

## **Floyd Central High School School Improvement Plan 2023/2024**

### **Floyd Central Improvement Goals:**

Increase Graduation Rate.

Improve Core Instruction.

### **Curriculum:**

The content taught is aligned to the Indiana Academic Standards. Pacing guides have been developed for all core content areas as well as elective courses. Pacing guides are continuously updated to align to state standards. The pacing guides are available on the district google account to be accessed by all teachers. Pacing guides are discussed and curriculum is planned in weekly team meetings.

### **Assessments:**

Floyd Central High School incorporates comprehensive assessment systems in order to employ data-based decision making. The assessment tools that are utilized include both standardized and teacher-developed instruments. These assessments are employed throughout the school year so that teachers and support staff have a current picture of student learning which enables immediate modification of instruction to correct deficits and enrich understanding.

Standardized tests include SAT for the junior class as the graduation qualifying exam, ACT is offered to our Juniors and Seniors, as well as the PSAT for all Sophomores and selected Juniors. ILEARN Biology is also given to all students that are currently enrolled in Biology.

District-created benchmark exams are given in most classes. These assessments are continuously updated to reflect standards and pacing guides. The use of more common assessments across like classes could provide more valuable data. A goal this year is for teacher teams to develop more common formative and summative assessments to provide more valuable classroom level data. Data is also used to help direct student college and career paths. Although the administration of standardized tests is closely monitored, the administration of teacher developed assessments, across classrooms within the same course, vary widely, thus jeopardizing the reliability of the instrument. There is a need for common formative and summative assessments that are tied to common standards. In the 2023/2024 school year assessment practices are being monitored and adjusted. Teachers are being tasked with creating and utilizing common formative assessments in all classes that are common with another teacher. Teachers meet regularly, both within their departments and as a faculty, to analyze the data which has been collected in order to refine course design and school programs, thus promoting student growth. This year we are using a common data discussion tool across departments to ensure better analysis of our assessment data. The continuous manner of data collection ensures student readiness and success at the next level. While most certified staff is trained in the evaluation and interpretation of data, support staff should be included in this training when appropriate. School and district level administrators facilitate data collection and analysis, and inform stakeholders of school progress through multiple avenues: mailings, school board meetings, local publications, emails, website postings and phone contacts. The use of the new data protocol will help facilitate these conversations.

## **Parental Participation:**

A strong PTO Renaissance group and booster groups help us communicate with our parents and the community at large. Floyd Central is gifted with a strong and motivated PTO; they provide support for our students and teachers. They continuously provide activities and opportunities for the students to get involved in our school. As a school we encourage our parents to be involved in the activities at Floyd Central from academics to athletics. The PTO is in the process of planning parent nights that will educate parents on things like current drug trends, mental health issues and other relevant information. Counselors also help keep lines of communication open with parents regarding career paths and academic related topics.

## **Technology:**

One of Floyd Central' is a one to one school. Each student uses technology on a daily basis from Google suite to other academic applications like pear deck and Gimkit to name a few. Teachers continue to receive technology training consistently to ensure the proper integration of technology into their instruction. The district has secured additional technology tools such as Go Formative, Peardeck, and other Google Classroom extensions that are utilized by teachers to improve classroom practice and assessment. Floyd Central participates in the district Technology meetings quarterly as well to discuss technology needs and updates.

## **Safety and Discipline**

Safety is a major priority for Floyd Central High School. We have established safety plans for all safety drills and practice these drills and procedures consistently throughout the year. Each room in the school is equipped with a safety bag that contains a few essential items needed in emergency situations. The district has established a lockdown procedure that any teacher or staff member can initiate if the need should arise. We have an established safety committee that meets several times throughout the school year to analyze any safety concerns and create a plan to address those concerns. The building has one point of access after the first bell to start the day and the "Raptor" system is used to scan visitors into the school building to ensure that all students and staff remain safe. Safety drills are performed every month so that students and staff are aware of safety procedures and we can evaluate safety protocols. Drills are completed for Medium and High level lockdowns. The school is on a low level lockdown daily with all exterior doors locked except for door one the singular point of access. The addition of mental health staff also helps ensure a safe school, by providing necessary resources to our students.

