

# **School Improvement Plan (SIP) 2018-2019**

**Northfield Jr./Sr. High School**

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# SIP

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### 1. Community Profile

Northfield Junior/Senior High School (NHS) is a comprehensive public school with an enrollment of approximately 439 students in grades seven through twelve. The school is located on State Road 13, two miles north of State Road 24. The school community includes the northern part of Wabash County, including the small towns of Urbana, Roann, Richvalley and Lagro. The school building was first constructed in 1963 and underwent an extensive remodeling program in 1988 with other improvements completed in 2011.

#### 1.A. School Profile

The curriculum at Northfield is diversified, offering classes in thirteen academic departments. Course offerings range from practical and Voc-tech sections in several subjects to courses for the highly able, college-bound learner. Accelerated, enriched and/or advanced placement classes are offered in English, mathematics and science as well as dual credit classes. In addition, Northfield is a member of the Heartland Career Center cooperative, offering fourteen different half-day vocational programs. Special Education services are offered along with tutoring services to students through an At-Risk Tutoring or ISTEP+/ILEARN/ECA remediation program. Well-rounded curricular and extra-curricular student activities include choir, band, art, speech, drama productions, club activities, academic competitions, and athletics.

#### 1.B. Description and location of curriculum:

Curriculum is located on the Northfield Website [www.msdlwc.k12.in.us](http://www.msdlwc.k12.in.us)

#### 1.C. Assessment Instruments:

NHS uses AP, PSAT, SAT, NWEA, ISTEP+, ILEARN and ECA instruments in this analysis. Other areas of consideration: IXL, Read Naturally and Reading Counts.

## 2. Mission Statement:

Mission: Inspiring a community of learners to discover and achieve their passion and potential.

Core Values:

1. The NHS learning community upholds the importance of respect, responsibility, pride, and peacemaking.
2. All students can learn, and all students learn in different ways.
3. NHS fosters future growth towards personal and professional fulfillment.
4. It is the passion of NHS that all decisions are made in the best interest of the students.

## 3. Summary of Data derived from an assessment of past and current educational programming:

### 3.A. 2010-2011

Category	NHS	Indiana
Attendance Rate	96.6	95.9
Graduation Rate	94.1	86
Percent of Academic Honors Graduates	23.2	30.4
Percent of CORE 40 Graduates	37.9	49.6
Percent of General Graduates	38.9	20.0
Percent of Graduates Taking SAT	62.1	61.3
Average SAT Score	985	990
Percent of Graduates Taking AP	33.7	30.6
Percent of Graduates Passing AP	5.3	13.4
ISTEP+ Passing English/LA and Math	68.6	72.4
ECA Passing English 10 and Algebra I	66.7	68

2011-2012

Category	NHS	Indiana
Attendance Rate	97.3	96.1
Graduation Rate	98.7	88.6
Percent of Academic Honors Graduates	28.4	32.3
Percent of CORE 40 Graduates	43.2	49.6
Percent of General Graduates	28.4	18.1
Percent of Graduates Taking SAT	67.6	62.5
Average SAT Score	974	989
Percent of Graduates Taking AP	40.5	32.6
Percent of Graduates Passing AP	5.4	14.8
ISTEP+ Passing English/LA and Math	68.6	72.4
ECA Passing English 10 and Algebra I	73.3	71.5

2012-2013

Category	NHS	Indiana
Attendance Rate	96.7	95.8
Graduation Rate	90.7	88.6
Percent of Academic Honors Graduates	27.3	34.8
Percent of CORE 40 Graduates	48.9	50.5
Percent of General Graduates	23.9	14.7
Percent of Graduates Taking SAT	61.8	62.0
Average SAT Score	953	987
Percent of Graduates Taking AP	33.8	33.4
Percent of Graduates Passing AP	5.9	16.5
ISTEP+ Passing English/LA and Math	63.5	73.7
ECA Passing English 10 and Algebra I	61.4	70.4

2013-2014

Category	NHS	Indiana
Attendance Rate	96.9	96.1
Graduation Rate	95.8	90.0
Percent of Academic Honors Graduates	30.9	34.8
Percent of CORE 40 Graduates	45.6	50.5
Percent of General Graduates	23.5	14.7
Percent of Graduates Taking SAT	61.8	60.3
Average SAT Score	1010	991
Percent of Graduates Taking AP	33.8	33.4
Percent of Graduates Passing AP	5.9	16.5
ISTEP+ Passing English/LA and Math	61.6	74.7
ECA Passing English 10 and Algebra I	78.4	73.3

