Elkhart Memorial High School

2608 California Rd.
Elkhart, Indiana 46514
(574) 262-5600
http://elkhart.k12.in.us/memorialhs

AdvancED Documentation Report
2015-2016

Elkhart Memorial High School AdvancED School Improvement Team

Kerry Leader, Language Arts
kleader@elkhart.k12.in.us

Alex Holtz, Mathematics
aholtz@elkhart.k12.in.us

Latosha Bonds, Language Arts
lbonds@elkhart.k12.in.us

Kathleen Bain, Mathematics
kbain@elkhart.k12.in.us

Colleen Shook, Media Services
cshook@elkhart.k12.in.us

Rebecca Loar, Science
rloar@elkhart.k12.in.us

Sonya Harrington, Social Studies
sharrington@elkhart.k12.in.us

Frank Kurth, Assistant Principal
fkurth@elkhart.k12.in.us

Bernadette Taylor, Assistant Principal
btaylor@elkhart.k12.in.us

Cary Anderson, Principal
canderson@elkhart.k12.in.us

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Mission Statement

The mission of Elkhart Memorial High School promotes 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.
- Our curriculum incorporates data driven decision making.
- Literacy is a key component of all of our instruction.
- All staff are engaged in and part of the decision making process for the curriculum we offer our students.

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. Our technically-advanced 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, and other members of the community. Supported by parents and community stakeholders, Elkhart Memorial High School is committed to providing well-structured education in a safe and positive atmosphere.

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 50,949 (based on 2010 census) citizens, down from 51,874 in 2000.

Graph 1: Demographic Data: Elkhart Memorial High School

EMHS 2014-15

White — 53.2%
African-American — 13.5%
Hispanic/Latino — 23.3%
Asian
Multi-Racial — 8%
Other
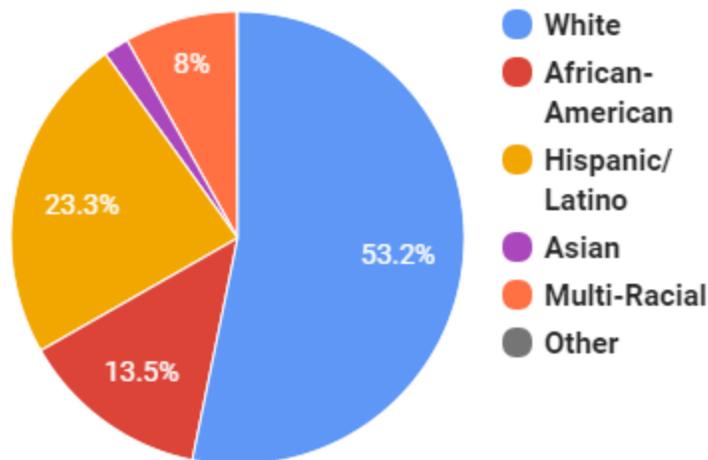
Graph 2: Demographic Data: City of Elkhart

Elkhart City (2010)

Legend:
- White — 58%
- African-American — 15.4%
- Hispanic/Latino — 20.9%
- American Indian
- Asian
- Multi-Racial
- Other
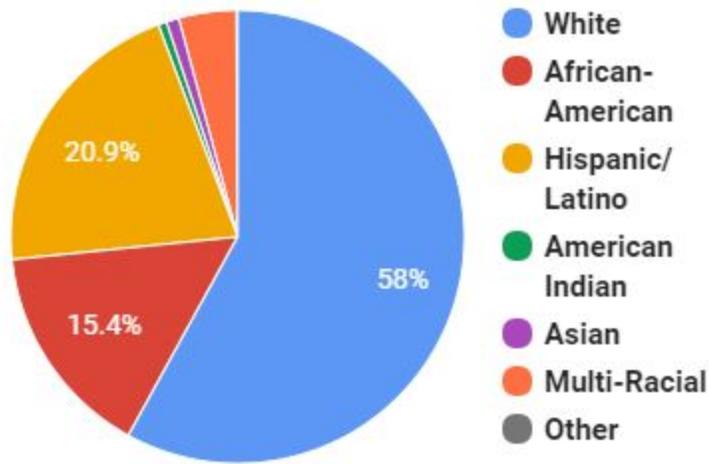
Graph 3: Demographic Data: Elkhart County

