

AdvancED 2017

School Profile School Improvement Plan

Elkhart Central High School
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Central's Administrative Team

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Assistant Principal: Jason Grasty
Assistant Principal: Rhiannon Harrison
Assistant Principal: Jean Milfort
Athletic Director: Brian Buckley

AdvancEd Steering Committee Members

Kathy Nusbaum	Social Studies	Sarah Bertsch	Science
Sarah Flagg	Guidance	Jami Young	Math
Melissa Forbes	Co-Chair	Janet Riley	Business
Jason Grasty	Co-Chair	Frank Serge	Principal, Ex-officio
Jill Halloran-Barnes	Math	Peter Hoffman	Science
Kelly Buckley	Language Arts	Dr. Brad Sheppard	District Office
Dave Hicks	Social Studies	Dr. Bradley Compton	Media

Table of Contents

1	Table of Contents
2	Purpose and Direction
3	Governance and Leadership
4 - 5	Profile: Introduction, Community, and School Demographics
6-13	Student Performance
14-15	School Goal/Interventions
16	Challenges and Opportunities
17	Conclusion: What Are We Most Proud of, and Why
18-20	Action Plan
21	Communication Plan

School Nickname: The Blue Blazers
School Mascot: "Mr. B"
School Colors: Blue and White

Purpose and Direction

Our Motto: Knowledge is essential for building a successful life.

Our Mission Statement: The mission of Elkhart Central High School is to teach all students to think critically, to adapt to change, and to work cooperatively as responsible citizens.

Reaffirmed 2015-2016 by Improvement Planning Committee, staff, and community organization representatives.

Vision Statement: Elkhart Central High School is a place where all feel safe and welcome, aspire to learn, find their niche, and pursue their dreams.

Developed with input of the entire staff, entire student body via the Advisory Period, Blazer Club, and the Principal Parent Advisory Council, October 2009.

Our Core Beliefs

- All students can learn.
- Students need to develop a value system based on honesty, empathy, integrity, and tolerance.
- Effective oral and written communication and reading literacy are essential in order for all to think critically and become informed decision makers.
- Extracurricular activities are important complements to a student's school experience; however, those activities should not impede academic progress.
- Understanding our democratic form of government is essential; therefore, we promote being responsible and accountable.
- Participation in community service is a means of expressing respect for oneself and others, as well as developing cultural awareness.
- Parents and other community members are essential partners with the school.
- Utilizing technology is essential in order to seek and use resources for lifelong learning.

Elkhart Central works to engage students in a way to make school interesting and exciting. Elkhart Central offers a variety of rigorous coursework that challenges and meets the needs of all students. In addition to academics, extracurricular activities, clubs, and co-curricular programs, Elkhart Central values honesty, empathy, integrity, and tolerance. Elkhart Central promotes responsibility, respect, and accountability.

Governance and Leadership

The principal and/or administrative team meet regularly with:

- District personnel to insure that all district policies are consistently implemented.
- Department chairpersons to discuss staff/curriculum development and the allocation of resources.
- AdvancED and 8-STEP committees to develop and implement a school improvement plan.
- Each of five administrators is responsible for overseeing assigned departments' data teams.
- The staff of ECHS (182 certified, classified, and support staff) implement a curriculum based upon meeting the Indiana State Standards. District-wide efforts have been instituted to organize our staff into data teams so that our trained professionals have a defined structure in which to collaborate and establish effective teaching practices.
- Professional staff who have the responsibility to make decisions regarding individual and collective educational programs.
- The data teams who use data-driven structure for curriculum development and ensuring student success.
- Instructional staff, whose perspective for developing effective teaching practices are based upon the belief that:
 - All students can learn; however, rates and styles of learning will vary.
 - Instruction addresses each student's current level of achievement and leads towards reaching his or her highest potential.
 - Student assessment procedures focus on knowledge mastered and standard-based objectives.

Profile

Introduction, Community, and School Demographics

The city of Elkhart, with a population of 51,874 as of the 2010 census, is located in north central Indiana, approximately 102 miles east of Chicago and 130 miles north-northeast of Indianapolis. Elkhart Central High School serves an attendance district encompassing the central, south central, and northeastern portions of Elkhart, and the town of Bristol. Central's sister high school, Elkhart Memorial, serves the north, the west, and the west central portions of Elkhart.

Elkhart Central High School derives its student population from one half of the city of Elkhart, the village of Bristol, and the rural area located between Elkhart and Bristol. According to the 2010 census, population growth for Elkhart County has been +8.1% over the last ten years. However, the city of Elkhart has incurred a -1.8% growth. In 2000, Elkhart Community Schools was the fifth largest school district in the State of Indiana. In 2011, it ranked 13th. In the last three years, Central's enrollment has declined from 1776 to 1696, a decline of 80 students in its enrollment. (PowerSchool Enrollment Summary as of 9/19/16).

Our student population demographic trends over the past three years are:

- Hispanic student population increased from 32.5% to 38%.
- White student population decreased from 46.3% to 42.7%.
- Black student population declined from 13.4% to 12%.
- Multi-racial student population stabilized between 5 and 6%.

Ten years ago, the White population was approximately 65%, Black and Hispanic were 17% each, and Multiracial was 1%. It is vital that there is an awareness of our changing demographics and that all students feel welcome and are encouraged to thrive and achieve.

Historically, Elkhart has been an economically thriving city. It was home for Miles Laboratory and production of its world renowned Alka Seltzer. The New York Central Railroad Company developed its switching yard to become the largest switching yard in the United States. Elkhart was home for Coleman Camping Equipment, which pioneered an entire recreational vehicle development and production industry. The recreational vehicle industry remains as the dominant production employer history is one of entrepreneurs and people fulfilling their passion in their work.

