

Union County High School School Improvement Plan School Year 2019-2020



SIP TEAM MEMBERS:

Karla Barnhizer

Ryan Brattain

Rachel Dorrel

Shannon Hill

Connie Rosenberger, Principal

Revised After ISTEP+ Scores Released on 9/25/2019

UNION COUNTY HIGH SCHOOL

School Improvement Plan 2019-2020

School Improvement Planning Team:

School Members: Karla Barnhizer, Ryan Brattain, Rachel Dorrel, Shannon Hill and Connie Rosenberger

Parent Members: Kelly Finch, Carla Krom, Mary Ann Paxton

Vision: UCHS Empowers healthy, honorable, productive, resilient global citizens.

Mission of the School: Union County High School is a challenging learning center where students and community members are supported in a quest to achieve global citizenship.

Core Values: Learning, Respect, Responsibility, Community Partnerships, Power of Education to Change lives.

Guiding Philosophy: Pursuing and Promoting Excellence in Education

Beliefs:

- *Curricular, social, and moral learning are the foundations of a productive and meaningful life.
- *Student achievement is a shared responsibility among parents/caregivers, students, school personnel, and the community.
- *All students can learn and are given an opportunity to reach higher levels of achievement.
- *Personnel recognize their professional responsibility as role models who are committed to educate, nurture, and promote self-worth in all students.
- *Budgetary decisions based on continuous assessments to assure financial resources are invested and allocated in a timely and fiscally responsible manner.

Historical Prospective:

The Union County High School Improvement Plan represents ongoing initiatives with empowered Stakeholder involvement—staff, parents, students, and community members. Our current Vision includes references to data including achievement goals from a broad-base Council of the Restructuring School Counseling grant process. This same group generated academic support through programs such as Tutor U (After-school tutoring program); Academic Crisis Team providing one-on-one intervention for at-risk students; Math Lab providing additional time for individual practice and increased performance; Advisory used for stress-reducing activities; CALL as a semester Career Technical Education course. Parent Advocates sponsor Etiquette Boot Camp and Senior Interview Day in addition to Reality Store to enhance students' preparation as global citizens. A Grandparent Support Group was also created to accommodate the ever-changing roles in our learning community. Throughout these efforts to enhance communication and increase support we monitor progress by reviewing results. Current data indicates increased proficiency in reading, and a recent forum further revealed a desire to move in the direction of problem-solving as our school-wide goal. We are considering existing UCHS Reading Manual as a source for common strategies for implementation.

Demographics (2018 Census):

Union County was organized in 1821 from pieces of Fayette, Franklin, and Wayne counties and named for the resulting “union”. Liberty and College Corner are two towns in the county. It encompasses the townships of Brownsville, Center, Harmony, Harrison, Liberty, and Union. Union County has a population of 7037 with 2860 households. 81.2% of those households own a computer; with 63.9% having internet access. The median value of a home in 2017 was \$109,900 and the median rent is \$744 per month. The per capita personal income in 2017 was \$22,527 (\$9,968 less than in 2010) with a poverty rate of 10.7% (down from 12.6% in 2010). 61% of the population is in the civilian work force. 88.4% of the population have at least a high school education, with 17.6% having at least a Bachelors Degree.

Data To Be Considered:

Data Presented by Indiana Commission for Higher Education
2019 College Readiness Scorecard (Compared to Area Schools)

Data Presented in Percentages	UCHS	Centerville	Connersville	Franklin County	Northeastern	Knightstown	Lincoln	Randolph Southern	Richmond	Rushville	Tri	Hagerstown	Winchester
Senior Class Enrollment	100	91	238	196	118	76	76	30	272	172	72	82	105
Enrolled in College	52	75	45	51	64	51	57	63	64	53	51	71	56
% of Students enrolling in Public College meeting Early College Success Benchmarks	64	47	50	37	39	38	26	50	37	51	52	60	40
1. Did not need remediation	93	90	85	89	89	85	82	91	85	90	90	91	86
2. Completed all coursework attempted	73	47	57	47	39	45	35	55	43	53	61	66	45
3. Persisted to second year	76	81	65	73	74	75	59	68	66	72	65	83	74
% if students enrolling in a 2-year public college completing on time	13	16	4	3	0	16	6	0	7	3	36	22	0
% of students enrolling in a 4-year public college completing on time	50	31	38	32	45	20	45	31	17	63	38	55	44

