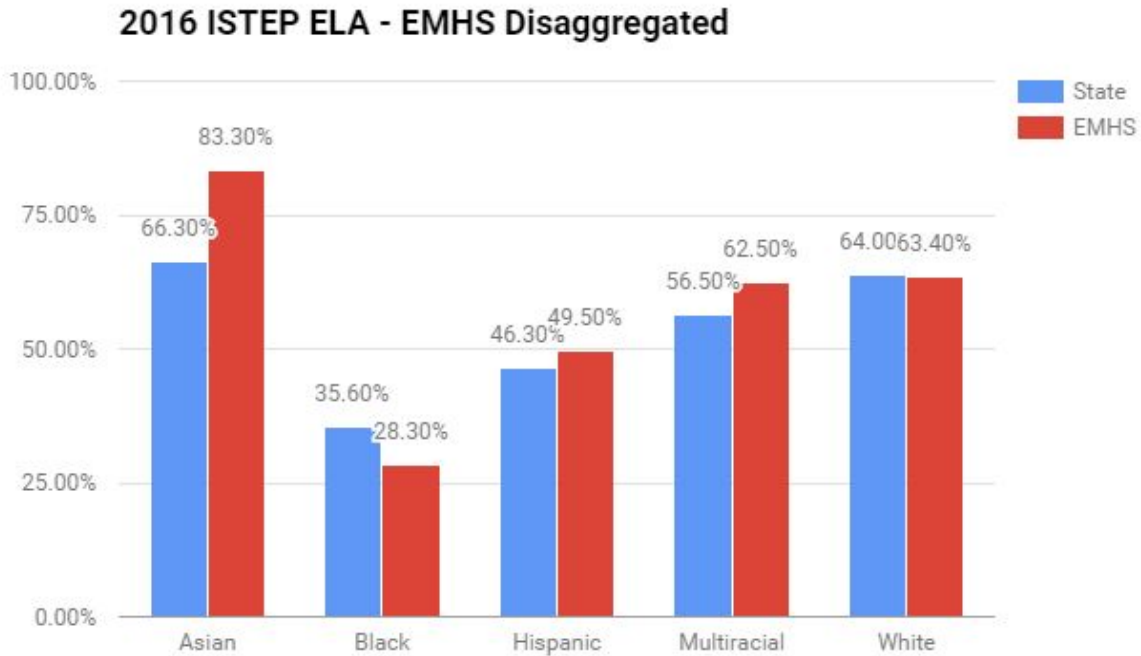


Graph 19: Elkhart Memorial High School

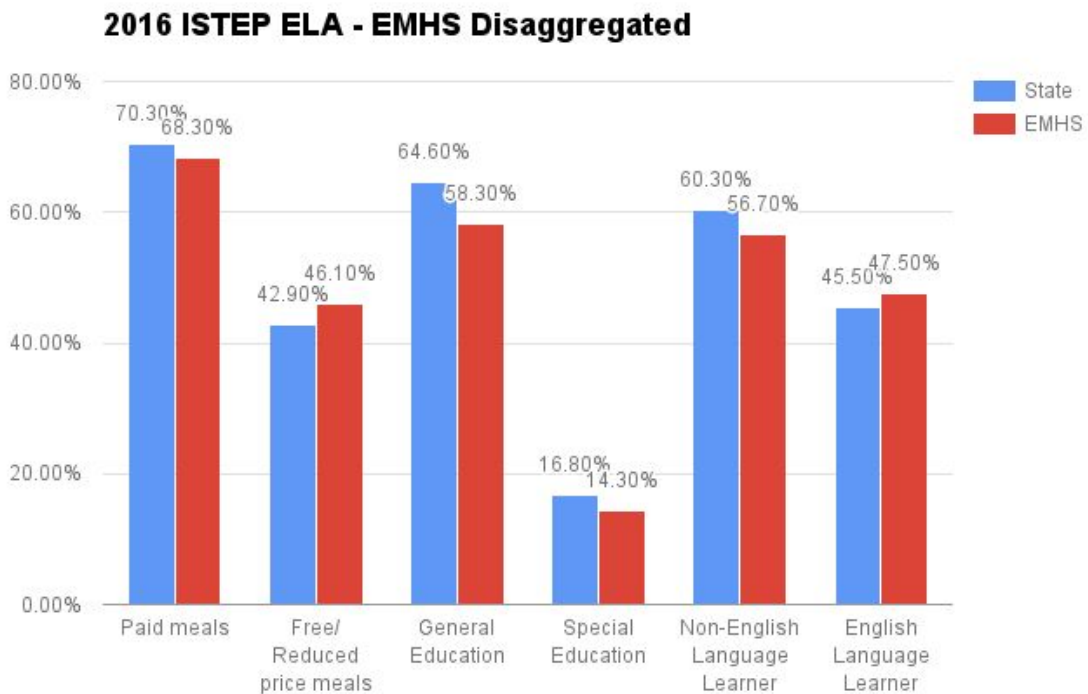
2016 ISTEP GRADE 10 - Overall



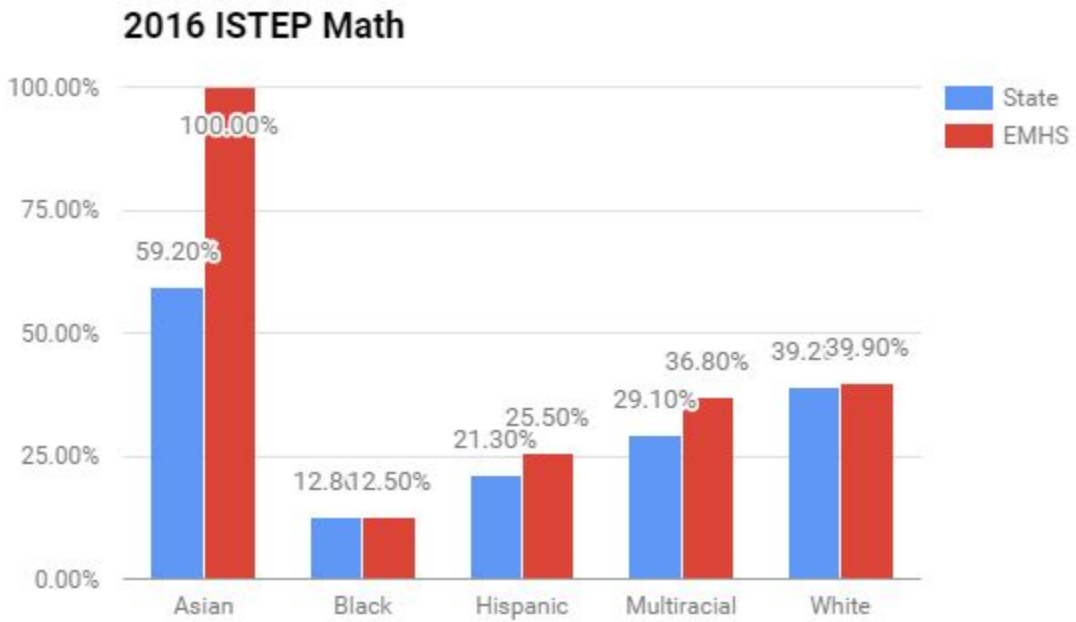
Graph 20: Elkhart Memorial High School



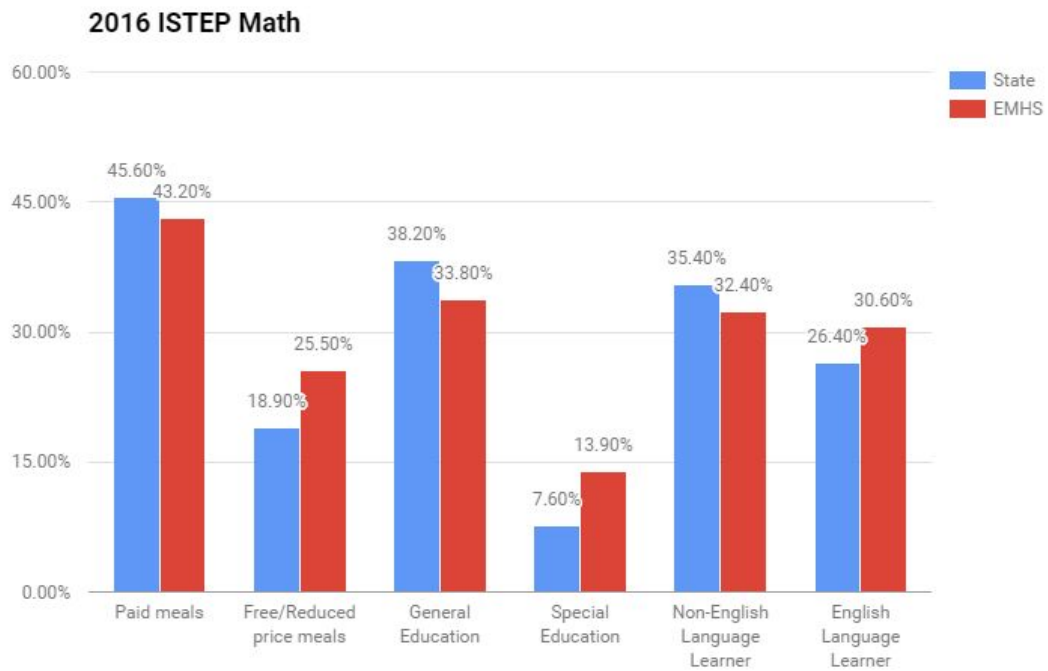
Graph 21: Elkhart Memorial High School



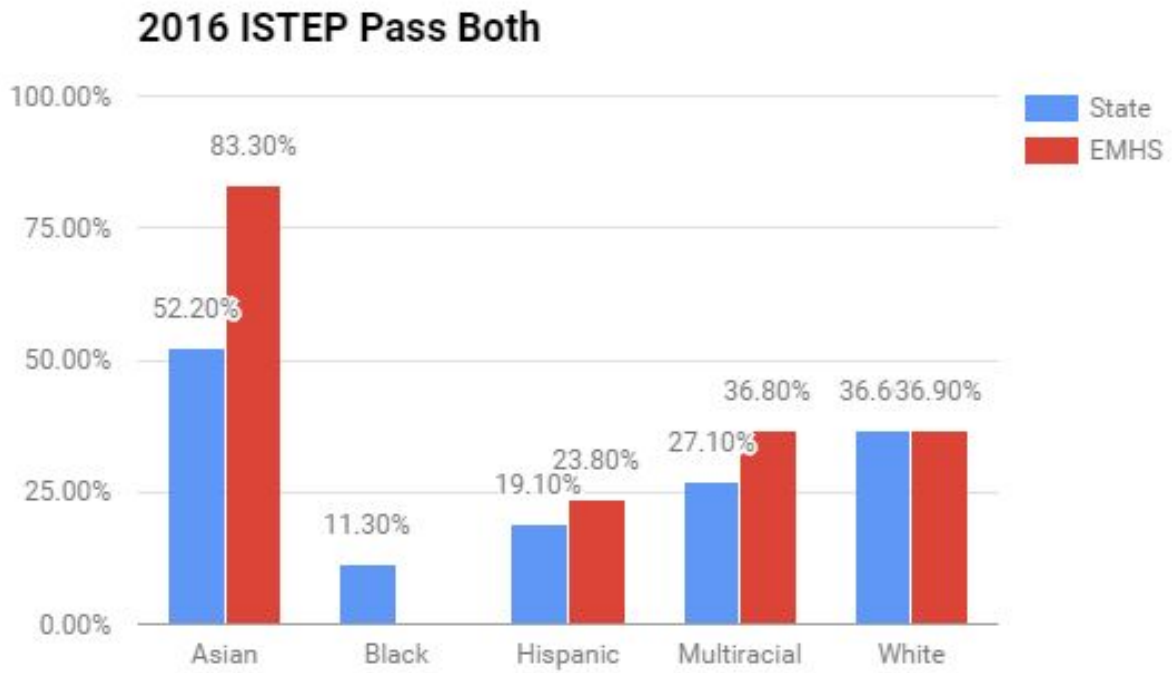
Graph 22: Elkhart Memorial High School



Graph 23: Elkhart Memorial High School



Graph 24: Elkhart Memorial High School



Graph 25: Elkhart Memorial High School

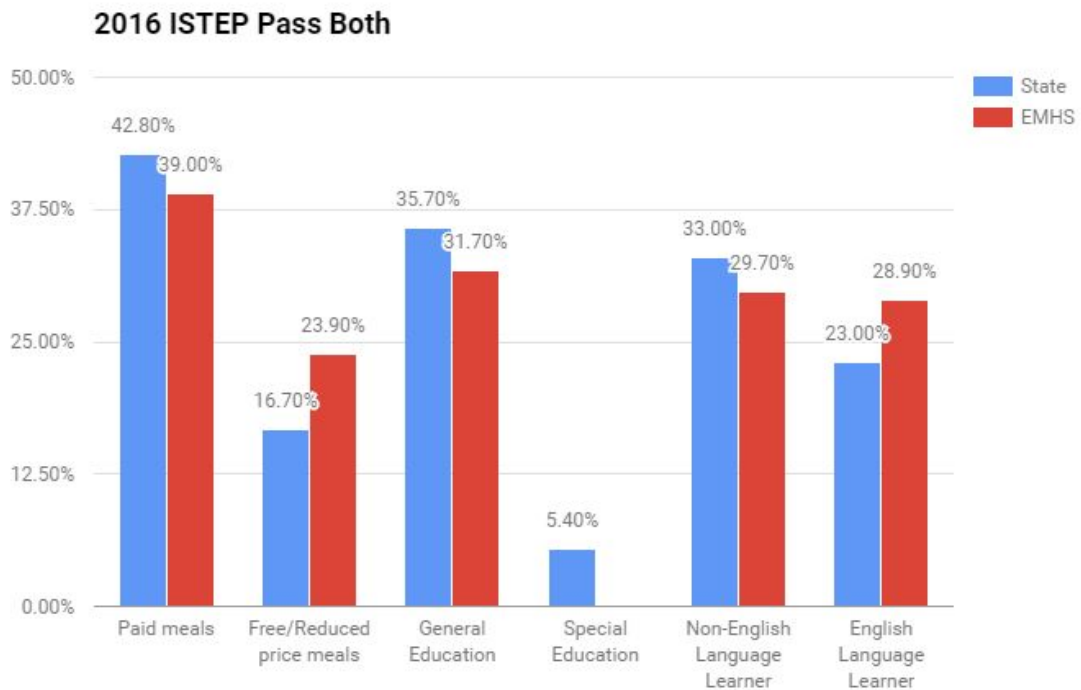
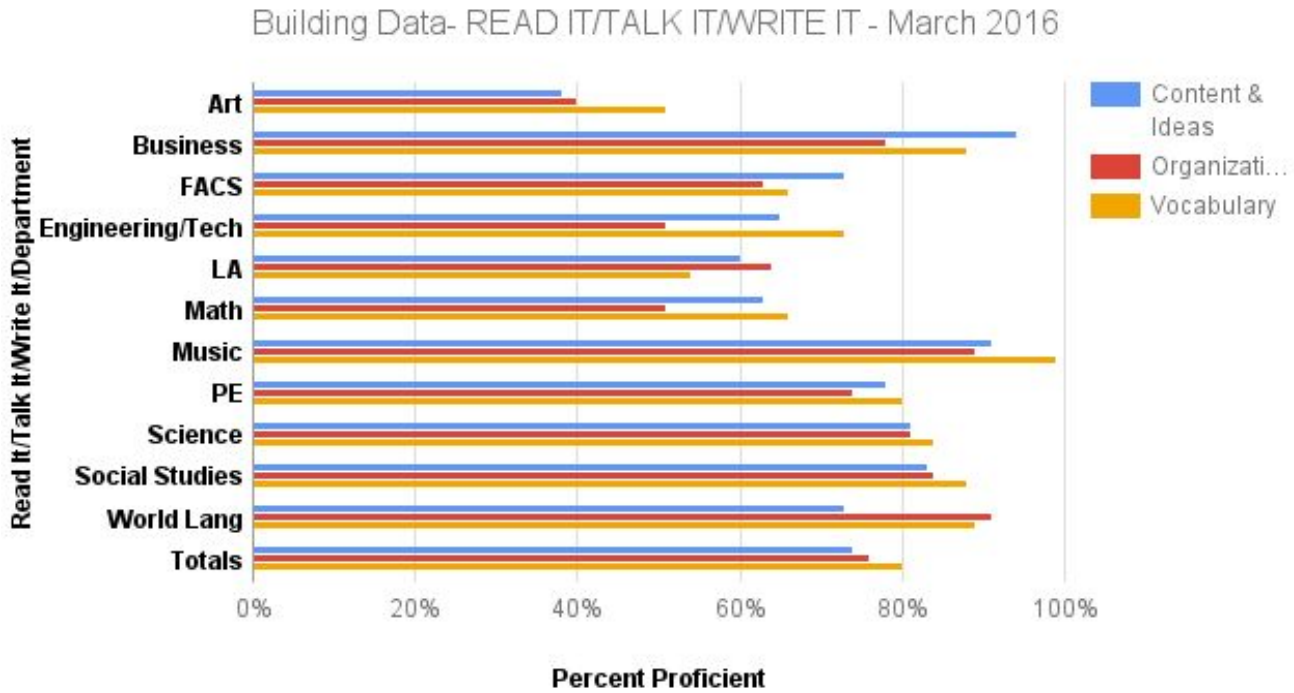


Table 5: 2016 ISTEP Scores Comparison to other Indiana High Schools

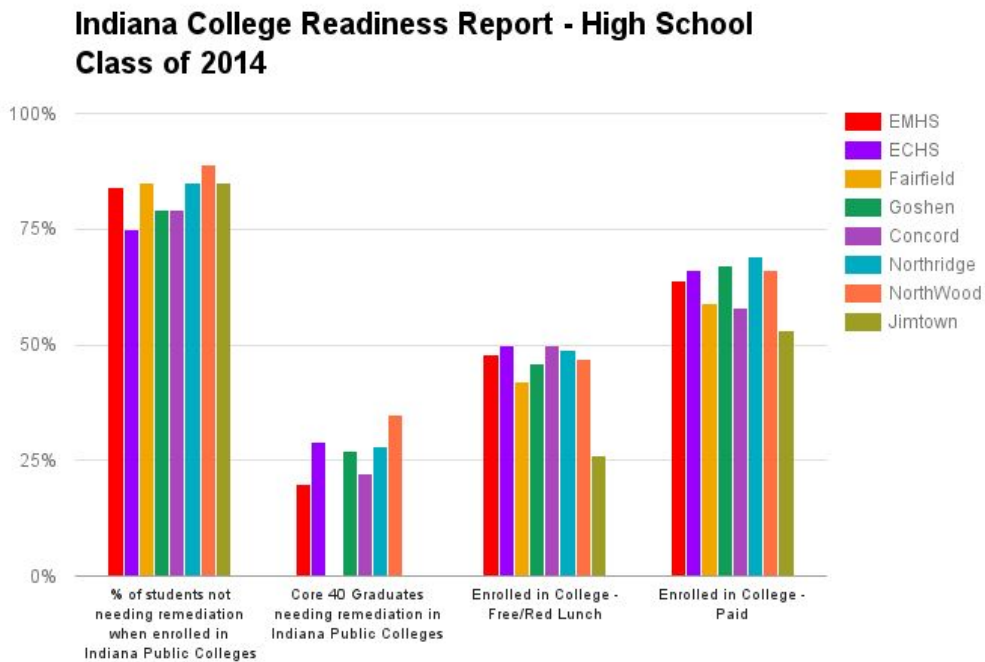
<u>School Name</u>	<u>ELA Pass N</u>	<u>ELA Percent Pass</u>	<u>Math Pass N</u>	<u>Math Percent Pass</u>	<u>Both Math and ELA Percent Pass</u>
Penn High School	635	75.80%	476	57.30%	54.80%
North Wood High School	154	74.40%	110	53.10%	51.90%
Fairfield Jr-Sr High School	94	68.60%	53	49.10%	44.90%
Valparaiso High School	295	60.80%	228	46.20%	41.30%
Avon High School	450	64.80%	314	45.10%	40.80%
Westfield High School	320	60.40%	236	44.50%	39.80%
Northridge High School	220	63.60%	132	38.80%	36.70%
Plymouth High School	146	58.90%	91	36.70%	34.70%
