

# LAKE STATION COMMUNITY SCHOOLS

## Edison Junior/Senior High School Improvement Plan 2012-2017



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Lake Station, Indiana 46405

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School DOE Number: 3965

School Corporation Number: 4680

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Principal Signature

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Superintendent Signature

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President, School Board Signature

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## **Introduction and School Information**

### **Introduction**

The purpose of this plan is to evaluate the effectiveness of initiatives, develop goals for the future, establish a priority for improvement, identify strategies, and create action plans.

### **Description of Community, District and School**

Edison Junior/Senior High School serves grades 7-12 in the City of Lake Station. The Lake Station Community School District draws from the City of Lake Station (population of 12,572 based on 2010 Census), a suburban community located in Lake County in northwest Indiana, east of Gary, IN. The largest employer in the community is the school district. Very little industry exists in Lake Station as it serves as a bedroom community to the steel mills of Northwest Indiana. There are two community colleges in close proximity for recent graduates looking to continue their education. The city has made some vast improvements with green technology starting with its new city hall. Lake Station is forefront in thinking from the wind turbines to solar street lights and continues to look for ways to improve the infrastructure with green technology.

Lake Station's great community spirit is evidenced by the organizations who actively serve the area. There are approximately sixty members in the Lake Station Chamber of Commerce. The member list is posted on the Internet at the City of Lake Station's homepage [www.lakestationchamber.com/members002.shtml](http://www.lakestationchamber.com/members002.shtml). The members include Lake Station Schools as the only educational organization, six professional institutions which include doctors, lawyers, etc.; seven social organizations which include the city's Historical Society, the Lions Club, the Boys and Girls Club, the VFW, the American Legion, and the Fraternal Order of the Eagles; two religious institutions; and forty local businesses. Lake Park Residential Center for Senior Citizens, also a member of the Chamber of Commerce, is located five blocks from Edison Junior/Senior High School. Other noted organizations in Lake Station named on the website include: Lake Station Little League, Lake Station Moose Lodge, the Lake Station Senior Citizens Building, and the city's Food Pantry.

Edison Junior/Senior High School is a fully accredited school within the Lake Station Community School District. The present Junior/Senior high building was built in 1959. A new addition was built in 1977 and the school was completely renovated in 2004-2005. Edison operates on a traditional eight period day and serves 667 students grades 7-12. Approximately 54% of our student population is white, 38% Hispanic/Latino, 5.4% black, and Asian and American Indian make up less than 1%. About 13.8% of the student body receives special education services. About 70% of the Edison student population receives free and reduced lunch.

Edison Junior/Senior High School is a full member of the Indiana High School Athletic Association. High school teams are affiliated with the Greater South Shore Conference. Junior high teams are affiliated with the Hammond Middle School Conference. Many extracurricular activities and clubs are available to our students. Activities and clubs include National Honor Society, Student Council, Band, Drama Club, Cheerleading, Booster-Club, Spanish Club, French Club, DECA, Japanese Film and Culture Club, Shakespeare Club, Science Olympiad and Academic Teams.

## **Vision, Mission, and Purpose**

### **Vision of Edison Junior/Senior High School**

Achieving Academic Excellence

### **Mission of Edison Junior/Senior High School**

It is the mission of Edison Junior/Senior High School to develop a collaborative partnership between the school city, family and community to create an environment conducive to a positive experience for all learners; and to provide the resources and technology for students to achieve their potential: academically, physically, emotionally and socially. Our curriculum is fluid and flexible to meet the needs of an ever-evolving educational community. We strive to motivate, educate and graduate our students as life-long learners.

### **Purpose of Edison Junior/Senior High School**

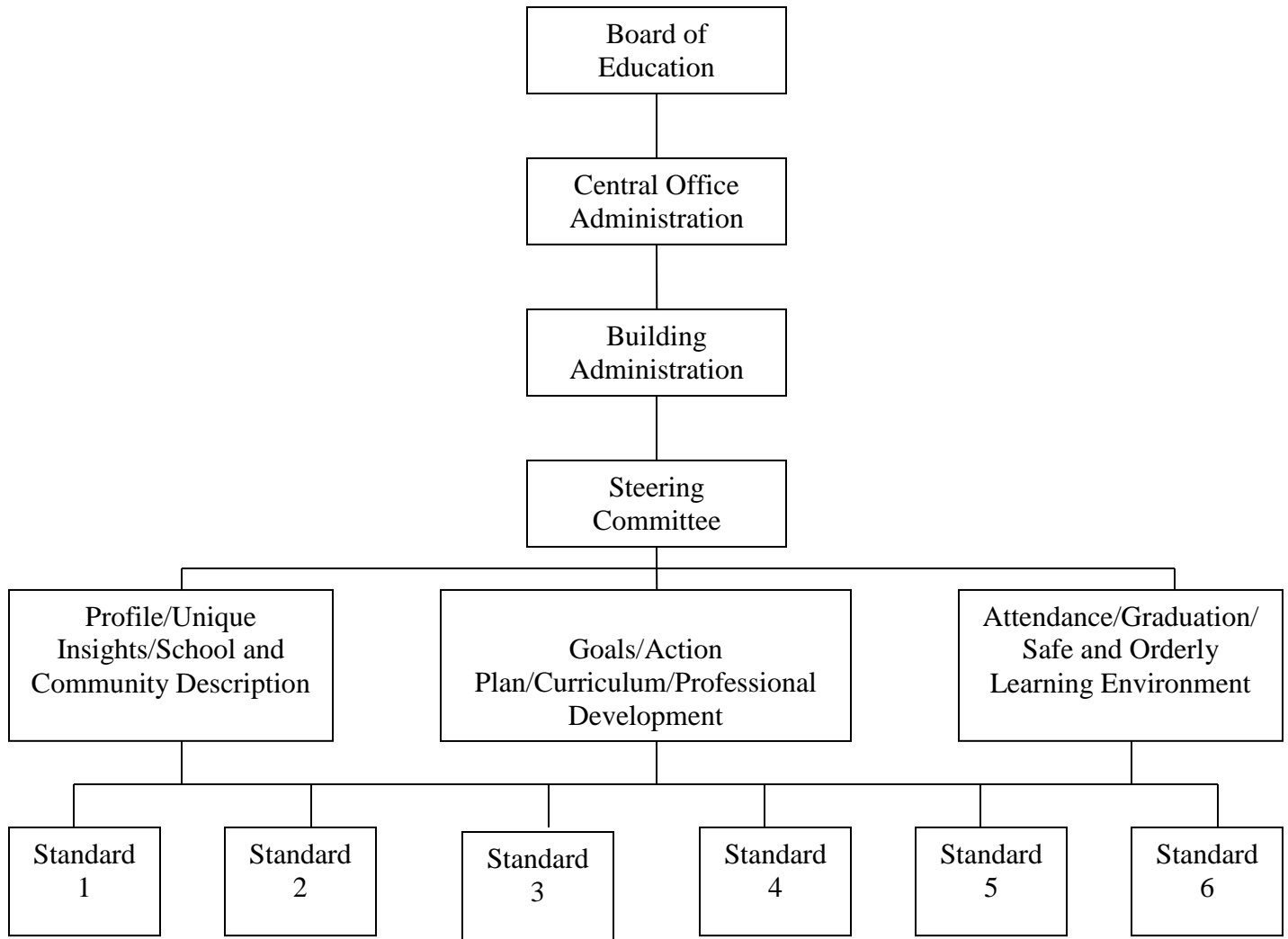
The staff of Edison Junior/Senior High School will prepare students to reach their potential as a student and member of the community.

### **Core Values of Edison Junior-Senior High School**

- We are life-long learners.
- People are responsible and accountable for their own behaviors.
- People learn in various ways and at different rates.
- We strive for excellence.
- Diversity is a source of strength.
- A democratic society prospers with educated citizens.
- We respect the value and worth of every human being.

