

# Northfield Jr./Sr. High School

## School Improvement Plan 2024-2025



N O R T H F I E L D

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# NORSEMEN

### School Leadership Team Members:

- Jay Snyder, Principal
- Todd Eltzroth, Assistant Principal
- Shelly Myers, Social Studies Dept.
- Nicole Michel, Guidance Counselor
- Adam Phelps, Special Education

**DREAM BIG WORK HARD**

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## I. **Community & School Profile:**

### Community Profile:

Northfield Junior/Senior High School (NHS) is a comprehensive public school with an enrollment of approximately 450 students in grades seven through twelve and a severe needs classroom we call the RISE room. 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. During the 2019-2020 school year Northfield updated all the paint and carpeting in the building and added three study rooms in the library. During the Summer and Fall of 2021-2022 all the fiber wiring, roofing, ceiling was updated. This school year the locker rooms are being remodeled/updated. We are also adding on a STEM/Robotics room in 2026 and added Computer Science class offerings.

### 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 ILEARN/ECA remediation program. Well-rounded curricular and extracurricular student activities include choir, band, art, speech, drama productions, club activities, academic competitions, and athletics.

### Description and Location of Curriculum

Curriculum is located on the Northfield Website: <https://www.msdlc.org/about/academics>

### Assessment Instruments

NHS uses AP, PSAT, SAT, ILEARN and ECA instruments in this analysis. Other areas of consideration: IXL, Read Naturally, and ReadnQuiz.

## II. 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.

## III. Data:

Summary of Data derived from an assessment of past and current \*\*  
New for the 2018 - 2019 School year

2020-2021:

Category	NHS	Indiana
Attendance Rate	94%	Could
Graduation Rate	95%+	
Percent of Academic Honors Graduates	37%	not
Percent of CORE 40 Graduates	44%	
Percent of General Graduates	13%	find
Percent of Graduates Taking SAT	74%	
Average SAT Score	1034	state
Percent of Graduates Taking AP	24%	
Percent of Graduates Passing AP	37%	numbers
7th Grade ILEARN Percent Passing Math	33.3%	30.5%
7th Grade ILEARN Percent Passing ELA	27.3%	41.1%
7th Grade Proficient in Both Math and ELA	22.7%	25.7%
8th Grade ILEARN Percent Passing Math	25.7%	27.8%
8th Grade ILEARN Percent Passing ELA	31.1%	43.9%
8th Grade Proficient in Both Math and ELA	17.6%	24.4%

2021-2022: (First Year All Juniors Took SAT)

Category	NHS	Indiana	Nation
Attendance Rate	94%		
Graduation Rate	96%+	86.4%	
Percent of Academic Honors Graduates	37%		
Percent of CORE 40 Graduates	44%		
Percent of General Graduates	13%		
Percent of Graduates Taking SAT	74%		
Average SAT Score	1034		
Percentage who met SAT ERW Benchmark	47%	49%	52%
Percentage who met SAT Math Benchmark	28%	30%	30%
Percent of Graduates Taking AP	24%		
Percent of Graduates Passing AP	37%		
7th Grade ILEARN Percent Passing Math	28%	32%	N/A
7th Grade ILEARN Percent Passing ELA	48%	42%	N/A
8th Grade ILEARN Percent Passing Math	28%	30%	N/A
8th Grade ILEARN Percent Passing ELA	31%	43%	N/A

2022-2023: (Second Year All Juniors Took SAT)

Category	NHS	Indiana	Nation
Attendance Rate	%		
Graduation Rate(Not Official Yet)	96.8%	?	
Percent of Academic Honors Graduates	%		
Percent of CORE 40 Graduates	%		
Percent of General Graduates	%		
Percent of Graduates Taking SAT	100%		
Average SAT Score	978	959	955
Percentage who met SAT ERW Benchmark	44%	49%	51%
Percentage who met SAT Math Benchmark	27%	30%	29%
Percent of Graduates Taking AP	24%		
Percent of Graduates Passing AP	37%		
7th Grade ILEARN Percent Passing Math	28%	32%	N/A
7th Grade ILEARN Percent Passing ELA	48%	42%	N/A
8th Grade ILEARN Percent Passing Math	28%	30%	N/A
8th Grade ILEARN Percent Passing ELA	31%	43%	N/A

