



Metropolitan School District of Washington Township
"Superior Schools in a Supportive Community"

In Accordance with Public Law 221
School Improvement Plan
2023-2024



School Name: Northview Middle School
School Address: 8401 Westfield Blvd., Indianapolis, IN 46240
School Phone Number: 317.259.5421
School Fax Number: 317.259.5431
School DOE Number: 5445
School Corporation Number: 5370

Principal Signature, Thomas Hakim

Superintendent Signature, Dr. Nikki Woodson

School Board President Signature, Deirdre George Davis

9-13-23

Date

9-13-23

Date

9-13-23

Date

The mission of Washington Township Schools is to develop life-long learners and globally-minded citizens by fostering the academic, creative, and social skills needed to achieve excellence in a multicultural environment.

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Purpose and Direction

Purpose

The purpose of the School Improvement Plan is to evaluate the effectiveness of our initiatives, develop goals based on data analysis, establish priority for improvement, identify strategies and create an action plan for deployment.

MSDWT Mission Statement

The mission of Washington Township Schools is to develop lifelong learners and globally-minded citizens by fostering the academic, creative, and social skills needed to achieve excellence in a multicultural environment.

MSDWT Vision Statement

Equitable, Affirming, Responsive

[MSDWT Strategic Plan 2020-2027 Link](#)

School Improvement Team and Participation (Title I Components 6a, 6b, and 6c)

School Improvement and Schoolwide Planning Team

1. Principal: Thomas Hakim
2. Assistant Principal: Heather Branigan
3. Assistant Principal: Bryan Ramirez
4. Dean: Scott Satterthwaite
5. School Psychologist: Mona Lagahie
6. Science Department Chair: Beckett Christoffel
7. Math Department Chair Brittany Taylor
8. English Department Chair: Laura Haines
9. Social Studies Department Chair: Eric Johnson
10. Instructional Coach: Kassondra Musick
11. Teacher #1: Natalie Grenfell
12. Teacher #2: Robin Kruithoff
13. Teacher #3: Sydney Peacock

PLC Leadership Team Meeting Dates

School Administrators, as well as Department Chairs and Instructional Coaches, will each participate in the PLC process with teachers. In doing this, school leadership will have a strong gauge on progress taking place through the PLC process and will also be able to provide valuable feedback in regards to areas for growth. As part of our Leadership+ bi-weekly meetings, PLC's will be a recurring topic that we will discuss to identify areas of focus, current challenges, and celebrations.

Description of Parent Involvement and Participation to Support Goals

Northview regards parents as partners in the education of our students. We understand that parents need and expect effective communication from the school and have worked to create meaningful opportunities to build healthy working relationships with our families. Below you will find a variety of ways in which we engage parents and work to open two-way lines of communication and participation throughout the school year:

- Team meetings with teachers
 - Our weekly schedule allows parents the opportunity to meet with teachers before and during school to discuss the academic progress of their student. Parents may receive assessment and other data during these meetings as a means to set goals for the student during this collaborative process.
- ELL videos and flyers of Northview activities and sports translated into multiple languages
- Parent Square Communication -- Interactive with responses
- District/Northview websites
- Twitter, Facebook, and Instagram
- Falcon Quest (6th grade student and parent orientation night) in August
- Various announcements and 24/7 academic progress monitoring via Skyward
- Back to School Night parent meetings
 - Sign all parents up for Parent Square and walk parents through Skyward, Parent Square Updates, and Canvas prior to the start of the year.
- Opportunities for school tours for interested families and Parent Onboarding for new enrollees
- PTO and Principal collaboration
 - The PTO is highly involved in the school and the programming/goals of the school. Monthly updates are provided to the PTO and needs are also expressed to assist with meeting school goals.

Each Sunday, Parent Updates are sent out and posted on the school website that include information about weekly events, activities, and opportunities for both students and parents.

Strategies to Increase Parent Participation

- Direct Teacher Outreach through Parent Square
- Growth of the Northview PTO
- School Wide Reading Program (Rockstar Reader) – Parents will be given information encouraging them to have their child participate in the at home reading program. Goals will be set, tracking sheets sent home, and parents will be reminded throughout the year of the importance of reading outside of the school day.
- Academic Information Nights – The school shares with parents and students the importance of reading at school and home as well as participating in engaging mathematical activities. Families are exposed to a variety of reading genres and materials and are engaged in math and literacy activities throughout the night. Strategies are given to parents to help their children be successful.
- Family Math and Literacy Nights – Parents and students work together to solve math and literacy problems and learn about strategies that can continue at home. All problems are specific to the child's grade level.
- Parent Information Nights - We will be adding a parent session this year that revolves around completing a training for Skyward, Canvas, and Parentsquare. Our goal will be to address all families (in person) and train them on how to appropriately use Skyward, Canvas, and Parentsquare to best stay up to date with happenings at the school, student grades, and coursework.
- Parent Onboarding - We will be launching an onboarding program for new families to Northview. The program will review the information from Parent Information Nights and also encourage participation in PTO. These events will take place in multiple languages. We will also be setting up opportunities to meet with parents at different apartment complexes throughout our boundaries to increase parental involvement.

Stakeholder Input Opportunities to Support Goals

Stakeholder Input Name & Description	Who Participates	Timeline
FalconQuest	Incoming 6th Graders and new 7th and 8th Graders	July
Schedule Pick-up	Incoming 7th and 8th Graders	July
Back to School Night	Parents, Students, and Families	August
Team and Individual Conferences	Students and Families	All Year
Student-Led Conferences	Students and Families	November
Curriculum Night	Students and Families	Winter
Parent University	Students and Families	Semester
Culture Calendar Events	All Students (Families for Some Events)	All Year
Parent and Student Surveys	Students and Families	Semester
PTO Meeting Updates	Families	Monthly

Description of Stakeholder Partnerships and Programs to Support Goals

Northview has numerous stakeholder partnerships as well as programs that we will use for the 2021 - 2022 school year to support our school goals:

- **Stakeholder Partnerships**
 - Parent Teacher Organization
 - Very active in helping to fundraise to ensure that our PBIS programming can continue as well as supporting the needs of the students and staff throughout different times of the year.
 - Luke's Leaders
 - Collaboration with Tom Lange and his student mentor program within our community
 - Joseph Maley Foundation
 - Disability Awareness Week speakers
 - Local Universities
 - Practicum experiences for students and additional teacher leaders for our student body.
 - Butler Cheerleading workshops
 - AVID field trips
- **Programs**
 - Student Council, NJHS, and S.A.F.E. Club are all student lead, staff supported, programs at Northview that will help to create an inclusive school environment for all students at

Northview. Each of these programs are unique in purpose and function, but all will allow students to be involved, share the voice of the student body, and lead.