Elkhart County (2010)

Legend:
- White — 76.7%
- African-American — 5.7%
- Hispanic/Latino — 14.1%
- Asian
- Multi-Racial
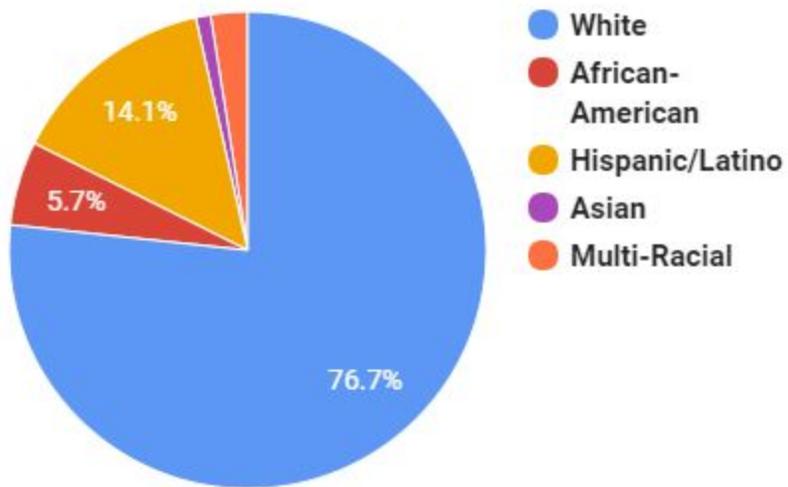
A comparison of most recent data from Elkhart Memorial High School (2014-15) and Elkhart City (2010) shows that our school's demographic population is very similar to the city of Elkhart.

The majority of businesses in the city and surrounding county are found in manufacturing, followed by the service sector, retail trade, wholesale trade, financial services and construction. The recent economic decline and recovery has drastically affected the industries in Elkhart County first causing a significant increase in the unemployment rate and then a decline. Elkhart has been 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 increasing number of students on free/reduced lunch (see page 14 graph #3). It is noteworthy that employment levels as measured by the unemployment rate are nearly 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.

Table 1: Elkhart County Labor Statistics

LABOR
Elkhart/Goshen MSA

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

Source: U.S. Bureau of Labor Statistics.

ELKHART MEMORIAL HIGH SCHOOL

School Description

Building: Elkhart Memorial High School has 65 classrooms that serve students in grades 9 through 12. The school also has 8 computer labs, 10 science labs with adjoining classrooms, 4 lecture halls, family and consumer sciences lab areas, and state-of-the-art industrial technology lab facilities. The new industrial technology areas offer students modular stations for applied learning in the following: plastics, robotics, CNC machining, hydraulics and pneumatics, aerodynamics, motor circuitry, lasers, electronics, mechanical and architectural drafting, manufacturing systems, construction systems, video editing, and computer assembly.

Schedule: Due to budgetary constraints, Elkhart Community Schools placed all secondary schools on a seven-period schedule that started in the fall of 2010. Classes meet daily for 48-minutes with a 27-minute advisory period intended for remediation, absent work, school organizational meetings, or additional assistance. Three 30-minute lunches are offered during fifth period each day. Every Wednesday we have an early release day so that staff can participate in professional development activities. Prior to 2010, Elkhart Memorial High School functioned on an eight block schedule with four 95-minute periods per school day. This change placed considerable constraints on the time available for ECA remediation, mentoring, and other targeted interventions that we have relied on to improve graduation rates.

Extracurricular: A comprehensive extracurricular program including choir, marching band and drill team, theater, speech, Student Government, Sigma Beta Epsilon**,** Mock Trial, Key Club (a community Service

club), Fellowship of Christian Athletes, and other clubs, as well as interscholastic athletics sponsored by the Indiana High School Athletic Association, round out Elkhart Memorial High School's program.

Elkhart Memorial High School is a member of the highly regarded Northern Lakes Conference. The member schools are regarded as leaders in academics, co-curriculars, extracurriculars, and athletics in the state of Indiana.