Attendance Rates:

2014-15	2015-16	2016-17	2017-18	2018-19
94.9%	94.7%	95.6%	95.7	95.3

Enrollment:

Grade	2014-15	2015-16	2016-17	2017-2018	2018-2019
Grade 9	126	113	106	122	105
Grade 10	123	118	109	104	124
Grade 11	128	118	121	103	96
Grade 12	115	122	108	118	97
Total Enrollment	492	471	444	447	422

Graduation:

Grade	2014-15	2015-16	2016-17	2017-18	2018-2019
UCHS	92.44	90.33	91.82	92.17	88.8
State Average	88.9	89.1	86.3	87.19	88.12
Per Fed Law	92.44	90.33	91.82	91.38	89.83

PL221 School Grade

Grade	2013-14	2014-15	2015-16	2016-17	2017-2018	2018-2019
UCHS	A	A/C	B	B	B	
		New Guidelines Transition Year		FEDERAL	C	

Types of Diploma

	2014	2015	2016	2017	2018	2019
Core 40	43	57	41	46	58	42
Core 40AH	21	26	41	27	32	30
Core40TH	2	2	4	4	5	3
General	27	16	26	24	11	3
Waiver	10	9	3	6	0	13
# of Grads	93	110	112	101	106	95
Non-Dip						4

Post-High School Plans

	2014	2015	2016	2017	2018	2019
4 Yr or More College	45	63	62	50	67	60
Military	5	2	9	3	2	7
Not pursuing Higher Education	21	19	12	12	23	25
Two year College	19	19	21	33	5	1
Vocational/Technical School	3	7	8	3	9	2
# of Graduates	93	110	112	101	106	95

Teacher Experience

	20+ years	16-20 years	11-15 years	6-10 years	0-5 years	Year
UCHS	29.7%	8.1%	18.9%	18.9%	24.3%	2013-2014
	22.9%	14.3%	11.4%	25.7%	25.7%	2015-2016
	21.6%	21.6%	8.1%	18.9%	29.7%	2016-2017
	24%	25%	9%	18%	24%	2017-2018
	15%	10%	16%	17%	40%	2018-2019
	28%	3%	21%	10%	38%	2019-2020

Free/Reduced

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-2018	2018-2019	2019-2020
UCHS	38%	43%	45%	48%	41%	42%	43%	40%	46%

SAT

	2011-12 Ours/State	2012-13 Ours/State	2013-14 Ours/State	2014-15 Ours/State	2015-16 Ours/State	2016-17 Ours/State	2017-2018 Ours/State
Composite	1048/989	1040/987	1011/991	1075/1006	1088/1003	1109/1070	1146/Pend
Math	539	542	508	511	561	493	579
Reading	507	498	503	495	527	490	567
Writing	507	497	483	484	532	470	

PSAT (Junior Year)

	2011-12 Ours/Ntl	2012-13 Ours/Ntl	2013-14 Ours/Ntl	2014-15 Ours/Ntl	2015-16 Ours/Ntl	2016-17 Ours/Ntl	2017-2018 Ours/State	2018-2019 Ours/State
Math	45.6/47.5	43.8/47.8	46.5/47.8	46.5/47.9	474/491	488/493	489/489	473/481
Reading	44.4/46.8	42.2/46.9	43.7/46.6	44.1/46.2	467/493	485/496	488/495	464/486
Writing	41.3/44.8	39.7/46	41.9/45.3	41.4/44.7	23/24	24/24	n/a	n/a

ACT

	2013-14 Ours/State	2014-15 Ours/State	2015-16 Ours/State	2016-17 Ours/State	2017-2018 Ours/State	2018-2019 Ours/State
Composite	22.5/21	24.5/22.1	22.3/22.1	21.7/22.6	22.3/22.5	
Math	22.5/20.9	24.1/22.1	17.2/22.1	21.7/22.4	22.0/22.3	
Reading	22.9/21.3	25.2/22.6	17.5/22.9	22.3/23.2	23./23.1	
English	21.4/20.1	23.8/21.3	16.6/21.6	20.3/22	21.6/21.9	