- Interventions are academic supports that are offered to students to assist with academic gaps that are currently present. These courses are created utilizing individualized student data to ensure that gaps are addressed and student growth is observed.
- Northview has a growing AVID program that serves approximately 40% of the student body. These students are enrolled in either a pre-AVID semester course, an AVID elective class, or the AVID Excel course to learn strategies for academic growth. The courses help students with study skills and set them up for success with post-secondary options.

Comprehensive Needs Assessment (Title I Components 1 and 8)

Three-year Trend Data

Suspensions/Expulsions

	Suspensions	Expulsions
2020-2021	4	0
2021-2022	198	15
2022-2023	160	4

Suspensions/Expulsions by Sub-Group

	2020-2021	2021-2022	2022-2023
American Indian	0	0	1
Asian	1	1	2
Black	2	182	124
Hispanic	0	14	15
Multi-Racial	1	6	11
White	0	10	11
Female	1	78	54
Male	3	135	110
IEP - Yes	2	71	48
IEP - No	2	142	116

Enrollment by Ethnicity

	2020-2021	2021-2022	2022-2023
American Indian	0.0%	0.0%	0.3%
Asian	3.6%	3.3%	5.4%
Black	48.2%	50.9%	45.5%
Hispanic	19.6%	19.7%	23.3%
Multi-Racial	5.5%	6.6%	6.0%
White	23.2%	19.5%	19.5%

Enrollment by Free/Reduced/Paid Lunch

	2020-2021	2021-2022	2022-2023
Free/Reduced Lunch	60.1%	67.7%	74.2%
Paid Lunch	39.9%	32.3%	25.8%

Attendance

	2020-2021	2021-2022	2022-2023
Attendance Rate	87.8%	93.0%	93.0%
Number of Unexcused Absences	17,077.5	5,378.5	5822.5

ISTEP+/ILEARN English/Language Arts Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
22-23	31%	19%	29%	21%	67%	49%	15%	5%	22%
21-22	32%	19%	30%	24%	66%	46%	8%	5%	23%
20-21	34%	21%	50%	22%	66%	48%	10%	6%	25%

ISTEP+/ILEARN Mathematics Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
22-23	18%	5%	12%	12%	21%	29%	7%	2%	9%
21-22	14%	4%	14%	10%	38%	19%	3%	3%	7%

20-21	14%	4%	19%	8%	48%	15%	3%	1%	6%
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Comprehensive Needs Assessment Summary

Area of Review	Summary of Strengths: What were the identified strengths?	Summary of Needs: What were the identified needs?	Priorities: What are the priorities for your school?
Demographics	Cultural Excellence committee and the initiatives rolled out during the 2020 - 2021 school year and continued through the 2022-2023 school year.	We need to continue to find ways to recognize, celebrate, and hear all students and staff who make up our community.	A school-wide culture calendar has been developed which lays out major events for the whole school year. By creating this in advance, we are able to review the programming to ensure we are being culturally aware, leave opportunities for student voice, and create traditions and history by collecting feedback for each major event.
Attendance	Northview's attendance rate has been at 93% the past two years.	Inconsistent attendance reporting by teachers. Quicker identification and action needed. Vacancy of attendance clerk.	Implementation of the new attendance practices as we transition into 2023-2024. Additionally, we have assigned an Assistant Principal to partner with the School Social Worker with overseeing attendance this year to ensure that it is taken with fidelity.
Student Achievement	6 of our 7 identified groups met their proficiency benchmark on Math NWEA. 3 of our 7 identified groups met their proficiency benchmark on Reading NWEA. This matched district trends as Math was an	There is a severe need to utilize small group instruction and formative assessment data to address lost learning.	The top priorities include: 1.) Benchmark monitoring through the MTSS committee. 2.) Continue to provide PD and implement Mastery Connect to address mastery and small groups. 3.) Effective utilization of the PLC process to track

	area of growth and Reading remained flat or regressed.		student progress and effectively plan for individual students.
School Culture and Climate	The Panorama staff climate survey showed that our greatest strength was staff leadership relationships was 78% favorable and 24% higher than the average in the district. (Everything was higher than the district average.)	Our lowest category in the Panorama staff survey was 42% favorable in school climate which was the highest in the district. Student Panorama "sense of belonging" portion of the survey showed response rates at 36% favorable, which was 3% lower than last year but 2% higher than the district.	Prioritizing consistency and open communication as well as support for staff throughout the school year. Creating a school within a school model to slowly transition our 6th graders into middle school culture. We have also built both a staff and student culture calendar to proactively plan meaningful activities throughout the year to build a strong climate.
Staff Quality/Professional Development	Continued to work through the Mastery Connect and PLC development with core teachers.	We need to take theory into action. We learned a great deal of information and were able to reflect on our practices. We now must implement the learning in the classroom, hallways, and through our decisions.	Staff walk-throughs and increased teacher observations, coaching, and evaluation. Supporting teacher growth is a high priority for Northview as will be retaining quality teachers and recruiting quality teachers.
Curriculum, Instruction, Assessment	Data talks, which discussed benchmark goals and created action plans, were held with each math and ELA teacher. Evolution of the MTSS team to review and identify curriculum resources to all interventions.	Consistency is needed across our assessments and organization of materials.	Benchmark assessments are needed to effectively run meaningful PLCs and guide instructional decisions. We will continue our efforts in grading for equity as aligned with our teaching and learning vision.