Elkhart County's largest employers continue to be the recreational vehicle industry, municipal government/schools, and healthcare. The vision for economic growth, according to Kyle Hannon, President of the Elkhart Chamber of Commerce, is to diversify and attract entrepreneurs and small businesses. The projection for employment growth is in the fields of robotics, advanced computer engineering, pathology, molecular biology, chemistry, botany, and engineering (design and process). Employee skills most sought by employers are strong math skills, trade or vocational training, skills for designing, programming, troubleshooting of circuits, soldering, data analysis, and maintenance of facilities. Hiring practices have shown that local employers must recruit from two to ninety positions

from outside of the community when filling skilled positions, especially employees with Bachelors, Masters, and PhDs.

When the national banking financial crisis occurred in 2008, Elkhart became the leading city in the nation for unemployment. This crisis affirmed Elkhart Central’s mission statement which emphasizes thinking critically, adapting to change, and working cooperatively. In 2011, a vision statement was added so that students’ desires could be linked with Elkhart’s tradition of developing a work ethic in pursuit of achievement.

It is noteworthy that the Bureau of Labor Statistics for April 2015 reported Elkhart’s unemployment rate had dropped to 4.7%. This is lower than the unemployment rate for Indiana and the national average, yet the free/reduced lunch rate for Elkhart Central students has remained steady for a number of years.

	2014-15	2015-2016	2016-2017
Gr. 9 White	206	210	185
Gr. 9 Hispanic	170	181	152
Gr. 9 Black	72	66	50
Gr. 9 Multiracial	37	26	22
Gr. 9 Other	7	7	3
Total	492	490	412
Gr.10 White	213	187	198
Gr. 10 Hispanic	178	169	178
Gr. 10 Black	59	58	56
Gr. 10 Multiracial	38	33	25
Gr. 10 Other	7	7	8
Total	495	454	465
Gr. 11 White	211	193	170
Gr. 11 Hispanic	113	165	163
Gr. 11 Black	52	65	46
Gr. 11 Multiracial	16	29	28
Gr. 11 Other	4	4	6
Total	396	459	413
Gr. 12 White	193	191	172
Gr. 12 Hispanic	117	108	150
Gr. 12 Black	55	48	53
Gr. 12 Multiracial	24	15	22
Gr. 12 Other	4	4	6
Total	393	366	403
Total	1776	1770	1696

Student Performance

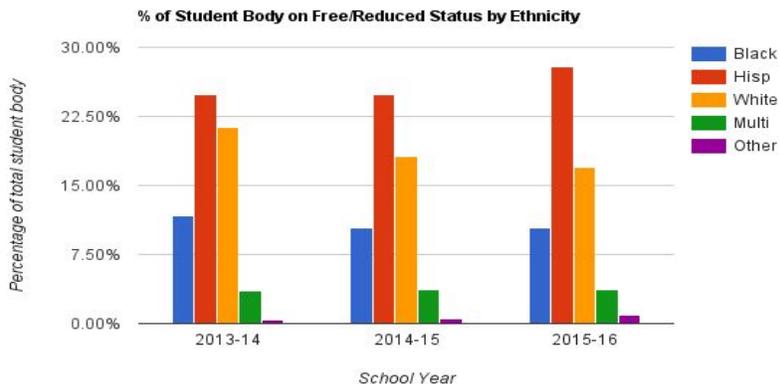
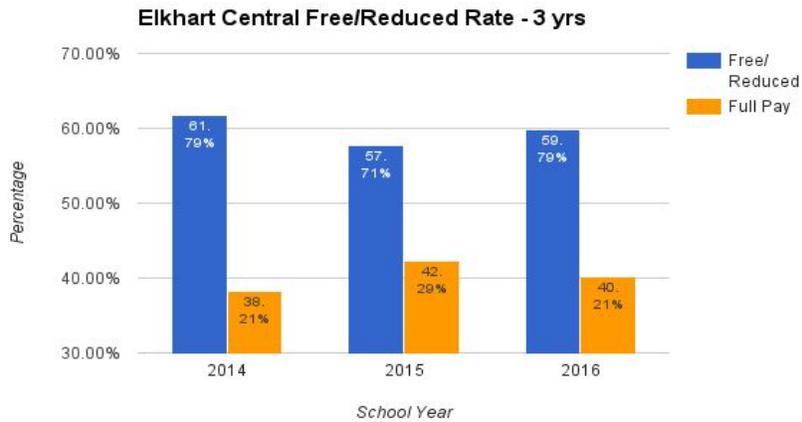
Vision Statement

Elkhart Central High School is a place where all feel safe, welcome and aspire to learn, find their niche, and pursue their dreams.

Free and Reduced Lunch Information

Our student population is 59% free and/or reduced lunch. Issues associated with poverty are brought through our doors every day. Ways that we address these challenges include freshman academies, four-year assignment to advisory classes, activity period clubs, after-school programs/clubs, and positive behavior support programs.

Over the past three years, we have remained fairly steady with the percentage of our students on free/reduced lunch. The free/reduced rate trends are as follows: White - decreasing; Black - slight decrease, Hispanic - increasing, and Multiracial - steady. While our overall school rate has remained fairly steady, the trends are changing for our Hispanic and White populations.