2014-2015

Category	NHS	Indiana
Attendance Rate	96.3	95.8
Graduation Rate	94.2	88.7
Percent of Academic Honors Graduates	35.8	36.1
Percent of CORE 40 Graduates	38.3	50.4
Percent of General Graduates	25.9	13.5
Percent of Graduates Taking SAT	69.1	61.4
Average SAT Score	976	989
Percent of Graduates Taking AP	38.3	34.0
Percent of Graduates Passing AP	7.4	18.3
ISTEP+ Passing English/LA and Math	32.9	53.5
ECA Passing English 10 and Algebra I	63.5	65.4
Percent Pursuing College/Vocational School	78.4	73.3

2015-2016

Category	NHS	Indiana
Attendance Rate	96.4	95.8
Graduation Rate	91.7	89.1
Percent of Academic Honors Graduates	30.3	37.9
Percent of CORE 40 Graduates	50.0	49.9
Percent of General Graduates	19.7	12.2
Percent of Graduates Taking SAT	66.7	61.7
Average SAT Score	1120	1073
Percent of Graduates Taking AP	40.9	34.9
Percent of Graduates Passing AP	13.6	18.3
ISTEP+ Passing English/LA and Math	42.0	51.6
ECA Passing English 10 and Algebra I	19.8	32.2
Percent Pursuing College/Vocational School	N/A	N/A

\* N/A = This information has not been generated or released by the IDOE at the time of this submission.

2016-2017

Category	NHS	Indiana
Attendance Rate	96.1	95.7
Graduation Rate	100	87.2
Percent of Academic Honors Graduates	34.8	38.9
Percent of CORE 40 Graduates	47.0	49.8
Percent of General Graduates	18.2	11.3
Percent of Graduates Taking SAT	66.7	63.0
Average SAT Score	1120	1073
Percent of Graduates Taking AP	33.3	35.7
Percent of Graduates Passing AP	18.2	17.4
ISTEP+ Passing English/LA and Math	29.9	34.3
ECA Passing English 10 and Algebra I	N/A	N/A
Percent Pursuing College/Vocational School	N/A	N/A

2017-2018

Category	NHS	Indiana
Attendance Rate	96.7	N/A
Graduation Rate	N/A	N/A
Percent of Academic Honors Graduates	N/A	N/A
Percent of CORE 40 Graduates	N/A	N/A
Percent of General Graduates	N/A	N/A
Percent of Graduates Taking SAT	N/A	N/A
Average SAT Score	N/A	N/A
Percent of Graduates Taking AP	N/A	N/A
Percent of Graduates Passing AP	N/A	N/A
ISTEP+ Passing English/LA and Math	N/A	N/A
ECA Passing English 10 and Algebra I	N/A	N/A
Percent Pursuing College/Vocational School	N/A	N/A

\* N/A = This information has not been generated or released by the IDOE at the time of this submission.

2018 - 2019

This information has not been generated or released by the IDOE at the time of this submission.

### 3.B. Data/Charts related to performance indicators

The following data are from the IDOE web site or self reported. When available, comparative average data from the state will be utilized. Data from these sources will be utilized in the Conclusions section (4).

#### NWEA Data

Northfield will be tracking NWEA results during the 2018-2019 school year to assist with forming instruction.



## Indiana Statewide Testing for Educational Progress Data (ISTEP+ Data)

Northfield continues to develop plans to improve those students who have passed as well as those who need remediation. The starting focus of the PLC was to create a remediation period to assist students who were not meeting expectations on the standards and standardized tests. A 32-minute period was created out of an 18-minute Homeroom by reducing the passing periods to 4 minutes and starting school 5 minutes early. This was done without adding any expense to the school corporation. The “Norse Time” is used to remediate and accelerate all students using various teaching methods.

## End of Course Assessments (ECA)

ECA are graduation requirement tests administered at the end of the Algebra I and English 10 courses. Students who do not pass receive remediation and will retake the test to meet the Indiana state graduation requirements. Other content areas (Biology) of ECA are currently being piloted for baseline and testing data, but do not currently have passing requirements. The Norse Time is also used to assist these high school students.

## 3.C. Other information about educational programming and the learning environment

Northfield endorses and encourages participation in the extracurricular activities that support the application of academic skills learned in the classroom setting. Listed below are some examples.

Extracurricular Academic achievements: Academic achievements and extracurricular contests prove students’ success. The following information identifies and celebrates NHS students’ achievements.