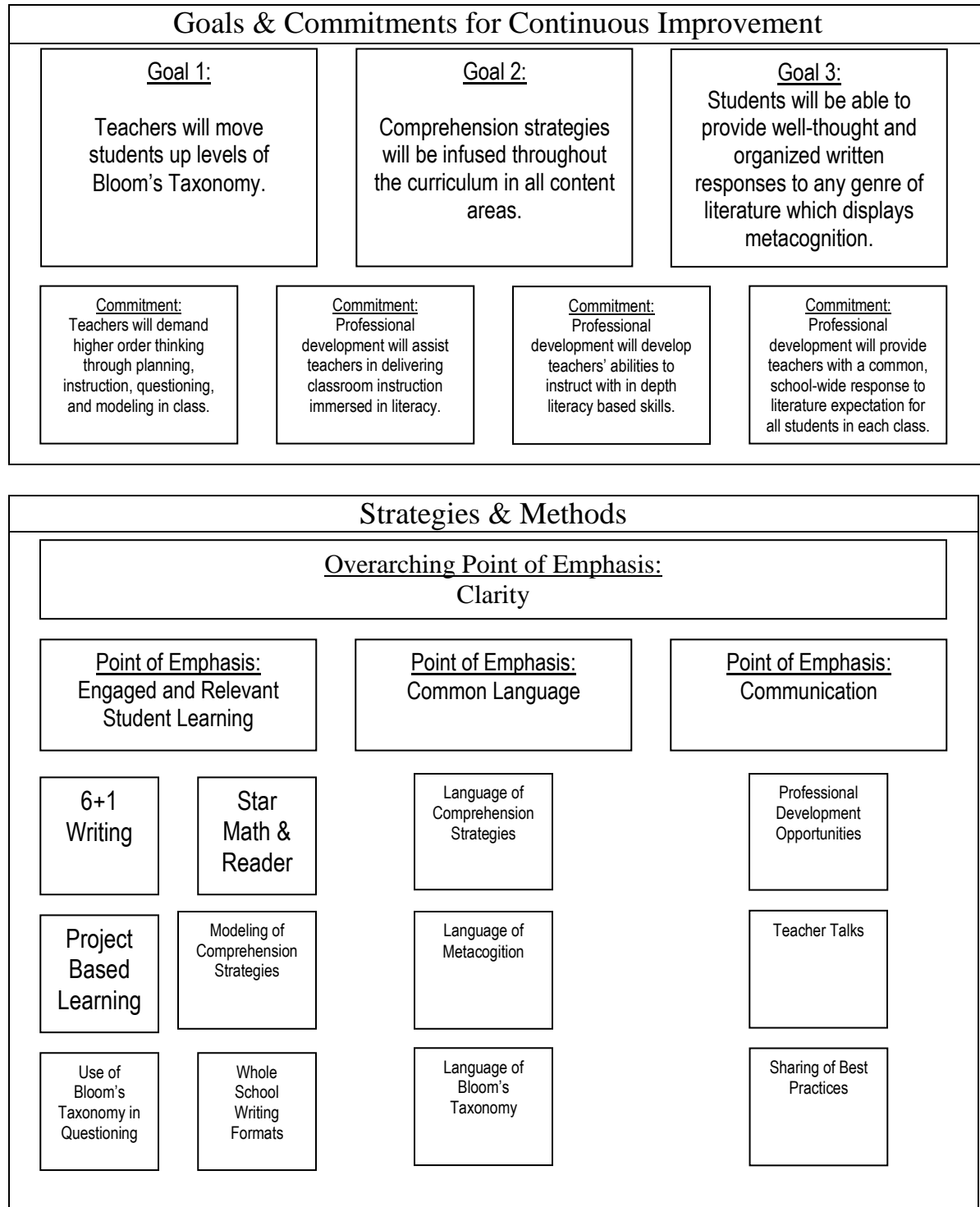
## **Governance & Leadership**

### **Leadership - Responsibilities of Edison Junior/Senior High School**



## Teaching and Learning

The following chart illustrates the goals and commitments of Edison Junior/Senior High School along with strategies and methods to accomplish them.



## **Faculty & Staff Goals & Commitments**

As members of the Edison Junior/Senior High School faculty & staff, we commit to the following:

1. Teachers will move students up levels of Bloom's Taxonomy.
  - a. Higher Order Thinking
  - b. Critical Thinking
  - c. Problem Solving
    - i. Socratic Method
    - ii. Scientific Method
    - iii. Metacognition
    - iv. Circles of Knowledge
2. Comprehension strategies will be infused throughout the curriculum in all content areas.
3. Students will be able to provide well-thought and organized written responses to any genre of literature which displays Metacognition.

To achieve our goals and to fulfill our commitments, we will:

- utilize The Eight-Steps to Success Continuous Improvement of Instruction
- understand and model the process of Metacognition
- understand and utilize best practices for comprehension in all classrooms
- utilize multiple 6+1 writing rubrics, specific to grade level
- assist our students in building their academic vocabulary
- utilize appropriate technology to enhance teaching and learning
- utilize common assessments, and other data to inform our instruction
- utilize STAR reader to address student reading deficiencies
- work together to appropriately place students in courses that will challenge them and provide support to ensure success
- develop and maintain effective lines of communication with families through Skyward
- build and sustain relationships with our students and their families
- provide clear learning goals and rubrics to the students
- each teacher will track student progress in each class
- each teacher will establish and maintain classroom rules and procedures
- each teacher will organize their room to enhance the learning process

The administration will assume the responsibility of providing training for each of the above points with the goal that each staff member will have a basic understanding of how each one relates to achieving the goals and commitments of the school.



To provide additional perspective, each department is charged with determining those points upon which it will focus. By doing so, members of the department will go beyond a basic understanding of the selected points and commit to implementing and/or utilizing them where appropriate. Departments will also determine areas of focus that are specifically related to the particulars of the department's curriculum. Each member then has an understanding of what is important to the department and how it connects to the goals and commitments of the school.

Professional growth plans will be an expectation of all faculty members at the start of each new school year. The teacher observations and evaluations will provide feedback to the teachers so that they can add improvements or necessary changes to their professional growth plan. Teachers will receive training to aid in the proposed alignment of school goals and commitments. Teachers will then be able to formulate a plan that aligns with both their respective departments' goals as well as those of the school as a whole.

## **Student Achievement Goals**

### **Goal 1: Teachers will move students up levels of Bloom's Taxonomy.**

#### **I. Vision**

- A. Students will deepen levels of comprehension through higher level thinking
- B. Teachers are able to guide students in meaningful, thought-provoking discussions which focus on and utilize the critical thinking strategies within metacognition
- C. Teachers identify critical points of comprehension deficiency and model comprehension strategies for students based in Bloom's Taxonomy

#### **II. Skills**

- A. Teacher knowledge of content area reading, vocabulary, and comprehension development strategies
- B. Ability of staff to recognize reading difficulties and to select a possible remedy
- C. Teachers will be able to model thought processes to encourage comprehension connections

#### **III. Incentives**

- A. Increased student achievement in the classroom and on standardized tests
- B. Common language among staff with regard to literacy

#### **IV. Resources**

- A. The Eight-Step Process and Success Time
- B. Star Reader
- C. Literacy and 6+1 trained staff

#### **V. Action Plan**

##### **A. 2011-2012 Goals**

- 1. Develop instructional calendars for all courses
- 2. Begin to introduce literacy skills all teachers can utilize through professional development
- 3. Teachers will integrate literacy based standards in classroom readings and instruction
- 4. Discussion models begin to reflect higher order line of questioning
- 5. Assess reading levels through Star Reader

##### **B. 2012-2013 Goals**

- 1. Utilize instructional calendars for all courses which drive literacy instruction
- 2. Provide professional development in literacy techniques that reflect Bloom's Taxonomy
- 3. Develop content areas of social studies and science to include literacy based strategies of Bloom's Taxonomy
- 4. Develop and use common language for all literacy classrooms
- 5. Teachers integrate literacy techniques which immerse students in literacy and model comprehension connections based in Bloom's Taxonomy
- 6. Assess reading levels through the Star Reader and begin to utilize those levels in differentiated instruction

C. 2013-2014 Goals

1. Revise instructional calendars for all courses which continue to drive literacy instruction
2. Continue to provide professional development in literacy techniques that reflect Bloom's Taxonomy
3. Teachers are fluent in common language which reflects literacy knowledge and use of Bloom's Taxonomy
4. Teachers integrate literacy techniques which immerse students in literacy and model comprehension connections based in Bloom's Taxonomy
5. Continue searching for more ways to communicate student reading levels to teachers

D. 2014-2015 Goals

1. Revise instructional calendars for all courses which continue to drive literacy instruction
2. Continue professional development in the form of teacher talks and mini-lesson shares
3. Teachers are able to fully utilize literacy techniques which immerse students in literacy and model comprehension connections based in Bloom's Taxonomy

**Goal 2: Comprehension strategies will be infused throughout the curriculum in all content areas**

**I. Vision**

- A. All Edison teachers will be teachers of literacy
- B. Students will broaden their level of comprehension

**II. Skills**

- A. Teacher and student knowledge of reading strategies which immerse students in literacy

**III. Incentives**

- A. Increased student achievement on standardized tests
- B. Common language among all students and staff with regard to comprehension
- C. Increased quantity and quality of comprehension by all students

**IV. Resources**

- A. The Eight-Step Process and Success Time
- B. Literacy trained staff will lead the staff with professional development
- C. Common language posters and literature will be provided for all classrooms

**V. Action Plan**

**A. 2011-2012 Goals**

- 1. Begin to introduce comprehension strategies that all teachers can utilize through professional development
- 2. Teachers will begin to integrate and model comprehension strategies in classroom readings and instruction
- 3. Teachers begin to learn common language of the metacognition process.
- 4. Assess reading levels through the Star Reader
- 5. Create common posters for all classrooms

**B. 2012-2013 Goals**

- 1. Continue to develop comprehension strategies all teachers can utilize through professional development
- 2. Teachers will fully integrate and model comprehension strategies in classroom readings and instruction
- 3. Teachers know and use common language of the metacognition process.
- 4. Assess reading levels through the Star Reader

**D. 2013-2014 Goals**

- 1. All teachers will be teachers of literacy and be able to utilize comprehension strategies in planning and instruction
- 2. All teachers and students will fully understand the metacognition process
- 3. Teachers evaluate the comprehension progress of students through teacher talks and lesson shares
- 4. Assess reading levels through the Star Reader

**E. 2014-2015 Goals**

- 1. Continue to monitor utilization and understanding comprehension strategies
- 2. Teachers collaborate to explain and model best practices
- 3. Assess reading levels through the Star Reader

**Goal 3: Students will be able to provide well-thought and organized written responses to any genre of literature which displays metacognition.**

**I. Vision**

- A. All students can provide accurate and intelligent written response to literature
- B. All teachers can model for and expect students to have accurate and intelligent written response to literature

**II. Skills**

- A. Understanding of the metacognition process
- B. Use of common language in all classrooms
- C. Use of common response to literature guidelines in all classrooms

**III. Incentives**

- A. Increased student achievement in the classroom and on standardized tests
- B. Increased student comprehension

**IV. Resources**

- A. Time for professional development
- B. Literacy trained staff to develop profession development

**V. Action Plan**

**A. 2011-2012 Goals**

- 1. Begin to develop teacher understanding of the metacognition process in professional development
- 2. Teachers learn “ISTEP and ECA Reflective 6 Point Response to Literature” format
- 3. Student writing starts to be reflective of the metacognition process

**B. 2012-2013 Goals**

- 1. Teachers deepen understanding of metacognition through professional development
- 2. The “ISTEP and ECA Reflective 6 Point Response to Literature” format becomes standard for all classroom short answer response
- 3. Teachers are trained in how to best grade and monitor student progress in response to literature
- 4. Students begin to fully understand the metacognition process and recognize its presence in all readings

**C. 2013-2014 Goals**

- 1. Teachers and students understand the metacognition process
- 2. Common language is embedded throughout the school in reference to metacognition
- 3. Students are fluent in the usage of the “ISTEP and ECA Reflective 6 Point Response to Literature” format
- 4. Metacognition is referenced naturally in reading discussions in classrooms.