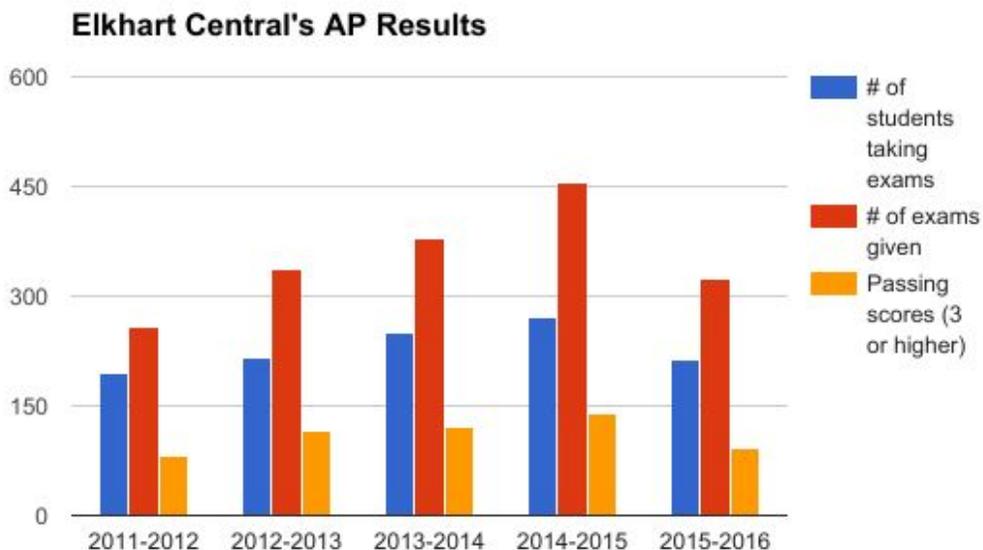


Advanced Placement Information

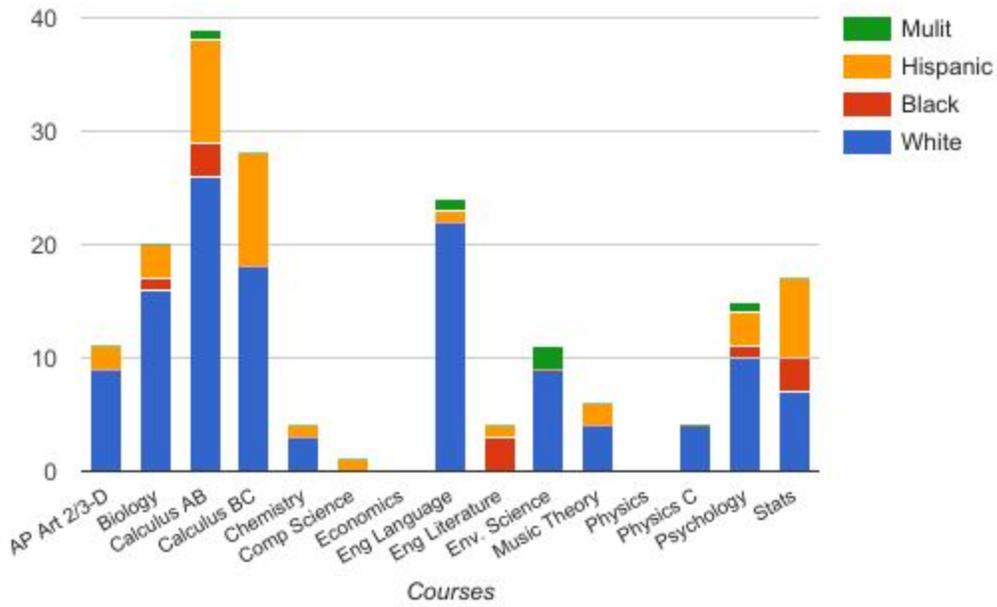
Central is continuing to emphasize the importance of AP courses and exams. Since 2011, there has been a steady increase in the number of students taking AP courses, as well as an increase in the number of AP courses per student. Central has seen a recent decline in our AP numbers due to the fact that our Dual Credit program has been so successful.

Elkhart Central's AP Results

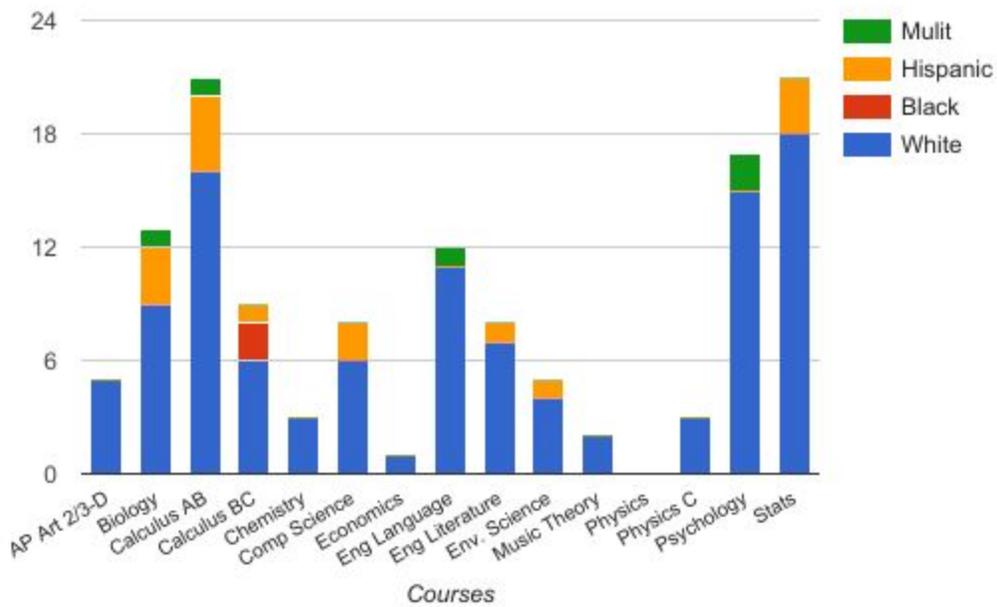
Elkhart Central AP Test Results	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
# of AP Courses offered	13	17	18	18	18
# of students taking exams	196	217	250	270	212
# of exams given	259	337	378	456	324
Passing scores (3 or higher)	81	116	122	140	92
AP Scholars		20	20	20	21
AP Scholars with Honors		6	4	3	2
AP Scholars with Distinction		4	8	7	5