- Math: Calendar Contest
- Math: SIGMA math contest
- Math: MATHCOUNTS
- Math: Study Island
- AMC 8: Participation
- AMC 10-12: Participation
- Math: Wabash County JH Math Contest
- Reading Counts: All 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade students participate by reading books from the RC lists (over 4,000 to choose from). Sixty top readers are rewarded with pizza parties and a Laser Tag field trip
- Wabash County Public Library poetry contests: Several students enter
- Battle of the Books: Participation and success
- Kiwanis Spelling Bee: Junior high students compete in the countywide spelling bee.
- Optimist Speech Contest
- Voice of Democracy: Speech contest sponsored by VFW
- National Forensic League: Participation and success
- Windy City experience: Participation
- Choir: Participation in Indiana All-State Honors choir. Women’s Vocal Ensemble advanced to the State level Festival, sponsored by the Indiana State School Music Association; four vocal soloists advanced as well.
- Choir: A Cappella Choir is invited to the South Adams Choral Festival. Choir students were chosen by audition to participate in the Wabash All County Honors’

- A Cappella Choir was invited by Indiana's News Center to participate in their annual broadcast Sounds of the Season holiday special.
- Art: Northfield art and photo students were the only students from Wabash County to have work accepted to the Regional Scholastic Art Show in Ft. Wayne. Approximately 2500 pieces were entered from this region of Indiana, and only about 250 were judged to be in the show. A portion was then judged to go on to New York for the National Scholastic Art Show.
- Ag contests: Success at District Livestock Judging, Dairy Judging Team and one young lady qualified as an individual for State Dairy Competition
- Band: Entire band competed at area organizational contests, individual band members competed at area ISSMA Solo/Ensemble contests, and students participated in County Honor's band program. In addition, the Jazz Band participated in the Purdue Jazz Festival.
- Key Club: Students attended the Key Leader Convention.
- Speech Team: Competed in a Regional Competition.
- Enrichment trips were started for the high school students to visit New York.
- Enrichment trips have also started for the Jr. high students to visit Washington DC.

## 4. Conclusions:

### 4.A. Curriculum supports Indiana Academic Standards:

NHS fosters academic growth by integrating the Indiana College and Career Ready Standards. Examples: All freshmen are required to enroll in the Preparing for College and Careers course. Teachers use Indiana Career Explorer, and visit Ball State University. Sophomores tour Heartland Career Center.

### 4.B. Analysis of student achievement based on ISTEP+:

Northfield High School assessed students using several methods. Using ISTEP+, PSAT, SAT, AP, NWEA, and ECA, Northfield ranks near state averages for the last ten years.

Northfield continues its effort to improve reading, writing, and mathematics across the curriculum as well as an emphasis on state standards and curriculum alignment.

Because the state has changed its standardized testing Northfield will be phasing out ISTEP and phasing into ILEARN.

### 4.C. Parental Participation:

Northfield works to foster strong relationships between positive parental involvement in school and student success.

#### **Means of Communication**

The following is a partial list of ways parents and teachers (or school personnel) can and do communicate.

- Parents can contact teachers via e-mail and through the school website. Facebook is used to provide information.
- Parents can contact teachers through voicemail.

- Grades are readily available using Skyward as the student management system. Parents are also able to access attendance, discipline, schedule, and foodservice to keep up-to-date concerning many areas of parent interest. There is also a free app which can be downloaded on smartphones.
- Course and curricular outlines are provided.
- The corporation curricula are located on the MSDWC web site.
- Informal parent-teacher conferences were scheduled by parent requests.
- Formal parent-teacher conferences are scheduled one evening during the school year.
- Links to helpful websites are provided on some teachers' school web sites.
- The school webpage and Facebook page provide daily announcements, weekly event calendars, school news, menus, and upcoming events.
- A newsletter is pushed on each student's MacBook Air computer four times per year along with being e-mailed to parents and put on the school's Facebook page.
- IEP conferences are held throughout the school year.
- Coaches have parent informational meetings before all seasons begin.