Safety Plan: [https://docs.google.com/document/d/1RuTU25en6j6PrkW9\\_UUF4kvD46X3\\_aDsd\\_UsV2HZiw/edit?usp=sharing](https://docs.google.com/document/d/1RuTU25en6j6PrkW9_UUF4kvD46X3_aDsd_UsV2HZiw/edit?usp=sharing)

## Sample Safety Agenda:

### FCHS 2023-2024 Rolling Agenda

Name the purpose of this team: To organize and clarify the work to support classroom instruction.

#### Work plan

Next Meeting	Meeting Objectives	Next Steps (Complete by this meeting)
<a href="#">September 19, 2023</a>	<ul style="list-style-type: none"> <li>• Inside doors</li> <li>• Outside doors</li> <li>• Walkie Wording</li> <li>• Defibrillators</li> <li>• <a href="#">Safety Drills 2023-2024</a></li> <li>• <a href="#">FCHS Emergency Preparedness Plan</a></li> </ul>	

#### Meeting Agenda, 9/19/2023 10:10-10:50

##### Roles:

Facilitator: K. Scott Hatton

Note-taker:

Next Steps:

Attendees: Cerqueira, Eckert, Eldridge, Epperson, Estus, Hardin, Hatton, Jacobs, Johnson, Payne, Schumaker, Woodruff, A. Peden

##### Meeting Objectives:

- Inside doors
- Outside doors
- Walkie Wording
- Defibrillators
- [Safety Drills 2023-2024](#)
- [FCHS Emergency Preparedness Plan](#)

##### Schedule [40 min]

Time	Mins	Activity
10:09	1	<b>Arrival, check-in, tech set-up</b>
10:10	2	<b>Review objectives for this meeting</b> <i>Read objectives above.</i> <ul style="list-style-type: none"> <li>• Inside doors</li> <li>• Outside doors</li> <li>• Walkie Wording</li> <li>• Defibrillators</li> <li>• <a href="#">Safety Drills 2023-2024</a> Lockdown 9/21</li> <li>• <a href="#">FCHS Emergency Preparedness Plan</a></li> </ul>

10:12	8	<p><b>Inside doors</b></p> <ul style="list-style-type: none"> <li>• Permanent locks on doors?</li> <li>• HES- do they know?</li> </ul>
10:20	10	<p><b>Outside doors</b></p> <ul style="list-style-type: none"> <li>• Door check during the day Staff checks doors, handicap doors are being switched off- Needs to be checked.</li> <li>• Future NAFCS Door unlock app (Is it hackable?)</li> </ul>
10:30	5	<p><b>Walkie Wording</b></p> <ul style="list-style-type: none"> <li>• Emergency Word = Stat, Medical emergencies Call melissa 1st, Fights,</li> <li>• Deann Thrasher- Stat, Seizer</li> </ul> <p>Teachers send a student with a student who feels faint</p>
10:35	10	<p><b>Defibrillators</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Senate Bill 369</a></li> <li>• Amanda Nieter Nursing Coordinator</li> <li>• Band- carry to their practice area. ROTC- FC2. Both stadiums- one permanently located. Cross country- carry one with them to their meets.</li> <li>• 8 defibrillators (AED) are needed along with training.</li> </ul>
		<p><b>All events have a script to be read.</b></p>
10:45	2	<p><a href="#">Safety Drills 2023-2024</a></p> <ul style="list-style-type: none"> <li>• Lockdown 9/21 <ul style="list-style-type: none"> <li>○ Cerquiera Arts and Gym</li> <li>○ Johnson Upstairs</li> <li>○ Eckert D</li> <li>○ Hardin B/C Cafeteria Side</li> <li>○ Payne B/C FC2 Side</li> <li>○ Hatton A</li> </ul> </li> <li>• <a href="#">FC Map</a></li> <li>• Students in the restroom stay in the RR</li> <li>• Say your last name then clear. Example, "Hatton-clear"</li> <li>• Make note of unlocked doors, noise, students in sight CB Close backpack</li> <li>• "Lock, Lights, Out of Sight"</li> </ul>
10:47	3	<p><a href="#">FCHS Emergency Preparedness Plan</a></p>
		<p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Parking Warning</li> <li>•</li> </ul>

Discipline procedures are in place to ensure the safety of the school. Discipline issues at Floyd Central are monitored and students receive support to improve undesired behaviors. Counseling is required for any drug or alcohol related infraction. Parent meetings are required for all serious infractions that lead to a suspension from school. Mentors are utilized to help students stay

on track and accountable.