<p>Family and Community Involvement</p>	<p>Heavy involvement with PTO and fundraising.</p> <p>The Panorama survey “barriers to engagement” were 82% favorable, which was 2% higher than the district.</p> <p>Increased survey participants from families.(This year was 217 compared to last year’s 70 participants)</p> <p>Creation of Parent University to involve and educate our parents/students on issues affecting our school culture.</p>	<p>Limited involvement in regards to the quantity of family members who participated. (Survey, Parent University, PTO)</p>	<p>Focus on recruitment of a diverse PTO. There are so many families who can and will give of their time/talent/treasure -- we must effectively reach them to invite them to get involved. Additionally, through the use of parent surveys and teacher outreach, we will be focusing on the voices of our families to determine our action steps in regards to how we can best serve them and get them involved.</p>
<p>Technology</p>	<p>Growth with online learning tools/platforms and access for students.</p>	<p>Need to become more consistent with use of online learning tools. For example, 6 different Canvas pages are confusing for students. Lack of norms and standards for learning tools created some confusion and challenges.</p>	<p>Create norms for learning platforms (Skyward / Canvas) and full implementation and roll-out of MasteryConnect to assist with meaningful PLCs.</p> <p>Implementing PBIS Rewards school wide for tier 1 and tier two interventions.</p>

Priority Goal Summary and Decision Making Process

The following is a summary of the goals encompassed in this plan for the 2023-24 school year. The details of each goal are available in the next section.

Priority #	Goal Statement
<p>1</p>	<p>Priority 1 Equitable Achievement - Provide an equitable educational environment that inspires and empowers all students to increase their academic success as well as their social and emotional learning.</p>

	<p><i>Goal 1A: Decrease behavior disruptive to the learning as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.</i></p> <p><i>Discipline: Students will reduce disruptive behaviors to the learning environment as measured by office referrals for continued classroom disruption, disrespect, and refusal to comply by 30%.</i></p> <p><i>Goal 1B - Reading: Improve academic growth for all subgroups and reduce the achievement gap for students of color in literacy</i> <i>Reading: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%</i></p> <p><i>Goal 1C - Math: Improve academic growth for all subgroups and reduce the achievement gap for students of color in math</i> <i>Math: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%</i></p> <p><i>Goal 1D - ELA: Improve the academic achievement for all subgroups as measured by ILEARN ELA proficiency</i></p> <p><i>ELA: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%</i></p> <p><i>Goal 1D - Math: Improve the academic achievement for all subgroups as measured by ILEARN math proficiency</i></p> <p><i>Math: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%</i></p>
2	<p>Priority 2 - Hiring & Retention of a High Quality & Diverse Staff – Advance a District culture that values and affirms diversity.</p> <p><i>Goal 2A: Improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</i></p>
3	<p>Priority 3 - Partnerships - Strengthen our partnership with students, families and community stakeholders to achieve our mission of academic success for all students and to demonstrate our District values.</p> <p><i>Goal 3A: NV will analyze family engagement feedback to determine areas of improvement by increasing the total level of parent and family participation in school programming as measured by the parent survey.</i></p>

Cultural Competency

Northview Middle School will focus on proactive discipline, cultural responsivity, and response to instruction and intervention in efforts to meet the needs of students. Culturally responsive educators intentionally focus on methods to improve learning partnerships with students. To foster strong

partnerships, educators must be aware of harbored biases that manifest into classroom environments and examine conditions for learning. The resiliency team focuses heavily on the systems (e.g. curricular, interventions, discipline, mental health supports, etc.) that impact the conditions for learning. Through collective work, the resiliency team, including administrators, will identify inequities within systems that are designed to support students and work with staff to develop a better understanding of educational equity. Culturally responsive practices cannot happen in absence of equity and understanding the complex needs of students. Within professional learning communities, team and staff meetings, educators will reflect on their practices with an equity lens and analyze data to inform action plans for students. An equity lens questions why particular groups are marginalized and disparities exist in data, focusing more on internal structures of school. Behavior is a form of communication and responsive educators proactively work to identify the conditions that lead to positive behavioral responses.

Decision Making Process

The English Language Arts and Math goals were set with a general goal of increasing our performance approximately 3% per year over the next three years. National annual growth is reportedly around 2% per year and it is understood that as we continue to increase our performance that annual year over year growth becomes significantly more challenging. Teachers will be able to utilize data analysis information to plan support of the identified skills we need to strengthen. Throughout the course of the year, discussion in staff meetings, PLC, and team meetings will involve ongoing data from our assessments and used to guide instruction. The MTSS team will spearhead staff development in analyzing data to make this possible.

School Improvement Priorities (Title I Components 2, 4, and 9)

Equitable Achievement Goal 1B

Equitable Achievement Goal 1B

By 2026-2027, decrease behavior disruptive to the learning environment as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.

School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL		All	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	0		514		112		21		18		110		51		665	
20-21	0	0	488	31	106	0	20	8	17	4	105	15	48	1	632	43
21-22	0	0	464	286	101	9	19	25	16	23	99	112	46	17	600	343
22-23	0	0	441	347	96	31	18	38	15	28	94	127	44	29	570	444
23-24	0		419		91		17		15		90		42		542	
24-25	0		398		87		16		14		85		39		515	
25-26	0		378		82		15		13		81		37		489	
26-27	0		359		78		15		13		77		36		464	

Green = Benchmark Goal Met, **Yellow** = Progress Toward Benchmark Goal, **Red** = No Progress Toward Benchmark Goal

NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts

Goal 1B: Action Plan for the 2023-2024 School Year (Title Component 2, 4, and 9)

Strategy: Utilize a proactive approach to school culture and student management			
Action Steps	Required Resources/PD	Timeline	Evidence
Develop and follow a school-wide Culture Calendar. This calendar will have events planned prior to the start of the year that take into account representation from the whole student body and will be led by different staff members and students.	Culture Calendar Template Committee Student Survey (Panorama) Committee Chair	Spring / Summer 2023 Revision and updates based on student feedback throughout the year	Finalized Culture Calendar Committee Agenda/Notes
Continued growth and development of Falcon Focus, Restorative Practices, and Critical Problem Solving	Dean, Alternative Education Teacher, School Counselors, School Social Worker, Instructional Coach Ongoing Staff Development w/ Restorative Practices	Ongoing throughout the 2022 - 2023 school year	Development and advancement of the Falcon Focus Handbook. Professional development participation by the Falcon Focus team. Falcon Focus Team PLC, led by Dean. Team will meet every week to manage student caseloads and determine interventions and supports for students. The PLC will have an ongoing agenda and tracker.
Review and revise classroom management plans to support new/early-career teachers	Revised Classroom Management Plan Template Review Process (ORID or Other)	Fall 2023 New Teacher Academy	Revised classroom management plans with support of Instructional Coach Ongoing discussion of plans attached to SIP review with staff RE: referral data.
Continued revision of Northview's PBIS program to ensure more consistency	Falcon Buck Drawing Prizes (Collaboration w/	2023-2024 School Year	Revision of Falcon Buck System