**D. 2014-2015 Goals**

- 1. Continue to monitor usage of metacognition in comprehension and the writing format
- 2. Teachers are able to discuss best practices of metacognition and the writing format in teacher talks

## **ENGAGED AND RELEVANT STUDENT LEARNING**

Eight-Steps to Success- The Eight-Step Process was designed for continuous improvement and system change. It is a data-driven, result-orientated process that has been proven effective across all levels. Edison has currently implemented the process in grades seven and eight. The process includes the following steps:

1. Data Disaggregation – Use student test scores to identify instructional groups; data will be used to identify strengths and weaknesses in objective areas
  - a. All available test data is disaggregated by gender, race, ethnicity, poverty level, and special needs to identify gaps in achievement and specific areas of the academic standards to be addressed.
2. Instructional Calendar – A calendar that encompasses all academic standards that is used as a pacing guide (curriculum map) for instruction based on the needs of the student group and the weight of the objective
  - a. A district-wide, common timeline for pacing the instruction, review, assessment and maintenance of individual indicators (subskills) of the Common Core Standards for Reading/Language Arts and Math. The highest priority standards are highlighted for emphasis.
3. Instructional Focus – Using the calendar to deliver instructional lessons that target specific needs of each student
  - a. Edison Junior/Senior High School promotes the delivery of effective lessons built on specifically based research and best practices.
4. Assessment – After the instructional focus has been taught, assessments are administered to identify mastery and non-mastery students; Learning Log Meetings are held to discuss the disaggregated data
  - a. Teachers will collect enough data to determine where each student is at any given point and what to do next.
5. Tutorials – Provide tutorial time to reteach non-mastered target areas
  - a. During Learning Log meetings, teachers use the data to determine what to do next with students who have not mastered the skill and with students who have demonstrated initial mastery.
6. Enrichment – Provide enrichment opportunities for mastery students
  - a. During Learning Log meetings, teachers use the data to determine what to do next with students who have demonstrated mastery.
7. Maintenance – Provide ongoing maintenance and reteaching
  - a. Teachers help students maintain skills learned through periodic and cyclical review of standard indicators taught. This often occurs during class starters such as “Daily Spiral Review.” This is used to support on-going skill maintenance.
8. Monitor – Continuous monitoring and evaluation of the process and progress of students
  - a. The instructional process is continually monitored by teachers, principals, parents, and central office administrators. Accountability for students mastering standards is shared by all.

6+1 Writing Rubric- A need for consistent expectations for writing in all English classes resulted in the selection of the 6+1 writing rubric for the junior and senior high students of Edison. The rubric separates writing into 6 traits and allows the students and teacher to focus on a specific trait rather than addressing all traits at once. Thus, each trait has its own individual rubric. The 6+1 rubric allows English teachers the opportunity to provide feedback to students that is consistent year after year.

Building Academic Vocabulary- Teachers of each course determine the key terms within each curriculum and develop a list of terms important for students to know. Teachers are then expected to monitor student mastery of these terms throughout the semester.

Utilization of Appropriate Technology- The technology department along with individual staff members continuously seek out innovative uses of hardware, software, and the Internet to enhance instructional practices in the classroom as well as communication with families.

## **INFORMED INSTRUCTION AND POLICY DECISIONS**

Data from progress monitors, common assessments, and standardized tests- Knowing each student's achievement and ability prior to and during the teaching and learning process is crucial for teachers if they are to make informed decisions regarding their instruction. Data from standardized tests such as ISTEP, End-of Course Assessments, SAT, ACT, etc. provide limited information. When progress monitors or other common assessments are given by those who teach the same course, the results can be used to guide a conversation about the best practices. These conversations can be beneficial to both the teachers and the students.

Learning Log Meetings- Meetings are held to discuss the disaggregated data from the Eight-Step Process. Seventh and eighth grade teachers will collect enough data to determine where each student is at any given point and what to do next. The seventh and eighth grade teachers assess students at the end of a week cycle after the standard indicators have been taught. They compile and analyze data from the assessments. They then enter the data for Learning Log purposes. Teachers meet with the principal and data coach at the end of each 3 week cycle for a Learning Log Meeting to discuss:

- a. Data and observations are shared to determine which instructional practices were/were not successful
- b. Collaboration with other educators takes place concerning difficult learners, topics, and best practices
- c. The question, "What will I do differently to improve student achievement in the future?" will be answered
- d. The question, "What will I do next with the students who have not yet mastered the skill?" will be addressed

Finally, teachers use the disaggregated data to plan for Tutorials and Enrichment, step 5 and 6 in The Eight-Step Process.

Software programs such as STAR reader, STAR math, and Accelerated Reader-The purpose of the STAR assessments is to provide information to teachers, students, and administrators about student growth and achievement in reading and math in grades 7-12. Students take the assessment, and it is scored automatically by the software. A number of reports can be generated to monitor progress at the individual, classroom, and grade level. STAR reading and STAR math provide Edison with an estimate of student skills and comparisons of student abilities to national norms in reading and math. Each assessment is intended to aid in developing curriculum and instruction by providing feedback about student, classroom, and grade level progress. The software reports grade equivalents, percentile ranks, and normal curve equivalents. Accelerated Reader is a reading program teachers use to assess student's reading while providing students with plenty of book choices. Students choose a book from the school library, public library, or elsewhere and after reading, they take a corresponding quiz to evaluate the level of comprehension.

Quantitative and qualitative data to appropriately place students in courses that will challenge them and will provide supports to ensure success- In an era where educators and families feel the pressure to push students into more challenging courses, we must recognize the need to provide various support structures to ensure all students have equitable opportunities to be successful. Communication among the student, the family, the teachers, the guidance counselor, and the administrator is critical as well as the utilization of present resources and the development of additional resources.

### **Technology as a Learning Tool**

Edison Junior/Senior High School believes that it is our job to prepare our students for a world that communicates through technology. Graduating students are prepared to use their technology skills in a quickly changing world, whether entering a work-force or continuing their education. We are equipping our students with the ability to be life-long learners in the 21<sup>st</sup> century. Every teacher is encouraged to incorporate technology into their lessons as an interactive component not just a demonstration.

We currently have three (3) computer labs with a total of eighty (80) computers at Edison Junior/Senior High School. Two labs have twenty-five (25) computers and one lab has thirty (30) computers. The plan is to expand all labs to thirty (30) computers. On a three (3) year rotating basis the labs will be replaced with updated equipment. In addition there is a laptop lab with twenty-eight (28) laptops that are wirelessly connected to our network and the internet. These labs are available to any classroom teacher for use. Although it is still in the planning stages, the entire school, including staff, will be on the same Microsoft Office products which will be updated as Microsoft releases new software.

At the present time there are five (5) Eno® boards and nine (9) SmartBoards® installed in classrooms. As funds become available more will be purchased. We have a mobile cart of fifteen (15) iPads® for use in the Special Education department. The project to install wireless access to the building has been approved and will begin soon. Future planning includes a discussion as to the best way to implement a 1:1 initiative.



## **Modern Communication**

As technology has progressed, the communication options between parents and faculty has become multi-faceted. In today's lightening quick digital information age it has become necessary to expand the opportunities and accessibility of communication options. The following communications options are regularly practiced by the faculty:

**-Continued development and maintenance of a modern, user-friendly school web site:**

The school web site is powered by schoolwires® and maintained by an independent consultant. Teachers have individual web sites that they create to provide various forms of information including homework, contact information, course documents for downloading, and other such items. Some teachers have also created web sites for individual courses.

The main page of the school web site has information about upcoming events, announcements, school hours, the student handbook, and various other relevant pieces of information. There are also links to other pages within the web site including athletics, the library, technology, and many others.

**-Utilization of the One-Call phone communication system:** The administration and Guidance Department use the One-Call system to send out school-wide or group specific automated phone calls and messages to parents and staff. It is used for general announcements, special events, and for the cancellation of school. This system is also used corporation wide.

**-Parent and student access to Skyward student database system:** As part of Skyward, our online student database system, parents and students have up-to date access to various pieces of information. Through Family Access, parents can see attendance, grades, assignments (missing and completed) and discipline as well as communicate with teachers. Through Student Access, students can see attendance, grades and assignments (missing and completed).

**-Use of Gaggles by students and staff:** The teachers and students have access to Gaggles, a School safe web site which provides students with email accounts and digital lockers. Gaggles also provides teachers with GagglesTube, a filtered version of YouTube, and also has the ability to set up drop boxes for students to upload assignments into. Only a few staff members use Gaggles but as training expands more teachers will be more likely to explore its options.

**-Continued used of traditional communications methods:** Each teacher, counselor, and administrator has a classroom phone with voicemail. They also have email accounts and are expected to check their email daily. Individual phone extensions and email addresses are available on the school web site.

The Main Office/Administration uses traditional postal mail at the beginning of the school year to send out registration information, information about all the departments, dress code updates, and other necessary items of interest.

The Guidance Department also sends postcards out to schedule appointments. On occasion they have also used local radio stations to deliver informational messages.