Governance and Leadership
Elkhart Community Schools Administration, through the bargaining process with the Elkhart Teacher's Association, instituted monthly Data Teams as a focus for promoting data-driven decision-making. All staff completed three, six-day workshops: *Data Teams, Making Standards Work, and Effective Teaching Practices.*

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, writing workshops, 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.

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 prepare faculty for the future, a cohort of Elkhart Memorial High School staff members offer technology related professional development sessions. Some of the meetings are voluntary while others are mandatory.

Tech Tuesdays are held almost every Tuesday of the school year for a half hour after school in one of the computer labs. Teachers can choose to attend any of the sessions in order to broaden their understanding of

educational technology options. Sessions have covered a multitude of topics, for example Google Forms, Better Searching Techniques, and Using Social Media to Build Your Personal Learning Network. The staff member teaching the class demonstrates 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.

Mandatory professional development about technology is offered several times during the school year for early release time on Wednesdays. These sessions are similar to the voluntary offerings, but they have greater breadth and go into more detail because they last approximately 55 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.

STUDENT DATA

Student Demographics

Since Elkhart Memorial High School's opening, the population it serves has changed markedly. Statistics from the last ten years alone give some indication that the high school is becoming more ethnically diverse and that the Hispanic population, in particular, is increasing substantially (see Graph 4). Also noteworthy is the increase in the number of students who qualify for free and reduced lunch (see Graph 5).

The Hispanic population has essentially doubled since the 2005-06 school year, from making up 10.9% of the student body in 2005-06 to making up 23.3% of the student body in 2015-16. Many of our Hispanic students are Limited English Proficient. The Black population has remained stable at 13.5% this year. At the same time, the White population has decreased in size from 67.8% to 53.1%. During the same period, the percentage of students taking part in the free and reduced lunch program has increased from 39.7% to 57.1% (see Graph 5).

Graph 4: Demographic Data: EMHS Ethnicity Profile 2006-2015
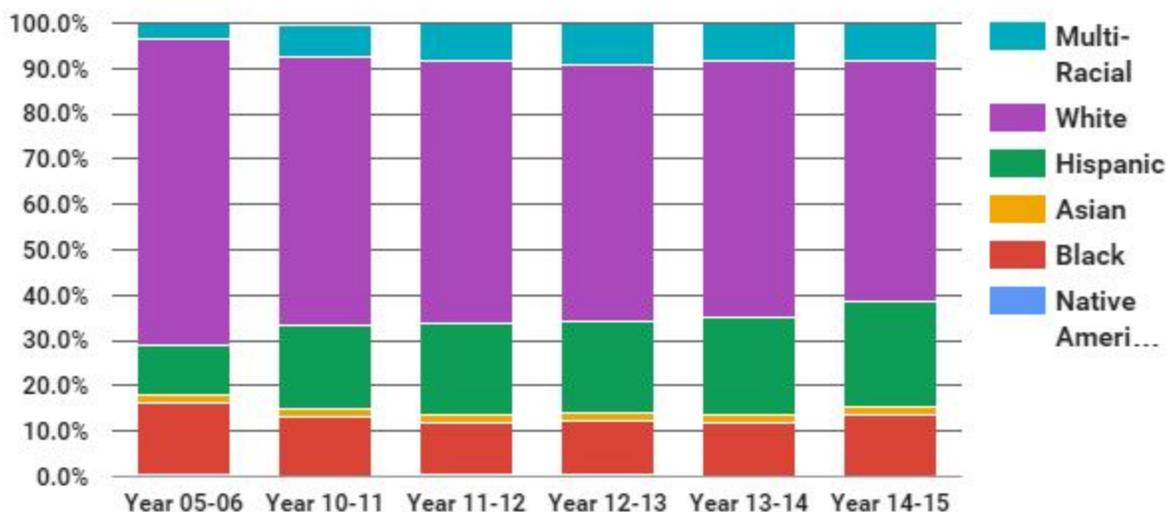
Graph 5: Elkhart Memorial High School: Economic Indicators 2005-2015
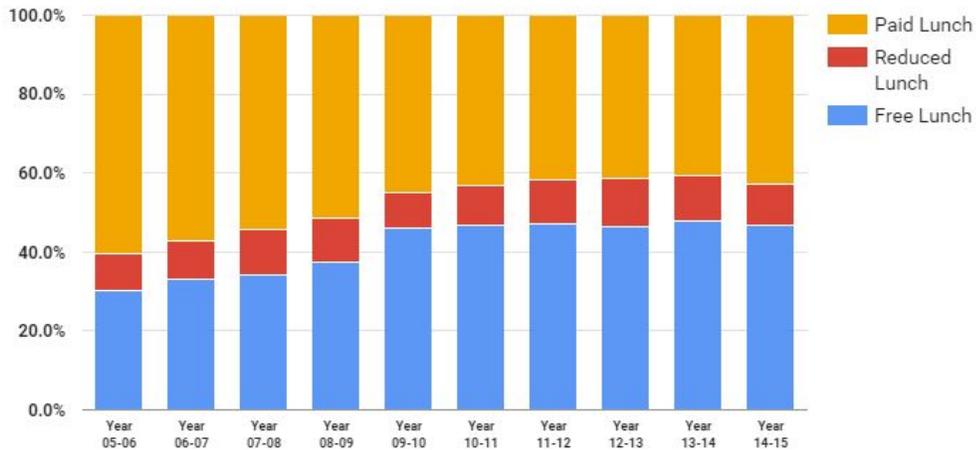
Achievement Benchmarks