#### **Means of Community/Parent/School Involvement.**

- A Booster Club has been formed for all athletic teams.
- Parents are utilized as chaperons on field trips including extended ones to such places as Orlando, Montreal, New York, Washington D.C., Italy, Great Britain, and France.
- Parents help with school activities (e.g. concessions, Band Boosters, school plays/musicals, dinners honoring coaches, and athletic team meals).
- Orientation meetings are held for incoming 7th and 9th grade students
- Parents are encouraged to be involved on the corporation committees.
- Local entities supported school efforts. Examples are the Kiwanis "Self Reliance Awards", Ford Meter Box donations, Indiana Ethanol, Chamber academic luncheon, and Kiwanis-sponsored Key Club.
- Crossroads Junior Board of Directors
- Mayor's Youth Council for Wabash City

#### **4.D. Technology as a Learning Tool:**

Northfield Jr./Sr. High School uses technology to deliver curriculum and to enhance the learning environment of its students. On Friday, August 24, 2012, NHS rolled out the 1:1 initiative by deploying MacBook Air laptop computers to all of the students. MSD of Wabash County has adopted the SAMR Model of technology infusion. Technology can be infused at various levels: Substitution, Augmentation, Modification, and Redefinition. Our goal is to work toward redefinition with every tool. For more information, ideas, and example lessons, visit <http://www.msdlc.k12.in.us/samr>

Students have completed assignments using technology learning management systems such as Edmodo and MyBigCampus. Skyping, Interactive White Board use, and Internet based curriculum are other methods used in the classroom. Digital textbooks will also be used when available.

#### 4.E. Safe and Disciplined Learning Environment:

NHS designated a safety committee comprised of school staff in the building. This committee established a school-based program designed to reduce the potential or actual existence of harmful situations. The Dean of Students, a state-certified school safety specialist, chairs this committee. The table of contents for this document follows

## METROPOLITAN SCHOOL DISTRICT OF WABASH COUNTY SCHOOL SAFETY PLAN

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Safety Changes

Recent safety changes include labeling doors for EMS workers, locking external doors during the school day, implementation of the safety plan, lock-down drills for staff and student body, and in-servicing staff on all precautions. The school improvements in 2011 included a state of the art call-in system for all visitors. Other safety changes that have taken place include AED training for staff, staff in-service with Wabash County Sherriff’s Department on drugs, school safety committee and meetings, dog searches by the Wabash County drug task force, electronic key fobs and ID badges for staff, school safety bags for each classroom, evacuation and tornado drills for staff and student body, “Handle With Care” training, new radios for school administration, and the creation of a staff emergency response team; also the implementation of red/green cards in safety bags to take outside in emergency situations such as a fire drill or evacuation, to determine missing or extra students. The green card held up by the teacher communicates that all students are present, while the red identified missing or extra students in the group. Since the spring of 2014, the fire alarm system has been online with the local fire stations. In the summer of 2014, new security cameras were installed throughout the building. Others will be added to the system as monies become available. Safety table top activities have been added to staff and faculty meetings and Northfield is also piloting the new delayed evacuation to all fire drills for the corporation.

Student Safety/ Behavior

Day Reporting is a Wabash County program through the Probation Department that addresses severe behavior problems. The school works closely with the Wabash County Probation and the Wabash County Sherriff’s Departments.

Starting in 2009-10, tardies, attendance, and dress code violations all counted as discipline referrals. Using the old formula and methods of counting showed a 17.5% decrease in discipline referrals. This decrease was a direct result of the Norse Honor Positive Behavior Implementation System (PBIS). NHS fully expects to see future decreases in discipline. NHS continues to see positive results as part of the PBIS program.

Infractions Summary

<b>Infraction</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
ALC	2	0	0	3	0
ATT*	84	23	155	90	62
BUS	26	32	14	9	11

CAF	8	7	0	0	1
CHE	4	1	1	1	3
CHW	0	0	1	0	0
CLO*	25	7	68	47	29
CON	1	5	13	4	3
CUT	77	29	12	13	12
DIS	218	110	93	60	34
DRI	1	1	2	1	0
DRU	0	7	9	0	4
DRV	1	6	6	2	0
ELE	117	116	71	72	39
EXC	3	11	4	0	2
FAC	7	3	22	17	22
FEU	4	6	7	2	5
FIG	17	27	22	16	10
FPE	19	4	3	4	13
FSD	22	4	10	0	0
GAN	0	0	1	0	0
HAR	16	12	7	6	2
HOR	22	31	9	14	14
INS	177	60	34	28	36
INT	3	2	21	9	7
ITD	9	1	1	7	1
LAB	30	18	24	4	5
LYI	6	1	0	6	0
MED	0	1	0	0	0
NOO	0	0	2	0	0
OBS	16	19	15	6	7
PRO	68	40	28	28	26
PUB	0	0	2	0	3
RES	9	6	20	9	10
SCU	12	17	1	4	4
SEX	0	0	5	4	2
TAR*	96	136	208	113	170
THE	1	5	6	5	4
THR	10	6	7	2	1



TOB	12	1	7	10	2
TRU	31	34	2	15	10
VAN	10	6	0	1	5
VOC	5	4	0	0	0
WEA	1	0	4	1	2
TOTALS	977	670	486	367	399

\*These categories are tracked a different way starting in 2009-10 school year and thus are not counted in the overall trending number. In 2011-2012, some categories are not represented.