## **Safe and Disciplined Learning Environment**

### **Current Practices:**

- Student Handbook is given to every student and made available for parents detailing expectations and how all discipline will be addressed by the administration
- Skyward's Family Access allows parents to stay informed about grades, attendance, and discipline
- A school resource officer (member of the police force) is in the building during the school day
- Request of picture ID for all visitors as well as expectation for visitors to wear "visitor" badges while in the building
- One main secured entrance into the building
- 49 security cameras in and out of the school building
- Response plan for school lockdown
- Regularly scheduled fire drills, tornado drills and school lockdown drills
- Round table discussions of problems occurring during drills
- Name tags required of teachers
- Identification tags required for all substitute teachers
- Crisis Handbook utilized during drills and actual emergency situations

### **Opportunities for Improvement:**

- Publish the student handbook to the school website
- Teachers using SIS (Skyward) to refer students for discipline problems
- Place greater accountability on individuals who use other entrances/exits than the main one to be responsible for making sure said door is secure
- Repairs to the entrances that do not close properly
- Better lighting in the parking lots and increased security after events
- Ensure students understand the need for practice of drills and seriousness of the matter
- Improve the execution of scheduled drills
- Regular discussions of issues arising that affect learning

## **Student Access to Career Opportunities**

### **Programs**

#### **A. Drive of Your Life & Reality Store**

- 7<sup>th</sup> grade – the students take the Drive of Your Life interest assessment
  - a. The assessment lists 5 to 10 career matches related to the assessment results
- The students then attend the Reality Store
  - a. The students are given a job from their top picks
  - b. The students are given a monthly salary based on their job
  - c. The students randomly draw cards for marital status, children, transportation, shelter, and other financial burdens
  - d. The students plan budgets and determine the feasibility of their life style

#### **B. PSAT**

- 10<sup>th</sup> grade - all students take this assessment which includes a personality test
- The students explore careers related to the assessment results
- The students may use the results to guide their academic direction

#### **C. ASVAB**

- 11<sup>th</sup> grade - all students take this assessment which combines career interests with skill level
- The students explore careers related to the assessment results
- The students may use the results to guide their academic direction

#### **D. Area Career Center (ACC)**

- The ACC provides dedicated professionals who teach students with a hands-on curriculum and state-of-the-art tools to help each student make the most of their career
- The ACC offers 14 different career learning opportunities ranging from Auto Technology to Multimedia Broadcast Academy
- 10<sup>th</sup> grade - student may sign up to attend an informational assembly, take a tour, and apply for admission
- 11<sup>th</sup> and 12<sup>th</sup> grade - the student may attend the ACC
- Many programs can earn state certifications

#### **E. Military Recruiters**

- Army, Air Force, Marines, National Guard, and Navy recruiters bring materials and hold discussions for students during school lunch times periodically throughout the year
- Military literature is located in the counselor's office all year long

#### **F. College Visits – On and off Edison High School Campus**

- 11<sup>th</sup> and 12<sup>th</sup> grade - students may attend 3 college visits per school year on the Edison High School Campus
- 11<sup>th</sup> and 12<sup>th</sup> grade - students may attend 2 college visits per school year off the Edison High School Campus

G. Individual Transition Plan (ITP) for student with special needs

- Students in the Special Education Program receive a different assessment each year of their education starting during the school year the student turns 14 years of age
- The results of the assessment are discussed with the student and possible careers are explored
- The student, teacher of record, and conference committee create education and employment goals based on the results and the student's realistic career choice
- Transition activities geared toward helping the student achieve their education and employment goals are created

H. Vocational Biographies

- The library has a subscription to a website that shows career success stories of 1,001+ real people
- There is a link to the website on the school website's library page
- The user name and password are available via the librarian
- Language Arts classes often use this website for career projects

**Future Expansion**

The school will attempt to expand the Drive of Your Life & Reality Store activities to be repeated in the 9<sup>th</sup> grade to help students focus on their high school curriculum and importance of a high school diploma related to their desired career and preferred lifestyle.

## Documenting and Using Results

The Graduation Qualifying Exam was phased-out with the class of 2010; beginning with the classes of 2011, students are now required to pass end-of-course assessments in Algebra I and English 10. However, the feedback provided by these assessments with regard to student strengths and weaknesses is not as in-depth as educators were accustomed to receiving from the GQE. Therefore, teachers in Mathematics and English must communicate and collaborate within their respective department as assessments are given so that students receive remediation as needed.

### Algebra I ECA

### English 10 ECA

<b>Spring 2010</b>		<b>% Passing</b>	<b>Spring 2011</b>		<b>% Passing</b>	<b>Spring 2010</b>		<b>% Passing</b>	<b>Spring 2011</b>		<b>% Passing</b>
Total #	120	58		112	64		85	42		93	42
Black	05	00		13	54		02	0		10	30
Asian	00	00		00	00		01	0		00	00
Hispanic	47	51		40	70		24	29		33	33
White	67	61		58	62		55	47		49	49
Multiracial	01	00		01	00		03	0		01	00
Special Education	23	35		16	50		15	13		13	08
Free/Red Lunch	87	60		80	63		58	34		67	42

### Algebra GQE

	<b>Fall 2008</b>		<b>% Passing</b>	<b>Fall 2009</b>		<b>% Passing</b>	<b>Fall 2010</b>		<b>% Passing</b>
Total #		224	58		73	25		30	40
Black		04	NC		03	NC		03	NC
Asian		00	00		00	00		00	00
Hispanic		30	50		27	19		14	57
White		66	44		39	31		13	23
Multiracial		12	58		04	NC		00	00
Special Education		18	11		22	00		08	NC
Free/Red Lunch		59	47		53	30		10	60

## English GQE

	<b>Fall 2008</b>		% Passing	<b>Fall 2009</b>		% Passing	<b>Fall 2010</b>		% Passing
Total #		113	43		73	27		39	25
Black		04	NC		03	NC		05	NC
Asian		00	00		00	00		00	00
Hispanic		30	47		27	19		11	09
White		66	41		41	37		12	25
Multiracial		12	50		02	NC		00	00
Special Education		18	06		24	13		11	0
Free/Red Lunch		59	42		53	21		12	17

(Less than 10 are Not Calculated = NC)

## Graduation Rate

From 2006 to 2010, there was a 2.5% increase. From 2006 to 2008 there was a drop of 4.5 %. From 2008 to 2010 there was an increase in our graduation rate of 10%.

### **Areas of Improvement: Graduation Rate**

The graduation rate has increased dramatically due to a variety of programs which have involved the entire school. We have implemented an alternative school program and a credit recovery program. To service the needs of our students better we work with the Hammond Area Career Center. To prevent students from falling behind and to increase their performance we implemented the SSR program in the Jr. High school. This past year we improved that portion of our curriculum by implementing the 8-Step program which we call “success time”. We have also employed tutors for both Math and English students to assist with students with multiple absences, missing assignments, and who might be struggling. We have implemented a variety of programs which we continue to adjust, and we are looking to adapt the success time into the early years of the high school.

## SAT

During the past 5 years, the number of students taking the SAT and the number of Hispanic and Free/Reduced Lunch students who are taking the SAT has increased dramatically. We continue to improve what we are doing so the trend will continue in the years ahead. The mean for the various portions of the SAT have stayed relatively the same. As the SAT is designed to have a median measure of 500 for each test, the Edison means fall below the normal median. This is something that Edison is working to improve. Students are taking SAT preparation classes during the homeroom period. In addition, the Math and English departments are working to make the content of their classes rigorous and to help their students succeed.

SAT Statistics for Edison High School (all categories are based on the test takers from that year's senior class)												
Year	TOTAL # of test takers	% change from the previous year	# of Hispanic test takers	% change from previous year	# of Free or Reduced lunch test takers	% change from previous year	Mathematics Mean	% change from previous year	Critical Reading Mean	% change from previous year	Writing Meaning	% change from previous year
06-07	26	n/a	5	n/a	9	n/a	455	n/a	435	n/a	427	n/a
07-08	23	-12%	9	80%	9	0%	447	-1.80%	432	-0.60%	412	-4%
08-09	29	26%	8	-11%	13	31%	451	0.80%	431	-0.20%	417	1.20%
09-10	39	34%	11	38%	23	77%	457	1.30%	445	3.20%	443	6.20%
10-11	42	8%	19	73%	26	13%	444	-2.80%	425	-4.50%	431	2.70%

## **AP Exams**

During the past five years, with the exception of the 2007-2008 school year, Edison has had a consistent number of students enrolled in AP courses. In each of these years, approximately 15-20 % of our eleventh and twelfth grade students were enrolled in an AP course. In each of these years, at least one student received a passing score on an AP exam (3 or higher). In two of these years, scores of 4 and/or 5 were also achieved by Edison students. It should also be noted, that our free and reduced students make up a significant percentage of our AP exam participants. In the past five years, 43% of the AP students are also free or reduced lunch students; 77% of the passing scores were achieved by students receiving free or reduced lunch.

**Beginning in the 2010-11 school year, students earning a 3 (or higher) on an AP Exam will be *guaranteed* college credit at all state universities within Indiana.**

AP Test Statistics for Edison High School 2007-2011			
year	total # of students taking an AP test	total free/reduced lunch students taking an AP test	total number of passing scores (3 and above)
2006-2007	26	6	1
2007-2008	8	3	1
2008-2009	27	15	3
2009-2010	31	17	6
2010-2011	26	10	2



## **Dual Credit Enrollment**

For the first time, in the 2010-2011 school year, students received dual credit at Edison High School by passing AP Calculus. In the 2011-2012 school year, AP U.S. History was also available as a dual credit course at Edison. With the addition of this extra dual credit class, the number of students enrolled in a dual credit course almost tripled. The number of Free or Reduced Lunch students and the number of Hispanic students also increased during 2011- 2012. In all, during these two years, 52% of the students in a dual credit course were students who were receiving free or reduced lunch, and 22% of the students in a dual credit course were Hispanic students.

Dual Credit Statistics for Edison High School 2010-2012			
Year	Number of students taking a Dual Credit course	Number of free or reduced lunch students taking a Dual Credit course	Number of Hispanic students taking a Dual Credit course
2010-2011	6	4	2
2011-2012	17	8	3

## **STAR Assessments for Edison Junior/Senior High School**

### **Purpose of STAR Assessments:**

The purpose of the STAR assessments is to provide information to teachers, students, and administrators about student growth and achievement in reading and math in grades 7-12. Students take the assessment, and it is scored automatically by the software. A number of reports at the individual, classroom, and grade level can be generated to monitor progress. Teachers use the data to drive the instruction and to create individual learning goals.

STAR Reading and STAR Math provide estimates of students' skills and comparisons of students' abilities to national norms in reading and math. Each assessment is intended to aid with developing curriculum and instruction by providing feedback about student, classroom, and grade level progress. The software reports grade equivalents, percentile ranks, and normal curve equivalents.