and systemic equity within the program.	<p>PTO and local partners)</p> <p>Falcon Buck System Management (PBIS Rewards)</p> <p>Oversight of System</p> <p>Ongoing Communication with Parents</p>		<p>Requirement that students are utilizing Student IDs for Falcon Bucks and that teachers are issuing Falcon Bucks to students.</p> <p>Calendar of Falcon Bucks drawings and events.</p> <p>New Teacher PD focused on this topic.</p>
Gather student feedback and culture surveys 1x per semester and analyze the results to ensure student voices are heard and changes are made proactively.	Panorama Survey tool	Semester	Survey Analysis and review during Leadership + Meeting.
Review and revision of MTSS process for Behavior. Ensure proper staff members are included in student conversations and an AP and Dean oversee the process.	MTSS process overview and review with staff	<p>Fall 2023 (Revision of current process with new Dean and Alternative Classroom Teacher)</p> <p>Throughout the 2023 - 2024 School Year</p>	<p>MTSS meetings and evidence of Tier II and Tier III plans.</p> <p>MTSS meetings will commence bi-weekly.</p>
Plan and deliver high quality professional development, individual coaching, and data reviews with focus on PLC process.	<p>PD Calendar</p> <p>PD Materials and Facilitators</p> <p>Coaches & Observation Feedback</p>	Ongoing throughout the 2023 - 2024 School Year	<p>Professional Development Calendar for Northview Middle School, Principal and Instructional Coach ongoing meetings.</p> <p>PLC training and professional development.</p>

Equitable Achievement Goals 1C-NWEA Reading and 1D-ILEARN ELA

Equitable Achievement Goal 1C - Reading														
<i>By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Reading proficiency.</i>														
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	71.4%		62.4%		53.3%		87.1%		71.4%		28.7%		25.2%	
20-21 (RBL)	74.0%		43.0%		42.0%		83.0%		60.0%		20.0%		21.0%	
21-22	74.5%	62.2%	44.0%	17.2%	43.0%	17.7%	83.5%	87.0%	60.5%	75.0%	20.5%	23.6%	21.5%	23.3%
22-23	76.0%	63.4%	52.1%	51.5%	48.4%	39.1%	85.7%	86.9%	65.1%	71.7%	24.2%	29.7%	23.7%	21.4%
23-24	77.0%		56.7%		51.7%		87.1%		67.7%		26.4%		25.1%	
24-25	78.0%		61.3%		54.9%		88.4%		70.3%		28.5%		26.5%	
25-26	79.0%		65.8%		58.1%		89.8%		72.8%		30.6%		27.8%	
26-27	80.0%		70.4%		61.3%		91.1%		75.4%		32.7%		29.2%	

Green = Benchmark Goal Met, **Yellow** = Progress Toward Benchmark Goal, **Red** = No Progress Toward Benchmark Goal

NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts

Equitable Achievement Goal 1D - ELA

By 2026-2027, improve academic proficiency for all subgroups as measured by ILEARN ELA proficiency.

School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	46.3%		34.2%		32.5%		77.1%		42.5%		12.5%		10.2%	
20-21 (RBL)	50.0%		21.0%		22.0%		66.0%		48.0%		10.0%		6.0%	
21-22	50.5%	20.7%	22.0%	10.3%	23.0%	23.7%	66.5%	66.5%	48.5%	46.2%	10.5%	8.1%	6.5%	4.6%
22-23	52.0%	20.3%	28.1%	19.0%	28.2%	21.3%	71.0%	66.4%	50.0%	48.9%	12.2%	13.2%	8.7%	5.8%
23-24	53.0%		31.6%		31.3%		73.6%		51.0%		13.3%		10.1%	
24-25	54.0%		35.1%		34.3%		76.1%		52.0%		14.3%		11.5%	
25-26	55.0%		38.7%		37.4%		78.6%		53.0%		15.4%		12.8%	
26-27	56.0%		42.2%		40.5%		81.1%		54.0%		16.5%		14.2%	

Green = Benchmark Goal Met, **Yellow** = Progress Toward Benchmark Goal, **Red** = No Progress Toward Benchmark Goal

NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts

Goals 1C-NWEA Reading and 1D-ILEARN-ELA: School Action Plan for the 2023-2024 School Year (Title Component 2, 4, and 9)

Strategy #1: Leader supported PLC Meetings			
Action Steps	Required Resources/PD	Timeline	Evidence
Creation and delivery of common formative and summative assessments	<p>Review of updated State Standards and curriculum maps/pacing guides created and revised during the 2022-2023 school year.</p> <p>Review of NWEA scores from Spring 2023</p> <p>District professional development across content areas focused on PLC implementation</p> <p>Instructional Coaches</p>	Start of Each Quarter	Common formative and summative assessment development and implementation - evidenced by use in PLCs.
Use of assessment data to implement small-group instruction in Math and ELA classrooms	<p>Implementation of new school-wide Master Schedule with increased Tier 1 Math and ELA time</p> <p>Professional development on Workshop model and co-teaching with Special Education and ENL Teachers</p> <p>Instructional Coach / Building Leader</p>	Throughout the 2023-2024 school year	Classroom observations and PLC Agendas/data analysis
Common locations for PLC Meetings and a revised PLC process	<p>Common Meeting location - Multi-Purpose Room</p> <p>Leadership team member presence at each PLC; this will include Department Chairs</p>	Ongoing throughout the 2023 - 2024 school year	<p>Attendance on Weekly PLC sheet</p> <p>Morning Meeting Calendar and PLC Breakdown Spreadsheet</p>

Strategy #2: Schoolwide reading and writing initiatives reinforced during Team meetings			
Action Steps	Required Resources/PD	Timeline	Evidence

Development of normed feedback for student writing	PD on writing feedback for students (rubric practice)	Fall 2023 and ongoing feedback through Team / Department Meetings	All-School Writing Plan (L. Haines/K. Musick/A. Gilliam) Writing rubric
Individualized coaching and support for non-ELA teachers in Writing	Instructional Coach and Department Chair time	Ongoing throughout the 2023 - 2024 school year	Department Meeting agenda 1-on-1 coaching sessions
Rockstar Reader (independent reading) initiative	Access to library and books	Throughout 2023-2024 school year	Rockstar Reader Log (student hours)
School Wide Writing Targets/Foci	Development of initiative PD RE: each writing focus	Ongoing throughout the 2023 - 2024 school year	All-School Writing Plan (L. Haines/K. Musick/A. Gilliam)