ISTEP+ Grade 10 (Year One=2016-2017)

Combined Results (1st and 2nd Assessment, April and November 2015)

	English/LA Ours/State	Math Ours/State	Passing Both Ours/State	Biology Ours/State
2015-2016	64.6/59	35.4/34.6	32.7/32.2	68.0/58.8
2016-2017	56.4/60.7	37.6/36.9	33.7/34.4	67.1/57.1
2017-2018	43.8/58.9	33.7/36.2	26.3/33.7	54.6/52.1
2018-2019	69/60	36/33		

ILEARN DATA: (Biology Only at High School)

Number of Students Tested	Percent Proficient	State	Difference
108	36%	38%	-2%

	Areas of Focus/Improvement
Strategies to Improve	Evaluating Claims and Evidence (34% below proficiency)
	Constructing and Communicating an Explanation (25% below proficiency)
Strengths	Developing and Using Models to Describe Structure and Function
	Developing and Using Models to Explain Processes
	Analyzing Data and Mathematical Thinking

AP

	2015-16 Ours/State	2016-17 Ours/State	2017-2018 Ours/State	2018-19 Ours/State
# Stu Taking AP Exam	78	73	66	63
% Passing 3 or Above	29.5	49.3	48.5	40

AP TESTING DATA

	2013	2014	2015	2016	2017	2018	2019
Total AP Students	51	57	84	78	73	66	63
Number of Exams	100	101	179	132	123	134	110
AP Students with Scores 3+	21	34	33	23	36	32	25
% of Total AP Students with Scores of 3+	41.2	59.6	39.3	29.5	49.3	48.5	40
% of Total AP Students with Scores of 3+ in Indiana	49.5	51.1	51.4	51.	52.9	53.2	
% of Total AP Students with Scores of 3+ Globally	60.9	61.3	60.7	60.3	60.3	61.3	

AP MEAN Scores by Content Areas

Calculus	2013	2014	2015	2016	2017	2018	2019
UCHS	3.	2.29	3.15	2.43	2.8	3.0	2.87
Indiana	2.47	2.48	2.51	2.57	2.7	2.69	2.76
Global	2.96	2.94	2.86	2.96	2.93	2.94	2.97
Chemistry							
UCHS	2.	2	2	2.13	2.33	2.82	1.64
Indiana	2.4	2.29	2.32	2.37	2.34	2.42	2.37
Global	2.93	2.68	2.66	2.69	2.67	2.79	2.74
English Lang & Comp (11th)							
UCHS	2.56	2.91	2.23	2.63	2.56	2.13	2.18
Indiana	2.71	2.71	2.72	2.63	2.69	2.67	2.6
Global	2.77	2.79	2.79	2.82	2.77	2.83	2.78
English Lit & Comp (12)							
UCHS	2.4	3.	3.	2.82	3.36	3.5	3.33
Indiana	2.66	2.64	2.68	2.59	2.57	2.46	2.51
Global	2.81	2.76	2.78	2.75	2.69	2.57	2.62
Physics							
UCHS			2.	1.44	2.5	1.75	1.71
Indiana			2.11	2.15	2.28	2.27	2.34
Global			2.32	2.33	2.4	2.37	2.51
Spanish							

UCHS		3.	2.71	2.1	2.33	2.5	2.6
Indiana		3.24	3.34	3.4	3.34	3.35	3.4
Global		3.7	3.77	3.77	3.6	3.67	3.7
Statistics							
UCHS	2.67	1.86	2.65	1.5	1.4	2.58	1.83
Indiana	2.73	2.71	2.68	2.81	2.66	2.81	2.74
Global	2.8	2.86	2.8	2.88	2.72	2.88	2.87
US Gov							
UCHS	1.35	2.13	1.9			3.0	
Indiana	2.42	2.48	2.43			2.65	
Global	2.65	2.62	2.54			2.7	
US History							
UCHS				2.04	2.13	1.93	1.59
Indiana				2.45	2.44	2.35	2.39
Global				2.74	2.65	2.66	2.71

Failing Courses by Content Area (second semester)