In order to meet Adequate Yearly Progress (AYP), Elkhart Memorial High School must meet all attendance and graduation targets for the overall student population. Below includes descriptions of the graduation rate and attendance rate benchmarks, in addition to the diploma types offered at Elkhart Memorial.

- **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 over 25% within the past eight 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%

Graph 6: Elkhart Memorial High School: Graduation Rate 2007-2015
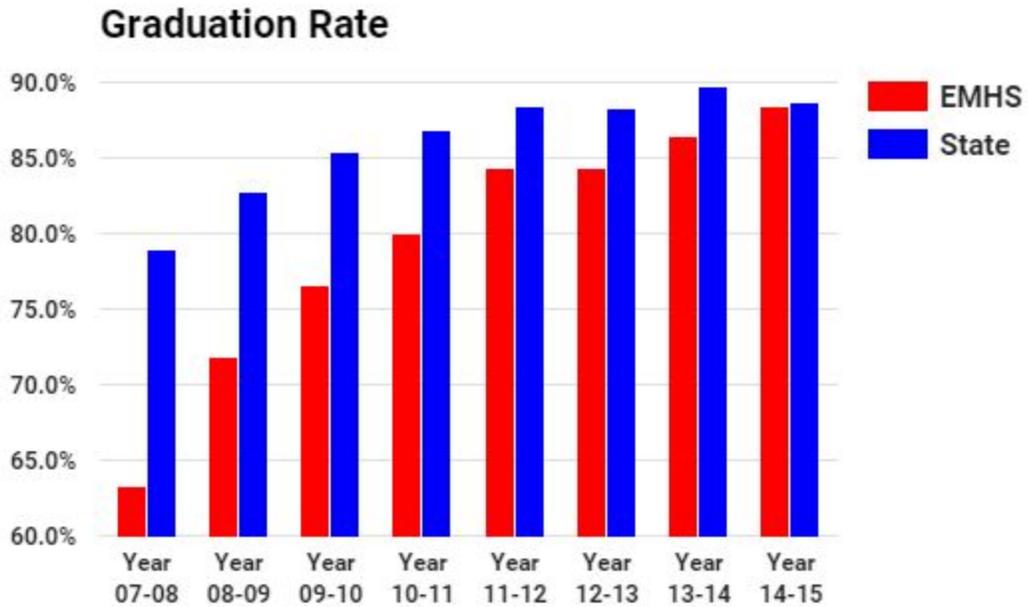
Graph 7 represents the types of diplomas earned by students at Elkhart Memorial High School. The graph indicates that the number of CORE 40 and Academic Honors diplomas has increased since the 2010-11 school year. Statistically, the number of CORE 40 diplomas has not significantly changed since 2010-11, 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 indicates an increase the rigor of the diploma types earned by Elkhart Memorial students.