## **Attendance**

At Floyd Central our attendance rate has hovered around 94% for the last six years. We have several strategies in place to monitor student attendance. Letters are sent home when students have missed more than four days unexcused, parents are called in for a meeting after six absences. If a student reaches ten or more absences the Department of Child Protective Services is called. Floyd Central also has a Social worker that acts as an attendance liaison as well as a part time social worker to follow up with students that are chronically absent. Looking at subgroups by grade level, seniors have the lowest attendance percentage historically for the last five years. Tardies to school play a role in senior attendance issues and this is addressed with those students and in some cases driving privileges are revoked for attendance and tardy issues. A decrease in the attendance rate of students identified as special education and free and reduced lunch is another area of focus. The addition of our part time social worker should help to increase the attendance of these subgroups. The focus of this addition has been to provide additional support to those students that have the greatest needs - emotional or otherwise. The minority population at Floyd Central High School consistently has average or above average attendance rates compared to our non-minority students. We have established a Behavior Intervention team that also monitors attendance and finds ways to motivate students to improve attendance.

## **Graduation Rate**

Floyd Central graduation rate 2023: 95%

Increased Graduation rate is one of Floyd Central's main improvement goals. We have seen a steady increase in our graduation rate since 2015. We have been successful in moving our graduation rate in the right direction. In the class of 2023 over 90% of the class earned a Core 40 diploma or above. Increasing the number of Core 40 diplomas and above has been a secondary goal for the last five years. Seven years ago only 77% of our students earned a Core 40 diploma or higher. In the last three years we have increased that percentage by over ten percent. We have addressed this goal by adding new courses and changing course sequences to help more students achieve the Core 40 diploma as a minimum diploma. The inclusion of the Integrated Chemistry Physics class has led to more students completing the Core 40 requirements, as well as changing the sequence of Math classes so some students go straight from Algebra I to Algebra II. The revisions of Algebra II pacing guides to include analytical skills and honors opportunities have also made earning the Core 40 diploma more accessible. Over 50% of our Special Education population earned the Core 40 diploma, there are lower numbers of academic honors and technical honors diplomas among this group, which is an area we are addressing with our interventions. We will continue to monitor our graduation rate as well as diploma types to make sure interventions are in place to address issues. Graduation rate and upper level diplomas are up and continuing to trend in the positive direction. 94% of our minority population earned a Core 40 diploma or above in 2022, which is just another example of our increasing graduation rate.

## **Honors and Core 40 Diplomas:**

Floyd Central has open enrollment for our Honors Advanced Placement, and International Baccalaureate courses. Counselors meet with our students and encourage students to take challenging courses. Students create a tentative four year plan in their freshman year that helps them plan course work to attain the desired diploma. Floyd Central students earn more Core 40 diplomas and above than general diplomas, this is evidence of the intentional effort made to enroll students in higher level courses. Over 50% of our Special Education population earned the Core 40 diploma. We will continue to monitor our graduation rate as well as diploma types to make sure

interventions are in place to address issues. Graduation rate and upper level diplomas are up and continuing to trend in the positive direction. 94% of our minority population earned a Core 40 diploma or above, which is just another example of our increasing graduation rate.

### **Leadership:**

There are several leadership committees that guide our work at Floyd Central. Most of these committees consist of teachers and administration as well as student representation.

**FC Cabinet:** Examines instructional practices and outcomes on a monthly basis. We focus on the elements of the PLC process and how to improve our collaboration outcomes for student achievement. The team discusses new initiatives and makes plans for continued improvements.