Adams High School	246	59.70%	148	35.70%	34.50%
Warsaw Community High School	329	62.30%	185	35.00%	33.30%
Elkhart Memorial High School	209	54.30%	122	31.90%	29.50%
LaPorte High School	279	57.40%	141	29.70%	28.60%
FW Northrop High School	267	56.10%	126	26.90%	26.60%
Portage High School	342	59.80%	155	27.00%	25.70%
East Noble High School	144	50.70%	84	29.40%	25.60%
Elkhart Central High School	189	45.20%	115	30.70%	25.50%
Pike High School	400	51.50%	210	27.30%	24.60%
Mishawaka High School	177	54.10%	84	25.80%	24.50%
FW Snider High School	245	54.90%	115	25.60%	24.00%
Wawasee High School	81	38.60%	69	33.20%	23.80%
New Prairie High School	123	53.00%	56	23.90%	23.70%
SB Riley High School	118	43.90%	67	24.60%	23.50%
Goshen High School	208	46.50%	105	24.10%	21.80%
Michigan City High School	176	52.90%	64	19.20%	19.70%
SB Clay High School	115	38.30%	54	17.70%	16.60%
Kokomo High School	180	48.30%	64	17.50%	15.80%
FW Wayne High School	119	43.60%	44	16.50%	15.50%
Concord Community High School	181	45.80%	60	16.00%	15.20%
Jimtown High School	70	49.30%	27	19.30%	15.10%
FW North Side High School	175	43.80%	65	16.10%	14.80%
Merrillville High School	248	45.30%	69	13.20%	12.10%
FW South Side High School	110	38.10%	32	10.80%	10.50%
SB Washington High School	47	23.30%	12	6.00%	4.00%