## Procedure for STAR Assessments:

STAR Reading and STAR Math tests are administered three times each year. Students in grades 7-12 take the STAR Reading test with their English classes, and students in grades 7-8 take the STAR Math test with their math classes. The librarian helps administer the tests and shows an instructional STAR Reading video before students go to the computer lab. Steps have been taken this year to ensure that all students test within 30 days of each other at the beginning, middle, and end of the school year. After all tests have been taken (including make-up tests for absent students), the librarian distributes scores to teachers and students. Both teachers and students have online access to a list of definitions of the various scores reported. A summary of the average scores for each grade is posted in the library window to the hallway for students and teachers to view. The National Curve Equivalent (NCE) scores are reported to the staff at the end of each year.

STAR Reading and STAR Math scores give us an idea of whether or not students' reading/math skills have improved. STAR Reading and STAR Math screening reports allow us to see which students are reaching the 40<sup>th</sup> percentile benchmark and are therefore expected to pass the ISTEP tests. The screening reports help us determine which students are "at/above benchmark," "on watch," "need intervention," and need "urgent intervention." English (7-12) and math (7-8) teachers and administrators receive a copy of the screening reports.

### Normal Curve Equivalent (NCE)

<b>Reading</b>	<b>Class of</b>	<b>Class of</b>	<b>Class of</b>	<b>Class of</b>	<b>Class of</b>	<b>Class of</b>
<b>School Year</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>2007-2008</b>	39.4	35.6	38.6	x	x	x
<b>2008-2009</b>	38.7	34.4	37.2	37.4	x	x
<b>2009-2010</b>	38.1	36	36	36.9	36.4	x
<b>2010-2011</b>	38.8	35.2	34	35.1	35.5	48
<b>2011-2012*</b>	36.8	37.1	34.4	37.5	38.7	43.7
<b>Math</b>	<b>Class of</b>	<b>Class of</b>	<b>Class of</b>	<b>Class of</b>	<b>Class of</b>	<b>Class of</b>
<b>School Year</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>2007-2008</b>	x	x	x	x	x	x
<b>2008-2009</b>	x	39.9	47.3	x	x	x
<b>2009-2010</b>	x	x	44.6	43.2	x	x
<b>2010-2011</b>	x	x	x	41.3	44.1	x
<b>2011-2012*</b>	x	x	x	x	43	51.5

*\*Scores from school year in progress.*

### **Norm Curve Equivalent:**

Definition from Renaissance Learning: Norm curve equivalent (NCE) is a norm-referenced score that is similar to percentile rank, but is based on an equal interval scale. This means the difference between any two successive scores on the NCE scale has the same meaning throughout the scale. NCEs are useful in making comparisons between different achievement tests and for statistical computations—for example, determining an average score for a group of students. NCE scores range from 1 to 99 and are mostly used for research.

Note: Even though in some cases it appears that there has been no growth among students, keep in mind that the NCE adjusts for current grade level. For example, the STAR Reading scores for class of 2012 indicate 38.7 for 2008-2009 and 38.1 for 2009-2010. This doesn't necessarily mean that this class's actual reading comprehension dropped, it just means that compared to the norm students at that level of schooling score (as freshmen and sophomores in high school), the average compared to the national norm decreased slightly.

### **Grade Distributions**

A study of grade distribution at the end of the 1<sup>st</sup> semester beginning with the 2007-2008 school year was conducted with an emphasis on the combined percentages of D's and F's assigned within individual courses. Students earning a D or F are performing below the teacher's minimum expectations. Among English courses, English 9, English 10, and Composition 11 consistently assign over 40% D's and F's. Geometry and Pre-Calculus were the only two Math courses with multiple years of over 40% D's and F's. In the Science Department, Earth and Space Science and Biology consistently assign over 40% D's and F's, with Earth and Space Science assigning over 40% D's and F's each of the five years researched. This reflects two overall trends in our school: 1.) Our students don't perform well in elective subjects. Numerous elective courses were identified as distributing more than 40% D's and F's; and 2.) Many of our younger students experience failure early in their high school career. The majority of the aforementioned classes are typically taken by freshmen and sophomores. This trend carries forward into their junior year, as the required class US History, assigned over 40% D's and F's for four of the 5 researched years.

Course Title	Semester 1 2007				Semester 1 2008		
	D's	F's	Total		D's	F's	Total
2D Advanced Art	0.00%	0.00%	0.00%		12.50%	12.50%	25.00%
2D Art	20.69%	10.34%	31.03%		11.90%	16.67%	28.57%
7th Band	0.00%	0.00%	0.00%		10.00%	3.33%	13.33%
8th Band	11.11%	5.56%	16.67%		0.00%	7.14%	7.14%
Accounting 1/2	0.00%	0.00%	0.00%		20.00%	13.33%	33.33%
Adult Roles	18.18%	9.09%	27.27%		#####	#####	#####
Advanced Choir	2.22%	2.22%	4.44%		0.00%	0.00%	0.00%
Advanced Marketing	14.29%	0.00%	14.29%		0.00%	0.00%	0.00%
Algebra 1	10.00%	4.44%	14.44%		13.71%	15.32%	29.03%
Algebra 2	20.55%	2.74%	23.29%		16.85%	14.61%	31.46%
Algebra Essentials	12.96%	20.65%	33.60%		12.72%	20.61%	33.33%
AP Biology	#####	#####	#####		#####	#####	#####
AP Calculus	33.33%	0.00%	33.33%		0.00%	0.00%	0.00%
AP English	#####	#####	#####		#####	#####	#####
AP Environmental Science	0.00%	4.55%	4.55%		10.00%	10.00%	20.00%
AP History	0.00%	6.25%	6.25%		0.00%	0.00%	0.00%
AP Psychology	#####	#####	#####		#####	#####	#####
Art 8	14.04%	12.28%	26.32%		23.88%	34.33%	58.21%
B PE 1	3.64%	0.00%	3.64%		1.79%	5.36%	7.14%
B PE 8	0.00%	2.56%	2.56%		0.00%	4.55%	4.55%
Beginning Choir	2.63%	21.05%	23.68%		7.32%	9.76%	17.07%
Biology	#####	#####	#####		#####	#####	#####
Careers	15.38%	7.69%	23.08%		17.65%	20.59%	38.24%
Chemistry	15.09%	7.55%	22.64%		21.88%	10.94%	32.81%
Child Development	29.41%	8.82%	38.24%		16.67%	23.33%	40.00%
Computation 11	9.09%	27.27%	36.36%		16.13%	29.03%	45.16%
Computation 12	20.45%	18.18%	38.64%		21.21%	15.15%	36.36%
Current Events	40.00%	0.00%	40.00%		18.18%	18.18%	36.36%
Civics	14.29%	7.14%	21.43%		10.53%	5.26%	15.79%
Digital Communication	27.37%	13.68%	41.05%		10.62%	10.62%	21.24%
Drawing	6.25%	6.25%	12.50%		14.29%	0.00%	14.29%
Earth Space Science	28.83%	16.22%	45.05%		17.02%	28.72%	45.74%

Course Title	Semester 1 2007				Semester 1 2008		
	D's	F's	Total		D's	F's	Total
Economics	13.64%	4.55%	18.18%		16.13%	12.90%	29.03%
Elective PE 1	2.17%	2.17%	4.35%		0.00%	4.00%	4.00%
Elective PE 3	14.29%	0.00%	14.29%		0.00%	7.14%	7.14%
English 10	26.13%	27.93%	54.05%		13.82%	19.51%	33.33%
English 9	21.80%	24.81%	46.62%		18.75%	11.61%	30.36%
Fashion/Textiles	28.57%	0.00%	28.57%		0.00%	14.29%	14.29%
Film Literature	#####	#####	#####		#####	#####	#####
French 1	0.00%	5.26%	5.26%		0.00%	4.00%	4.00%
French 2	0.00%	0.00%	0.00%		13.33%	13.33%	26.67%
French 3/4/5	6.25%	6.25%	12.50%		7.14%	0.00%	7.14%
General PE 1	1.69%	0.00%	1.69%		0.00%	6.12%	6.12%
General PE 7	11.11%	8.89%	20.00%		3.64%	0.00%	3.64%
General PE 8	3.70%	0.00%	3.70%		5.26%	5.26%	10.53%
Geometry	5.17%	0.00%	5.17%		1.64%	6.56%	8.20%
Geometry	34.91%	7.55%	42.45%		22.22%	11.11%	33.33%
Government	20.93%	11.63%	32.56%		31.11%	11.11%	42.22%
Health	8.77%	5.26%	14.04%		26.00%	6.00%	32.00%
Home Economics 8	34.48%	17.24%	51.72%		27.94%	14.71%	42.65%
Honors English 9	#####	#####	#####		#####	#####	#####
Honors Language Arts 7	#####	#####	#####		#####	#####	#####
Honors Language Arts 8	#####	#####	#####		#####	#####	#####
High School Band	3.33%	1.67%	5.00%		0.00%	2.00%	2.00%
Integrated Chemistry/Physics	29.41%	8.82%	38.24%		46.15%	0.00%	46.15%
Intermediate Choir	0.00%	0.00%	0.00%		0.00%	0.00%	0.00%
Interpersonal Relationships	15.56%	6.67%	22.22%		21.74%	10.87%	32.61%
Language Arts 7	23.00%	38.00%	61.00%		18.97%	19.83%	38.79%
Language Arts 8	25.88%	14.12%	40.00%		22.00%	40.00%	62.00%
Law	11.11%	0.00%	11.11%		23.08%	30.77%	53.85%
Literature 11	23.81%	9.52%	33.33%		23.44%	6.25%	29.69%
Literature 12	0.00%	10.00%	10.00%		29.41%	0.00%	29.41%
Marketing Foundations	14.29%	0.00%	14.29%		0.00%	11.11%	11.11%
Marketing Field Experience	0.00%	0.00%	0.00%		0.00%	0.00%	0.00%
Modern Language	6.38%	14.89%	21.28%		4.00%	4.00%	8.00%