Infractions Summary

Starting in 2012-2013, the categories have been changed to reflect the discipline matrix/grid that is in the student handbook.

Infraction	2012-2013 **	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Action endangering others	11	8	8	2	14	3
Aggressive behavior	12	7	7	4	0	1
Alcohol/Controlled substance	4	2	12	2	0	2
Arson/Fireworks	0	0	0	0	0	0
Assault	0	0	0	0	0	0
Bullying/Harassment/Threats	7	10	7	7	7	1
Cheating/Plagiarism	12	3	5	3	15	5
Computer/Internet Violation	123**	107	60	24	40	30
Dangerous foreign object	1	1	2	0	0	0
Detention not served	3	11	28	41	23	17
Disrespect shown adults	30	15	16	19	42	19
Disruptive behavior/Disturb class	39	81	65	74	83	64
Dress Code	24	18	12	9	3	7
Electronic device/during school	19	14	15	20	8	18
False alarm/Bomb threat	0	0	0	0	0	0
Fighting	23	11	7	4	3	1
Horseplay/Scuffling	10	18	10	11	11	2
Insubordination	24	67	71	83	97	32

Friday School not served	0	0	6	0	0	0
Misbehavior on bus	14	19	21	27	21	23
Parking Lot/Driving violation	1	0	0	2	1	5
Profanity/Inappropriate language	29	12	13	19	21	17
Public display of affection	8	2	0	1	0	0
Restricted area	6	2	0	0	0	0
Sent to office/Removed from class	10	0	3	0	1	0
*Tardy per class (semester)	153	***169	111	169	163	82
Theft	4	6	3	2	2	2
Tobacco	4	12	4	3	5	10
Truancy/Skipping class	32	16	17	10	12	7
Unexcused absences (semester)	52	77	56	37	22	30
Vandalism	4	13	2	1	5	0
Weapons	1	0	0	0	1	0
6 detentions (semester)	0	1	4	3	3	0
No dress (PE)	0	0	0	0	0	0
Sexual behavior	0	4	0	0	0	0
Lack of Effort	0	2	17	9	5	7
Missing HW	0	2	1	3	13	8
<b>Totals</b>	<b>507</b>	<b>541</b>	<b>472</b>	<b>420</b>	<b>458</b>	<b>311</b>

\*These categories are tracked a different way starting in 2009-10 school year and thus are not counted in the overall trending number.

\*\*First year for 1:1 (MacBook Air)

\*\*\*First full year of 4-minute passing period

#### 4.F. Professional Development

Professional development occurs during staff meetings. Teachers better understood the correlation of academic standards and curriculum alignment. Throughout the year, time was spent on collaboration within departments, creating an atmosphere of sharing and learning. Curriculum and teaching strategies were discussed and improved better classroom-learning environments. Training in classroom technology improved curriculum delivery by implementing the use of the interactive white boards, Edmodo, MyBigCampus, and other strategies. Teachers were also involved in Apple training as part of the 1:1 initiative.

## 5. Student Achievement Objectives:

### 5A. Attendance Rate

Northfield continues to exceed the state average in overall school attendance. The goals are to reduce the frequency of 1-2% of the Northfield students who are habitually absent and to continue to have 96% or above overall attendance. (See #12 below.)

NHS 10-11 Attendance 96.6%	State Average 10-11 95.9%
NHS 11-12 Attendance 97.3%	State Average 11-12 96.1%
NHS 12-13 Attendance 96.7%	State Average 12-13 95.8%
NHS 13-14 Attendance 96.9%	State Average 13-14 96.1%
NHS 14-15 Attendance 96.3%	State Average 14-15 95.8%
NHS 15-16 Attendance 96.6%	State Average 15-16 95.9%
NHS 16-17 Attendance 96.1%	State Average 16-17 95.7%
NHS 17-18 Attendance 96.7%	State Average 17-18 N/A
NHS 18-19 Attendance N/A	State Average 18-19 N/A

### 5.B. Percentage of Students Meeting Academic Standards

The goal of NHS and the state of Indiana is a 90% passing rate of ECA and ISTEP.

