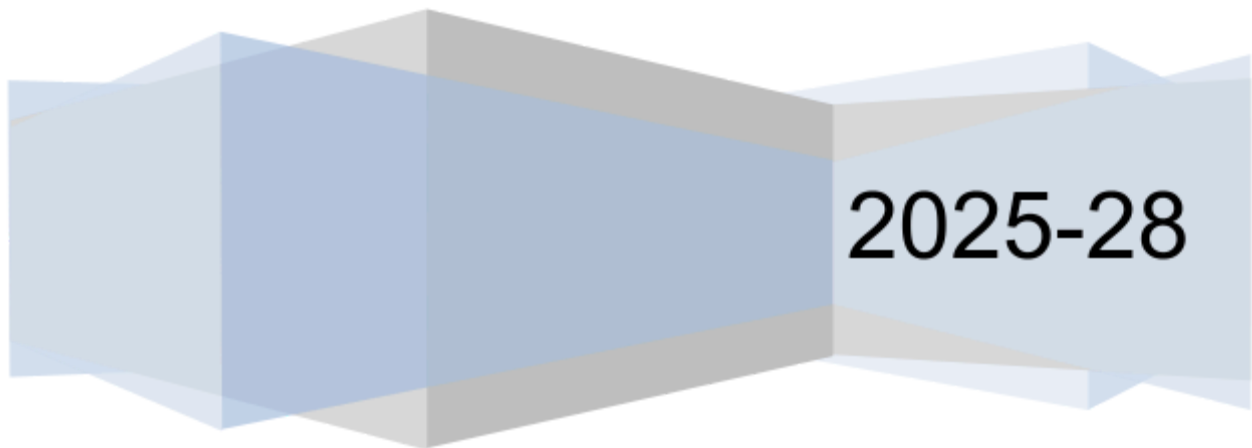


# Franklin Community Schools School Improvement Plan

Franklin Community High School  
(3445)

2600 Cumberland Drive, Franklin, IN 46131  
Mr. Steve Ahaus, Principal



**Franklin Community High School (3445)  
Franklin Community School District (4225)**

**Signature Page**

I have read and approved the Franklin Community High School's School Improvement Plan.

\_\_\_\_\_  
Dr. David Clendening, Superintendent

\_\_\_\_\_  
Date

Steven A. Ahaus

Mr. Steve Ahaus, Principal

8-22-2025

Date

I have read and approved Franklin Community High School's Professional Development Plan.

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Mr. Joe Setnor, President  
Franklin Community Teachers Association

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mrs. Becky Nelson, President  
Board of School Trustees

\_\_\_\_\_  
Date

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## 1. Vision, Mission, and Guiding Principles

Franklin Community High School supports and encourages the FCS district-wide mission, vision, and beliefs:

**Mission Statement:** Together, we empower greatness in all learners through collaboration, dynamic partnerships, and rich experiences that develop a world-class learning environment.

**Vision Statement:** Franklin Community Schools - where education is student-centered and innovative, and learners are inspired to become great!

### **Guiding Principles:**

**Communication:** Franklin Community Schools will share and receive information in a clear, concise, and timely manner.

**Individual Student Growth:** Franklin Community Schools will provide learning experiences that maximize individual student potential.

**Collaboration:** Franklin Community Schools will provide opportunities for teachers, students, support staff, and administrative leaders to work together to achieve common goals.

**Systemic Continuous Improvement:** Franklin Community Schools will utilize a fluid process that engages stakeholders in defining, analyzing, and evaluating possible solutions.

**Trust:** Franklin Community Schools will build an atmosphere of confidence through an open and transparent environment.

## 2. Educational Climate

### **Support for Academic Standards**

The school uses district-established, board-approved curricula aligned to the Indiana Academic Standards. Curriculum maps and pacing guides are used to plan and teach a standards-based curriculum aligned with the ILEARN Checkpoints. Teachers have engaged in cross-grade-level articulation of standards. A culturally responsive curriculum ensures that all students' cultural differences are recognized and appreciated. The curriculum is available to all families at the Central Office.

## Technology as a Teaching Tool

All students have access to a Chromebook for learning purposes. The district has online resources available for all content areas. Students in grades 3-12 transport their Chromebooks home daily. Devices are used to promote learning via IXL and eSpark while students are at home. These tools are used to assist with Tier II and III instruction. Furthermore, digital literacy is taught to all students in Grades K-6.