Dr. Al Eckert	Interim Principal
Jody Johnson	Assistant Principal
Scott Hatton	Assistant Principal
Kelly Payne	Assistant Principal
Larissa Jerke	Counselor
Chelsey Davis	Counselor
Tim Hardin	Special Education
Kelly Bratcher	Business/ CTE
Rebecca Cambron	Math
Randy Gianfagna	Math
Samantha Poindexter	Math
Mark Haviloand	English
Jen London	English
Chelsey Thomas	English
Karen Estus	English
Stephanie Lone	Science
Rod Goforth	Science
Shannon McIntyre	Science
Julie Hanen	Social Studies
Jared Willis	Social Studies
Heather Bradley	World Language
Amanda Miles	World Language
James Bragg	Health and PE

**Building Committee:** Examines faculty concerns with administration.

Dr. Al Eckert Interim Principal  
Jody Johnson assistant principal  
Kelly Payne assistant principal  
Scott Hatton assistant principal  
Kim Stevens Bookkeeper

Jen London Building Rep.  
Samantha Poindexter Building Rep.  
Karen Estus English Teacher  
Tyler Brafford English teacher  
Amanda Ford World Language Teacher  
Brigg Banet Science Teacher  
Briston Hatchell Band Teacher  
Student Council President

**Department Coaches:** Lead and Coach their departments on instructional practices and department related issues.

Dr Al Eckert Interim (Principal)  
Jody Johnson assistant principal  
Kelly Payne assistant principal  
Scott Hatton assistant principal  
Mark Haviland English  
Becky Cambron Math  
Stephanie Lone Science  
Julie Hanen Social Studies  
Heather Bradley World Language  
Kelly Bratcher Business  
James Bragg PE and Health  
Harold Yankey Arts  
Larissa Jerke Counselors

**Data Analysis:**

Floyd Central continues to be a high performing high school as evidenced by our standard test scores. Floyd Central continues to outperform the state and national averages.

**Floyd Central SAT: Graduating Qualifying exam March 2023**

Year	Students	Reading	Math	Mean Score
2023	462	522	518	1040

Floyd Central Juniors outperformed the state and national average in both math and reading on the SAT..

**Floyd Central AP Data:**

Total at 3 or	582	Number of tests	855	Total students	452	
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Floyd Central gave 855 AP exams in May of 2023. Floyd Central has been honored at the State Department for our outstanding AP scores. Our continued goal is to increase the number of students that are taking AP courses. Our philosophy of open enrollment for AP courses continues to allow the programs to grow.

**Professional Development and Instructional Plan:**

The Floyd Central Cabinet has created the Strategy Implementation guide to improve collaboration and instructional practices in all classrooms. Teacher teams have evaluated their practices in relation to the SIG and have created goals to address areas below proficiency. Leadership will continue to monitor instructional practices in the classroom and provide coaching on best practice instructional strategies. The creation of intervention courses to address freshmen with English and Math are a new endeavor this year to reduce failures and improve academic success. PLC training is being offered at the district and the school level, as we try to grow as a Professional Learning Community. We are working with our teachers to align our curriculum and assessments and create common learning experiences in all classrooms.

**Floyd Central Strategy Implementation Guide**

<b>Anchor Statements</b>	<b>Beyond Proficient</b>	<b>Proficient</b>	<b>Below Proficient</b>
<b>Educators work in collaborative teams and take Collective responsibilities for student learning rather than working in isolation</b>	<i>Teachers collaborate during their directed time even when that time is disrupted, employing common planning time to promote interdependence among the team to enhance both student learning and teacher practice. They utilize team norms, goals and protocols.</i>	<i>Teachers collaborate during their directed time. They develop team norms, protocols and goals. Teams collaboratively plan and share ideas and resources that promote interdependence among the team.</i>	<i>Teachers meet during directed time and only share ideas and resources, and are not engaged in an interdependent collaboration process.</i>