2023-2024:

Category	NHS	Indiana	All Test Takers
Attendance Rate	94.1%		
Graduation Rate(Not Official Yet)	98.4%	?	
Percent of Academic Honors Graduates	40.3%		
Percent of CORE 40 Graduates	38.7%		
Percent of General Graduates	20.9%		
Percent of Graduates Taking SAT	100%		
Average SAT Score	941	937	952
Percentage who met SAT ERW Benchmark	43%	50%	
Percentage who met SAT Math Benchmark	18%	24%	
Percent of Graduates Taking AP	24%		
Percent of Graduates Passing AP	37%		
7th Grade ILEARN Percent Passing Math	23%	34%	N/A
7th Grade ILEARN Percent Passing ELA	31%	42%	N/A
8th Grade ILEARN Percent Passing Math	26%	31%	N/A
8th Grade ILEARN Percent Passing ELA	32%	43%	N/A

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 on page 10.

IXL

Northfield will be tracking IXL data during the 2022-2023 school year to assist with supplementing instruction/differentiation and using it for extra remediation and enrichment.

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: IXL
- English: IXL
- AMC 8: Participation
- AMC 10-12: Participation
- ReadNQuiz - : 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.
- 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.

#### **IV. Conclusions:**

##### 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.

##### Analysis of student achievement based on ISTEP+/SAT:

Northfield High School assessed students using several methods. Using ILEARN, PSAT, SAT, AP and IXL, Northfield ranks very close to at or above state averages.

Northfield continues its effort to improve Reading, Writing, and Mathematics across the curriculum as well as an emphasis on state standards and curriculum alignment. Northfield will continue to focus on Reading/Writing in all content areas.

### Parental Participation:

Northfield works to foster strong relationships by encouraging positive parental involvement in school and student success. Northfield received the Family Friendly School Designation by the IDOE during the 19-20, 20-21, 21-22, and 22-23 school years. Northfield will continue to gather data about communication and involvement from surveys we'll send out in order to continue to monitor and improve our family communication and involvement.

### Means of Communication:

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

- New in 24-25 - ParentSquare Communication App
- 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. Teachers are asked to update grades at least 1 time per week. 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 are 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 websites.
- The school webpage and Facebook page provide daily announcements, weekly event calendars, school news, menus, and upcoming events.
- A weekly update of all events and activities coming up are emailed to parents, students, and staff 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 chaperones on field trips including extended ones to such places as 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 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

### 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. The use of MacBook Air computers continued until Fall of 2020 when all students were switched to using iPads. 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.

In order to streamline learning for students needing to be virtual or quarantined due to COVID-19, Northfield decided to go to one Learning Management System(LMS) for teachers and students during the 20-21 school year. Since the start of the 20-21 school year, students have completed assignments using only Google Classroom as our LMS. Teachers and students have also utilized Zoom and Google Meet for our virtual instruction students. Interactive White Board use, and Internet based curriculum are other methods used in the classroom. Digital textbooks will also be used when available.

### 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.

## 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 Sheriff'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 money becomes 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. Northfield had a new lockdown/safety system installed and will be ready during the 22-23 school year. Each area where staff or students are located in the building has a check in system with a push button located in a safe area of the room. It communicates with the office and has a light in the hallway. The lights indicate if everyone is OK or if they need assistance. Our latest updates include a system called Verkada that has new cameras and door locks.