Graph 26: Elkhart Memorial High School



Indiana College Readiness Report-Indiana Public Schools

Graph 27: Elkhart Memorial High School

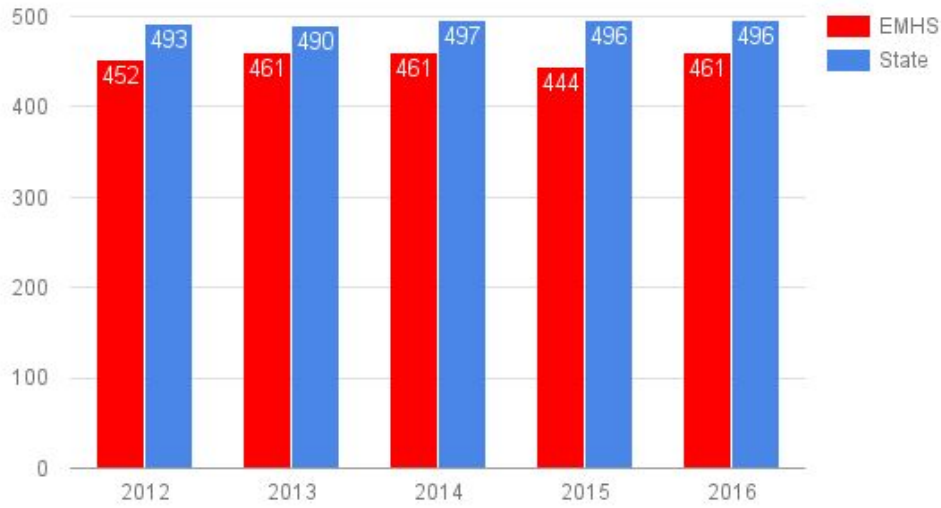


The percentage of EMHS graduates with a CORE 40 diploma or Honors diploma who need remediation in their first year of college is the lowest of all Elkhart County High Schools.

SAT Results

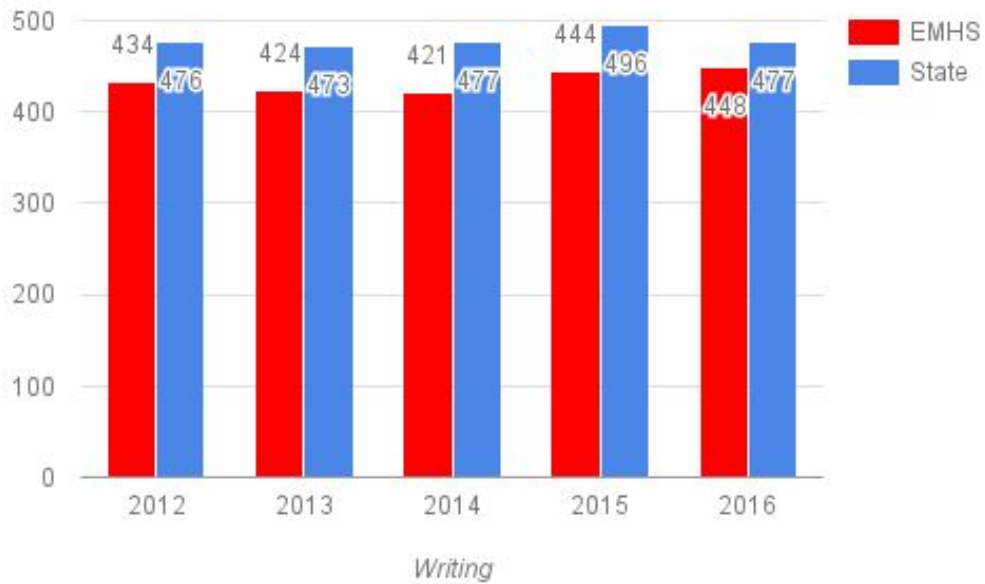
Graph 28: Elkhart Memorial High School

SAT Critical Reading Results

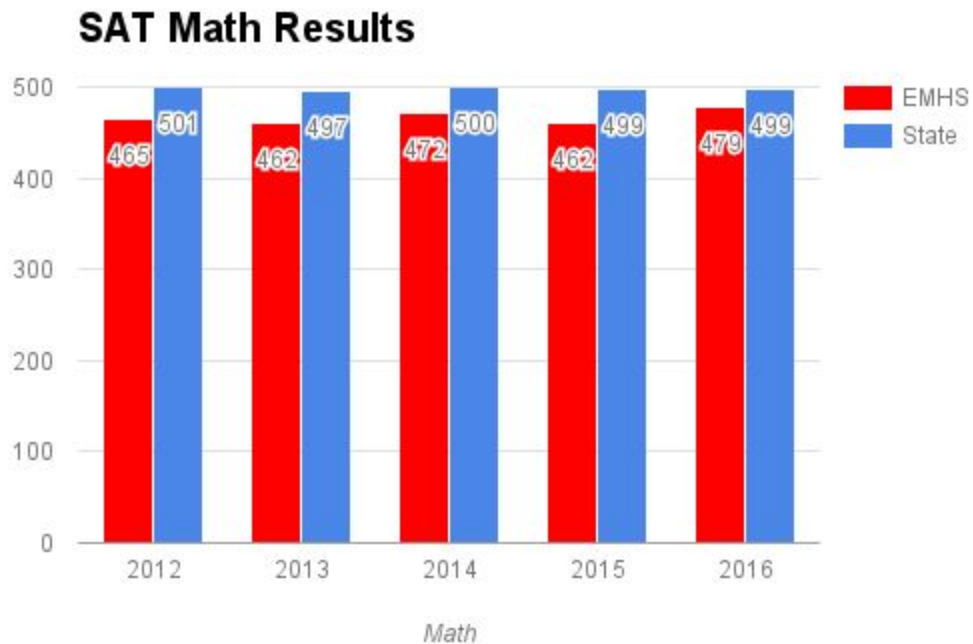


Graph 29: Elkhart Memorial High School

SAT Writing Results



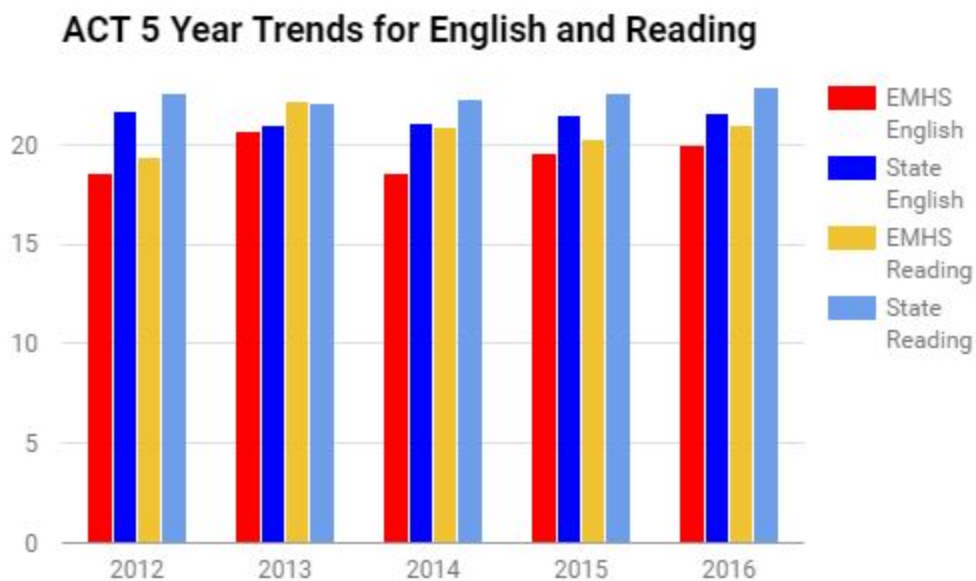
Graph 30: Elkhart Memorial High School



SAT results in all tested subjects have been consistently below the state average. EMHS began to offer an SAT prep class two years ago. The students who have taken the class are not yet in the reported SAT results for EMHS. Participation rates are relatively high for students taking the SAT while at EMHS as we are above the state average for graduates taking the SAT.