Strategy #3: Revision of ENL and SPED scheduling to increase co-teaching and collaboration opportunities

Action Steps	Required Resources/PD	Timeline	Evidence
Revised ENL and SPED schedule to increase teachers' contact with students in Math and ELA (SPED) and Science and Social Studies (ENL)	Master Schedule Work to create opportunities for this to take place; use of Cardonex scheduling software to cluster students for targeted support in Tier 1 classrooms. Co-Teaching PD and IA PD to support co-teaching and push-in support led by Principal, Instructional Coach, Special Education Team Leader, and ENL Teachers	Summer 2023 - Schedule Co-Teaching will be ongoing throughout the 2023-2024 school year	Master Schedule Class rosters developed with SPED and ENL clusters PLC participation
Built in Team time for SPED / ENL to meet and collaborate with general education teachers	Master Schedule Co-Teaching PD (WIDA Can-Do Descriptors and Standards Framework). District level PD will be held	Summer 2023 (Academic Language and Literacy PD) Throughout the 2023 - 2024 school year	PLC Meeting Schedule AM Team Meetings

	for these teachers, core department chairs, and instructional coaches.		
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Strategy #4: Walkthroughs, Instructional Coaching, and Professional Development

Action Steps	Required Resources/PD	Timeline	Evidence
Strategic assignment of instructional coaching based on ongoing observations	Coaching Cycle PD to ensure consistency with coaching and closing the loop.	Ongoing throughout the 2023-2024 school year.	Instructional Coach Schedule
Quarterly data reviews with teachers based on progress of individual and schoolwide goals	Collection of data Creation of individual goals/PLC Action Plans and tracking of school wide goals	Quarterly	PLC Action Plans QAR Meetings Quarterly Leadership + Meeting (Data Review)
Building wide PD Calendar to ensure consistency and targeted focus on school goals	PD Calendar (S1 and S2) - PD areas will include: assessments creation (levels of question) and alignment, PLC Process, and co-teaching methods PD Materials	S1 meeting calendar has built in time 2x / month.	PD Calendar w/ objectives

Strategy #5: Equitable grading practices and normed scoring procedures

Action Steps	Required Resources/PD	Timeline	Evidence
Ongoing Implementation of Grading for Equity Implementation of improved Guided Study class	Copies of Grading for Equity for new teachers PD for new teachers Review of current practices with returning teachers Guided Study expectations framework for implementation	Ongoing Delivery of PD and analysis of student grades/GPAs through the 2023-2024 school year	Teacher implementation Communication to parents/families about practices Decrease in student missing assignments and increase in GPAs building-wide

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Strategy #6: Build Department Chair capacity and responsibility.			
Action Steps	Required Resources/PD	Timeline	Evidence
Create meaningful department specific goals focused on: pacing, small group differentiated instruction, student engagement, workshops, and culturally relevant texts.	Revision of Department Chair job descriptions Department Goal Sheet, developed at beginning of school year Leadership Team Retreat Book Study - "Time for Change" by Anthony Muhammad and Luis Cruz	Summer 2023	Department Goal Sheets Observation Feedback NWEA / ILEARN Growth
Meet bi-weekly to discuss the department, PLC Notes, observation notes, and progress towards department goals.	PLC Notes SFS Access Department Goal Sheet	Bi-weekly	Bi-Weekly agenda NWEA / ILEARN Growth

Equitable Achievement Goals 1C-NWEA Math and 1D-ILEARN- Math

Equitable Achievement Goal 1C - Math														
By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Math proficiency.														
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	66.1%		48.3%		47.4%		86.9%		61.0%		25.5%		26.4%	
20-21 (RBL)	50.0%		34.0%		41.0%		73.0%		59.0%		16.0%		18.0%	
21-22	50.5%	48.6%	35.0%	24.7%	42.0%	37.9%	73.5%	70.9%	59.5%	57.7%	16.5%	12.1%	18.5%	13.3%
22-23	56.7%	73.2%	41.4%	38.1%	45.8%	46.0%	79.0%	81.4%	61.0%	69.6%	20.5%	28.6%	22.1%	28.1%
23-24	60.1%		45.2%		48.2%		82.0%		62.0%		22.8%		24.2%	
24-25	63.4%		48.9%		50.6%		84.9%		63.0%		25.0%		26.3%	
25-26	66.8%		52.6%		53.0%		87.9%		64.0%		27.3%		28.3%	
26-27	70.1%		56.3%		55.4%		90.9%		65.0%		29.5%		30.4%	

Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal

NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts

Equitable Achievement Goal 1D - Math

By 2026-2027, improve academic proficiency for all subgroups as measured by ILEARN Math proficiency.

School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	40.7%		16.4%		15.6%		69.5%		25.0%		9.6%		5.5%	
20-21 (RBL)	19.0%		4.0%		8.0%		40.0%		20.0%		3.0%		1.0%	
21-22	19.5%	13.5%	5.0%	3.0%	9.0%	9.8%	40.5%	38.2%	20.5%	18.0%	3.5%	3.3%	1.5%	2.0%
22-23	27.6%	12.2%	10.8%	5.5%	13.2%	12.3%	51.2%	51.0%	23.0%	28.9%	6.5%	6.6%	4.0%	3.3%
23-24	31.9%		14.2%		15.8%		56.8%		24.5%		8.3%		5.5%	
24-25	36.1%		17.6%		18.4%		62.3%		26.0%		10.1%		7.0%	
25-26	40.4%		21.0%		21.0%		67.9%		27.5%		11.8%		8.5%	
26-27	44.7%		24.4%		23.6%		73.5%		29.0%		13.6%		10.0%	

Green = Benchmark Goal Met, **Yellow** = Progress Toward Benchmark Goal, **Red** = No Progress Toward Benchmark Goal

NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts

Goals 1C-NWEA Math and 1D-ILEARN-Math: School Action Plan for the 2023-2024 School Year (Title Component 2, 4, and 9)