Graph 7: Elkhart Memorial High School: Diploma Types Earned 2010-2015
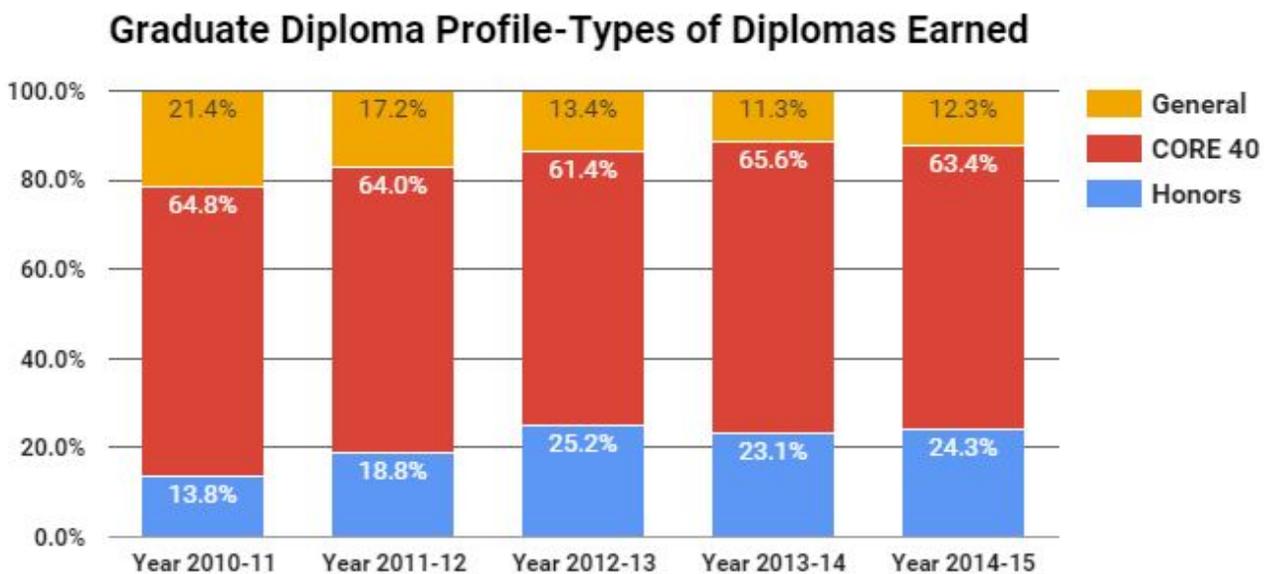
● *Attendance Rate*: Graph 8 compares our attendance rate at Elkhart Memorial to the Indiana State Average since 2010-11. Our benchmark is to increase our attendance rate by 0.5% each year. Based on the graph, our attendance has remained stable at slightly under 92% for the past five years.

Graph 8: Elkhart Memorial High School: Attendance Rate 2010-2015
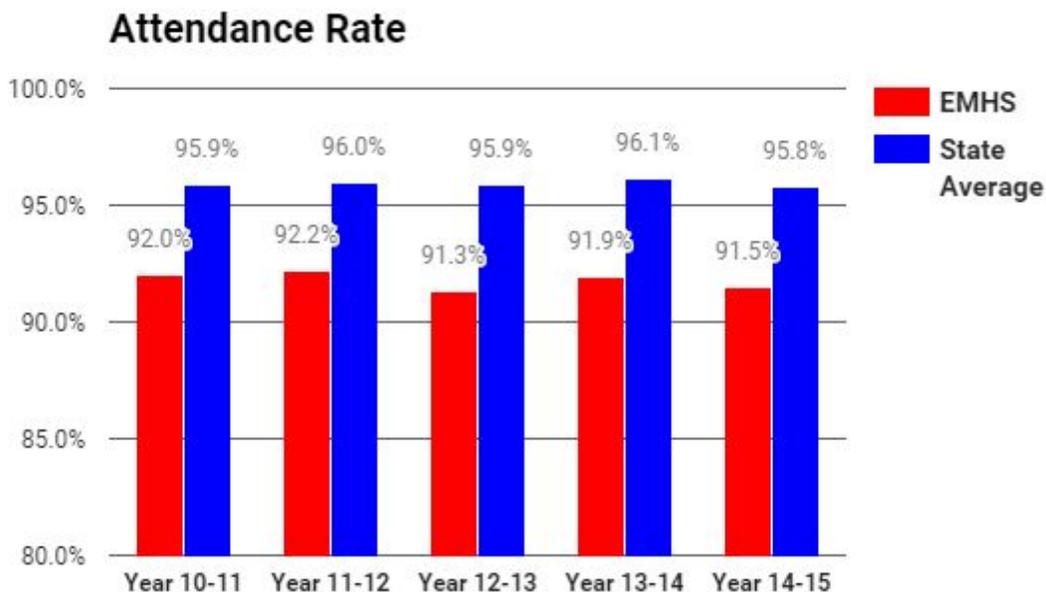
Rationale for a Literacy Goal