2014/15 - # of Passing AP Scores - By Ethnicity



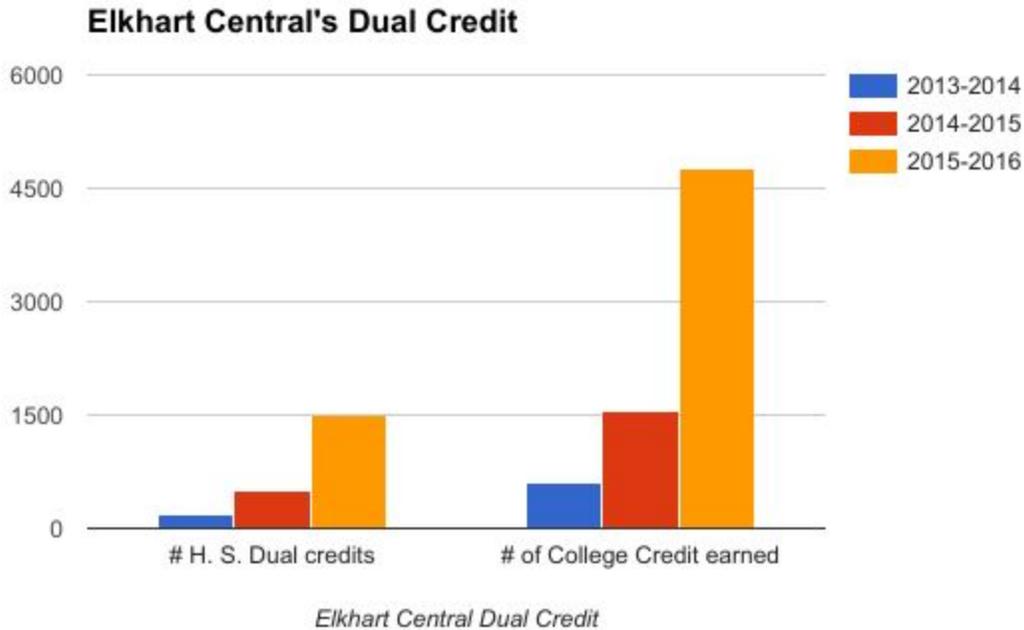
2015/16 - # of Passing AP Scores - By Ethnicity



- AP involvement increased over the last four years.
- AP scores increased over the last three years.
- AP participation has decreased slightly this past year after two years of solid growth. This is attributed to the increase of enrollment in our Dual Credit program.

Elkhart Central's Dual Credit

Elkhart Central Dual Credit	2013-2014	2014-2015	2015-2016
# of Dual Credit courses	2	13	26
# H. S. dual credits earned	195	487	1508
# of College credits earned	593	1556	4769

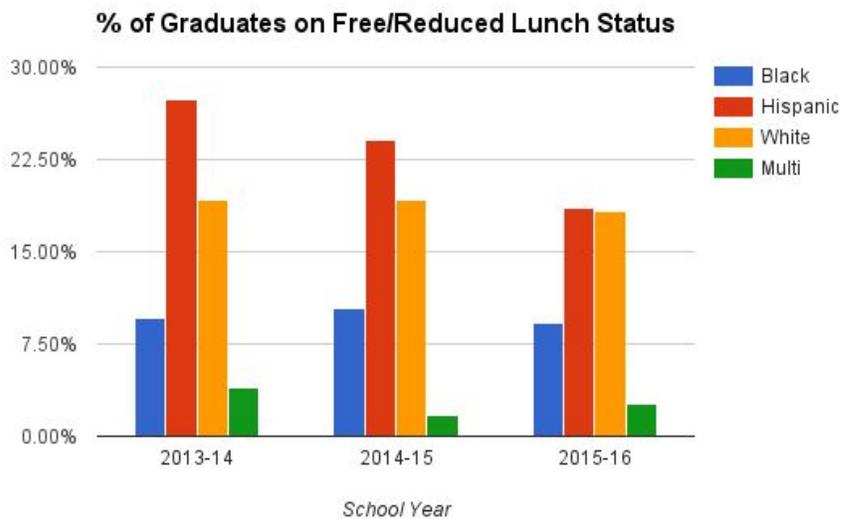
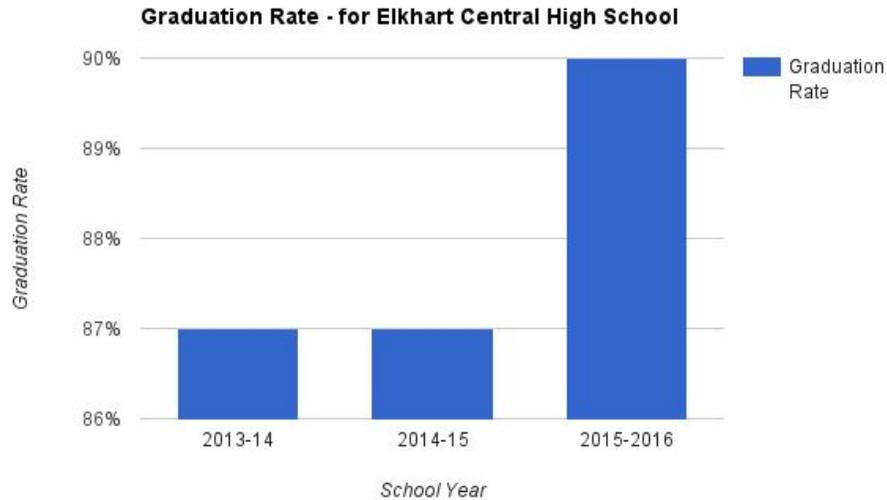


- Additional college credits continue to be earned.
- Dual Credit courses are being offered as a way to help students earn college credit in high school.
- The Dual Credit program is available to all students. It is targeted toward the non-traditional AP students as a way to increase overall success in college.