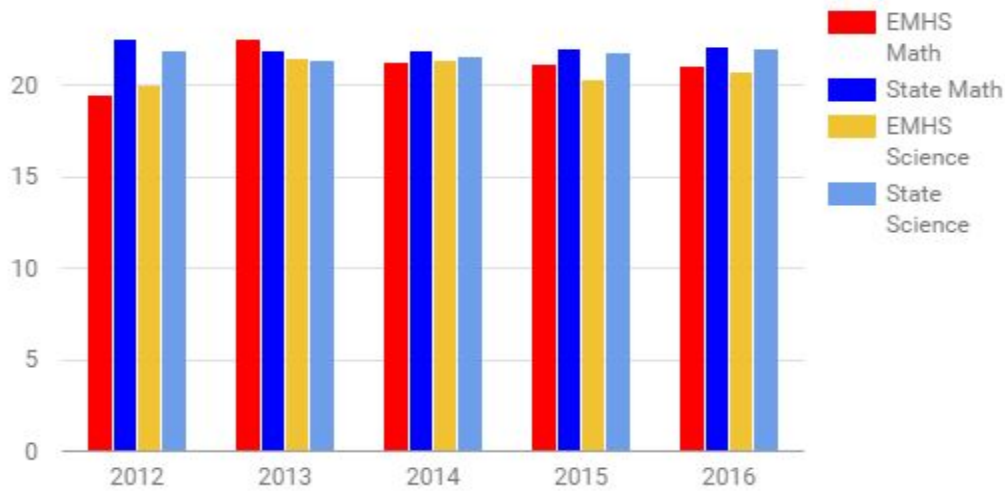
ACT Results

Graph 31: Elkhart Memorial High School



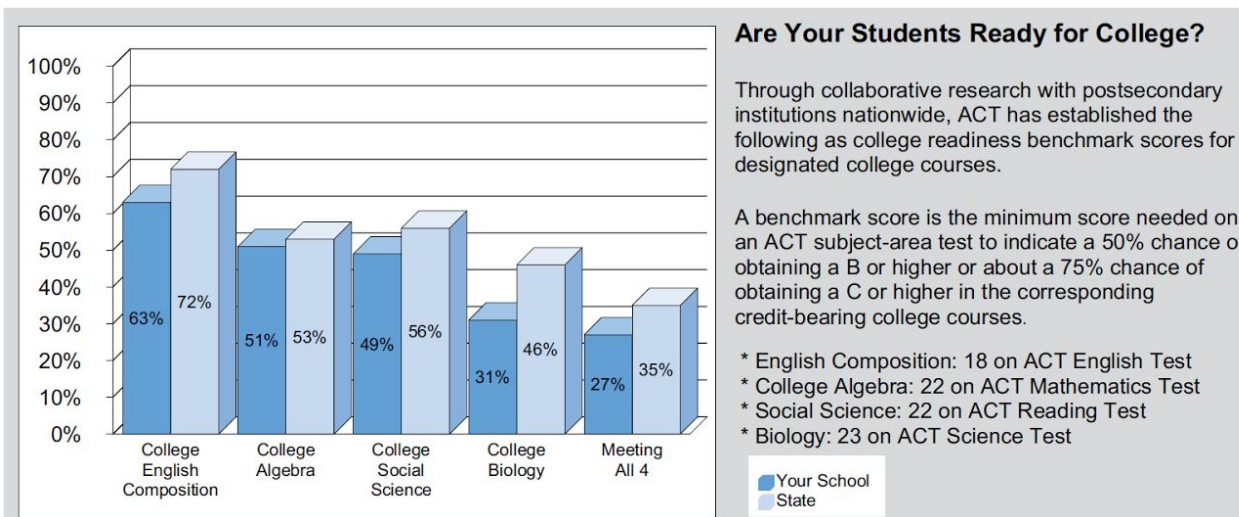
Graph 32: Elkhart Memorial High School

ACT 5 Year Trends for Math and Science



Participation rates in the ACT exam are low for EMHS. Because of the small sample size, it is difficult to arrive at valid conclusions from this data.

Graph 33: Percent of ACT-Tested Students Ready for College-Level Coursework



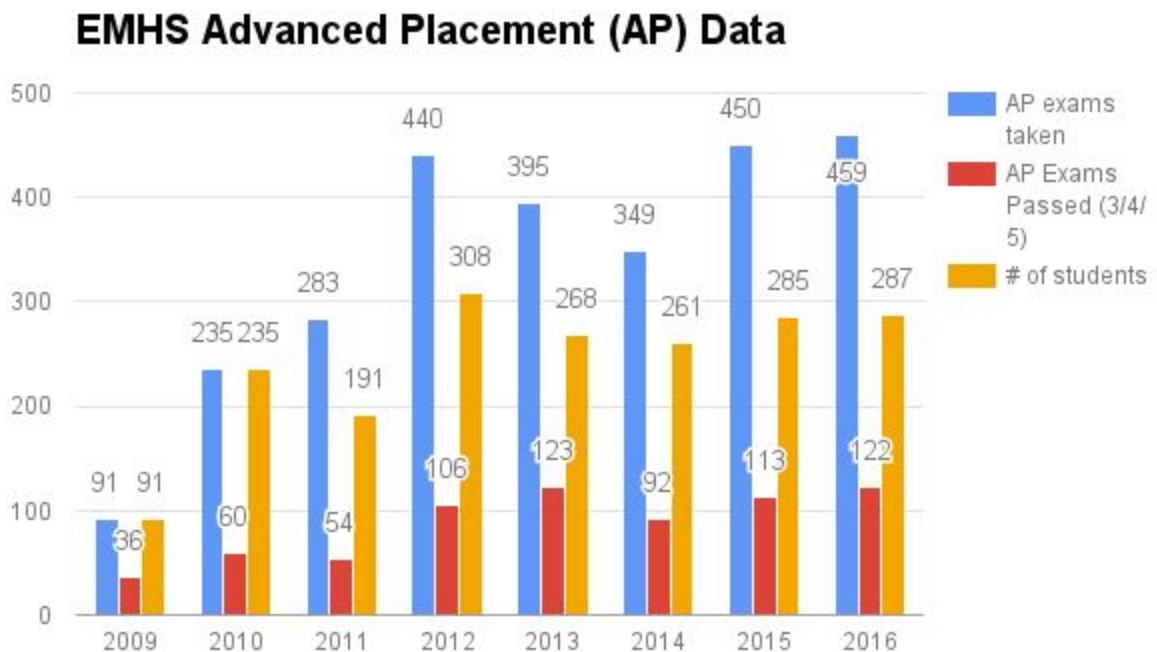
Advanced Placement:

In a concerted effort to provide rigorous academic challenges, we offer 20 Advanced Placement classes, up from 16 last year. EMHS participated in the AP-TIP IN grant during a three year period from August 2012 until May 2015. The grant was funded with federal Investing in Innovation (i3) funds under the umbrella of the National Math and Science Initiative and was facilitated by the University of Notre Dame. The grant provided training for teachers and free test preparation for students in addition to cash bonuses for qualifying scores for students and cash bonuses for teachers who achieved high AP passing rates, along with funding for a “AP Coordinator” to help implement the program. Student test preparation came in two forms:

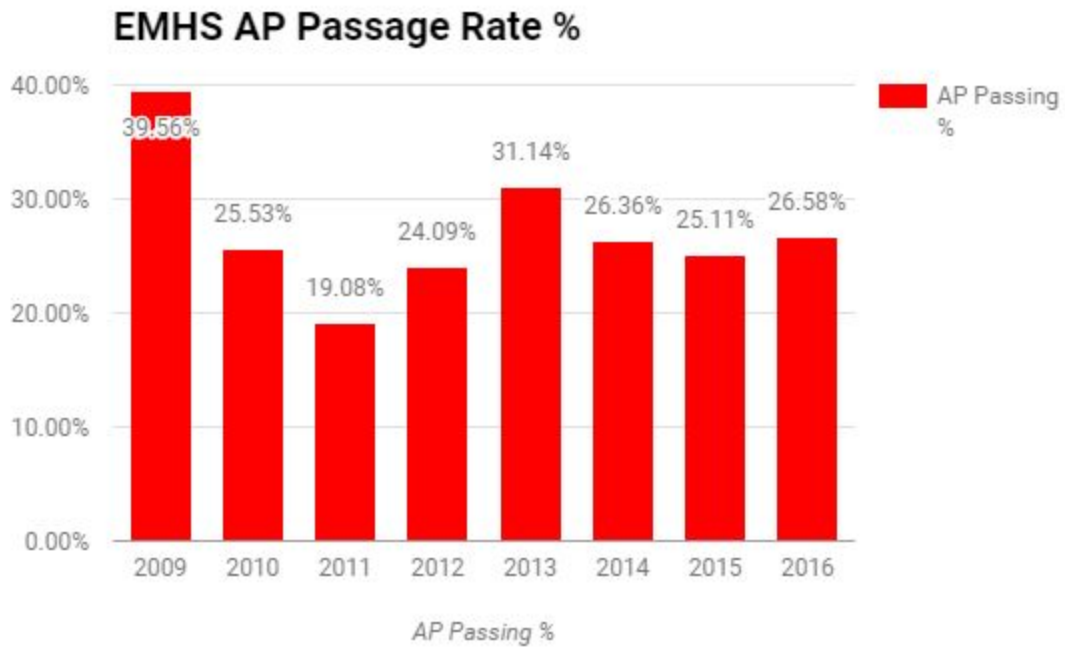
- **Structured Tutoring Time:** Teachers were available to help students personally or in small groups about once a week. At these sessions, there was a specific topic or task to focus on, such as a study session for a test, test corrections, a help session for a lab, going over a graded test or quiz, practice AP questions, or additional explanations/practice of a difficult topic.
- **AP Student Conferences (APSC):** These conferences were held on three Saturdays during the year. Sessions on English, Math, and Science topics were be offered each of the three Saturdays from 8:00 a.m. to 12:00pm These sessions provided students with time to work with experts and AP TIP IN teachers to prepare for the free response and multiple choice sections of the test. As an added bonus for attendance at each APSC, students were provided with free breakfast and lunch and had a chance to win attendance prizes!

Elkhart Community Schools is still committed to the success of the AP-TIP IN program and has budgeted financial resources to keep the program functioning. The only part that we have not kept from the original grant is that we are not offering cash bonuses to students for passing AP exams. We are looking into the possibility of partnering with community agencies to help fund these student bonuses.

Graph 34: Elkhart Memorial High School



Graph 35: Elkhart Memorial High School



The pass rate of EMHS students has remained steady even as many more students are taking many more exams over the last eight years.