## 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 Sheriff'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>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
Action endangering others	3	10	16	1	4	1	1
Aggressive behavior	1	2	4	1	8	8	3
Alcohol/Controlled substance	2	6	2	0	0	0	0
Arson/Fireworks	0	0	1	0	1	0	0
Assault	0	0	2	0	0	0	1
Bullying/Harassment/Threats	1	3	5	2	8	3	2
Cheating/Plagiarism	5	9	4	0	5	0	2
Computer/Internet Violation	30	17	6	0	0	3	3
Dangerous foreign object	0	0	0	0	2	0	0
Detention not served	17	7	3	2	6	0	2
Disrespect shown adults	19	37	11	11	16	12	2
Disruptive behavior/Disturb class	64	123	49	30	58	58	32
Dress Code	7	0	5	0	0	2	1
Electronic device/during school	18	12	4	1	7	12	5
False alarm/Bomb threat	0	0	0	0	0	0	0
Fighting	1	6	1	8	4	6	6
Horseplay/Scuffling	2	16	14	7	8	10	2
Insubordination	32	89	39	32	51	37	22
Friday School not served	0	0	0	0	0	0	0
Misbehavior on bus	23	9	18	9	5	10	13
Parking Lot/Driving violation	5	0	0	0	3	1	1
Profanity/Inappropriate language	17	28	10	10	19	20	19
Public display of affection	0	6	0	0	2	0	0
Restricted area	0	2	0	0	0	1	0
Sent to office/Removed from class	0	4	0	0	3	4	0
Tardy per class (semester)**	82	131	32	29	91	93	169
Theft	2	2	8	4	6	2	1
Tobacco	10	1	4	10	11	6	10
Truancy/Skipping class	7	13	6	1	25	5	2
Unexcused absences (semester)	30	49	18	27	1	5	5
Vandalism	0	5	2	5	1	5	0
Weapons	0	0	1	0	0	0	0
6 detentions (semester)	0	0	1	0	0	0	0
No dress (PE)	0	3	0	0	0	0	0

Sexual behavior	0	0	0	0	0	0	0
Lack of Effort	5	7	0	0	0	0	1
Missing HW	13	8	1	1	0	0	0
<b>Totals</b>	458	311	459	266	161	305	306

\*\* Tardy per class not counted in the totals

## 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 which improved classroom-learning environments. Training in classroom technology improved curriculum delivery by implementing the use of the interactive white boards, and Google Classroom. Teachers were also involved in training as part of our 1:1 initiative. This year we moved to everyone using Google Classroom and all students moving from MacBook Air devices to iPads. Professional Development will continue to be centered on high leverage data proven strategies. Emphasis will be on continued work on Reading and Writing in all subject areas.

### Strategies:

1. Relationships (.72 effect size) - Know 5 things about all students. Talk to students each week. Contact students when they are absent. Offer positive affirmations and adults admit when they make mistakes.
2. Vocabulary Acquisition (.62 effect size) - Explicit instruction of vocabulary in context and not isolation. Use vocabulary in reading and writing in all content areas.
3. Parental Involvement (.52 effect size) - Clear communication about learning. Utilization of a consistent Learning Management System(LMS) for all classes. Avoid the “wait to fail” model and make contact with parents before students are failing.
4. Immediate Feedback (.70 effect size) - Try to only assign what you can give immediate feedback on in a timely manner. Feedback should be within 24 hours. Prioritize checks for understanding at the end of lessons.

## V. Student Achievement Objectives:

### 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 #XVI below.)

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 95.4%
NHS 18-19 Attendance 96.6%	State Average 18-19 ?
NHS 19-20 Attendance (COVID)	State Average 19-20 (COVID)
NHS 20-21 Attendance (COVID)	State Average 20-21 (COVID)
State Changed Attendance Tracking	
The State of Indiana changed to reporting data on the Indiana GPS Website with a new student attendance indicator. The Student Attendance indicator calculates the percentage of students with at least a 94% attendance rate. This calculation is a ratio of the number of students who attend school more than 94% of the school year based on the number of instructional days. This is different from a traditional attendance rate calculation.	
NHS 21-22 Attendance - 61%	State Average 21-22 - 60%
NHS 22-23 - 60.5%	State Average 22-23 - 61.1%
NHS 23-24 No Available Yet	State Average 23-24 - Not Available Yet

\*\* Many of the new focus items the state is paying attention to now is public on the Indiana Graduates Preparing to Succeed Site:

<https://indianagps.doe.in.gov/Summary/School/4671>

### Percentage of Students Meeting Academic Standards:

The goal of NHS and the state of Indiana is a 90% passing rate of ECA. NHS has a goal to stay at or above the state average on the new ILEARN assessment for 7th and 8th graders and SAT for Juniors.