Graduation

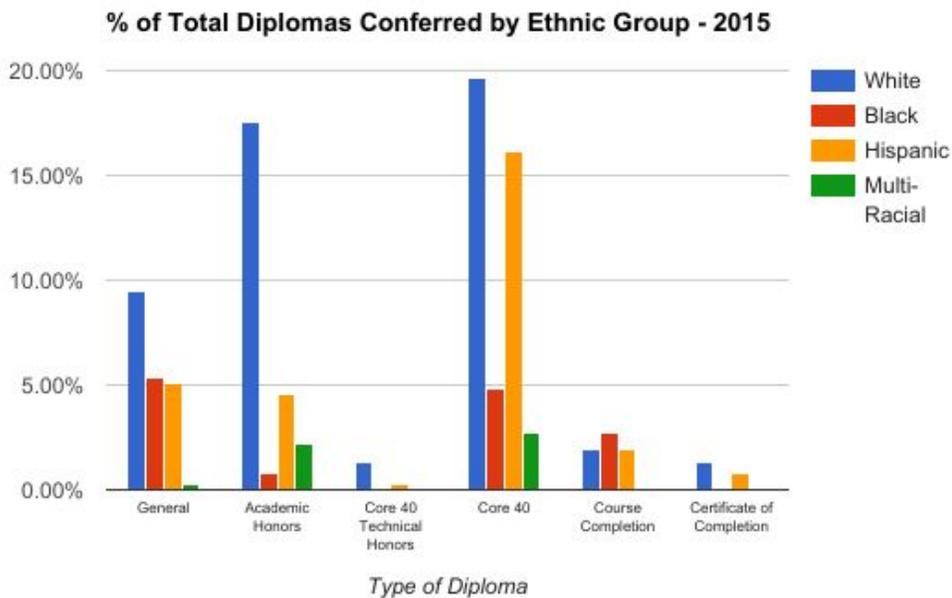
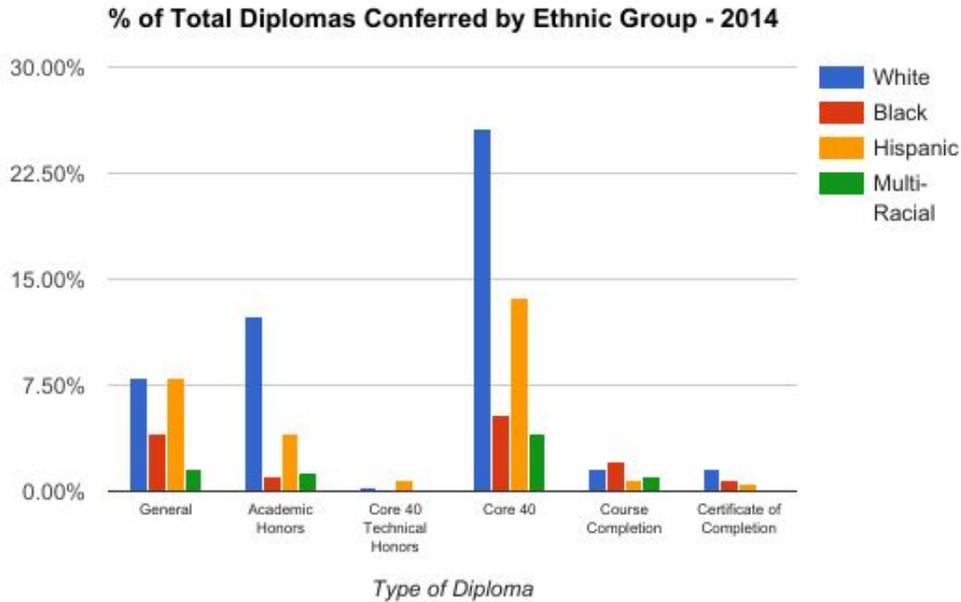
Elkhart Central's graduation rate has been on a steady increase over the past five years. We leveled out a bit in 2014 and 2015 but have improved to 90.17% in 2016. The number of our free/reduced lunch students who graduate has also increased over this time period.

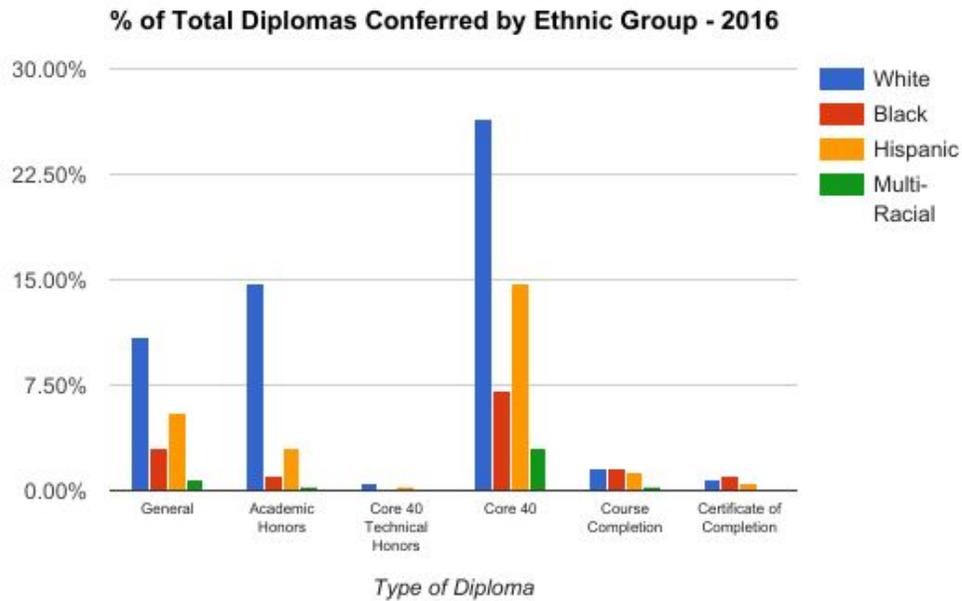
	2013-14	2014-15	2015-2016
Graduation rate	87%	87%	90%
Attendance	91%	92%	92%
School grade	B	B	C