Table 6: Elkhart Memorial High School

AP Scholar Roster Data	10-11	11-12	12-13	13-14	14-15	15-16
AP Scholar (Pass \geq 3 AP Exams)	5	12	16	10	11	17
AP Scholar with Honor (Avg 3.25/pass \geq 4 exams)	0	2	4	1	5	5
AP Scholar with Distinction (avg 3.5/pass \geq 5 exams)	1	2	4	7	5	4
National AP Scholar (Avg 4/score \geq 4/ pass \geq 8 exams)	0	0	1	0	1	1
Totals	6	16	25	18	22	27

The number of commended AP Scholar students has risen substantially in the last six years.

Dual Credit:

Over the last several years, we have greatly increased the dual credit opportunities for our students. We have partnered with Ivy Tech and Indiana University to offer 23 Dual Credit classes in 6 different curriculum areas. Last year alone, our students earned 3,387 dual credits.

Graph 36: Elkhart Memorial High School

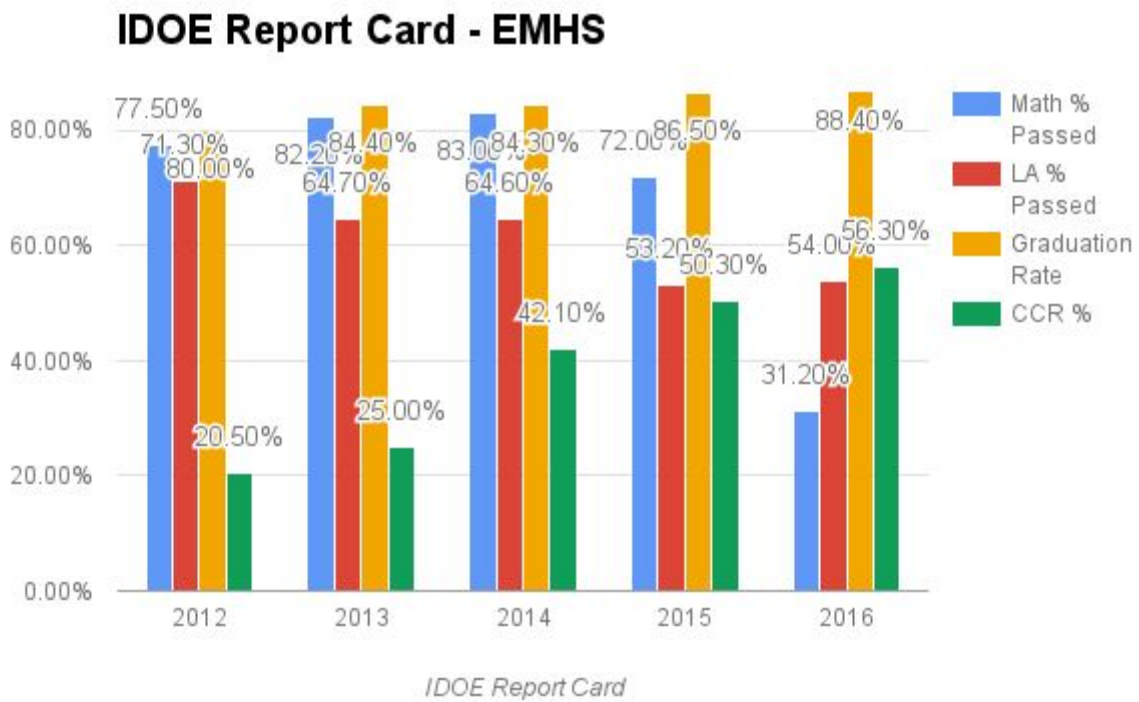


Table 7: A-F Accountability Report Card

2015-2016 IDOE School Grade = B

Indiana Department of Education Student Centered Accountability
 2015- 2016
 Elkhart Community Schools (2305)
 Elkhart Memorial High School (1750)

Overall Summary (511 IAC 6.2-10-3)			
	Points	Weight	Weighted Points
Performance Domain	38.10	0.25	9.52
Growth Domain	0.00	0.00	0.00
Multiple Measures Domain	94.90	0.75	71.18
Overall Points:			80.7
Overall Grade:			B

Enrollment		
	Enrollment	Enrollment Percent
Grades 03-08	0	0.00 %
Grades 09-12	1702	100.00 %

Summary by Domain

Performance Domain (511 IAC 6.2-10-4)						
	Grades 03-08			Grade 10		
	Pass Rate	Participation	Points	Pass Rate	Participation	Points
English/Lang. Arts	N/A	N/A	N/A	54.0 % (211 / 391)	89.6 % (422 / 471)	48.4
Mathematics	N/A	N/A	N/A	31.2 % (121 / 388)	89.0 % (419 / 471)	27.8

Performance Summary			
	Points	Weight	Weighted Points
E/LA (Grades 3-8)	N/A	N/A	0.00
Math (Grades 3-8)	N/A	N/A	0.00
E/LA (Grade 10)	48.4	0.50	24.20
Math (Grade 10)	27.8	0.50	13.90
Total Performance Points			38.1

Growth Domain (511 IAC 6.2-10-5)								
	Grades 04-08			Grades 09-12				
	Top 75% Growth	Bottom 25% Growth	Points	Top 75% Growth	Bottom 25% Growth	Points	10th to 12th Imp.	Points
English/Lang. Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Growth Summary			
	Points	Weight	Weighted Points
E/LA (Grades 4-8)	0.0	0.00	0.00
Math (Grades 4-8)	0.0	0.00	0.00
E/LA (Grades 9-12)	N/A	N/A	N/A
Math (Grades 9-12)	N/A	N/A	N/A
Total Growth Points			0.0

Multiple Measures Domain (511 IAC 6.2-10-6)					
CCR Indicator			Graduation Indicator		
CCR Achievement Rate	State CCR Factor (25% Goal)	Points	4 Year Graduation Rate Points	5 Year Graduation Rate Imp. Points	Points
56.3 % (197 / 350)	4.00	100.0	88.4 (88.4 %)	1.3 (87.8 %-86.5 %)	89.7

Multiple Measures Summary			
	Points	Weight	Weighted Points
CCR	100.0	0.50	50.00
Graduation	89.7	0.50	44.85
Total Multiple Measures Points			94.9

Table 8: A-F Accountability Report Card

2014-2015 IDOE School Grade = C

Elkhart Community Schools (2305) / Elkhart Memorial High School (1750)

Overall Grade

C - 2.55 Points

Summary Data - High School

English/Language Arts 0.00 Points x 0.20

Math 1.50 Points x 0.20

Graduation 3.50 Points x 0.30

College and Career Readiness 4.00 Points x 0.30

	Math				English/Language Arts				Graduation Graduated On Time	College and Career Readiness (CCR) CCR Achievement
	Performance	Improvement 8th to 10th Grade		ECA Improvement 10th Grade to Graduation	Performance	Improvement 8th to 10th Grade		ECA Improvement 10th Grade to Graduation		
		8th Grade	10th Grade			8th Grade	10th Grade			
Numerator	314	331	301	18	232	288	222	31	320	161
Denominator	436	402	402	31	436	378	378	43	370	320
Percent	72.0%	82.3%	74.9%	58.1%	53.2%	76.2%	58.7%	72.1%	86.5%	50.3%
Grade Points	2.00	-0.50		0.00	0.00	-0.50		0.50	3.50	4.00

EMHS has chosen three School Improvement Goals:

1) Graduation Rate: EMHS will achieve a Graduation Rate of 90%

In order to be responsive to changes in local and global dynamics, as well as shifts in student interest, our school has adjusted its curriculum. Course offerings have been both modified and increased to meet student demands. Not only are we offering different courses, we are also looking for ways to improve long-standing courses. On a district level, Instructional Cycle teams for all content areas have been tasked to align the curriculum both vertically and horizontally for all grade levels. These changes in curriculum are expected to improve graduation rate by more fully engaging students.

Classroom instruction has also been analyzed for areas of improvement. Since reading and writing has been an area of concern, staff have worked to raise the rigor in their classroom assignments to improve student performance. For example, the cross-curricular introduction of the Read It/Talk It/Write It Literacy Program has served as a means to address the new literacy standards for each content area. Reading and analyzing more complex texts prepares students for the higher-level thinking required by standardized assessments. Instruction has also been enhanced by the utilization of a greater variety of technology and the incorporation of Project-Based Learning. Additionally, teacher practices have also been analyzed for areas of improvement. Data Teams have become Professional Learning Communities, allowing a greater flexibility for how data analysis shapes instruction. Improved classroom instruction contributes to greater student success, leading to an improvement in graduation rate.

Elkhart Memorial High School has various alternative program options to support students and to help them graduate. APEX is an internet based program that students can use as a means to earn course credit that is not taught in the traditional classroom. Students can take courses in English, Math, Science, and Social Studies. There are also some elective course offerings available in the APEX program. Students can use APEX to recover credits that they have previously failed to earn. Students can use this program at Elkhart Memorial, Home, and at our alternative programs that will be explained next. The first option is School Without Walls (ie: SWW). In SWW, students work through an online internet based program called APEX. SWW is housed in our Elkhart Area Career Center (ie: EACC). Students can attend SWW either full time or as a Hybrid student. If they are full time, they do not take any courses in Elkhart Memorial's building. They can either work at the EACC or work at home. If they are a hybrid, they are part time at Elkhart Memorial and part time SWW. There is a referral process that takes place in order to enroll in SWW. It usually involves the student, parent, administrator, and school counselor. The second program is called HOPE academy. HOPE academy is a credit recovery program that is offered after school on Monday, Tuesday, and Thursday's from 2:45-4:45pm. Students can either take a course with a teacher in a classroom or take a course through the online APEX program. Most students enroll in HOPE academy along with being enrolled full time at Elkhart Memorial High School. Some students do take HOPE academy along with our other alternative programs. The Elkhart Academy (ie: EA) is the third program offered for Elkhart Memorial students. The Elkhart Academy is housed in the Tipton Street Center in Elkhart. Students who attend the EA either have classes in the morning or in the afternoon. There are several ways that students attend the EA. Some attend the EA and no other program through Elkhart Memorial. Other students may attend Elkhart Memorial for a half day and EA for the other half. Students may also attend EA for a half day and SWW the other half. There is a referral process for the EA which usually involves the student, parent, and administrator. Elkhart Community Schools' students also have access to a robust offering of classes and programs offered during 2 different summer school sessions. Students can make up classes they have failed, enroll in classes for the first time, or participate in field experiences, such as a Marine Biology Trip, Washington DC trip or a Colorado trip. Finally, Elkhart Memorial High School works in partnership with the Crossing Educational Center in Elkhart. Students are usually referred by Elkhart Community Schools Student Services in cooperation with Elkhart Memorial.