Strategy #1: Leader supported PLC Meetings			
Action Steps	Required Resources/PD	Timeline	Evidence
Creation and delivery of common formative and summative assessments	<p>Review of updated State Standards and curriculum maps/pacing guides created and revised during the 2022-2023 school year.</p> <p>Review of NWEA scores from Spring 2023</p> <p>District professional development across content areas focused on PLC implementation</p> <p>Instructional Coaches</p>	Start of Each Quarter	Common formative and summative assessment development and implementation - evidenced by use in PLCs.
Use of assessment data to implement small-group instruction in Math and ELA classrooms	<p>Implementation of new school-wide Master Schedule with increased Tier 1 Math and ELA time</p> <p>Professional development on Workshop model and co-teaching with Special Education and ENL Teachers</p> <p>Instructional Coach / Building Leader</p>	Throughout the 2023-2024 school year	Classroom observations and PLC Agendas/data analysis
Common locations for PLC Meetings and a revised PLC process	<p>Common Meeting location - Multi-Purpose Room</p> <p>Leadership team member presence at each PLC; this will include Department Chairs</p>	Ongoing throughout the 2023 - 2024 school year	<p>Attendance on Weekly PLC sheet</p> <p>Morning Meeting Calendar and PLC Breakdown Spreadsheet</p>

Strategy #2: Revision of ENL and SPED scheduling to increase co-teaching and collaboration opportunities

Action Steps	Required Resources/PD	Timeline	Evidence
<p>Revised ENL and SPED schedule to increase teachers' contact with students in Math and ELA (SPED) and Science and Social Studies (ENL)</p>	<p>Master Schedule Work to create opportunities for this to take place; use of Cardonex scheduling software to cluster students for targeted support in Tier 1 classrooms.</p> <p>Co-Teaching PD and IA PD to support co-teaching and push-in support led by Principal, Instructional Coach, Special Education Team Leader, and ENL Teachers</p>	<p>Summer 2023 - Schedule</p> <p>Co-Teaching will be ongoing throughout the 2023-2024 school year</p>	<p>Master Schedule</p> <p>Class rosters developed with SPED and ENL clusters</p> <p>PLC participation</p>
<p>Built in Team time for SPED / ENL to meet and collaborate with general education teachers</p>	<p>Master Schedule</p> <p>Co-Teaching PD (WIDA Can-Do Descriptors and Standards Framework).</p> <p>District level PD will be held for these teachers, core department chairs, and instructional coaches.</p>	<p>Summer 2023 (Academic Language and Literacy PD)</p> <p>Throughout the 2023 - 2024 school year</p>	<p>PLC Meeting Schedule</p> <p>AM Team Meetings</p>
<p>Addition of Math Intervention teacher</p>	<p>Removal of three IA positions in order to hire a certified teacher.</p> <p>Training with TransMath Tier 3 Math Program</p>	<p>Throughout the 2023-2024 school year</p>	<p>Math Intervention Benchmark Data</p>
<p>Addition of ENL Math Interventionist and additional push-in support for ENL</p>	<p>Support and collaboration with math department</p>	<p>Ongoing collaboration between Math Department and Interventionist</p>	<p>Master Schedule</p> <p>Math Department Meetings and Intervention Planning Document</p>

Strategy #3: Walkthroughs, Instructional Coaching, and Professional Development

Action Steps	Required Resources/PD	Timeline	Evidence
Strategic assignment of instructional coaching based on ongoing observations	Coaching Cycle PD to ensure consistency with coaching and closing the loop.	Ongoing throughout the 2023 - 2024 school year.	Instructional Coach Schedule
Quarterly data reviews with teachers based on progress of individual and schoolwide goals	Collection of data Creation of individual goals/PLC Action Plans and tracking of school wide goals	Quarterly	PLC Action Plans QAR Meetings Quarterly Leadership + Meeting (Data Review)
Building wide PD Calendar to ensure consistency and targeted focus on school goals	PD Calendar (S1 and S2) - PD areas will include: assessments creation (levels of question) and alignment, PLC Process, and co-teaching methods PD Materials	S1 meeting calendar has built in time 2x / month.	PD Calendar w/ objectives

Strategy #4: Equitable grading practices and normed scoring procedures

Action Steps	Required Resources/PD	Timeline	Evidence
Ongoing Implementation of Grading for Equity Implementation of improved Guided Study class	Copies of Grading for Equity for new teachers PD for new teachers Review of current practices with returning teachers Guided Study expectations framework for implementation	Ongoing Delivery of PD and analysis of student grades/GPAs through the 2023-2024 school year	Teacher implementation Communication to parents/families about practices Decrease in student missing assignments and increase in GPAs building-wide

Strategy #5: Build Department Chair capacity and responsibility.

Action Steps	Required Resources/PD	Timeline	Evidence
Create meaningful department specific goals focused on: pacing, small group differentiated instruction, student engagement, workshops, and culturally relevant texts.	Revision of Department Chair job descriptions Department Goal Sheet, developed at beginning of school year Leadership Team Retreat Book Study - "Time for Change" by Anthony Muhammad and Luis Cruz	Summer 2023	Department Goal Sheets Observation Feedback NWEA / ILEARN Growth
Meet bi-weekly to discuss the department, PLC Notes, observation notes, and progress towards department goals.	PLC Notes SFS Access Department Goal Sheet	Bi-weekly	Bi-Weekly agenda NWEA / ILEARN Growth

Hiring & Retention of a High Quality & Diverse Staff Goal 2B

Hiring and Retention of a High Quality and Diverse Staff Goal 2B		
<i>By 2024-2025, improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</i>		
	Goal	Result
2015-2020 (BL)	10.8%	
2020-21	10.0%	20.3%
2021-22	9.0%	13.6%
2022-23	8.0%	6.1%
2023-24	7.0%	
2024-25	6.0%	
<i>Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal</i>		

Strategies

- MSDWT will provide implicit bias training for staff (included in the onboarding process) in order to foster an inclusive and collegial work environment for all staff.
- The HR department will establish an advisory employees and community members who provide insight into strategy development and adjustment.
- Enhanced exit interview procedure and conducting stay interviews for a select number of staff annually.
- Data for specifically targeted subgroups of staff will be analyzed to make sure that specific groups are not leaving the district disproportionately or for unique reasons.
- Ensure that voices of color are included in the hiring team for the upcoming school year to identify ways in which we can ensure we are being mindful and inclusive to our staff members of color.