### 5.C. Graduation Rate / College Readiness

Graduation rate is a concern. The NHS goal is to reach and exceed a 90% graduation rate. The target area of growth is with “free/reduced lunch” students.

## 6. Academic Honors Diploma and Core 40:

The school has made multiple efforts to raise parent, student and community awareness regarding the value in attaining an Academic Honors Diploma and the CORE 40 Diploma. These options have been presented in print media, at various parent orientation meetings, and to students, both individually and in-group settings. Every freshman is started on the Core 40 Diploma track. The guidance staff continues to counsel students toward the acquisition of the Academic Honors Diploma when academic ability dictates.

Northfield will continue to increase the percentage of students obtaining an Academic Honors Diploma. The challenge of all students obtaining an Academic Honors or CORE 40 Diploma will be one requiring perseverance and creativity, especially in the areas of special needs and socioeconomic status. One of the ways we will work to achieve this goal is through the promotion of the Core 40 with Technical Honors Diploma.

## 7. Areas needing improvement:

### Goal 1 - Academics:

- NHS will continue to improve graduation rate and state mandated test scores with all students. The goal is 90% for both.
- NHS will promote expanded opportunities in AP and dual credit opportunities. The goal is that 25% will pass an AP or IB exam or earn college credits.
- NHS will focus on implementation of College and Career Ready Standards.
- NHS will continue to improve ISTEP+, ECA, and AP scores.

### Goal 2 – School Environment:

- Positive Behavior Intervention Systems (PBIS) will continue to advance from Tier Two to Tier Three interventions, which include specific student behavior concerns. (Norse Honor incentives)
- The Behavior Action Team (BAT) will identify and intercede with needed interventions. (Catchup Café and Norse Study Tables)
- Increase availability and implementation of technological advances.

## 8. Benchmarks for Progress:

### Goal 1: Academics

- A. An increase in the number of special needs and low-income students passing ISTEP+ will be accomplished. 90% for the total population is our goal.
- B. PSAT, SAT and AP scores will improve.
- C. NHS will expand its dual credit course offerings.

### Goal 2: School Environment

- A. A 4:1 positive to negative PBIS positive to negative referral ratio will be achieved or exceeded.
- B. Grade level teams will monitor student behavioral trends.
- C. Staff will be encouraged to become certified in dual credit status. NHS hopes to have at least one additional dual credit opportunity.
- D. Documentation will show increased student and teacher usage of technology.

## 9. Proposed Interventions:

### Goal 1: Academics

- A. Students who fail to meet the ECA math and/or English requirement are assigned to Norse Time (32 minutes). Math and English labs are also utilized. All students who will be taking part in standardized assessments are also using Norse Time to improve the standards that they are learning.
- B. Students who have failed semester 1 algebra take it again second semester.
- C. The transition to College and Career Ready Standards for math and English/language arts was started during 2014-2015 school year.
- D. Alternative education opportunities will be offered through the Indiana Online Academy and Edmentum credit recovery and/or accelerated programs. Furthermore, remediation will consist of ECA, NWEA, At-Risk tutoring, IXL and additional interventions determined by grade level teams.
- E. AP Classes will emphasize the benefits of taking and scoring a 3+ on the AP exam and will increase the number of students that earn a 3+ score. Funding for teachers to attend AP workshops will be provided.
- F. Qualified teachers will be encouraged to attend dual credit informational and training meetings.
- G. In order to help raise AP student scores, we are sending teachers to the AP conferences at Butler University.
- H. Standardized test scores will be monitored and evaluated. (Google Drive document and Pivot program for teachers)
- I. Academic Competitions, such as math competitions, writing competitions, Academic Super Bowl, agriculture competitions, and art competitions will be encouraged and funded.
- J. Box Tops for Education will be utilized to fund print media resources.
  
- K. Professional Learning Communities continue to work for school improvement.
- L. Catchup Café is another intervention that began in December 2013 and has been a motivator for many students.