Devices are also used to enhance student, teacher, and parent collaboration and communication via the Google Suite, especially Google Classroom. The district-level technology coaches train teachers, parents, and staff on the tools necessary to promote student learning.

Protocols and criteria are used to review and select technology hardware, software, and instructional programs. The district has established procedures for maintaining technology equipment for students and staff. Sufficient infrastructure exists to support instructional, assessment, and operational needs.

## Career Development and Awareness

Career Awareness/Development Activities	
Career Simulation (JA/Biztown, etc.)	Job Shadowing
Guest Speakers	Senior Project
Career-focused clubs (robotics, ag, STEM, etc.)	Coop Programming
Career-focused classroom lessons focused on Employability Skills	Certifications/Credentials
Career-related courses	Job-Site Tours
Career day/fair or community day	College Go Week
Online career navigation program (BigCampus, etc.)	

## Safe & Disciplined Environment

Discipline rules are established and shared with students and parents via the student handbook. Students and parents sign off acknowledging that they have read and understood the expectations. Discipline rules are in place to prevent bullying. A suicide awareness and prevention plan is in place, and all required staff have been appropriately trained. High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff. Building teams meet with families once a student has accumulated five unexcused absences. All staff believe that all students can learn and consistently encourage students to succeed. The school develops staff capacity to create positive classrooms and school climates that are responsive to individual student needs.

Practices are also in place to ensure a safe school environment for all students and staff. These practices include:

- Detailed safety plans, which are maintained at the building and district levels,
- SROs assigned to all buildings,
- Criminal background checks for all staff and volunteers,
- The implementation of all required emergency drills,
- Bus evacuation drills for all bus riders,
- Locked classroom and outside doors during the school day,
- Tabletop safety scenarios at monthly cabinet meetings,
- Monthly building safety team meetings,
- On-site school counselors in every building (Licensed mental health therapists or social workers are housed at the intermediate, middle, and high schools.),
- A tobacco-free campus,
- Regular classroom lessons focused on the Employability Skills taught by school counselors in Grades K-8, and
- Behavior interventions in all buildings.

## 3. Student Data & Assessment Plan

❖ Indiana Graduates Prepared to Succeed (GPS) Dashboard: [Link](#)

*\*\* We know that students are more than a single test score. In addition to academic mastery, Indiana GPS will elevate a number of key characteristics essential to preparing Indiana's students for their futures, whether they choose employment, enrollment, or enlistment leading to service. - Indiana DOE*

❖ Summary of Data

<b>FCHS Baseline Data + Targets for Improvement</b>					
<b>Indicator</b>	<b>Baseline (2023–24)</b>	<b>Secondary Baseline (2024–25)</b>	<b>Year 1 Target (2025–26)</b>	<b>Year 2 Target (2026–27)</b>	<b>Year 3 Target (2027–28)</b>
Graduation Rate (with waivers)	<b>92.0 %</b>	Not Yet Available	93 %	94 %	95 %
Graduation Rate (excl. waivers)	<b>81.6 %</b>	Not Yet Available	86 %	90 %	92 %
SAT Composite Score	<b>956</b>	<b>956</b>	960	970	980
SAT E/LA	<b>492</b>	<b>496</b>	500	510	520
SAT Math	<b>457</b>	<b>460</b>	465	475	485
FCHS Attendance ( ≥ 94 %)	<b>56.60%</b>	<b>59.50%</b>	63%	67%	70%

Franklin High School is focused on showing growth in the areas of graduation rate, SAT performance, and attendance rate. These areas, as defined by the state of Indiana, are important for students to be successful in high school. They also promote important skills that will prepare students to be successful as they move beyond high school.

Student graduation rate is one of the most important statistics for any high school. Franklin High School tracks both the overall graduation rate and the non-waiver graduation rate. The overall graduation rate has remained consistent for many years, somewhere between 90% and 92%. In recent years, the school has experienced a dip in the non-wavier graduation rate. The goal is for the school to close the gap between the overall graduation rate and the non-wavier graduation rate, as well as continue to target a 95% overall graduation rate.

Academically, the State of Indiana uses the SAT as an accountability measure. Franklin uses the SAT Composite Score, as well as the breakdown between E/LA and Math, as key data points. There is an understanding that not all students take the SAT with plans to attend a college or university; however, it can still be used as an academic checkpoint for students in the areas of math and language arts. The high school saw slight improvement in E/LA and math scores in 2024-25, with the composite score holding steady. Goals have been set to increase all three measures.