Partnership Goal 3A

Partnerships Goal 3A		
<i>By 2024-2025, analyze family engagement feedback to determine areas of improvement by increasing the total level of parent and family participation in school programming as measured by the parent survey.</i>		
	Goal	Result
2018-19 (BL)	6.0%	
2020-21	11.0%	9.3%
2021-22	16.0%	28.5%
2022-23	21.0%	19.1%
2023-24	26.0%	
2024-25	31.0%	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal		

Goal 3A: School Action Plan for the 2023-2024 School Year (Title Component 2, 4, and 9)

Strategy: Strengthen Communication, Participation, and Involvement in school functions			
Action Steps	Required Resources/PD	Timeline	Evidence
Get 100% of families to sign-up and download	Parent Events	Summer 2023	100% outreach via the Parent Square return reports

Parent Square with their updated contact information.	Access to Skyward		
EOY survey review and reflection	Panorama	Summer 2023	Survey analysis to share with the staff
PTO growth and diverse representation	Encourage various PD offered by district for families	Recruitment (Fall 2023) Ongoing recruitment and involvement throughout the 2023 - 2024 school year	Copies of communication and outreach. Event Sign-ups Attendance log to meetings
Addition of engagement opportunities section in weekly parent updates	N/A	Ongoing throughout the 2023 - 2024 school year	Review of the Family Update (sent weekly)
Weekly Family Update Newsletter	N/A	Ongoing throughout the 2023 - 2024 school year	Posted on the website and sent via Parentsquare
Implementation of an Advisory Tracker -- 1 call to a parent in the first 2 weeks	Development of a tracker	Development of Tracker (Summer 2023)	Completed Tracker
"Pizza with the Principal" and other family information/Q&A opportunities	Event scheduling	Quarterly	Scheduled meetings in Family Update and sent through Parent Square Additional voices heard

Appendices

Using Results for Continuous Improvement

Description of Ongoing Data Review Process

Washington Township (WT) is committed to a process for continuous improvement that is well-defined and clearly articulated with measurable results. The district acknowledges that our current best approach to improve and sustain student learning and achievement is through a systems approach that is inclusive of all entities and levels of our system. The district level, the school level, the division or

department level, and the classroom, teacher, and student level must all align their collaborative efforts along with the parents and community in order to achieve high success over time.

The Quality Assurance (QA) System has been established to create an on-going culture of quality that permeates the district as well as creates an institutional memory of the best practices adopted by our School Improvement Teams, Professional Learning Community (PLC) Teams or district improvement program teams. In alignment with the district quality assurance process, WT will implement a process to regularly review progress on program action plans, instruction improvement deployment, and formative assessment results.

School Improvement Plan Timeline

QA of SIP	Q1	Q2	Q3	Q4
SIP Deployment			X	
SIP Development by School Improvement Committee	X	X	X	X
SIP Progress Monitored by Quality Assurance Team	X		X	X
SIP Submitted for Superintendent and Cabinet Review including Title One Compliance			X	
Feedback Submitted to School	X		X	X
Professional Development Approved by WT Education Association				X
SIP Submitted to Superintendent, Cabinet, and School Board				X
School Board Approves SIP	September SB Meeting			
SIP Submitted to State	October 1			

Description of Curriculum

MSDWT evaluates curriculum every six years in conjunction with the textbook adoption process. The goal of the program evaluation, curriculum/standards revision and textbook adoption cycle is to provide an educational program that enables all students to learn and achieve to the highest possible level. Additionally, MSDWT has developed curriculum/standards guides in special areas, elective areas and academic core areas of English/Language Arts, Math, Science, and Social Studies. The curriculum guides incorporate the most recent State Standards, district technology proficiencies and district media proficiencies and are reviewed annually.

Title 1 Schoolwide Components

Highly Qualified Teachers and Paraprofessionals (Title I Component 3)

2023-2024 Highly Qualified Teachers: All verification and supporting documents are filed at the Community and Education Center in the human resources files.

2023-24 Highly Qualified Paraprofessionals (Title 1 Component 3): 2023-24 Highly Qualified Paraprofessionals: All verification and supporting documents are filed at the Community and Education Center in the human resources files.

Strategies to Retain Highly Qualified Teachers (Title 1 Component 5)

In an effort to recruit and retain highly qualified teachers and administrators, the district uses a multifaceted approach. We dedicate a lot of time to the interview process. We take part in at least four university recruitment fairs as well as a job fair focused solely on minority teacher and administrative candidates. During these recruitment fairs, the district is represented by at least four administrators who spend the entire fair interviewing potential candidates.

The district also hosts its own recruitment fair in the spring of each year in order to showcase the district and attract top candidates. The local recruitment fair provides candidates with the opportunity to interview at a particular school of interest and meet and interview the administration from that building.

In addition, our principals provide the director of human resources with the names of student teachers who they believe would make strong teacher candidates, and the director screens each of the candidates to determine if he/she should become part of the pool that principals are required to interview before selecting a candidate.

New teachers attend a variety of professional development opportunities so that a clear expectation is established with new teachers as the district views professional growth as a must. In addition, all teachers, who are new to the profession, receive a coach who works with the individual during the first year of teaching in an attempt to address many of the challenges that new teachers encounter. The coaches are retired master teachers who have the flexibility in their schedules to devote additional time to each individual teacher.

We also believe that outstanding teachers need to be fairly compensated, so we work diligently to provide a salary and fringe benefit package that is among the best in the State so that we can attract and retain the best teacher and administrative applicants available.

Transition

In order to support fifth graders in their transition from elementary to sixth grade in middle school, we coordinate several activities and forms of communication between Northview Middle School and our feeder elementary schools. These transition activities include:

- **Sixth Grade Information Packets:** During the first week in February we mail a welcome packet to fifth graders and their parents. The packet includes a welcome letter from the principal, dates and descriptions of important upcoming transition activities, and information regarding the honors application process. These packets include English and Spanish versions of each document.
- **Curriculum Night:** In mid-February, fifth grade parents are invited to attend an informational evening at Northview to learn about the curriculum and course options for sixth grade students. This evening includes a PowerPoint presentation by the principal and department chairpersons, a district video depicting students' performing arts and world language options, and question and answer session. All of this information is also posted on the school's website for easy access.
- **Music Try-Ons:** Middle school band and orchestra teachers visit each elementary school to meet individually with fifth graders interested in playing an instrument in sixth grade.
- **Open House:** In early March, fifth grade students and their parents are invited to attend an evening Open House at Northview. The evening includes opportunities for prospective families to visit

classrooms, tour the building, talk with teachers and administrators, and to hear musical performances from middle school students in the performing arts department. It is a wonderful opportunity for students and parents to learn more about the school and feel welcome into their prospective school.