Course Title	Semester 1 2007				Semester 1 2008		
	D's	F's	Total		D's	F's	Total
Music Theatre	#####	#####	#####		#####	#####	#####
Music 7	6.12%	2.04%	8.16%		3.28%	13.11%	16.39%
Music 8	#####	#####	#####		#####	#####	#####
Nutrition & Wellness	16.67%	7.41%	24.07%		24.59%	8.20%	32.79%
Photography 1	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	#DIV/0!
Pre Calculus	6.90%	3.45%	10.34%		0.00%	6.06%	6.06%
Reading 7	27.27%	13.64%	40.91%		23.53%	17.65%	41.18%
Reading 8	11.11%	0.00%	11.11%		13.04%	60.87%	73.91%
Science 7	8.65%	13.46%	22.12%		11.48%	10.66%	22.13%
Science 8	21.51%	9.68%	31.18%		13.33%	22.86%	36.19%
Social Studies Skills	#####	#####	#####		#####	#####	#####
Spanish 1	13.04%	15.22%	28.26%		37.50%	37.50%	75.00%
Spanish 2	6.82%	9.09%	15.91%		14.81%	14.81%	29.63%
Spanish 3/4/5	0.00%	7.14%	7.14%		5.26%	0.00%	5.26%
Speech	10.53%	0.00%	10.53%		#####	#####	#####
Sports Marketing	#####	#####	#####		11.11%	0.00%	11.11%
Topics	0.00%	27.27%	27.27%		13.64%	27.27%	40.91%
Urban Affairs	#####	#####	#####		20.00%	10.00%	30.00%
US History 11	28.28%	31.31%	59.60%		24.49%	25.51%	50.00%
US History 8	27.37%	6.32%	33.68%		22.12%	32.69%	54.81%
Visual Communications	0.00%	0.00%	0.00%		#####	#####	#####
World Cultures	21.21%	11.11%	32.32%		16.26%	1.63%	17.89%
World History	10.81%	0.00%	10.81%		9.46%	2.70%	12.16%
English 7	0.00%	0.00%	0.00%		50.00%	0.00%	50.00%
English 8	25.00%	0.00%	25.00%		0.00%	0.00%	0.00%
English 11B	42.86%	0.00%	42.86%		18.18%	18.18%	36.36%
English 12B	40.00%	40.00%	80.00%		18.18%	9.09%	27.27%
AP Chemistry	#####	#####	#####		0.00%	0.00%	0.00%
B PE 7	6.00%	2.00%	8.00%		1.61%	0.00%	1.61%

Course Title	Semester 1 2009				Semester 1 2010				Semester 1 2011		
	D's	F's	Total		D's	F's	Total		D's	F's	Total
2D Advanced Art	0.00%	0.00%	0.00%		#####	#####	#####		0.00%	0.00%	0.00%
2D Art	12.50%	6.25%	18.75%		28.26%	28.26%	56.52%		26.67%	28.89%	55.56%
7th Band	0.00%	22.73%	22.73%		9.09%	9.09%	18.18%		11.76%	0.00%	11.76%
8th Band	0.00%	4.00%	4.00%		13.33%	6.67%	20.00%		15.79%	5.26%	21.05%
Accounting 1/2	0.00%	16.67%	16.67%		0.00%	0.00%	0.00%		21.43%	14.29%	35.71%
Adult Roles	#####	#####	#####		#####	#####	#####		13.04%	17.39%	30.43%
Advanced Choir	0.00%	0.00%	0.00%		0.00%	0.00%	0.00%		4.00%	0.00%	4.00%
Advanced Marketing	0.00%	0.00%	0.00%		0.00%	12.50%	12.50%		22.22%	11.11%	33.33%
Algebra 1	13.13%	24.38%	37.50%		14.69%	22.38%	37.06%		7.79%	12.34%	20.13%
Algebra 2	17.98%	7.87%	25.84%		17.13%	13.26%	30.39%		23.53%	17.65%	41.18%
Algebra Essentials	15.69%	19.61%	35.29%		17.81%	20.55%	38.36%		12.77%	19.15%	31.91%
AP Biology	11.11%	0.00%	11.11%		#####	#####	#####		6.67%	0.00%	6.67%
AP Calculus	11.76%	0.00%	11.76%		16.67%	0.00%	16.67%		37.50%	0.00%	37.50%
AP English	0.00%	0.00%	0.00%		4.17%	0.00%	4.17%		0.00%	0.00%	0.00%
AP Environmental Science	26.67%	0.00%	26.67%		#####	#####	#####		12.50%	0.00%	12.50%
AP History	7.14%	7.14%	14.29%		6.25%	12.50%	18.75%		6.25%	12.50%	18.75%
AP Psychology	6.67%	6.67%	13.33%		16.67%	0.00%	16.67%		0.00%	0.00%	0.00%
Art 8	16.13%	16.13%	32.26%		18.75%	28.13%	46.88%		18.33%	21.67%	40.00%
B PE 1	0.00%	0.00%	0.00%		0.00%	1.47%	1.47%		1.39%	9.72%	11.11%
B PE 7	0.00%	0.00%	0.00%		7.14%	7.14%	14.29%		0.00%	0.00%	0.00%
B PE 8	0.00%	0.00%	0.00%		0.00%	2.33%	2.33%		5.56%	5.56%	11.11%
Beginning Choir	0.00%	2.17%	2.17%		1.85%	3.70%	5.56%		4.35%	8.70%	13.04%
Biology	21.74%	26.09%	47.83%		23.16%	18.95%	42.11%		25.86%	16.38%	42.24%
Careers	#####	#####	#####		14.29%	14.29%	28.57%		0.00%	22.22%	22.22%
Chemistry	20.31%	12.50%	32.81%		14.75%	16.39%	31.15%		19.23%	7.69%	26.92%
Child Development	20.00%	20.00%	40.00%		10.71%	25.00%	35.71%		9.09%	9.09%	18.18%
Civics	14.29%	9.52%	23.81%		29.17%	25.00%	54.17%		#####	#####	#####
Computation 11	19.05%	28.57%	47.62%		38.10%	23.81%	61.90%		14.29%	22.86%	37.14%
Computation 12	0.00%	23.08%	23.08%		25.00%	10.00%	35.00%		22.22%	33.33%	55.56%
Current Events	18.18%	0.00%	18.18%		7.69%	7.69%	15.38%		17.39%	4.35%	21.74%
Digital Communications 7	#####	#####	#####		25.00%	25.00%	50.00%		11.86%	13.56%	25.42%
Digital Communications	15.32%	11.71%	27.03%		17.35%	14.29%	31.63%		20.34%	16.95%	37.29%
Drawing	7.69%	0.00%	7.69%		23.53%	0.00%	23.53%		15.38%	15.38%	30.77%
Earth Space Science	38.46%	25.27%	63.74%		11.76%	50.98%	62.75%		14.10%	66.67%	80.77%

Course Title	Semester 1 2009				Semester 1 2010				Semester 1 2011		
	D's	F's	Total		D's	F's	Total		D's	F's	Total
Economics	7.69%	3.85%	11.54%		30.56%	8.33%	38.89%		14.81%	3.70%	18.52%
Elective PE 1	0.00%	8.33%	8.33%		2.78%	5.56%	8.33%		0.00%	0.00%	0.00%
Elective PE 3	0.00%	5.00%	5.00%		0.00%	5.71%	5.71%		0.00%	3.03%	3.03%
English 10	18.68%	28.57%	47.25%		15.12%	23.26%	38.37%		17.50%	31.67%	49.17%
English 9	23.15%	31.48%	54.63%		26.09%	25.22%	51.30%		23.93%	21.37%	45.30%
Fashion/Textiles	16.67%	0.00%	16.67%		0.00%	12.50%	12.50%		0.00%	11.11%	11.11%
Film Literature	#####	#####	#####		#####	#####	#####		0.00%	0.00%	0.00%
French 1	1.82%	1.82%	3.64%		9.43%	0.00%	9.43%		1.79%	1.79%	3.57%
French 2	15.38%	0.00%	15.38%		13.89%	8.33%	22.22%		5.88%	0.00%	5.88%
French 3/4/5	18.18%	0.00%	18.18%		7.69%	0.00%	7.69%		0.00%	0.00%	0.00%
General PE 1	1.96%	7.84%	9.80%		5.17%	3.45%	8.62%		0.00%	0.00%	0.00%
General PE 7	0.00%	0.00%	0.00%		0.00%	0.00%	0.00%		0.00%	0.00%	0.00%
General PE 8	6.25%	0.00%	6.25%		8.00%	0.00%	8.00%		0.00%	0.00%	0.00%
Geometry	1.56%	1.56%	3.13%		1.54%	4.62%	6.15%		2.08%	2.08%	4.17%
Geometry	31.07%	11.65%	42.72%		62.50%	0.00%	62.50%		26.37%	5.49%	31.87%
Government	40.82%	14.29%	55.10%		5.77%	17.31%	23.08%		9.62%	9.62%	19.23%
Health 7	#####	#####	#####		#####	#####	#####		2.38%	7.14%	9.52%
Health	31.11%	8.89%	40.00%		14.29%	19.05%	33.33%		22.81%	10.53%	33.33%
Home Economics 8	5.45%	1.82%	7.27%		6.67%	1.67%	8.33%		11.54%	11.54%	23.08%
Honors English 9	#####	#####	#####		#####	#####	#####		5.88%	0.00%	5.88%
Honors Language Arts 7	9.09%	9.09%	18.18%		15.56%	28.89%	44.44%		0.00%	0.00%	0.00%
Honors Language Arts 8	15.38%	7.69%	23.08%		0.00%	4.00%	4.00%		0.00%	0.00%	0.00%
High School Band	0.00%	6.25%	6.25%		0.00%	2.08%	2.08%		2.22%	8.89%	11.11%
Integrated Chemistry/Physics	44.59%	6.76%	51.35%		19.79%	14.58%	34.38%		30.09%	44.25%	74.34%
Intermediate Choir	0.00%	3.70%	3.70%		0.00%	0.00%	0.00%		0.00%	0.00%	0.00%
Interpersonal Relationships	24.24%	6.06%	30.30%		21.43%	4.76%	26.19%		12.77%	10.64%	23.40%
Language Arts 7	22.45%	17.35%	39.80%		0.00%	5.88%	5.88%		16.13%	2.15%	18.28%
Language Arts 8	21.78%	35.64%	57.43%		37.11%	27.84%	64.95%		23.53%	32.94%	56.47%
Law	29.41%	41.18%	70.59%		10.00%	15.00%	25.00%		6.25%	12.50%	18.75%
Literature 11	23.76%	17.82%	41.58%		22.86%	0.00%	22.86%		15.09%	11.32%	26.42%
Literature 12	19.15%	8.51%	27.66%		6.06%	0.00%	6.06%		4.76%	0.00%	4.76%
Marketing Foundations	20.69%	27.59%	48.28%		13.04%	52.17%	65.22%		25.00%	16.67%	41.67%
Marketing Field Experience	8.33%	0.00%	8.33%		0.00%	12.50%	12.50%		0.00%	11.11%	11.11%
Modern Languages	0.00%	0.00%	0.00%		20.00%	10.91%	30.91%		5.66%	7.55%	13.21%