In order to help increase our graduation rate, School Counselors work hard with seniors who are low on credits. Counselors create a list of these students and focus on them for a majority of their senior year. Counselors meet with an administrator bi-weekly to discuss these students progress or lack thereof. Some of these students end up enrolling in either SWW or HOPE academy in addition to enrolling at EMHS during the full day. Some students work better in an alternative setting and may choose to attend SWW full time. This usually occurs after discussion with the student, parent, administrator, and counselor. Counselors and administrators continue to monitor and encourage these students throughout the school year. Another intervention that is utilized is the Senior Intervention Specialist Team, a group of teachers who works to support at-risk seniors in all four core curriculum areas. EMHS also created a new position, Athletic Eligibility Specialist, who monitors grades for students involved in athletics, so that we can support them and help them remain eligible to participate in our athletic programs. We also are supported by our District Graduation Facilitator who specifically targets African-American students, and serves as a liaison between the school their family. This position works with community and national agencies to give students access to college and career opportunities, character building workshops and leadership development programs.

State and community connections are critical to student success. The Horizon Education Alliance, a nonprofit organization, collaborates with Elkhart County schools to provide funding and resources for project-based learning, curriculum development, and school-to-business partnerships. The state highly values these connections by incorporating a portion of our Accountability Report Card on College & Career Readiness.

2) College and Career Readiness: All students will show through various methods that they are College and Career Ready.

An abundance of data suggests that students who take Advanced Placement (AP) courses in High School have better college outcomes than High School students who do not have the AP experience. As a result, for the last several years, EMHS has committed itself to increasing AP participation rates and the number of students who pass AP exams. With the assistance of AP-Tip IN, a three year program that the state of Indiana partners with Notre Dame to offer, beginning in 2013, our teachers have received professional development and financial incentives as well as offered Saturday sessions for our students up to three times per year. In addition, students received financial incentives for passing scores on the exams. When the three year program expired in 2015, the school district continued to financially support all aspects of the program except the student financial incentives. The retention of instructors for the AP courses has been exceptional and the number of students passing AP exams has increased considerably from 2011 and before.

Although not a requirement of the AP Tip-IN program, EMHS has offered numerous student and parent meetings and opportunities related to AP participation. Informational sessions have been common and students are regularly recognized for their success on AP exams. Several examples of this recognition include AP students receiving a special t-shirt that they could wear as they received public attention at halftime of one of our basketball games and AP students who met class homework and participation expectations received snow cones from a KONA Ice truck on school grounds.

We have increased our AP course offerings over the last several years. We now offer AP Biology, Calculus BC, World History, Human Geography, Psychology, English Language/Composition, Environmental Science, 2-D and 3-D Art, Physics II, and Computer Science. We still offer AP Calculus AB, Physics, US Government and Politics, Literature, Macro- and Micro- Economics, and Chemistry. Additionally, in conjunction with Indiana University, we now offer ACP US History and ACP Personal Finance.

Also of note, Project Lead the Way in the Industrial Technology Department has become a staple for our top students looking for future Engineering opportunities. Many of our top 20 students have taken these courses and several are now enrolled in top Engineering schools like Purdue, Michigan, and Notre Dame.

The most recent adjustment to our AP course program has been the addition of an AP Specialist one period per day. This teacher coordinates among other AP teachers and assists in communication with parents and supporting AP students in whatever way seems necessary.

Another way we have increased our College and Career Readiness for students is through Dual Credit offerings. In partnership with Ivy Tech and Indiana University, we offer 23 Dual Credit classes in six different curricular areas in order for students to receive college credit while still in high school. The Early College Program targets students who may not normally go to college and allows them to earn college credits at no cost while in high school. The program is designed to establish deeper relationships with students and aid them in developing the necessary skills for success in college. According to the Higher Learning Commission (HLC), staff teaching Dual Credit or Early College courses must obtain 18 graduate credit hours in the content area in which they teach. Beginning this year, Elkhart Community Schools will offer reimbursement to staff as they earn credits toward Dual Credit/Early College certification. As teachers gain the required graduate credits, more Dual Credit/Early College course offerings will be available to students.

The Elkhart Area Career Center, part of Elkhart Community Schools, offers 28 different programs to 11th and 12th grade students throughout the area. These include obtaining college credits and industry certifications in various fields such as construction trades, graphic design, cosmetology, and medical occupations. A high percentage of students earn certifications and degrees to advance their career goals and/or provide job placements.

The state of Indiana has placed a greater emphasis on College and Career Readiness, as evidenced by the CCR portion on the IDOE Report Card. In order to address the demands of a global society, a fundamental goal of EMHS is to have each student earn a Core 40 diploma or a more advanced diploma. Last year, EMHS outpaced the state average when 87.7% of students achieved this goal. In addition, when comparing EMHS to other Elkhart County high schools, fewer of our students required college remediation, indicating that our efforts have been effective.

3) Literacy: All students will improve their literacy skills across the curriculum.

Please click on this link to view the [EMHS Building Wide Literacy Initiative](#).

In *Building Background Knowledge for Academic Achievement* (2004), Robert Marzano shows not only the importance of background knowledge in determining a student's success in school, but the negative correlation between poverty and background knowledge. Furthermore, his research demonstrates that the number of vocabulary words a student knows increases as the socio-economic status of the family increases. Currently, EMHS is facing a daunting increase in the number of our students living in poverty (see graph 5 above). According to recent performance data, Elkhart Memorial students continue to consistently fall below the State average in ECA LA Reading Comprehension, as well as SAT and ACT Reading and English Exams. Therefore, a Language Arts goal seems appropriate given our students' academic needs.

In addition, Elkhart Memorial's literacy framework is built upon a universal approach to close-reading strategies that enhance comprehension of complex texts. Referencing the research of Dr. Schauna Findlay Relue, Director of Learning for Five Star Consultants, there is the need for educators to understand the standards and curriculum that define College and Career Readiness among all students. This curriculum demands the use of multiple complex texts across the curriculum. With the use of multiple complex texts, close reading strategies are modeled and applied through instruction. Elkhart Memorial has established a building-wide process titled "Read It, Talk It, Write It" to raise the rigor in order to better prepare our students for College and Career Readiness success. As shown in Graph 26, our March 2016 Building Literacy Assessment results indicated that organization was our students most proficient category and content & ideas

was our least proficient category. The building wide assessment also highlights that additional professional development needs to occur due to the wide range of scores that vary by department. Recent College and Career Readiness data reflects the progress that is being made through the utilization of the literacy goal. In 2014, fewer than 30% of our students entering college required remedial courses. With a heavy focus on building strong College and Career Readiness skills, we will ensure that all students entering college will experience success in entry college level courses.

Because of the importance of literacy for our students, we will continue with our writing across the curriculum initiative. Currently, our school uses a three point rubric that clearly defines expectations of proficiency for both teachers and students in terms of evaluating student writing. Although ECA Language Arts results have seen a gradual decline (See graphs #14-17), the 15-16 year actually showed that EMHS closed the achievement gap with state averages quite drastically. We attribute this to the implementation of writing across the curriculum and our focused school-wide writing process. In the 2015-2016 school year, Elkhart Memorial students scored just 3% less than the state average in ECA LA Writing Applications. The state average dropped 8%, as we improved by 3%. The state average dropped 14% in reading comprehension, however we only dropped 7%, thereby closing the gap from 12% to only 5% in 15-16. Continued focus on improving literacy not only increases reading skills, but improves student ability for written expression.

SAT scores also highlight the need for a continued focus on improving literacy skills. As you can see in graphs #28 and #29, EMHS has consistently performed below the state average in the areas of critical reading and writing. The same trend is continued in ACT English and Reading performance data. EMHS students score less than the state average on literacy standards, therefore resulting in the continued need for a literacy focus.

TEACHING AND ASSESSING FOR LEARNING

Instructional Practices

Starting in 15-16, Elkhart Community Schools organized staff members into Instructional Cycle Committees to collaborate district wide on vertical and horizontal articulation, curriculum materials and resources, best instructional practices and technology integration. At the building level, teachers collaborate through Data Teams/Professional Learning Communities to enhance instruction. Starting in the 15-16 school year, a small cohort of teachers were trained extensively in Project Based Learning. We have added several additional teachers in this cohort during the 16-17 school year.

Staff Development

Every Wednesday, Elkhart Community School releases students early, so that teachers can participate in professional development activities. The PD sessions focus on Data Teams, departmental collaboration, building-wide writing process, effective teaching strategies, technology and other important school/district/state initiatives and processes. Hard copies of resources are provided for staff members during the training sessions and electronic versions are shared with the staff via the Google Drive.

We have focused our building-wide staff development in two distinct areas, Literacy and Technology.

Literacy-Read It/ Talk It/ Write It Process

In order to prepare students for the future, the Elkhart Memorial High School School Improvement Team is championing the *Read It, Talk It, Write It* process. Department heads were introduced to these concepts at a presentation entitled "Raising the Rigor to Ensure Elkhart Students Are College and Career Ready," which was developed by Dr. Schauna Findlay Relue, a colleague of Dr. Dawn McGrath. Following this initial presentation, the SIT Team began sharing the information with the remainder of the staff. While the school already had developed an Argument Based Writing Initiative, the procedures needed some revisions, deletions, and

additions to raise the level of expectations for students. For instance, instead of dealing with one complex text, students needed to be able to analyze multiple complex texts.

To begin the new initiative, a foundational presentation explained the rationale for the new practices. The *Read It, Talk It, Write It System* was broken down for staff members across several professional development sessions. In the *Read It* phase, the SIT Team developed a school wide annotation system to increase uniformity of actions. Instruction regarding text acquisition and analysis (Lexile Level) was provided and close reading strategies with the annotation system were modeled to the teaching staff. Next, the *Talk It* phase was demonstrated to staff, in particular methods of acquiring and maintaining high levels of student engagement. This involved the use of deep questioning and purposeful pairing/ grouping during class discussion. Finally, staff development occurred about the *Write It* portion of the system, where students make a claim they substantiate with evidence from multiple texts. Examples were shared and direct instruction was given in terms of how to create a thought provoking question that students could respond to in written form. While much of the professional development happened as a whole staff, additional help was obtainable on an individual basis. For instance, the SIT Team members made themselves available to work with individuals and departments that needed further assistance.