## **VI. Career Awareness and Career Development Plan:**

Northfield Jr. Sr. High School has been and continues to implement career awareness and career development activities in grades seven through 12 throughout our building. We utilize a variety of different techniques and opportunities to implement these activities and continue to add new activities whenever available.

In grades seven and eight we enroll all seventh-grade students in a STEM course and all eighth-grade students in a Junior Achievement course. In the STEM course, seventh grade students are introduced via hands-on experiences to careers and information related to science, technology, engineering, and math career fields. In addition to this course all seventh-grade students take a field trip to our local career center, Heartland Career Center, and visit a college campus such as Indiana Wesleyan University. In the junior achievement course eighth-grade students are introduced to different career areas and focus on important aspects of planning for and making decisions for their futures. For example, they discuss college savings, 4 year educational plans, and mock college essays. The eighth-grade students also take a field trip to finance park in Fort Wayne Indiana where they are given the opportunity to run a mock town and be involved in essential roles of a town such as major, banker, business owners, and police officers.

Starting this year, 8th grade students are enrolled in the preparing for college and careers course. In this course students are introduced to and encouraged to explore different career options. Students use Indiana Career Explorer online to take career assessments, research different careers, and do some future planning. Additionally, ninth-grade students all take a college visit to Ball State University to explore different majors and career fields they offer as well as attend a career expo day hosted by our local career center. These students also participate in a mock interview day in which people from local businesses come to the school and actually perform “mock interviews” with students based on their career interests. In grade ten, students are enrolled in a personal finance course. Throughout this course they learn about the importance of finances and careers. They discuss topics such and budgeting, taxes, loans, mortgages, banking, and career choices bases on desired lifestyles. Grade ten students also take a field trip to our local career center, Heartland Career Center, and are given tours that involve hands on opportunities to explore technical and vocational careers.

In grades 11 and 12 students are able to attend our local career center to receive vocational and technical training in a variety of different careers. These classes also involve college dual credit courses students can take advantage of in order to get a jump start to their desired college/career path. Students can also take advantage of participating in an internship program for half of the school day which involves them interning in a specific career area with a professional business. 11<sup>th</sup> and 12<sup>th</sup> grade

students are also given the opportunity to attend various college and career day visits where they can explore a college of interest or shadow a professional in a career field of interest. Additionally, we have college admissions representatives and military recruiters make school visits throughout the year to do presentations and speak with students. Finally, students in grades 11 and 12 can sign up to attend a local career fair that is hosted by a neighboring high school.

### Graduation Rate:

Northfield staff work together all year to help students stay on track for graduation. The NHS goal is to reach and exceed a 90% graduation rate. The target area of growth is with “free/reduced lunch” students. Northfield also houses the district RISE room for high school students with severe needs, so some years we have a student or two earn a certificate of attendance which does not count as a diploma and it does impact our graduation rate.

## **VII. 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.

## **VIII. Areas Needing Improvement:**

Goal 1 - Academics:

- NHS will continue to improve the graduation rate. The goal is at least 90% or above. We exceeded that goal in 2024 with 98%.
- 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 ILEARN, 11th Grade SAT, 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) We worked to bring all our academic and behavioral interventions into one plan with Multi-Tiered Systems of Support(MTSS)
- Increase availability and implementation of technological advances.

### **IX. Benchmarks for Progress:**

#### Goal 1: Academics

- A. An increase in the number of students passing ILEARN will be accomplished. Staying at or above the state average for the total population is our goal. We are piloting the ILEARN benchmark tests this school. We will have a benchmark 3 times this year throughout the year. We will use this data to make informed decisions and adjustments.
- B. PSAT, SAT and AP scores will improve.
- C. NHS will expand its dual credit course offerings. We partner with IUK to offer the Indiana College Core, so if NHS can't offer it, students can get the class through IUK.