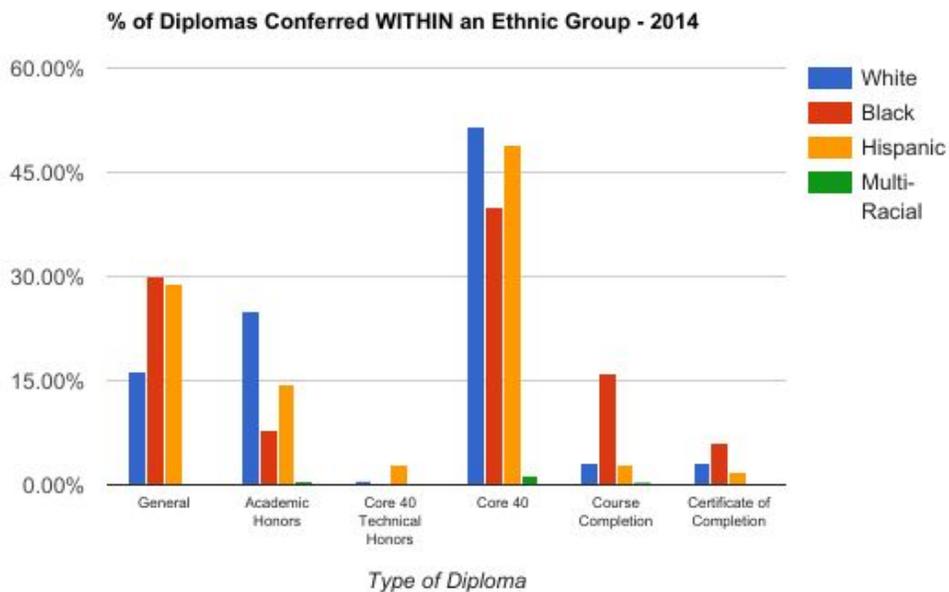
Types of Diplomas Conferred

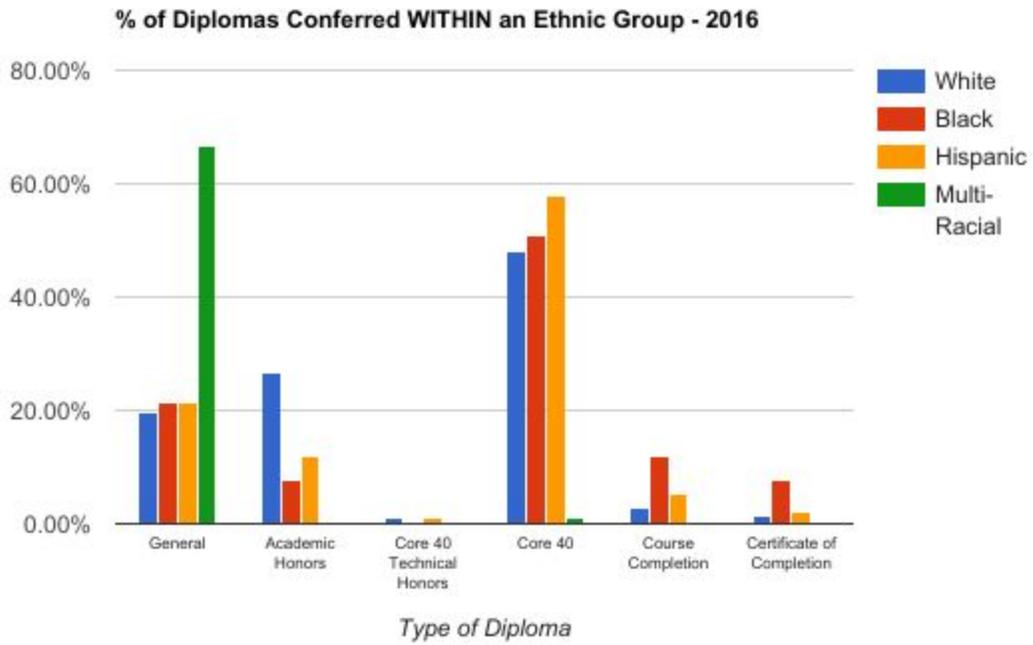
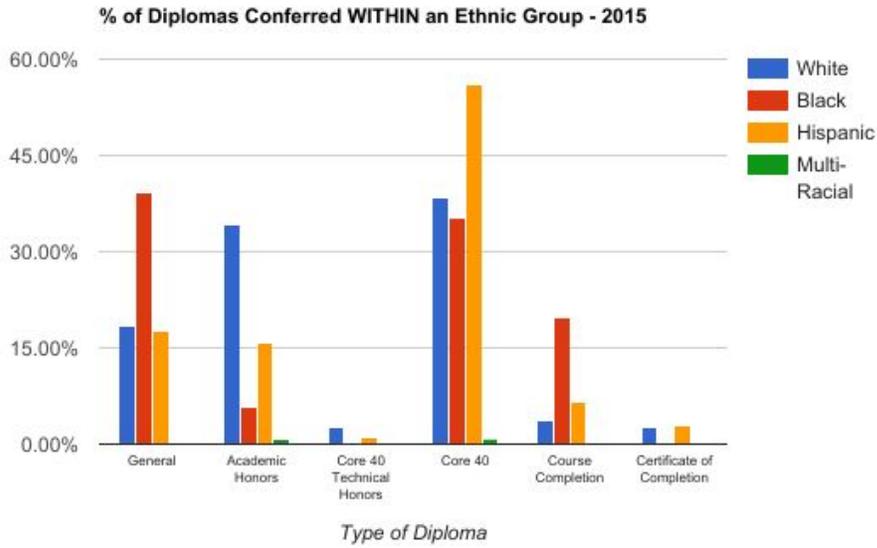
Over a three year period, the Core 40 diploma was conferred to the White student population more than any other group, with a high of 26.5% in 2016. The Black population receiving a Core 40 diploma has increased to 7.5% from a low in 2015 of 4.85% and the Hispanic population remains somewhat steady with a three-year trend between 13.75% and 16.2% of Core 40 diplomas conferred.





Over a three-year period, the percentage of Hispanic and Black students earning a Core 40 diploma increased nearly 10% for both groups. We have also seen an overall increase with the academic honors and general diplomas. These increases are expected to continue as our overall graduation rate continues to improve year to year.





School Goal/Interventions

Two new school goals were developed for the 2016-17 school year. The first goal is to “continue to increase the percentage of students who earn dual credits.” The second goal is to “attain and maintain a 90% graduation rate.” The prior year’s goal was to “demonstrate proficiency as measured by the end of course assessment.” Based on the uncertainty of testing at the state level, Elkhart Central High School’s AdvancEd Team decided to alter our goal to based on achievements over which we have more control.