- **Visits to the Fifth Grade Teachers:** In mid-April, the English and Math Department Chairs will visit feeder schools to obtain additional information to complete schedules. They will find out the tiers and support the students have received in fifth grade. The information will be used to ease the academic transition.
- **Fifth Grade Tours:** In mid-May, fifth graders spend a half day at Northview to become acclimated to the building. Students tour the building, eat lunch in the Northview cafeteria, and participate in activities to learn more about the school.
- **Summer Letters:** The Principal sends three letters to the students in the summer discussing middle school, the transition and suggestions for success. The letters are light in nature, but help to ease fears.
- **FalconQuest:** The week before school begins in August, incoming sixth graders and their parents participate in an evening orientation program. Students and parents learn a lot of “nuts and bolts” about navigating their sixth grade year. Students receive their schedule so they can locate their classes and learn how to open their locker. Students and parents leave at the end of the night feeling very comfortable and prepared for the first days of their middle school experience.

In order to support Eighth graders transitioning to North Central High School for their freshman year we also offer several opportunities for students to become familiar with the environment before they leave Northview.

- **Career Center Visit:** In October, eighth grade students visit the J. Everett Light Career Center adjacent to North Central High School. Students are not allowed to attend classes at the career center until their sophomore year of high school, however it is important for them to know that these possible opportunities exist so that they can plan their freshman and sophomore schedules accordingly if they are interested.
- **HS Guidance Director Q and A:** The high school guidance director hosts an evening at Northview for eighth graders and their parents to present basic freshman scheduling requirements, required courses and credits, as well as the scheduling timeline. Students and parents pose questions to the guidance director in a small, intimate setting.
- **Career Interest Inventories/Reality Check:** In December, all 8th grade students complete career interest inventories to assist in their high school planning.
- **8th Grade Counseling Lessons:** In January, Northview counselors complete presentations to all 8th grade students where they review the high school course catalogue, explain high school credits, and present possible freshman scheduling options. Many other questions regarding high school participation, eligibility, and opportunities are presented to students.
- **Ninth Grade Scheduling Information:** In January the 8th grade counselor delivers a presentation to all 8th grade students to review the high school course catalogue, explain high school credits, and present possible freshman scheduling options. Many other questions regarding high school participation, eligibility, and opportunities are presented to students.
- **Bridge/Cohort/Tech School/ IB Meetings:** In January, multiple North Central programs meet specifically with students who are recommended for this program. The bridge program seeks to support ELL students, the Cohort program supports minority students in the pursuit of college, the technology school seeks to support students who are at risk of dropping out, and the IB diploma program is targeted toward top performing students to provide them the most rigorous challenge possible.

- **JROTC Visits:** Students and staff from JROTC visit eighth grade lunches in January to hand our information to students.
- **Curriculum Night:** In January, North Central High School hosts a curriculum where students and parents receive information about all classes offered at North Central. They are able to ask questions regarding freshman scheduling information a second time.
- **Individual Scheduling Meetings:** In January and February, the eighth grade counselor meets with eighth graders and their parents to plan their freshman schedule as needed.
- **North Central Visit:** In mid-April, all 8th graders visit North Central High school during the school day. Students visit with students, take a tour of the building, attend performances, and visit classrooms.
- **PantherQuest:** In August all 8th graders are expected to attend a multi-day orientation to North Central high school before upperclassmen return to school. North Central Juniors and Seniors facilitate an orientation process that welcomes freshman students and brings them into the North Central family.

Program Statement

While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time.

Parent Compact

Northview Middle School - Parent Compact 2023-2024

Families and schools must work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a safe and supportive learning environment.
- Teach classes with an interesting and challenging curriculum that promotes student achievement.
- Motivate my students to learn.
- Set high expectations and help every child be successful in meeting the Indiana academic achievement standards.
- Communicate frequently and meet annually with families about student progress and the School - Parent Compact.
- Provide opportunities for parents to volunteer, participate, and observe in my classroom.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families.
- Respect the school, students, staff and families.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching, video game playing, and internet usage.
- Study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-8).
- Ensure that my child attends school every day and gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate, as appropriate, in decisions about my child's education.
- Attend parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Teacher

Parent

Student

Definitions

Quality Assurance Reviews

The principal will meet with the Teaching and Learning Division in three Quality Assurance Reviews annually to report progress on the School Assessment Measures as well as the Goal Action Plan. The principal will be provided feedback and offered support on progress towards achieving their goals.

School Assessment Measures

The School Assessment Measures represent the various assessments chosen by the district or the school to represent academic achievement and growth. The measures are chosen due to the correlation to state assessment proficiency or the district mission. The School Assessment Measures do not include routine teacher designed classroom assessments.

Goal Action Plan

The Goal Action Plan section of the School Improvement plan asks principals to select research based Action Steps and Instructional Strategies that, when deployed with fidelity, will impact student

performance. The principal is asked to measure teacher capacity and level of fidelity in district selected Action Steps and Strategies. And, the SIP team may select additional Action Steps.

Action Steps

Instructional Strategies refers to the identified way of delivering instruction and facilitating student learning within a given framework. Action Steps refer to the steps that are necessary to reach the goal. Schools may differ in their needed area of focus within a content area.

Resources/Professional Development Needed

This section outlines the professional development needs for the school. The information should include details such as the grade level and the type of PD (online, face to face, group, individual, by coach or through a workshop).

Target Date

The SIP team is asked to set a goal for completion of the goal – For example: By December of the school year, by the end of the first quarter, etc.

Evidence

The SIP team identifies the instrument that will measure the level of deployment, fidelity or level of classroom use – For example: Classroom Checklists, Walkthrough Checklist data, observation data from teacher evaluation data (aggregated and anonymous), reports reflecting usage of technology resources and student data, PLC notes and reflections, meeting logs, feedback from PD.

[Link to School QAR Document](#)

[Link to IDOE CNA-SIP Template](#)