### Goal 2: School Environment

- A. PBIS will be implemented to reward students who illustrate the traits of pride, respect, responsibility, and peacemaking.
- B. A PBIS student (both junior high and senior high) of the week will be drawn from the positive referrals for a prize.
- C. Northfield will continue to revise the student handbook for school stakeholders to use as a reference and resource. The handbook is designed for students to meet high expectations for proper school behavior, attendance, and other school successes.
- D. Parent/Teacher conferences will be held as permitted by the state and will provide opportunities for parents and teachers to discuss the progress of their student. Teachers will communicate with selected parents based on student's academic and behavioral performances and invite them to attend conferences.

- E. School stakeholders will implement “Intervention Assistance Plans” with students who are “at risk” due to academics, attendance, and/or behavior concerns as part of the PBIS plan.
- F. Grade level teams will meet twice a month to discuss student concerns reported by faculty members and provide interventions.
- G. NHS will broaden NHS students’ worldview through developing programs for interdisciplinary units, service opportunities, fostering student travel, and promoting guest speakers.
- H. Edmodo, MyBigCampus, and other technologies related to our 1:1 MacBook Air programs are utilized. (Online resources, uses interactive websites, and shared learning communities.)
- I. School-wide Wi-Fi will be utilized.
- J. Online and electronic resources and textbook use will be encouraged.
- K. Modified RISE will be the evaluation program for certified faculty members. Standard for Success will be the software program used to implement the evaluation.
- L. Every student will competently utilize his/her MacBook as a learning tool.
- M. Anti-Bullying prevention and intervention programs are taught to all students and staff. (Digital Citizenship standards are taught to junior high students to help prevent cyber-bullying.)

## 10. Professional development coordinated with proposed interventions:

Intervention	PD Opportunity
Best Practices	Teachers will choose professional development opportunities based on the school and corporation goals.
Technology	Additional training on MacBook Air computers, Internet-based programs, and MyBigCampus. Tech team support during prep period tech assistance.
Standardized tests	Teachers meet, discuss, and evaluate scores. Strategies will be discussed to increase scores. Special education

instructors will meet with core area teachers to discuss and develop strategies that will increase scores.

School Climate

Social Committee, faculty advisory, PBIS and Professional Learning Communities.

## 11. Three Year Continuum

### School Improvement Continuum: 2017 - 2019

1. Northfield Jr./Sr. High School will implement strategies derived from the data collected from our grade level teams, Norse Honor, and "F" Watch list. Focus will be on Tier Two interventions.
2. Integration of technology into curriculum will continue.
3. NHS will continue to implement a new student handbook and the new guidelines will be followed and revised as needed to maintain consistent rules and communication.
4. AP and dual credit classes will be emphasized.
5. NHS will continue peer-tutoring and additional remediation programs for students that struggle.
6. NHS will continue to improve the PBIS program.
7. College and Career Ready Standards will be integrated.
8. Junior High classes will be scheduled to maintain manageable class sizes to implement effective classroom strategies when possible.
9. Specific students will have their classes hand-scheduled to help avoid student conflict.
10. Standardized test data in English, Math, Social Studies, and Science will be analyzed.
11. Special Education teachers will meet to develop modified strategies for the needed skill development.
12. PBIS and grade level teams will evaluate school-wide behavior trends.
13. Department level meetings will occur to evaluate and collaborate on data regarding strengths and areas in need of improvement.

14. The Professional Development Module will continue to be improved and revised.
15. Alternative forms of education will continue to be evaluated and implemented.

## A. Cultural Competency Component: 2018-2019

The Northfield School Improvement Team will continue to focus upon the two sub populations for 2018-2019: exceptional learners and diverse socio-economic groups.

Strategies previously implemented to enhance learning opportunities and educational performances are listed below.

### Exceptional Learner

1. Inclusion of academic special needs and transition students into regular classes across the curriculum.
2. ISTEP+ remediation scheduled as a class during the regular school day and summer school opportunities are provided for remediation.
3. The Area Program transition team will continue to provide guidance to NHS.
4. AP and dual classes continue to be offered as stand-alone classes and not in conjunction with course offerings as is done in some other settings.
5. An “at risk” advocate is employed to help students who are struggling academically but who do not qualify for special education services.

### Diverse Socio-economic Backgrounds

1. Because research supports the concept that a proper breakfast is linked to superior academic performance, breakfast is provided for those who qualify for free meals as well as to the general population.
2. Promote and foster tolerance and understanding of others.
3. Financial support from the school for needy students in the form of food, money, supplies, and payment for educational field trips.
4. Access to free medical care through compassionate local doctors arranged by school personnel.
5. Modeling for the students the responsibility of citizenry to assist those in need through participation in Toys for Tots (made by tech class), Operation Christmas Child/Samaritan’s purse, donation of 3000+ cans of food to local mission, concerts at local nursing homes, assistance to the elderly.
6. Northfield Key Club promotes service leadership.
7. Community Foundation funds financial aid seminar to assist students to find viable sources for funding a college education.