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). Therefore, a Language Arts goal seems appropriate given our students' circumstances. Student performance data confirms that improving literacy skills should be our school goal.

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.

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.

Teaching Methods
EMHS teachers routinely incorporate Marzano's effective teaching strategies, reading strategies, and Bloom's taxonomy in classroom instruction. These strategies are posted in every classroom; illustrating importance and application in all content areas. Teachers practicing effective teaching strategies are highlighted at faculty meetings where they present mini-lessons for their colleagues. Content area standards are posted in classrooms. When discussing assessment data, members of Data Teams share effective teaching strategies.

Interventions
Memorial uses a remediation process in both Language Arts and Math. It is designed to provide timely reteaching and support to students who did not master the standards during regular class time. In English 10, students are assessed every four weeks on a set of common focus standards. Pre and post test results are analyzed and used to guide instructional decision making. Following each assessment, students who are not proficient are remediated during Advisory Period on specific standards. Algebra 1 uses a similar remediation process. ISTEP+ data from 8th grade is analyzed to choose students who will be in a math advisory for first semester, allowing time for reteach and support. First semester data is then analyzed to choose students who will be in a math advisory for the second semester. English 10 and Math 10 ISTEP data is routinely used as performance measures for students. Data from ISTEP 10 is carefully analyzed during Data Team meetings, School Improvement Team meetings, and school-wide meetings. If students show significant deficiencies, remediation is provided both during Advisory Period and after-school in the weeks before testing. Ninth grade students are scheduled into freshmen academies based on ISTEP scores. As 10th, 11th, and 12th graders, ISTEP data may determine a student's placement in single or double-classes. EMHS also implements a comprehensive assessment system by developing and administering common formative assessments in Data Teams. Data Teams focus on two different areas, content and writing.

Students who were identified (using 8th Grade ISTEP+ scores) at risk for math are scheduled into double periods for 9th grade. Using the same data, struggling students are placed in biology classes with a reduced student/pupil ratio. Starting in the fall of 2011 incoming sophomore students were selected based on their freshmen ELA scores and by teacher recommendation to be placed in double block English classes.

Charger Learning Communities Information: 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 groups are significantly larger (28 to 32 students compared to 15 to 20 for Apollo). The Challenger team has all of the honors level students.

Anti-Bullying/Promoting Positive School Culture: 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 two years, our EMHS students have also filled out a bullying survey that has assisted us in determining the extent of bullying in our school.

In 2010, the bully prevention awareness became a focus for the students of EMHS with the roll out of Move2Stand. 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.

During the summer of 2015, the district hosted the 2nd annual Student Leadership Summit. We had over 150 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. The students heard from several community and business leaders and from Retired Lieutenant General William "Jerry" Boykin.

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.

Promoting Cultural Competency:

One of the Professional Development topics lead by administrators was "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.

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.

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.

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 in our school or through our School Without Walls program at the Career Center. SWW is in its 2nd year of existence and we already have over 300 students taking advantage of this opportunity. 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.