#### 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.

### **X. Proposed Interventions:**

#### Goal 1: Academics

- A. Students who fail to meet the ILEARN 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 struggle with Math take Algebra and Algebra lab.
- C. Alternative education opportunities will be offered through the Indiana Online Academy and Edmentum credit recovery and/or accelerated programs. Furthermore, remediation will consist of ILEARN, At-Risk tutoring, IXL and additional interventions determined by grade level teams.
- D. 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.
- E. Qualified teachers will be encouraged to attend dual credit informational and training meetings.
- F. In order to help raise AP student scores, we are sending teachers to the AP conferences at Butler University and Notre Dame.
- G. Standardized test scores will be monitored and evaluated. (Google Drive document and 5Lab program for teachers)
- H. Academic Competitions, such as math competitions, writing competitions, Academic Super Bowl, agriculture competitions, and art competitions will be encouraged and funded.
- I. Professional Learning Communities continue to work for school improvement.
- J. Starting in the 21-22 School year all Jr. High students will be required to be reading during Norse Time unless they have been called to work with a teacher for extra help or enrichment. High school students that have a failing grade will be required to go to the teacher of the class they are failing during Norse time to get help.

## 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 the 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. Google Classroom and other technologies related to our 1:1 iPad 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 iPad as a learning tool.
- M. Anti-Bullying prevention and intervention programs are taught to all students and staff. All staff will participate in Sources of Strength Training which is a proactive program to help students seek help early for feeling of depression or suicide. (Digital Citizenship standards are taught to junior high students to help prevent cyber-bullying.)
- N. **Northfield Multi-Tiered System of Supports Framework**

		Supports	Progress Monitoring Tools
<b>Tier 1</b>  <i>All Students</i> (80%)	<b>Academic</b>	<ul style="list-style-type: none"> <li>• Checks for understanding</li> <li>• Formative assessment</li> <li>• Standardized baseline assessments (three times annually)</li> <li>• Teaching neuroscience</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA(7-9)</li> <li>• ISTEP</li> <li>• ILEARN(7-8)</li> <li>• F Lists</li> <li>• Classroom Tests and Quizzes</li> </ul>
	<b>Social-Emotional</b>	<ul style="list-style-type: none"> <li>• SEL skill development lessons</li> <li>• Regulation strategies</li> <li>• Universal Screener (two times annually)</li> </ul>	<ul style="list-style-type: none"> <li>• Have Mental Health Assembly in Fall of each year for all students and offer to connect them to help</li> <li>• Check in with Peer leaders in each homeroom and homeroom teachers</li> <li>• Focus on SEL 1 time per month in each homeroom</li> </ul>
	<b>Behavior</b>	<ul style="list-style-type: none"> <li>• NHS PBIS Practices/Norse Honor</li> <li>• Preventative programming</li> <li>• Post rules and routines in the classroom</li> <li>• Review behavior expectations weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Skyward Discipline Referrals</li> <li>• Norse Honor Slips</li> </ul>

<b>Tier 2</b> <i>Some Students</i> (15%)	<b>Academic</b>	<ul style="list-style-type: none"> <li>Progress monitoring</li> <li>After school group tutoring</li> <li>Targeted advisory period</li> <li>Peer tutoring</li> </ul>	<ul style="list-style-type: none"> <li>Edmentum Courses(Credit Recovery)</li> <li>Thursday/Friday Homework Help</li> </ul>
	<b>Social-Emotional</b>	<ul style="list-style-type: none"> <li>Counselor/social-worker check-in</li> <li>Counselor/social-worker short-term counseling</li> <li>Small group counseling/intervention</li> <li>Blue Room / Calm Down</li> <li>Mentor/mentee (student/student)</li> </ul>	<ul style="list-style-type: none"> <li>Suicide Assessment Form where we track who talked to the student and if they need referred to help.</li> <li>DCS Assessment Form</li> <li>Bullying Form</li> </ul>
	<b>Behavior</b>	<ul style="list-style-type: none"> <li>Peer mediation</li> <li>Restorative circle</li> <li>Peace Walk (conflict resolution)</li> <li>Mentor/Mentee (adult/student)</li> </ul>	<ul style="list-style-type: none"> <li>Skyward Discipline Referrals ?</li> <li>Thursday/Friday Detention</li> <li>Day Reporting(Suspension)</li> </ul>
<b>Tier 3</b> <i>Individualized interventions</i> (5%)	<b>Academic</b>	<ul style="list-style-type: none"> <li>Additional instructional time during the school day</li> <li>Skills (re) teaching</li> </ul>	<ul style="list-style-type: none"> <li>Special Education Services</li> <li>Math &amp; English Remediation</li> <li></li> </ul>
	<b>Social-Emotional</b>	<ul style="list-style-type: none"> <li>Referral for outside counseling or school-based counseling</li> <li>Daily check-ins with counselor/social worker</li> <li>Wrap around services</li> </ul>	<ul style="list-style-type: none"> <li>Monthly meeting with Bowen for updates on students with services.</li> </ul>
	<b>Behavior</b>	<ul style="list-style-type: none"> <li>Functional behavior assessment</li> <li>Daily behavior form</li> <li>Structured breaks</li> <li>Behavior plan</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Data Monitoring System on Google Sheets</li> </ul>