Content Area	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<i>English</i> <i>Notes: (9th Grade High in 16-17; 10th Grade High in 17-18—Same Students)(18-19 9th Grade High)</i>	6%	6.75%	9.8%		
<i>Math</i>	11%	10%	5%		
<i>Science</i>	6%	7.25%	8.8%		
<i>Social Studies (18-19 WH High)</i>	6%	4.75%	9.5%		
<i>Foreign Language</i>	5%	6.5%	3.9%		
<i>PE/Health</i>	3%	0%	1.8%		
<i>Agriculture</i>	0%	0%	7.4%		
<i>Art</i>	1%	2%	0%		
<i>Business</i>	16%	8%	6.3%		
<i>FACS</i>	9%	0%	2%		
<i>Technology</i>	7%	0%	n/a		
<i>Music</i>	0%	0%	.7%		

Objectives of Continuous Improvement:

1. Attendance Rate: 95.3% in 2018-2019

Three Year Goal: To increase the attendance rate by 1% each of the next three years.

Activities	Person	Timeline	Resources	Staff Development
Establish and communicate a standardized attendance policy reviewed annually	Assistant Principal / Principal	September, 2019	None	Faculty Training at Staff Meeting
A letter is sent to parents after five (5) days of absence. The letter is sent regardless of the circumstances and regardless of whether the absences are excused or unexcused.	Attendance Clerk / Assistant Principal	On-Going	Postage	None
After eight (8) absences in a class, the teacher will document communication with the parent in cooperation with the parent.	Teacher and Assistant Principal	On-Going	None	None
After 10 absences the student becomes ineligible socially and will need to waiver.	Assistant Principal	On-Going	None	None
Teachers will begin communicating with families at least by the third (3 rd) absence.	Teachers	On-Going	None	None

2. ISTEP+ Proficiency Rates: English 71.1 Pass/ 62.4% State Pass; Math 38% Pass/ 35.3% State Pass

Three Year Goal: To increase the % pass rate by 2% each year over the course of the next three years.

Activities	Person	Timeline	Resources	Staff Development
Establish and Monitor the Effectiveness of a Math Lab Course targeting struggling Algebra I Students.	Math Department	2019-2020	Staffing	EC Training regarding the ISTEP test/ILEARN test.
Establish and Monitor the Effectiveness of an English Lab Course targeting struggling English 9 Students.	English Department	2020-2021	Staffing	EC Training regarding the ISTEP test/ILEARN test.

3. Graduation Rate: 88.8% in 2019

Three Year Goal: To increase the % of graduates by 2% each year over the course of the next three years.

Activities	Person	Timeline	Resources	Staff Development
Work in tandem with Guidance to find solutions to barriers that are perceived to be in the way of individual graduation. (ACA Crisis Team)	Principal / Assistant Principal/ Teachers/ Parents/ Students	On-Going	Staffing	Annual Training for Counselors
Provide an alternative path to graduation for students who struggle in the traditional setting. Provide the process for application/referral/processing/learning opportunities and ultimately graduation from the program.	Principal/ Assistant Principal/ Advisory Board/ Teachers/ Guidance	On-Going	Staffing	Alternative Education Training Program
Provide ongoing tutoring opportunities for students who struggle with academics.	Guidance/ Tutor U Staff	On-Going	Staffing	Tutor U Training
Provide counseling opportunities or students who are considering dropout as an answer. (Centerstone/Meridian)	Guidance Counselors/ Centerstone Staff	On-Going	Staffing	Annual Training (State and National) for Counselors
Provide a curriculum that is diverse and instruction that is differentiated to meet the learning needs/ styles of individual students.	Principal/ Assistant Principal/ Advisory Board/ Teachers/ Guidance	On-Going	Staffing	Departmental Trainings. AP-TIP-IN

Improvement Needed Immediately:

All students at Union County High School will improve in reading comprehension.

Measurable Objectives: 80% of students black or African-American, white, economically disadvantaged, High Ability, Hispanic or Latino, students with disabilities, English learners, two or more races, American Indian or Alaska Native and Native Hawaiian or other Pacific Islander students will demonstrate a proficiency in comprehension in reading by 5/15/19 as measured by reading grade level improvement.

1. Train 9-12 grade teachers in reading manual and strategies for improvement.
2. Establish reading levels for all incoming freshmen students.
3. Implement reading manual strategies.
4. Investigate NWEA implementation for formative data points.
5. Align text complexity as an outcome of the curriculum writing/textbook adoption process.