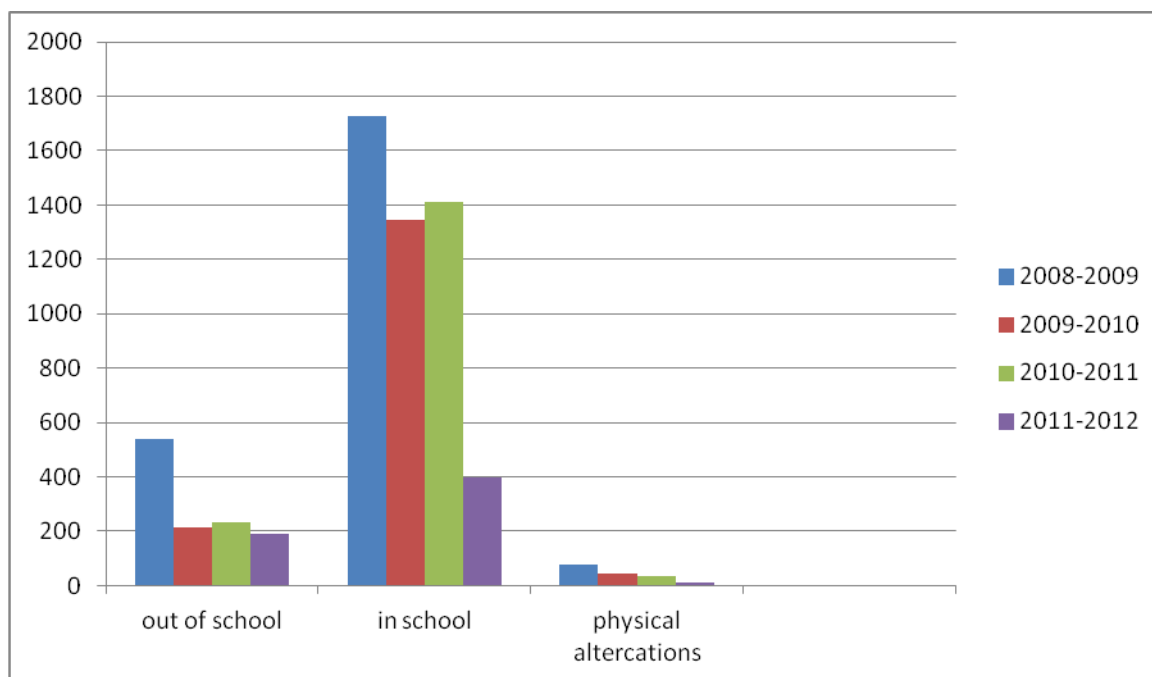
Course Title	Semester 1 2009				Semester 1 2010				Semester 1 2011		
	D's	F's	Total		D's	F's	Total		D's	F's	Total
Music Theatre	0.00%	0.00%	0.00%		5.13%	7.69%	12.82%		3.70%	0.00%	3.70%
Music 7	5.56%	9.26%	14.81%		5.77%	1.92%	7.69%		1.96%	0.00%	1.96%
Music 8	#####	#####	#####		5.17%	0.00%	5.17%		4.08%	2.04%	6.12%
Nutrition/Wellness	12.77%	8.51%	21.28%		18.64%	5.08%	23.73%		19.30%	7.02%	26.32%
Photography 1	0.00%	38.46%	38.46%		36.36%	9.09%	45.45%		22.73%	22.73%	45.45%
Pre Calculus	25.00%	17.50%	42.50%		15.63%	31.25%	46.88%		17.65%	23.53%	41.18%
Reading 7	5.00%	0.00%	5.00%		18.37%	20.41%	38.78%		26.19%	7.14%	33.33%
Reading 8	17.39%	2.17%	19.57%		26.32%	2.63%	28.95%		28.57%	35.71%	64.29%
Science 7	20.83%	11.67%	32.50%		12.50%	10.71%	23.21%		14.71%	9.80%	24.51%
Science 8	17.32%	11.02%	28.35%		15.87%	14.29%	30.16%		13.89%	22.22%	36.11%
Social Studies Skills	#####	#####	#####		#####	#####	#####		7.41%	10.19%	17.59%
Spanish 1	26.92%	23.08%	50.00%		13.89%	30.56%	44.44%		20.41%	40.82%	61.22%
Spanish 2	23.81%	9.52%	33.33%		14.81%	11.11%	25.93%		17.24%	6.90%	24.14%
Spanish 3/4/5	11.11%	0.00%	11.11%		10.00%	20.00%	30.00%		16.67%	16.67%	33.33%
Speech	#DIV/0!	#DIV/0!	#DIV/0!		18.18%	9.09%	27.27%		14.29%	14.29%	28.57%
Sports Marketing	25.00%	16.67%	41.67%		21.05%	5.26%	26.32%		5.26%	10.53%	15.79%
Topics	10.00%	10.00%	20.00%		42.86%	0.00%	42.86%		23.53%	17.65%	41.18%
Urban Affairs	0.00%	0.00%	0.00%		36.84%	5.26%	42.11%		0.00%	8.00%	8.00%
US History 11	46.74%	27.17%	73.91%		28.38%	50.00%	78.38%		20.73%	53.66%	74.39%
US History 8	16.54%	20.47%	37.01%		16.67%	15.87%	32.54%		12.04%	25.93%	37.96%
Visual Communications	#####	#####	#####		0.00%	0.00%	0.00%		0.00%	20.00%	20.00%
World Cultures	19.33%	3.36%	22.69%		26.79%	8.93%	35.71%		13.86%	5.94%	19.80%
World History	7.14%	1.79%	8.93%		6.02%	0.00%	6.02%		0.00%	4.04%	4.04%
Biology I ALS	#####	#####	#####		#####	#####	#####		0.00%	0.00%	0.00%
Chemistry I ALS	#####	#####	#####		#####	#####	#####		0.00%	0.00%	0.00%
Earth Space Science ALS	#####	#####	#####		#####	#####	#####		0.00%	0.00%	0.00%
Economics ALS	#####	#####	#####		#####	#####	#####		0.00%	0.00%	0.00%
Geometry 1 ALS	#####	#####	#####		#####	#####	#####		0.00%	0.00%	0.00%
Health ALS	#####	#####	#####		#####	#####	#####		0.00%	0.00%	0.00%
US History 11 ALS	#####	#####	#####		#####	#####	#####		0.00%	0.00%	0.00%
English 9-1 ALS	#####	#####	#####		#####	#####	#####		0.00%	0.00%	0.00%
English 10-1 ALS	#####	#####	#####		#####	#####	#####		0.00%	0.00%	0.00%
English 12-1 ALS	#####	#####	#####		#####	#####	#####		0.00%	0.00%	0.00%
Computation 11 ALS	#####	#####	#####		#####	#####	#####		0.00%	0.00%	0.00%
Computation 12 ALS	#####	#####	#####		#####	#####	#####		0.00%	0.00%	0.00%

ALS – Alternative School

## Discipline Data

### **Safe and Orderly Learning Environment:**

Edison Junior/Senior High School has improved the overall environment and school safety by implementing a program which added a school resource officer to the staff. A year prior to the School Resource Officer being a part of the School's Improvement Plan, Edison Junior/Senior High School experienced 76 physical altercations between students. The Out of School Suspensions for school year 2008-2009 school year totaled at 540, and In-School Suspensions totaled at 1,728. The first year the School Resource Officer was a part of staff, in the 2009-2010 school year, physical altercations were reduced to 43, Out of School Suspensions were reduced to 214, and In-School Suspensions were reduced to 1,344. The second year the School Resource Officer was part of the staff (2010-2011 school year), physical altercations were reduced to 36, Out of School Suspensions were at 234 and In-School Suspensions were at 1,413. At the half-way point of the current school year (2011-2012) the school has again seen a reduction of physical altercations, thus far there have been a total of 12. The School Resource Officer has taken steps to not only deal with the physical altercations when they have occurred, but has also taken a more proactive approach by taking steps to prevent the incidents before they occur. The School Resource Officer has been involved in many programs in the school which focused on teaching safety strategies, gang prevention and awareness, and conflict resolution to students throughout the school. The School Resource Officer has been a part of counseling students in attempt to resolve issues they are having while attending Edison Junior/Senior High School. The presence, open communication, influence and team-work between the School Resource Officer and Edison Junior/Senior High School students has impacted the school in a manner that has improved the environment by reducing violence and physical altercations in the school; therefore allowing the students to focus on academics.