Analytical Writing and Annotation Skills in Every Classroom

1. Elkhart Central students continue to improve their writing skills using analytical writing in all classes.
2. Elkhart Central staff have committed to developing consistency in analytical writing using a common AXESC rubric.
3. Elkhart Central differentiates writing instruction when needed based on formative and summative assessments.
4. Elkhart Central staff have committed to improving reading comprehension through an annotation process and focusing upon common strategies to be employed in each aspect of the checklist.
5. All monthly writing and annotation due dates are to be identified in the course syllabus.

Data Teams

1. Within the data team process, Tier 1 instruction is defined and common syllabi are established to address and pace standards-based instruction.
2. Within the data team process, student results are analyzed to determine academic successes and identify the standards to receive remediation or re-teaching.
3. Tier 2 remedial efforts based upon each student’s performance are reviewed on a monthly basis through our data team process (bubble students are those who are close to being proficient).
4. Advisory periods are when math and language arts remediation occurs during the school day.
5. After school programs for remediation are mini-sessions based in mathematics and language arts.

ESL Classrooms and Resource Room

1. Students who speak English as a Second Language (ESL) are tested annually (ACCESS) to determine their language level of proficiency. This test identifies their language level (1 through 6).
2. All ESL students are issued an Individualized Learning Plan with specific strategies for each level.
3. In addition to regular English classes, Levels 1, 2, and 3 ESL students are assigned to ESL classes based on their English proficiency scores.
4. ESL levels 1, 2, and 3 have the use of the ESL Resource Room for support in their content-area classeddis. Additional support also occurs in numerous classes where a co-teacher is present.

Planning for Freshman Success

1. Freshmen are scheduled into one of five academies: Titans, Legends, Marvels, Avengers, and Victors.
2. Curricula scheduled are based upon past performance and teacher recommendation.
3. Language Arts skills classes are assigned to students who have demonstrated non-proficiency during their 8th grade experience.
4. Math skills classes are assigned to students who have demonstrated non-proficiency during their 8th grade experience.
5. Weekly academy meetings are scheduled where teachers discuss strategies to help individual students to succeed, meet with students, parents, and administration to ensure everyone is on the same page with individual students.
6. Advisory teachers work with students on a weekly basis discussing grades, behavior, life skills, etc.

Engaging All Students

1. We believe that if students are connected and engaged in school activities, they will be successful in pursuing their dreams at Elkhart Central and in post-secondary education.
2. All students are assigned to an Advisory class for their four year tenure. This consistent peer environment allows the assigned staff to implement school-wide initiatives such as grade checks, attendance, discipline checks, and participation in varied activities. This twenty-five minute block of time allows individual teachers to remain as a constant contact for the student while employing building-wide initiatives designed to promote a sense of belonging and ensuring success.
3. On Tuesdays in-school clubs meet at a time designated on the schedule as an Activity Period.
4. Daily updates of activities are provided in a student-led, televised production called NewsCenter.

Challenges and Opportunities

Notable Achievements and Areas of Improvement

Achievements:

1. Establishment of five Freshman Academies has led to a greater success at the Freshman level. Freshmen are supported, earning credits, and on track to graduate in increasing numbers.
2. Continual improvement in our graduation rate which is now at 90%.
3. Continued use of writing prompts in all curricular areas.
4. New initiative with annotations that are linked to reading comprehension.
5. Enrollment in our Dual Credit program continues to increase. Number of credits earned continues to increase with 1508 dual credits earned.
6. Enrollment in our Early College program continues to increase. Number of credits earned continues to increase with 4769 college credits earned.
7. The AP TIP-IN Grant has resulted in more students pursuing Advanced Placement courses, increased the percentage of passing scores, and fostered success and the expansion of our Advanced Placement programs over a number of years. Efforts will continue to support these courses to expand them.
8. Received an Advanced Placement Award for Excellence in 2016 with 25% of the graduating class earned a 3, 4 or 5 on their AP Exams.
9. Social media expansion (Twitter, Facebook, Instagram) helps to improve communication with stakeholders with over 3000 followers collectively.
10. Number of suspensions has continued to decrease over time.
11. Elkhart Central was named a Unified Champion School for efforts with our special needs population and with athletics in 2016.
12. Elkhart Central scored in the Legend category (top rating) in 2016 for sportsmanship by the IHSAA for the first time in school history.
13. All 14 music ensembles entered in organizational or jazz categories at Indiana State School Music Association events in 2014-2015 and 2015-2016 received Gold ratings.
14. The ECHS Symphony Orchestra performed in the Indiana State School Music Association organizational state finals eight of the past nine years, recognized as one of the top 8 high school orchestras in the state.
15. The Art Department continues to excel with students earning 126 Gold Keys, Silver Keys, and Honorable Mentions at the Scholastic Art Awards over the past three years. Students have also earned a Gold and Silver Medal at the National Awards.

Areas for Improvement:

1. Our building lacks resources to effectively improve reading comprehension at Elkhart Central.
2. Total number of discipline referrals seems to be decreasing at this point and Elkhart Central will continue to work on decreasing the total number of referrals even further.
3. Annotation continues in classes to improve reading comprehension.
4. Communicating more effectively with our stakeholders is always an area to improve. The media center is a communication arena that should be used to develop stakeholder communication.
5. Obtaining updated parental contact information continues to be a challenge.

Conclusion

1. Data-driven decision making identifies all non-proficient students and systematically provides opportunities for re-teaching/remediation. Data-driven decision-making guides instruction.
2. The evidence suggests that our 80 data teams are creating interventions to better serve our students' needs.
3. Each data team employs a common syllabus to support Tier 1 and Tier 2 instruction.
4. Process writing continues to be a major focus for improving student's achievement and staff development. Writing prompts are established as a part of each data team's instructional calendar. A common writing rubric (AXESC) is implemented in all content areas.
5. Positive behavior supports exist for attendance, discipline, and an anti-bullying club (Move2Stand) which functions to promote student ownership in bullying prevention.
6. Students With A Goal (SWAG) operates to provide Black males mentoring opportunities with peers and community leaders.
7. We are committed to continuous and ongoing planning for improvement. It is an ongoing process. (The next pages establish action and communication plans with an overview of strategies to be performed to ensure implementation).