Attendance can be a key factor in ensuring success for high school students. Franklin High uses the Indiana GPS measure for tracking attendance rates for students. The percentage shown is the percentage of students who attend 94% or more days of school for the school year. The high school saw a slight increase in attendance from 2023-24 to 2024-25, and has set goals for increasing that percentage in the future.

## ❖ Assessment Plan & Data Collection Timeline

Franklin High School will have goals in place for graduation rate, SAT performance, and attendance rate. The school will find out if these measures are met at the conclusion of each school year. SAT performance measures and overall attendance are provided each summer, while the graduation rate is typically revealed in the fall of the following school year. Processes are in place during the school year to monitor attendance, prepare for the SAT, and track students who are on track for graduation. However, official numbers are provided by the State of Indiana or the College Board after each school year has concluded.

## 4. School Improvement Plan

### Attendance Goal

#### Strategy 1:

Attendance Rate - Weekly monitoring of attendance in the areas of trancies and other unexcused absences. Development of intervention strategies, including consistent checks of attendance and increased parent contacts, is used. To address issues, staff will also use an intervention process with students, including discussions, warnings, attendance contracts, incentives, and alternative options. This could include possible consideration for Alternative Education, Franklin Academy, or discipline steps.

#### Strategy 2:

Incentive Committee - A team of teachers, two Deans of Students, a Dean of Attendance, and the high school administration meet regularly throughout the school year to discuss incentives, survey students and teachers, and continue to develop incentives for students. Areas of attendance, such as tardies, trancies, and the number of days missed, will be considered in order to decrease the number of students who miss school.

#### Strategy 3:

Behavioral Interventionist/COACH/Dean of Attendance - A staff member who will work individually and with individual students to help set goals, provide comprehensive classroom instruction for those students falling behind, and develop strategies and interventions to support a wide range of struggling students.

### Graduation Goal

Graduation Rate - Tracking Cohort Students - Continue accountability/tracking system of all students, especially those placed in Franklin Academy. The Assistant Principal and Counselors will track credits earned, attendance, and monitor online course progress; staff will create a graduation progress monitoring checklist, track progress and attendance logs, and implement appropriate intervention steps.

#### Strategy 1:

Continued semester credit checks by school counselors for a recommendation on placement, depending



upon credit deficiency or individual student needs. Counselors and administrators communicate with teachers and set up meetings with students to discuss progress.

**Strategy 2:**

COACH - Each teacher will have at least 80 minutes during the week to meet with students, provide remediation, or work on enrichment opportunities for other students, and tutoring opportunities for students. These activities are to track student progress and monitor progress toward graduation.

**Strategy 3:**

Reduce the number of days of suspension due to attendance or behavior issues. With better attendance, students will have a greater chance of staying on track to graduate. School administrators, along with Deans will be tracking attendance and using attendance meetings as a way to communicate to students and parents.

## **SAT Goal**

FCBS and the state of Indiana have moved to the SAT as an accountability measure and assessment tool for Graduation Pathways. The goal is to achieve a passing rate above the state average on selected benchmarks set by the IDOE. We plan to develop strategies to reduce the number of students who need a waiver to graduate through Graduation Pathways.

**Strategy 1:**

SAT Assessment - Development of Graduation Pathways - FCBS will develop a rigorous program that will allow every student the opportunity to exhibit success by either meeting the state's requirements by passing the SAT or by completing a Graduation Pathway plan that allows a student to exhibit mastery of Math and English skills. The SAT will be offered to juniors school-wide, and the PSAT offered to freshmen, sophomores, and juniors.

**Strategy 2:**

SAT Assessment - Use of IXL portal and IXL Data - Use of continuous IXL data to track student progress in grades 9 & 10 by both the Math and English departments. Utilize IXL data to intervene early and provide instructional strategies based on specific areas of weakness. Use of the IXL Data to prepare students before taking any assessments and to further develop their Math and English skills. Teachers use COACH times to work with individuals to increase their weak math skills.

**Strategy 3:**

SAT Assessment - Evaluation of the Structure - We will evaluate Math and English courses and supports. We will add courses or redesign courses to support the SAT and Graduation Pathways requirements.