Technology Professional Development

In order to improve our use of instructional technology, we have created a robust offering of professional development sessions. Some of these PD sessions are voluntary while others are mandatory.

“Tech Tuesdays” started during the 15-16 school year. On almost every Tuesday throughout the year, we offered voluntary 30-60 minute after school sessions in which teachers could choose to attend to broaden their understanding of educational technology options. Sessions covered a multitude of topics, for example Google Docs, Excel, Instructional Technology, Google Drive and Using Social Media to Build Your Personal Learning Network. The staff member teaching the class demonstrated how to use the application, and then the teachers are allowed the opportunity to use the new information. Being able to practice in a supported environment encourages more teachers to step outside of their comfort zones and embrace new methods of reaching students. This process was entirely teacher led and managed.

Also during the 15-16 year, we planned and implemented five mandatory technology professional development sessions which occurred during the Wednesday early release times. These sessions were similar to the Tech Tuesdays, but they have greater breadth and go into more detail because they last approximately 75 minutes. A variety of topics are covered across the building, and all sessions are taught by staff members. Some have included the following: Formative Assessment Tools: How to use Kahoot in different teaching strategies/ Socrative Formative Assessment app/ Zip Grade app for grading papers, Close Reading and Annotating Digital Tools: Help with finding articles and sharing in Google Drive, and Screencastify and Snag It (Tools to Capture Digital Content); Storytelling assessments. Each course follows a framework of modeling first followed by independent (though guided and supported) practice second.

From the district level, there has also been a welcomed focus on improving the instructional technology capacity of our building, staff and students. Highlights include the hiring of a three full time district staff members solely dedicated to enhancing the use of technology to support classroom instruction in all buildings, the creation of a team of teachers (18 of which at EMHS) that have been given a classroom set of Chromebooks and in return have committed to an indepth district led instructional technology professional development program which includes understanding the use of Chromebooks, using technology to enhance instruction and to be the first group of staff members to use CANVAS, and to serve as a model classroom and support their colleagues in the development of technology skills. These teachers are called Tech Champion Teachers, TCT for short.

Charger Learning Community-Freshman Academies

Research shows that the freshman year in high school is the most important toward graduating from high school. Because of this research, Elkhart Memorial High School (EMHS) chose to implement a freshman academy (Charger Learning Community or CLC) to assist students in making a successful transition between middle school and high school. The first CLC was instituted in the 2009-2010 school year.

To differentiate the instructional process based on the needs of our 9th graders as determined by their previous standardized test scores, EMHS utilizes three small learning communities. The names of the three academies are Apollo, Polaris and Challenger. The majority of the Apollo students take “double English” and “double Math,” allowing them more opportunities to enhance their English and Math skills.

For all teachers in the CLC, a common planning period exists so that cross-curricular collaboration can occur. The common planning time makes it more manageable to plan disciplinary and academic interventions. These intervention meetings always involve multiple teachers, regularly involve parents, Guidance counseling staff, and administrative participation, and often take place during the school day.

Another important use of the common preparation time is for planning awards ceremonies. Each team has its own schedule for these ceremonies, and the recognition of well-performing students increased tenfold compared to previous years. Positive reinforcement of desired actions and behaviors at the awards ceremonies has a powerful impact on the students.

The two other teams, Polaris and Challengers, were designed for students who had previously passed the ISTEP in both Language Arts and Math. The class sizes for these two groups are significantly larger, averaging 28-30 students compared to 18-20 for Apollo. The Challenger team has all of the honors level students.

Early College:

The Early College Program, meant to encourage students to consider post-secondary education, including college, is geared toward students who score in the 50th to 60th percentile in standardized testing but have potential to do better. Our Early College students represent those students in our school that might not recognize their potential for college nor have the resources or knowledge to achieve that dream. Many participating students may never have considered post-secondary education or might have parents who didn't go to college. This program is actually changing the culture of our schools by opening students up to the possibility of college after high school. Another EC highlight this year, Memorial now has an early college lounge for students and a new office for the program. The new staffing expansion of the Early College Program to the district administrative level will help support our goal that all participating students will earn a Technical General Education Certificate from Ivy Tech while still in high school or shortly thereafter. Our purpose for these students is to give them the tools and confidence to know that they can achieve whatever pathway they choose to pursue. By offering support on a daily basis we are working to give every EC student the opportunity to earn dual credits while still in high school at no cost to them. Each EC cohort starts with 50-55 students and is supported by three staff members solely dedicated to the Early College Program: District EC Coordinator, EMHS EC Guidance Counselor, EC Data Coordinator. The current senior class of 2017 is the first EMHS Early College cohort. Data on the class of 2017 is seen below.

Table 9: Dual Credits Earned by the 2016 Class

SCHOOL	TOTAL CREDITS GR 12	STUDENTS WITH 20-30 CREDITS	STUDENTS WITH 15-19 CREDITS	STUDENTS WITH 9-14 CREDITS	STUDENTS WITH 3-6 CREDITS	STUDENTS WITH 0 CREDITS
MEMORIAL	667	14	12	8	10	2

RESOURCES AND SUPPORT SYSTEMS

We have a variety of resources to support our students’ mental, physical and academic well being. Memorial has six counselors on staff to service our student body. We also employ a social worker, Systems of Care coordinator, one hearing and speech specialist, attendance social worker and one nurse. These staff members provide students with the best care possible. We have an experienced special education staff providing support for our students ranging from mild learning disabilities to severe and profound. EMHS has an effective GEI Team and 504 Team leader. We also have community “CARES” mentors that work with many of our at-risk students on a weekly basis during Advisory Period.

Elkhart Memorial also partners with Oaklawn Mental Health Services in support of our students. First, our district contracts with Oaklawn to provide a Systems of Care Coordinator. This position is split shared between several buildings and the staff member serves the school as a clinical liaison to students who may be experiencing a mental health issue. This position connects schools, families and students with needed mental health resources. Secondly, Oaklawn and EMHS are currently collaborating to implement Positive Behavior Interventions and Supports (PBIS) in our school.

Academically, EMHS has a variety of resources available to students to meet their academic needs, including enrollment in the Elkhart Area Career Center, internships, JAG, and three alternative programs: Elkhart Academy, HOPE, and The Crossings. We also offer a blended learning opportunity as students can choose to enroll in online courses via the APEX virtual course platform in our school or through our School Without Walls program at the Career Center. SWW is in its 4th year of existence and during the 15-16 school year we had 239 students enrolled full time and 108 “hybrid” students who took classes at EMHS and SWW. We have tutoring sessions all year long planned by our National Honor Society and have tutoring sessions specifically for ISTEP/ECA remediation purposes several times a year.

In order to provide a safe and orderly environment for students, an Emergency Preparedness Plan is placed on the common drive for the staff to review and updated yearly. Two administrators are certified by the state as school safety specialists. Elkhart Memorial also employs two full-time police officers to assist when needed.

Anti-Bullying/Promoting Positive School Culture:

- **Olweus Bullying Prevention Program**

EMHS uses the Olweus Bullying Prevention Program to help students feel safe with their surroundings. One of the first steps we took as a corporation was to train all classified personnel in the Bullying Prevention program. This training took place in the spring of 2009. The second step in implementing these programs took place in October and November of 2009, as we had all certified staff receive a half day of training in Olweus Bully

Prevention with Mary Yoder Holsopple, Bullying Prevention Coordinator for ECS. This training was revisited with all administrators in August of 2014 for edification and review. During the last four years, our EMHS students have also filled out a bullying survey that has assisted us in determining the extent of bullying in our school. Elkhart schools uses Sprigeo, an online reporting system, to identify safety threats, bullying, harassment or intimidation at school. This information is shared with guidance counselors and the school administration for follow up. The district also publishes "The Elkhart Way" newsletter dedicated to sharing information that promotes a healthy, safe and supportive school climate throughout Elkhart Community Schools. Practical examples and resources for the classroom, notification of events, and the latest research are included in the monthly editions.

- **Move2Stand**

In 2010, bully prevention awareness became a focus for the students of EMHS with the roll out of Move2Stand. It is now in its 6th year and is invaluable to our school climate. A student leadership program, Move2Stand, was implemented with a day-long symposium attended by 100-200 students that continues annually. This youth Development Leadership Training motivates and energizes young people, especially the leaders of the building, to help put action to their feelings and bring change to our school community. Move2Stand teaches students how to lead others forward to another step in the process of change. Students are taught skills along with background information on the topics being addressed, as well as, "Words to Stand By" which are quotes that relate to the topic being addressed. The focus of the initiative is to challenge students to speak up and change the bullying that occurs as it is in progress - thus, changing the culture of the building. Students participating in this event are equipped with the information necessary to educate; given tools to shift attitudes; learn how to build empathy; and ultimately, alter the climate in the school building, community, and outward.

In an effort to get speakers in front of the students, EMHS has hosted presentations by local and nationally renowned speakers on the topic of "Bullying, Cyber Bullying, and Youth Depression." The first speaker, John Halligan (whose son Ryan, died by suicide after being bullied by classmates at school and online) talked about lessons learned too late for his family regarding bullying, cyber bullying, and youth depression. Students and parents were empowered with strategies to take preventive actions regarding bully behaviors. In January of 2015, EMHS targeted the freshman girls with an additional program lead by a former Elkhart Memorial Student. Cassie Klapp graduated from EMHS in 2013. A student at Indiana University in Bloomington studying Community Health, Cassie and Sarah Colagrossi (co presenter), advocated for the KIND campaign, sharing information and experiences with the frosh females. It is a non-profit organization started by Lauren Paul and Molly Thompson that advocates against girl-on-girl hate crimes.

- **Student Leadership Summit**

For the third year in a row, Elkhart Schools hosted a county wide Student Leadership Summit. We had over 50 students attend from both Elkhart high schools, plus dozens other students from area county high schools. The all day experience featured the opportunity to experience a high ropes course, rock climbing, and other leadership building activities. In 2015, the students heard from several community and business leaders and from Retired Lieutenant General William "Jerry" Boykin. This year, the featured speaker was retired Indianapolis Colts center Jeff Saturday.