Goals:

1. Continue to increase the percentage of students who earn dual credits.
2. Attain and maintain a 90% graduation rate.

Action Plan

	Strategies	Who	Resources	Implementation and When
1	Being on track to graduate will be reinforced by: <ul style="list-style-type: none"> ● Color-coded IDs for students based upon number of credits earned ● Maintaining an electronic Data Credit Wall for all off-track students ● Maintaining a display for on-track/off-track Freshmen ● Displaying class thermometers in the Student Center 	Guidance and Administrators Berheide Freshmen Advisories Berheide	ID supplies Progress Report spreadsheet Advisory meeting Progress Reports Progress Reports	<ul style="list-style-type: none"> ● Beginning of each semester ● On-going ● Twice per semester ● February
2	Principals meet with the Lack of Progress students	Principals <i>Standard 1</i>	Lack of Progress spreadsheet	Ongoing
3	All classes will continuously update their instructional calendar and assessments to fulfill Indiana Standards	All teachers <i>Standard 3</i>	Data teams, current assessment file, Prentice Hall, Learning Connections and IDOE websites	Ongoing
4	Implement common assessments and common writing prompts per data team to align with the instructional calendar	All staff in unity with data teams <i>Standard 3</i>	Data team reports, OSCAR reports (AdvancEd Imaging)	Monthly
5	Identify bubble students for English 10/Algebra I/Geometry remediation during Advisory and maintain materials on the common drive	English 10/Math teachers within specified data teams <i>Standard 3</i>	Data team process	Monthly
6	Identify reading comprehension and writing mentors for each department	All departments <i>Standard 3</i> <i>Standard 5</i>	Representatives from each department	Reviewed Annually

7	Develop a tool kit resource for improving writing and reading comprehension	8-STEP Committee <i>Standard 3</i>	AXES materials and tool kit	Ongoing; Yearly new teacher inservice
8	Positive behavior supports will reward appropriate behavior and redirect misbehavior: Blazer Bucks, monthly attendance rewards, Day in the Park, SWAG, Move2Stand, Academy reward experiences, Renaissance activities (Best Start luncheon, Principal's Honor Roll breakfast, Most Improved ice cream social, Best Attitude luncheon)	Administration & Teachers <i>Standard 4</i>	Funding: Student activities, ID sales, Vending machines	Ongoing
9	Stakeholder communication venues to be maintained A communication committee will meet to develop social networking strategies	Principal Principal's newsletter Hoffman AdvancED Newsletter Department Representative/ District Representative	Faculty meeting Postage (\$300) AdvancED e-mail to staff Website, Facebook, Twitter	Monthly Once per semester After Adv.ED meeting Once per semester, or as needed
10	Update student phone number/e-mail contacts	Advisory Teachers <i>Standard 4</i>	PowerSchool entry	Ongoing
11	Continue to make staff T-shirts	Berheide <i>Standard 1</i>	Blazer Club subsidize	Annually- August; annual review
12	Students who pass a final assessment, but failed the course may receive course credit	Administrators, Guidance, Math/LA DC's <i>Standard 3</i>	ECA results	Ongoing
13	Continue to perform an annual process for reviewing our vision and mission statement	1. Website 2. Parent/staff communication network 3. Event all-calls 4. 3-week progress reports 5. Blazer Club, PPAC, Band Boosters, SAC, SSAC, Dollars for Scholars,	1.Blueblazers.org 2.PowerSchool link 3. District caller 4. PowerSchool 5. Monthly meetings	1. Ongoing 2. Ongoing 3. Identified events 4. 3-week intervals 5. Listed on calendar

		AM Rotary, PM Rotary, Kiwanis 6. Parent/Teacher conference 7. Counselors scheduling meeting with 8 th grade students/parents 8. Open house 9. City council visit <i>Standard 1</i>	6. District-wide 7. Middle school counselors contact 8. All call 9. City council contact	6. Fall Conferences Yearly 7. Annually- March 8. Annually- April 9. Annually- April
14	Conduct a technology needs assessment (through department chairs). Principal/select committee can prioritize needs and integrate technology into the learning environment.	Principal, Media specialist, Department chairs <i>Standard 4</i>	Email and department surveys, Staff development determined by survey	November
15	Emphasize the importance of demonstrating one-year growth from the 8 th grade to 9 th grade, and 9 th grade to 10 th grade. - A 20-day PR blitz prior to standardized test - Principal Test Talks for Eng 10 and Alg I (grades 9 & 10)	Administration, All staff, NewsCenter Administration <i>Standard 1</i>	NewsCenter, Advisory Posters Diagnostic test/ECA results	Annually- April Annually- March
16	Professional development - instructional practices, technology-infused instruction	Teachers, Admin, Support staff	ESC	Ongoing

Communication Plan

	Communication	What	When	Who
1.	Letter to all parents and students	Customized letter based on grade level, outlining important events for the upcoming year	Annually - July	Administration & Secretaries
2.	Letter to all staff	Introduction of new staff members, outline of new school year, 1st day back agenda	Annually - July	Administration & Secretaries
3.	Letter to all parents and students	Customized letter based on what immunizations students are missing	Annually - July, August, September	Student services & School nurse
4.	Newsletter	Informational newsletter about ECHS -- news, events, etc.	October, December, February, April	Administration, Guidance, Department chairs, Secretaries
5.	Meetings	Regular meetings with groups of stakeholders	Monthly	Blazer Club, Band Boosters, Orchestra Boosters, Principal's Parent Advisory Council, Superintendent's Student Advisory Council, Student Athletic Club, Faculty meetings
6.	Class Meetings	Meeting with all students in a grade level to discuss information pertinent to their class	As needed	Freshman class & Sponsor, Sophomore class & Sponsor, Junior class & sponsor, Senior class & sponsor, Guidance counselors, Administration
7.	Social Media	Facebook, Twitter, Instagram, school website -- used to convey information to ALL stakeholders	As needed	Administration, Athletic department, Counselors, Teachers, Club sponsors, Media center

Final draft for 2017 approved by AdvancED Committee on 2/9/17.