### **Crisis Intervention Plan:**

The previous School Safety Intervention and Crisis Plan were found inadequate, outdated, and lacking; the plan documented little or no involvement from staff, emergency services, and maintenance personnel. The previous plan was last revised in 2005. In redeveloping the new plan beginning in the 2009-2010 school year, the main priority was to develop a plan which fully involved collaboration between administration, teachers, and maintenance personnel. The second priority was to place more responsibility on school staff by delegating specific responsibilities to individual employees ensuring coverage of any issues that may arise and compromise the overall safety of students and/or staff.

The previous plan did not correspond with emergency responders such as police and fire. By working closely with our School Resource Officer and fire personnel, the plan was revised to mitigate any issues that could pose such a danger. The new plan also meets the requirements of the NIMS Incident Command System used by FEMA to give structure and understanding of responsibility by each person assigned to each specific or multiple tasks in the event of a crisis.

Furthermore, the revision process was able to implement language which minimized confusion through eliminating code words, jargon, unnecessary tasks, and simplified procedures. For example, teachers no longer have to place a red or green card in the window of their classrooms to indicate presence during an intruder alert; all classrooms are now assumed to be occupied. The staff and students have been more thoroughly trained on how to respond to crisis incidents and have participated in additional drills to prepare for crisis situations. The school has also developed a school safety committee for continuing education, revision, and safety checks to prepare for any crisis situation. This committee conducts table top exercises and assesses any possible areas that may be accessible in a crisis situation. By revising the plan, the school has identified several areas that were lacking and have taken drastic, productive, and proactive steps to improve the overall safety of the building. The plan has become an effective, evolving document based on the experiences and trainings of teachers and staff.

### **Highlights of the Revision Process:**

- Moving the main entrance of the building to a more secure area and requiring all visitors to check-in and provide identification in exchange for a visitor's pass that is required to be worn throughout the duration of the visit
- Substitute teachers are briefed on school safety procedures and are required to wear a substitute identification badge
- Procedures for special needs students were outlined and additional personnel have been assigned to assist whenever possible
- The surveillance camera system was updated and additional cameras were placed in problem areas. The camera system is also accessible to the local police department
- A School Resource Officer was assigned to the building

## **Discipline Policy:**

This year, the Edison staff discipline committee undertook the rewriting of the discipline policy. The previous policy required attention for several reasons. It did not provide a detailed definition of each offense. It did not stipulate or provide guidelines for progressive discipline. It did not provide administrators, teachers, and students a clear set of expectations for behavior and consequence. Overall, the policy needed a complete restructuring in order to fit the current needs of the staff and student body alike.

The committee consisted of volunteer teachers and an administrator who first openly and honestly discussed concerns, compliments, and ideas regarding the policy; this committee was then able to construct a new set of procedures and definitions. The committee outlined and defined every aspect of the discipline policy in order to provide clear, common language to the expectations of the student body. Within each area of discipline, a tiered disciplinary action clearly stipulates the consequence for an infraction. This process keeps consistency in student discipline so all involved understand the action and consequence relationship. It is the hope of the committee that the new policy will provide students the knowledge to make better decisions, ask for help in preventing disciplinary action, and help foster a more productive and positive learning environment for all of the students at Edison Junior/Senior High School.

The discipline tiers are unique to every action, as not all actions require the same levels of discipline. A half hour ( $\frac{1}{2}$ ) after school detention, a one (1) hour after school detention, a two (2) hour after school detention, a three (3) hour Saturday class, are components of the progressive discipline policy. Out of School Suspension is used as a last resort in order to maintain and preserve the integrity of the educational instruction during the school day. For those disciplinary actions of the most severe, the discipline committee was able to outline procedures that involve administrators in the school, an on ground resource officer, and local authorities, setting up a new and innovative policy which involves all stake holders of the school.

Through this process, it is the sincere hope of the committee that the progressive disciplinary actions will help establish a new set of criteria and expectations. Students will quickly learn that rigorous adherence to the policy is for all students; in turn, all students will quickly see the need to follow expected behaviors. A positive and productive learning environment is the true goal of the committee; tools to create the ideal learning environment are embedded in the new policy.

Dress code violations for 2008/2009 through 2011/2012, decreased from 681 to 191. However, this data pertains to only half of the 2011/2012 school year (first semester). Assuming the trend continues the dress code violations will decrease by 44% at the end of the 2011/2012 school year.

Tardies from 2008/2009 through 2010/2011 increased by 20%. The 2011/2012 school year currently shows 325 tardies in comparison to 330 recorded in 2008/2009. This data shows a significant increase in tardies. Assuming the trend continues tardies from 2008/2009 to 2011/2012 school years will have increased by approximately 98%.

Truancy in 2008/2009 school year totaled 450. Over the past four school years, trancies have dropped significantly. Currently, trancies are at a low of 90 for the first semester. If the trend continues, a decrease of 60% from 2008/2009 through 2011/2012 will occur.

**INDIANA DEPARTMENT OF EDUCATION  
PROFESSIONAL DEVELOPMENT PROGRAM**

**Narrative:**

Over the last five years we have established and implemented several initiatives to improve student success and performance. We partnered with River Forest Community Schools to establish an Alternative Education Program to address attendance, behavioral and academic issues that students are experiencing. From this program, we were able to spin off a Credit Recovery Program to address student failure in required academic courses to keep student on track for graduation. These two programs have proven to be effective in assisting students with on-time graduation, regaining lost credits and improving attendance. Our graduation rate has improved from 64% to 71%; we have been able to maintain a 71% average over the past three years.

Three years ago, we reviewed our attendance policy and revised it to provide students the opportunity to earn back lost credits which historically led to students not graduating on time. In brief, the old policy was detrimental to student success; in addition, it impacted the school's ability to meet AYP requirements. Students were removed from class, lost credit, and in some instances students were removed completely from school. Our revision of the policy allows the student to remain in class, continuing their education with a working contract. If the student is successful in meeting two simple requirements: maintaining a C average in the class or classes and does not exceed more than two (2) additional absences, from the time of the contract, for the semester, they will earn their grade and credit back. Last year, we saw a 10% increase in our attendance rate from 84% in the 2009-10 school year to 94.7 in the 2010-11 school year. Currently, we have a daily attendance rate that averages 95.6%.

The district contracted with Robert Trammel three (3) years ago to help us improve our Math scores on the ISTEP test and Algebra 1 ECA. Through his assistance and guidance, we have re-structured the sequencing of our math courses at the high school and junior high, focusing on the standards that are being assessed both on the ISTEP and the ECA assessments. He has provided several instructional strategies that have proven to be beneficial as well. At the same time, we utilized stimulus monies to add two (2) tutors to support our efforts in Math and English. The tutors are in constant communication with the Math and English departments to provide additional support for struggling students. Our greatest success has been in Math where we experienced strong gains in student growth; our scores increased from 19% of the students passing the Algebra 1 ECA three years ago to 69% passing in the previous year. The success we experienced with our junior high ISTEP scores were a key factor in enabling Edison to move from Academic Probation to Academic Progress. We struggle with finding Language Arts strategies and interventions that lend to student success at the high school level; our data reflects a disconnect between 8<sup>th</sup> ISTEP scores, where success is solid, and the English 10 ECA scores where, on average, approximately 47% of the students within the same cohort are successful in passing. We continue to work towards finding a solution. We have established Math and English labs that offer remediation for struggling students. We use ISTEP and classroom data to assign students for remedial instruction in addition to the required Math and English courses. We are looking at expanding the use of the tutors for the next school year; we plan to create a homeroom

class designed to offer remediation an additional four (4) days each week that will enhance the RTI process with an additional level of instruction and support based on the assessment data.

We have also modified our Student Success Program and adopted The Eight-Step Process at the junior high level for Language Arts and Math. The Eight-Step Process was designed for continuous improvement and system change. It is a data-driven, result-orientated process that has been proven effective across all levels. The formerly used Student Success Program mirrors the structure and framework of The Eight-Step Process with exception that the data collected was not used to drive the instruction. The Student Success Program also operated in a semi-vacuum in that it primarily focused on the power standards of the Student Success Program period and only filtered into the regular classroom instruction in a limited way. Whereas, The Eight-Step Process is driven by the Standards-based Instructional Calendar; the same strategies and standards that are taught in the classroom are remediated for mastery level during the Success period. Nearly half of the staff is currently involved with providing instructional support in The Eight-Step Process.

This spring, we are giving the remaining staff members professional development opportunities, during our early release time, to develop Instructional Calendars that are Standards-based and ready for use in the 2012-2013 school year. Each Instructional calendar will encompass all academic standards and will be used as a pacing guide (curriculum map) for instruction based on the needs of the student group and the weight of the objective. The timeline will provide opportunities for instructional pacing, review, assessment and maintenance of individual indicators (subskills) of the Common Core Standards in each content area. The highest priority standards are highlighted for emphasis. The focus of each calendar will be based primarily on the content standards for that particular course, especially in the core subject areas, while the other content areas will integrate literacy standards and skills among the standards relative to the content area. This process is designed to promote student success as outlined in our school's improvement plan.

Lastly, three (3) years ago, we were successful in securing a Safe Haven Grant to establish a School Resource Officer program. At the time, discipline and the overall environment was reaching unacceptable levels. Since the institution of the program, we have seen dramatic improvement in both discipline and the learning environment. Suspensions are down and continuing to drop; a new surveillance system has been installed; entry to the building to control outside traffic has been changed; new crisis intervention plans have been created; the overall atmosphere has changed positively because of the officer's presence in the building and his willingness to work with students, staff and parents. Because of the program and the officer's involvement, the learning environment has stabilized.

**School Improvement Committee responsible for this plan:**

Committee Member Name	Group Represented	Signature	Date
Bush, Bruce	Administrator		
Clouse, Bryon	Teacher		
French, Jeanne	Teacher		
Jarmula, Nancy	Teacher		
Milner, Terry	Teacher		
Plotner, Charlene	Teacher		
Ruiz, Angela	Administrator		
Wisniewski, Jeff	Teacher		
Wolfe, Jason	Teacher		

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