STAKEHOLDER COMMUNICATION AND CONTINUOUS IMPROVEMENT

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
- 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 2015-16 school year, the AdvancED team meets 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.

CORRELATION TO ADVANCED STANDARDS FOR QUALITY SCHOOLS

The preceding report has been aligned to the Accreditation Standards for Quality Schools as prescribed by the AvancED accreditation process. For more information of specific standards, visit the AdvancED website at http://www.advanc-ed.org/sites/default/files/documents/SchoolStndsNolevels.pdf

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2015-16 Action Plan

Goal: All students will improve their literacy skills across the curriculum.		
Support Data: ● PSAT/SAT ● Language Arts ISTEP 10 Results ● Building Level Writing Data from Data Team Minutes and Reports ● NWEA for Apollo students ● SRI Assessments	**Standardized Assessment:** ● LA ISTEP 10 ● NWEA	**Local Assessment:** ● Building Writing Prompts for Grades 9-12

Intervention 1: Teachers will organize remediation/reteaching efforts for non-proficient students.	Research/Best Practice Resources: 1. Tomlinson, CA. *How to Differentiate Instruction in Mixed Ability Classrooms.* 2. *Instructional Calendar* 3. *Understanding by Design, Jay McTighe* 4. *Marzano, R. Effective Teaching Strategies* 5. *Building Wide Data Team Process*

Strategies	Person(s) Accountable	When	Staff Development
1.1 All teachers will create lesson plans that are aligned with content and literacy standards.	All Teachers	Ongoing	● Data Team Collaboration
1.2 Teachers will implement the appropriate Marzano Effective Teaching strategies and other researched-based strategies.	All Teachers	Ongoing	● Review Marzano's strategies ● Modeling of Effective Teaching Strategies and differentiated instruction activities.
1.3 Teachers will measure student academic progress through administering common instructional assessments that are aligned with state standards.	All Teachers	Ongoing	● Data Teams ● District Instructional Cycle Teams
1.4 Teachers will remediate students who did not meet proficiency standards during the Instructional Window Assessments. This will occur during Advisory Period.	English 10 and Algebra 1 Teachers	Ongoing	● Data Team Meetings ● Learning Log Meetings
1.5 Teachers will implement NWEA assessments for remediation purposes.	English 9 Teachers	Beginning 16-17 school year	● District NWEA PD

Intervention 2: Teachers will monitor student progress in the argument-based writing process using the school wide initiative Read it/Talk it/Write It.		**Research/Best Practice Resources:** 1. Relue, Schauna, Five Star Educational Consultant 2. *State of Indiana ISTEP 10 sample questions* 3. *Bloom's Taxonomy* 4. *Multiple Intelligences, Gardner, H.* 5. *Marzano, R. Effective Teaching Strategies*	
Strategies	**Person(s) Accountable**	**When**	**Staff Development**
2.1 Teachers will facilitate a rigorous argument-based writing process that challenges students to incorporate evidence from multiple texts. Assessment of students' understanding of content standards will be determined using the building writing rubric.	All Teachers	Ongoing	● Model instructional strategies to support argumentative writing. ● Through grade level and/or subject Data Team meetings. ● Develop writing prompts specifically designed by each department to align with content and literacy standards. ● Common scoring PD sessions to create inter-rater reliability
2.2 Teachers will create interactive, content-specific word walls that include argument-based words and engage in other research-based activities to improve content vocabulary.	All Teachers	Ongoing	● Share argument-based words for the word walls ● Share effective teaching practices in Data Team/Departmental meetings to improve students' retention of content vocabulary.
2.3 Teachers will orient students to informational text structures and research materials for their content area so students improve their reading and understanding of content.	All Teachers	Ongoing	● Staff will be trained during PD sessions on informational text structures and research materials to improve reading comprehension.

A-F Accountability Report Card

2015 High School Model-Student Report

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	College and Career Readiness (CCR)
	Performance	Improvement 8th to 10th Grade		ECA Improvement 10th Grade to Graduation	Performance	Improvement 8th to 10th Grade		ECA Improvement 10th Grade to Graduation	Graduated On Time	CCR Achievement
		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