- **5 Star**

The 5 Star character building curriculum was introduced in the Spring of 2014 for the freshman learning communities of Apollo and Polaris. The video instruction curriculum is built in modules that focus on study skills, as well as, good citizenship, to promote effective learning environments in the freshman classrooms. The teachers are trained by 5 Star personnel who then present to the students in short media segments during the 27 minute advisory period. It is followed by class meetings and discussion and reinforced throughout the school year.

Promoting Cultural Competency:

During the 14-15 school year, a Professional Development session was led by administrators over “Equity and Intercultural Relations = Customer Service”. A presentation was developed by a committee of administrators and shared with teachers. The overarching question for the staff was “do we utilize our diversity as an asset?”? The objective for staff was to recognize our diversity and see it as a strength and not a weakness. The presentation focused on how the professional staff, i.e., teachers, administrators, etc. demonstrate how diversity and inclusions are assets to the District. One of the essential questions for the group was: “what are the beliefs, behaviors, and values that define Elkhart Community Schools in regards to diversity and inclusion?” Another essential question was: “how do we empower, integrate, and engage people by tapping into their talents/abilities?” At the end of the presentation, staff had to verbalize three actions they could do to help the District move forward with excellent customer service for students, parents, all staff, and community.

In February of 2016, Elkhart Community Schools welcomed Charles Person, civil-rights activist and Freedom Rider, as he visited Elkhart and spoke to our staff and students, as he shared his incredible journey and his personal philosophy with us. Freedom Riders were non-violent civil rights activists who rode buses into the segregated southern United States in 1961 to challenge the non-enforcement of United States Supreme Court decisions, which ruled that segregated public buses were unconstitutional. A gifted math and physics student from Atlanta, Charles dreamed of a career as a scientist. When refused admission to the all-white Georgia Institute of Technology, Charles enrolled at Morehouse College. At Morehouse, Charles became active in the civil rights movement, becoming the youngest member of the original 13 Freedom Riders. Charles endured numerous physical attacks during his journey, and was arrested as he silently protested by sitting at a segregated lunch counter.

Promoting Youth Mental Health Awareness

During the 2014-2015 School years, Elkhart Community Schools was awarded a grant to promote mental health awareness among our staff for our students. Many students come to school with mental health issues that prevent them from functioning in the classroom setting. Yet, many teachers are not aware of these issues and do not necessarily know how to recognize signs of mental health issues in their students, who come to their classrooms everyday. The vision of the grant was to create “an empowered community providing support to one another in times of mental health problems and mental health crises.” The goal of this training for staff was to improve their mental health knowledge, reduce stigmatizing attitudes, recognize signs of students in mental health stress and refer them to the appropriate person in school. Eight training sessions were held in the Fall of 2015 and two more sessions will be held in the Spring of 2016.

Athletic Eligibility Specialist:

EMHS has created for the 2016-17 school year an Athletic Eligibility Specialist position. The purpose of this role is to proactively prevent athletes from being ineligible from participating in high school sports. The staff member will intervene on behalf of students and coaches in situations where students are falling behind academically and are in jeopardy of not passing the required 5 classes in order to participate in IHSAA interscholastic contests. In a University of Kansas study, Angela Lumpkin, professor of health, sport and exercise sciences, and Rebecca Achen, doctoral candidate and graduate teaching assistant at KU, show that athletes had higher percentages of days of school attended, graduation rates, and Kansas assessment scores and lower dropout rates than nonathletes. They analyzed data for students in grades nine through 12 for the

2011-12 school year in schools throughout the state. “Involvement in interscholastic sports has a positive impact on high school students as suggested by previous research and corroborated by this study. As such, participation should be encouraged, especially for high-risk populations, and specifically for minority students. The potential for sport participation to improve graduation rates, keep students in school longer and increase daily attendance should lead administrators to adamantly support interscholastic sport” Lumpkin and Achen wrote.

AP Specialist:

EMHS created for the 2016-17 school year an Advanced Placement Specialist position. The staff member will support the AP students and AP staff as we strive to reach higher AP passage rates. The AP specialist will also connect with the Building-wide AP Coordinator to help oversee the AP-TIP IN process. This position will implement various incentive based programs for AP students throughout the year.

Senior Intervention Specialist (SIS) Team:

The Senior Interventions Specialist (SIS) team was introduced during the fall of 2016 to focus on academically at-risk seniors. The team consists of four core teachers who have a class period during the day to support seniors who are either deficient in credits to graduate on time (20-28 credits), are failing core classes (identified through teacher recommendation), or have had a history of behaviors that are not conducive to graduation (i.e. history of not earning all credits per semester, attendance issues, etc.). Possible SIS interventions include: meeting with the student, calling home, working with teachers to obtain work, offering tutoring during SIS class period, arranging tutoring or additional help, attempting to improve attendance, and identifying/arranging involvement in credit recovery programs (APEX, HOPE, Schools Without Walls). The SIS team is another layer of student support and works closely with Administration and Guidance to help ensure timely graduation of seniors.

District Graduation Facilitator:

Elkhart Community Schools created an district level administrative position dedicated to improving our minority graduation rate. This position collaborates with building and district personnel, community members, along with our students and parents to plan and implement strategies designed raise the achievement rate of our minority students, specifically our African-American students. During the 15-16 school year, we hosted a My Brother’s Keeper Youth Summit in Elkhart, where our African-American students were engaged in a full day of leadership, mentoring and team building activities.

Project-Based Learning:

Elkhart Community Schools, along with several Elkhart County school systems, has developed a very effective partnership with the Horizon Education Alliance. Formed by local business and education leaders in 2012, Horizon Education Alliance is a non-profit organization working to improve educational success in Elkhart County. HEA works with the community to launch and examine the outcome of innovative, evidence-based education programming for local residents from birth to adulthood. HEA believes this collaborative work can transform our county into a world-class place to learn, live, work and play. HEA financially supports staff development opportunities for our teachers in a variety of educational arenas, none more than Project Based Learning opportunities. HEA has partnered with Magnify Learning enabling Elkhart County schools to develop project based learning (PBL) systems to address our particular pedagogical needs. We have had over a dozen EMHS staff members trained via Magnify Learning to improve student engagement and academic performance by incorporating PBL into their classrooms. The professional development services offered by Magnify Learning also focus on enabling educators to better develop in their students the personal and social

skills required to succeed in their post-secondary studies and in their careers. HEA has been instrumental in the creation of “Business-Education Roundtables” which brings a structure and focus to the importance of schools and the business community working together for the benefit of our students as they prepare to enter the workforce.

USING RESULTS FOR CONTINUOUS IMPROVEMENT

Using Student Data

Data Teams: Data Teams, which are based upon traditional departments and divided into specific content subjects, are an avenue for guiding instruction and assessing student achievement (evaluated using District-wide rubrics). Teachers use information gathered in Data Teams to shape their instruction prior to teaching a unit and discuss successful teaching strategies at the end of a unit. Information used in these meetings is posted in individual teacher classrooms to inform students of their achievements. Teachers collect data about the progress of each of their classes and present students with this data, so students can observe their improvement.

Posting Student Data: Student data is posted in numerous places throughout the school: classrooms, entryway into the school, hallways, and teacher common rooms. The staff at Elkhart Memorial constantly uses data to shape and support their teaching strategies.

Communication

Due to the unique and culturally diverse population at Elkhart Memorial High School, the staff strives to communicate with all stakeholders to keep them informed in our school improvement process. Currently we use the following avenues to communicate with our stakeholders:

- **Technology:** PowerSchool, Grade Book Software, ECS Website, DOE Website, EMHS Website, Departmental Websites, Twitter, Emails between staff members and parent/guardians.
- **Newsletters:** Elkhart WINS, EMHS Newsletter
- **Meetings:** School Board, CLC and 8th Grade Parent Meeting, Memorial High School Showcase, Freshman Orientation, Parent-Teacher Conferences, Data Team Meetings, Faculty Meetings, District Meetings, Business-Education Roundtable, Booster Club Meetings
- **Media:** Elkhart Truth, South Bend Tribune, Local Television Networks (WSBT/WNDU/WBND/WSJV)
- **Data Posted:** Data Boards (front of school, media center), classroom data posted in individual classrooms, department data

CONCLUSIONS

The AdvancED team meets regularly throughout the school year to analyze data, review the AdvancED standards, determine focus areas based on data, organize the staff into study groups, synthesize research from study groups, develop action plans based on the data and research, get input from the staff and determine implementation plans.

During the 2016-17 school year, the AdvancED team will meet frequently to assess fidelity of implementation of the plan, review effectiveness of the professional development and continue to collect, review and analyze current student data. Adjustments will be made to the implementation based on that data. Staff will be informed of the results throughout the school year. We will also spend a great deal of time this year preparing for the AdvancED External Review visit which occurs in March.

CORRELATION TO ADVANCED STANDARDS FOR QUALITY SCHOOLS

The preceding report has been aligned to the Accreditation Standards for Quality Schools as prescribed by the AdvancED accreditation process. For more information of specific standards, visit the [AdvancED Standards](#) website.

	<u>Standards</u>
Purpose and Direction	1, 2, 5
Community Data	5
Elkhart Memorial High School	
● Building	2,4
● Schedule	2,4
● Extracurricular	2,3
Governance and Leadership	2
EMHS Student Data	
● Student Demographics	3,4,5
● Economic Indicators/Graduation/Diplomas/Attendance	3,4,5
● ECA	3,4,5
● Indiana College Readiness Report	3,4,5
● SAT/ACT	3,4,5
● Advanced Placement	3,4,5
● IDOE Accountability Report Card	3,4,5
School Improvement Goals	
● 90% Graduation Rate	1,2,3,4,5
● College and Career Readiness	1,2,3,4,5
● Literacy	1,2,3,4,5
Teaching and Assessing for Learning	
● Instructional Practices	3,5
● Staff Development	1,2,3,4,5
● Charger Learning Community-Freshman Academy	1,2,3,4,5
● Early College	1,2,3,4,5
Resources and Support Systems	
● Anti-Bullying/Promoting Positive School Culture	1,2,3,4,5
● Promoting Cultural Competency	1,2,3,4,5
● Promoting Youth Mental Health Awareness	1,2,3,4,5
● EMHS Academic/Athletic Support Specialists	1,2,3,4,5
● District Graduation Facilitator	1,2,4,5
● Project-Based Learning	1,2,3,4,5
Using Results for Continuous Improvement	
● Using Student Data	1,2,3,4,5
● Communication	1,2,5