<b>Collaborative teams implement a guaranteed and viable curriculum, unit by unit.</b>	<i>Teacher teams prioritize standards and write learning targets as well as establish common pacing and commit to teaching rather than coverage.</i>	<i>Teacher Teams utilize the pacing guides to prioritize common learning targets and standards and establish pacing for each unit.</i>	<i>Teachers fail to use the pacing guide, learning targets are not utilized and pacing is teacher directed and not common or aligned with the pacing guides.</i>
<b>Collaborative teams</b>	<i>Teacher Teams work</i>	<i>Teacher Teams share</i>	<i>Teachers create their</i>

<b>monitor student learning through an ongoing assessment process that includes frequent <u>team developed</u> common formative assessments.</b>	<i>together to design, create and choose common formative and summative assessments that they administer on a regular basis throughout the school year.</i>	<i>the responsibility for designing, creating and choosing common formative and summative assessments that they administer on a regular basis throughout the school year.</i>	<i>own assessments and only utilize common assessments that are district created. Assessment is not well planned or intentional.</i>
<b>Educators use the results of Common assessments to improve individual practice, build the team's capacity to achieve its goals, and intervene and enrich on behalf of students.</b>	<i>Teacher teams review and analyze common assessment data to identify students that need additional time and support as well as inform instructional practices in their classrooms.</i>	<i>Teachers teams review and analyze the results of common assessments to identify which students need more time and support.</i>	<i>Teacher teams review data from summative assessments only to monitor the progress and generate grades. Classroom instruction does not change based on results.</i>

<p><b>The school provides a systematic process for intervention and enrichment.</b></p>	<p><i>Teacher teams work as part of the school wide system of intervention and enrichment. Students receive support that is targeted and timely during the instructional day that does not interrupt normal instruction. Focus is on Learning.</i></p>	<p><i>Teacher teams provide students with systemic targeted interventions/ enrichments based on assessment data during the instructional day. The focus moves to the learning.</i></p>	<p><i>Teachers provide student opportunities for Interventions that are not systemic and fall outside of the instructional day. The focus is on the grade, not the learning.</i></p>
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**Cultural Competency:**

Floyd Central is not a very diverse school, however we have adopted the Highlander Pledge to guide our students in their understanding and acceptance of various groups. In the past three years we have created a diversity advisory committee to discuss racial and cultural differences within the school and promote cultural competency throughout our school. Our Counseling staff has created Social Emotional Learning lessons appropriate for each grade level to provide education and support for mental health. Other clubs that exist and tackle cultural and mental issues are our Interact Club, Mental Health Club, which provide education and support for various groups within our school and community. Floyd Central is a school that promotes a positive learning environment for all of our students.

**Highlander Pledge:**

I believe that every person has worth as an individual.

- **Every** person is entitled to dignity and respect.
- Every act of prejudice\* is harmful, so I will strive daily to eliminate prejudice from my words and actions.
- I will discourage prejudice by others at every opportunity.

I will treat all people with dignity and respect; and I will strive daily to honor this pledge, knowing that the world will be a better place because of my effort.

**Employability Skills/ Career Awareness:**

In grade 9, all students participate in various career exploration models throughout the semester in which they are enrolled in Preparing for College and Careers. This includes district-designed problem-based learning units that are common throughout the district and incorporate local business partners. In this course students also engage in activities like interviewing and resume building skills.

Our Project Lead the Way Program is another program that prepares students for engineering careers and opportunities with its course sequence.

Our Business Merchandising class provides students with real world skills in ordering, marketing, and sales of merchandise from our campus store. Students also design products and sales pitches that are presented to local business professionals as part of the end of the semester project. This course is open to any sophomore to senior.

Our Radio/TV program also partners with local businesses and students must participate in marketing, sales, and advertising as well as broadcasting.

Our UPS school to work program offers students the opportunity to begin building and applying their employability skills on a daily basis. This is also true of the programs at Prosser Vocational school, in which 100-200 juniors and seniors enroll.

Graduation Pathways have allowed students to gain necessary skills needed to become successful in career fields following graduation, which has allowed many additional opportunities for students at Floyd Central. We have actively pursued opportunities to take advantage of various opportunities for pathways at the local level.