## XI. Professional Development

Professional Development coordinated with proposed interventions:

Intervention	PD Opportunity
Best Practices	Teachers will choose professional development opportunities based on the school and corporation goals. The focus will be on

	<p>Reading and Writing in the Content areas as well as these identified high leverage strategies:</p> <ol style="list-style-type: none"> <li>1. Relationships (.72 effect size) - Know 5 things about all students. Talk to students each week. Contact students when they are absent. Offer positive affirmations and adults admit when they make mistakes.</li> <li>2. Vocabulary Acquisition (.62 effect size) - Explicit instruction of vocabulary in context and not isolation. Use vocabulary in reading and writing in all content areas.</li> <li>3. Parental Involvement (.52 effect size) - Clear communication about learning. Utilization of a consistent Learning Management System(LMS) for all classes. Avoid the “wait to fail” model and make contact with parents before students are failing.</li> <li>4. Immediate Feedback(.70 effect size) - Try to only assign what you can give immediate feedback on in a timely manner. Feedback should be within 24 hours. Prioritize checks for understanding at the end of lessons.</li> </ol>
Technology	<p>Additional training on iPads, Internet-based programs, and Google Classroom. Tech team support during prep period tech assistance.</p>
Standardized tests	<p>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.</p>
School Climate	<p>Social Committee, Faculty Advisory, PBIS and Professional Learning Communities.</p>

## XII. Three Year Continuum

### School Improvement Continuum: 2024 – 2027

1. Northfield Jr./Sr. High School will implement strategies derived from the data collected from our grade level teams, Norse Honor, and “F” Watchlist. Focus will be on Tier Two interventions.
2. Integration of technology into the curriculum will continue. With the addition of the iPads teachers now have use of Apple Classroom management software which allows teachers to have more control over the devices and student time off task.
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. NHS partnered with Indiana University - Kokomo(IUK) to offer the Indiana College Core. This is a select number of dual credit courses that equal 30 credit hours or 1 year of college in High School. This was made official in the Spring of 2023.
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.
16. Starting with the 21-22 school year all Jr. High homerooms/Norse Time will be emphasizing reading unless students need help with other assignments. The High school will be focusing on getting all assignments completed and getting to teachers for help as needed. This will be continue to be emphasized for 23-24.

### **XIII. Cultural Competency Component:**

The Northfield School Improvement Team will continue to focus upon the two subpopulations for 2024-2025: 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. SAT and ILEARN 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 free to all students that want it regardless of income.
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

## **XIV. NHS Technology Plan for 2024-2025:**

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

## **XV. NHS Course Selection and Graduation Requirements for 2024-2025:**

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

## **XVI. Attendance Plan / 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 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>

### State of Indiana Attendance Analysis

The state changed in 2020 in how they analyze school attendance. They now look at Model, Persistent, Improved attendance percentages and then also have a Chronic Absenteeism percentage.

The state of Indiana totals are:

What are the patterns of student attendance in Indiana?

Student attendance measures whether students are considered “model attendees” by either demonstrating persistent attendance or improved attendance during the school year. Chronic absenteeism is the rate of students who have been absent from school for at least 10 percent of the school year, for any reason.

The latest data on INView is from school year ending 2020

	Chronic Absenteeism
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State Totals	11.4%
Northfield	7.9%

**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 Assistant Principal and Attendance Secretary work hourly and daily to keep students and parents accountable for attendance.

**Student Connections Team**

The PBIS and Grade Level 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.

**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**

- Hiring of a School Resource Officer
- 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.