Measure of success: ISTEP+ scores, SAT, ACT, PSAT.

Description of the Curriculum and Location:

UCHS has been working on curriculum revision for the past year and has developed maps, unit plans and lesson plans for all curricular areas. The curriculum is housed in teacher areas as well as a master copy in the high school office. Curriculum writing is an on-going process with intense revisions taking place at the time of textbook adoption each year.

Description and Name of the Assessments:

UCHS plans to use the following assessments in addition to ISTEP+:

ILearn for Biology- State required testing to measure Biology Standards.

PSAT- The PSAT/NMSQT and PSAT 10 are highly relevant to your future success because they focus on the skills and knowledge at the heart of education. They'll measure: What you learn in high school and what you need to succeed in college

SAT- The new test is more focused on the skills and knowledge at the heart of education. It measures: What you learn in high school and what you need to succeed in college. If you think the key to a high score is memorizing words and facts you'll never use in the real world, think again. You don't have to discover secret tricks or cram the night before.

ACT- The ACT is a national college admissions examination that consists of subject area tests in: English, Mathematics, Reading and Science

Differences between the ACT and SAT:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Designed to measure academic achievement in English, mathematics, reading, and science. • Scores based on the number of correct answers. No penalty for incorrect answers. • Includes enhanced scoring for reliable college and career planning insights: <ul style="list-style-type: none"> ○ STEM Score ○ ELA Score ○ Progress Toward Career Readiness Indicator ○ Text Complexity Progress Indicator | <ul style="list-style-type: none"> • Continued emphasis on reasoning. • Greater emphasis on the meaning of words in extended contexts and on how word choice shapes meaning, tone, and impact. • Scores based on the number of correct answers. No penalty for incorrect answers. |
|--|--|

ASVAB- Your scores in four critical areas -- Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension and Mathematics Knowledge (see below) -- count towards your Armed Forces Qualifying Test (AFQT) score. The AFQT score determines whether you're qualified to enlist in the U.S. military. Your scores in the other areas of the ASVAB will determine how qualified you are for certain military occupational specialties and Enlistment Bonuses. A high score will improve your chances of getting the specialty/job and signing bonus you want.

Advanced Placement Exams- High school students across the country and around the world take AP courses and exams to challenge themselves, explore their interests, and earn college credit and placement. AP can give you: A Head Start in High School-- Get a taste of college-level work while developing the academic skills you'll need for college success. You might even discover your career path. An Edge in College--Your AP Exam scores can earn you college credit before you set foot on campus—and let you skip introductory college courses.

The School will address the learning needs of all students, including exceptional learners, provide courses to allow students to earn an Academic Honors diploma and encourage the completion of the CORE 40 and Academic Honors curriculum in the following ways:

1. Guidance meets with all grade levels as a group each year.
2. Guidance meets with each student at least once every school year to address needs and plan
3. Parents are involved in scheduling.
4. Special Education provides life skills programming for 6-12 students at the high school.
5. We provide opportunities to earn dual credit in honors and advanced placement courses.
6. Eight advanced placement classes for a school of 408 students.
7. We offer Alternative Education opportunities for non-traditional students.
8. Vocational training is available.
9. Early bird classes are available.

10. Administration supports continued efforts to offer professional development for advanced placement teachers.
11. Internships are offered.
12. College level coursework is taken off-campus.

Provisions to maximize parental participation:

Union County High School has engrained a strong partnership with our parent advocate group. There are internal systems in place to ensure that the partnership is funded and sustainable. We have collaborated with the Jack Thompson's Union County Schools Fund at The Union County Foundation to provide a budget for the parents to fund initiatives such as: The Freshman Orientation Luncheon, The Sophomore Reality Store, The Junior Etiquette Bootcamp, and The Senior Interview Day. The Parent Advocate Group provides the planning, manpower, and program review for all of the above events. In addition, the Parent Advocates are routinely invited to our Faculty Meetings to provide input on school issues. Finally, we host a SIP meeting with the Parent Advocates once monthly to plan and review, update, and communicate. Our parent involvement is systemic and on-going. Other parent groups include: FFA Boosters, CTE Committee, FCCLA Advisory Board, Band and Choir Boosters, and Athletic Boosters.