8. Two free counseling sessions are provided at the local mental health center for any student at Northfield who has such a need

## B. NHS Technology Plan for 2018-2019:

The NHS and MSDWC technology plans can be found on the Indiana Department of Education website.

## C. NHS Course Selection and Graduation Requirements for 2018-2019:

The NHS Course Selection and Graduation Requirements are available on the school website.

## 12. Chronic Absence Reduction Plan

During the 2013 legislative session, state lawmakers enacted new legislation that redefined chronic absenteeism and habitual truancy in Indiana. The legislation also introduced new requirements for all of the state's schools. Effective July 1, 2013, IC 20-19-3-12.2 requires all schools with a 'B-grade' or lower must develop a chronic absence reduction plan as a component of their school improvement plan. The plan must include an analysis of school-level attendance data as well as a description of the prevention and intervention activities that will be used to improve student attendance. The legislature directed the Indiana Department of Education to develop resources for school districts to assist them in deploying evidence-based interventions that have been shown to effectively reduce chronic absenteeism and truancy. One of the primary goals for this synthesis is

thus to provide resources to educators that can be used to improve student attendance in accordance with Senate Enrolled Act 338-2013 and IC 20-19-3-12.2.

<http://www.doe.in.gov/sites/default/files/attendance/sample-high-school-attendance-plan.pdf>

### **Chronic Absenteeism**

- [Contributing Factors of Absenteeism](#)
- [Preventing Chronic Absenteeism & Truancy](#)
- [Model Chronic Absence Reduction Plans](#)
- [Resources & Research](#)

### **School-wide Attendance Goals**

NHS will improve student attendance by:

Providing attendance incentives

Keeping accurate records and communicating with students and parents

The school goal is 96%

### Analysis of School Attendance Data

NHS Dean of Students and Attendance Secretary work hourly and daily to keep students and parents accountable for attendance.

### Student Connections Team

The PBIS and BAT committees receive the attendance data monthly to review. Both general and individual attendance concerns are discussed and acted upon.

### Analysis

The data is used to affect a positive change.

2013-2014 Data by grade:

Attendance								Perfect Attendance	Best Class
2013-2014	7th	8th	9th	10th	11th	12th	Total	Pizza	Ice Cream
1	<b>98.27</b>	97.27	97.34	97.77	97.8	97.63	97.63	132	7th Grade
2	96.8	96.4	96.71	<b>97.1</b>	96.67	96.57	96.62	67	10th Grade
Semester 1	97.535	96.835	<b>97.025</b>	97.435	97.235	97.1	97.125	<b>sem. 1 = 199</b>	
3	96.48	95.06	95.69	96.76	95.65	<b>97</b>	96.08	77	12th Grade
4	<b>97.8</b>	96.63	96.59	97.6	96.53	96.49	96.9	61	7th Grade
Total	<b>97.4</b>	96.4	96.6	97.35	96.7	96.9	96.8	<b>sem. 2 = 138</b>	7th Grade

### Notification

Various modes of notification are used to communicate with students and parents. Doctor's notes, legal appointments, etc., are required for justification of excused absences.

- Mailed letters
  
- Student Information System – Skyward
- Phone Calls
- E-mails
- Face-to-Face meetings

Number of days absent notification (per semester)

Excused absences:

- 4 Mailed Letter
- 8 Mailed Letter
- 8+ Unexcused without doctor's note

Unexcused absences: (per semester)

- 1 Warning
- 2 Friday School (1)
- 3 Friday School (2)
- 4 Day Reporting (3)

- 5 Day Reporting (5)
- 6 Expulsion

### **Prevention Activities**

- Communication of incentives and consequences
- Employability Skills and risk factors associated with chronic absenteeism
- Peer mentors
- Internships, Vocational programs, and Dual Credit programs to improve authentic engagement

### **Community and Legal Intervention**

MSD of Wabash County has established a partnership with the Sheriff's Department, Probation, DCS, and the Prosecutor's Office to ensure that chronic absenteeism is dealt with appropriately and swiftly to motivate improved attendance.

### **Evaluation and Assessment**

NHS continues to evaluate attendance data to make informed decisions concerning incentives and programs to improve the school. Communications are documented and recorded.