Provisions to maintain a safe and disciplined learning environment for all students and teachers:

Union County High School has collaborated with our local law enforcement to provide a police presence on campus as a routine. Students are accustomed to seeing uniformed officers in the building daily. We have invested CPF funds into upgrading our entry points and camera system district-wide. We have an increased social/emotional support system through the cooperation of Centerstone and Meridian. Teachers, students and parents have had input into our student handbook and are communicated with regarding expectations, responsibilities, and accountability. Additionally, we are prepared to undergo a community-wide crisis planning practice with area emergency personnel. The practice is planned on a Saturday morning and will require a great number of internal volunteers—students, parents, and staff. UCHS is committed to keeping our facilities safe, orderly, and disciplined; and to be prepared for the unthinkable.

Provision for the coordination of technology initiatives:

Union County has initiated the implementation of CANVAS and POWERSCHOOL in the past two years, taking a corporation lead. We have trained our local "experts", who have in turn, trained our faculty and staff. We coordinate with grant writing efforts to provide funding for the infrastructure and training needed for complete utilization of those programs. We are a one-to-one school who has begun to experiment with E-learning. We have membership on the corporation technology committee.

Professional Development Program that includes a narrative of student learning data, strategies, programs and services to address learning needs, activities to implement such strategies and an evaluation of the impact of such strategies; and an assurance that the professional development program complies with the State Board’s core principles for professional development:

Our professional development programming uses AdvancED (Cognita) as our foundation including tools to monitor progress of strategies and programs impacting student learning. We utilize Title II, IV, and High Ability grants to support our development efforts. Data is analyzed at least one time per year with all stakeholders to make certain that the vision is in line with data. Examples of training programs:

300	Classroom Management Training (Registration 135, Mileage 7 and Sub 65)	1 Teacher (McCool)
490	Emotional Poverty Workshop (Registration 199; Online 199, mileage 92)	1 Teacher (Barnhizer)
260	FCCLA State Conference (registration 85, lodging 110, sub 65)	1 Teacher (Brannon)
610	HASTI Conference (Registration 200, mileage 280, sub 130)	2 Teachers (Dick) (Toschlog)
513	IFLTA FL Conference (Registration 190, Mileage 44, Lodging 149, Sub 130)	2 Teachers (Worcester & Campbell)
990	IMEA Music Educators Conference (Mileage120, Registration 460, Lodging 280, Sub 130)	2 teachers (Allbright and Hardy)
413	MATH ISTEP Workshop (Registration 270, mileage 13, sub 130)	2 teachers (Meier, McCool)
895	Midwest Band Clinic (Registration 130, mileage 236, lodging 190, subs 195, parking 144)	1 teacher (Hardy)
375	Ohio TESOL Conference (ESL) (registration 100, mileage 60, lodging 150, sub 65)	1 teacher (Worcester)
620	School Safety Conference (Mileage 360, Subs 260)	4 Teachers (Tba)
456	Central State FL Conference (Registration 150, mileage 26, lodging 150, sub 130)	2 teachers (Worcester And Campbell)
7601.79	Individual educator workshops and conferences based upon individual needs as identified in the evaluation process (registration 2000, mileage 2001.79, subs 2900, lodging700)	Potentially 96 teachers and administrators

Methods to improve cultural competency of teachers, administrators, staff, parents and students, including the identification of all racial, ethnic, language-minority, cultural, exceptional learning and socioeconomic groups represented in the school's student population; culturally appropriate strategies for increasing educational opportunities and educational performance for represented groups that are incorporated in the school's plan; and areas identified in need of additional professional development to increase cultural competency in the school:

Our methods to improve cultural competency of all groups includes the following activities:

1. Supported an ESL instructor obtain licensure.
2. Trained a staff member at the High School to become the WIDA test administrator.
3. Offered culture week at the high school.
4. Current events coverage in all social studies courses covering all cultures.
5. All content areas offer multi-cultural projects/perspectives using their curriculum and specific learning activities
6. Staff is exposed to world languages through after-school faculty training—formal and informal.
7. Academic Crisis Team trained on Ruby Payne's Emotional Poverty to empower their services to students.
8. Social Emotional health/wellness services offered through Centerstone and Meridian to help students secure coping mechanisms.