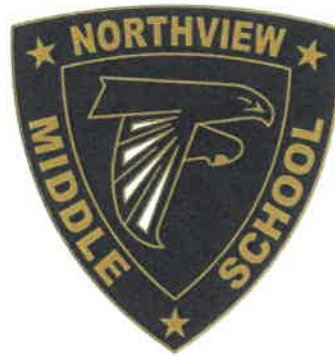




Metropolitan School District of Washington Township
"Superior Schools in a Supportive Community"

In Accordance with Public Law 221
School Improvement Plan
2024-2025



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

A handwritten signature in black ink, appearing to be 'Thomas Hakim'.

Principal Signature, Thomas Hakim

9/12/2024

Date

A handwritten signature in blue ink, appearing to be 'Dr. Nikki Woodson'.

Superintendent Signature, Dr. Nikki Woodson

9/11/24

Date

A handwritten signature in blue ink, appearing to be 'Bill Turner'.

School Board President Signature, Bill Turner

9/21/2024

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, 6 b, 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. Instructional Coach: Andrea McCoy
11. Teacher #1: Natalie Grenfell
12. Teacher #2: Hannah Reho
13. Teacher #3: Mae Christiansen
14. Teacher #4: Rachele Yencer

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 Instructional Leadership Team 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.

- Multilingual Family Nights - Information nights for families coordinated with translators and community partners to improve outreach to Northview’s diverse community.

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 2024 - 2025 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
 - Reach for Youth
 - Implementation of restorative practices with students through staff training and professional development
 - Brightlane Learning

- Tutoring and mentoring support for students classified as homeless or families in transition
 - First Baptist Athletics
 - After-school opportunities with First Baptist Athletics’ new field house, walking distance from the new Northview building.
 - Local Universities
 - Practicum experiences for students and additional teacher leaders for our student body.
 - Butler Cheerleading workshops
 - AVID field trips
- **Programs**
 - Student Ambassadors, NJHS, and S.A.F.E. Club are all student led, 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
2023-2024	253	4
2022-2023	159	4
2021-2022	204	6

Suspensions/Expulsions by Grade

	2021-2022	2022-2023	2023-2024
6	98	47	78
7	69	75	91
8	43	41	88

Suspensions/Expulsions by Sub-Group

	2021-2022	2022-2023	2023-2024
American Indian	0	1	0
Asian	1	2	2
Black	178	123	202
Hispanic	14	15	21
Multi-Racial	6	11	10
White	11	11	22
Female	77	52	104
Male	133	111	153
IEP - Yes	69	45	70
IEP - No	141	118	187

Enrollment by Ethnicity

	2021-2022	2022-2023	2023-2024
American Indian	0.0%	0.3%	0.1%
Asian	3.3%	5.4%	3.6%
Black	50.9%	45.5%	42.9%
Hispanic	19.7%	23.3%	23.1%
Multi-Racial	6.6%	6.0%	6.4%
White	19.5%	19.5%	23.9%

Enrollment by Free/Reduced/Paid Lunch

	2021-2022	2022-2023	2023-2024
Free/Reduced Lunch	67.7%	74.2%	71.3%
Paid Lunch	32.3%	25.8%	28.7%

Attendance

	2021-2022	2022-2023	2023-2024
Attendance Rate	93.0%	93.0%	94.0%
Number of Unexcused Absences	5,378.5	5822.5	5077.0

ISTEP+/ILEARN English/Language Arts Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
23-24	35%	21%	32%	21%	70%	52%	8%	7%	23%
22-23	31%	19%	29%	21%	67%	49%	15%	5%	22%
21-22	32%	19%	30%	24%	66%	46%	8%	5%	23%

ILEARN English/Language Arts by Grade

	2021-2022	2022-2023	2023-2024
6	33%	24%	35%
7	26%	35%	34%
8	36%	37%	36%

ISTEP+/ILEARN Mathematics Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
23-24	30%	14%	13%	17%	70%	42%	9%	6%	18%
22-23	18%	5%	12%	12%	21%	29%	7%	2%	9%
21-22	14%	4%	14%	10%	38%	19%	3%	3%	7%

ILEARN Math by Grade

	2021-2022	2022-2023	2023-2024
6	20%	16%	34%
7	18%	13%	30%
8	15%	11%	25%

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	<p>Northview implemented a multilingual family night in the 2023-2024 school year to better support non-English speaking families with school information and resources.</p> <p>DEI Committee highlighted various cultures throughout the year and supported building-wide celebrations of various cultures throughout the year.</p> <p>Staff ensured that Student of the Month celebrations were consistent with the demographics of the building in order to recognize a wide range of students, and not just for academic achievement.</p>	<p>We need to continue to find ways to recognize, celebrate, and hear all students and staff who make up our community.</p>	<p>A school-wide culture calendar is being revised to improve events and cultural celebrations throughout the year. A committee is reimagining Spanish Heritage Month as the building's Spanish-speaking population continues to increase.</p> <p>By revising this, 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.</p>
Attendance	<p>Northview's attendance rate increased from 93% to 94% year-over-year.</p>	<p>Northview hired a new Student Services Secretary shortly after the start of the 2023-2024 school year. Many staff members were also inconsistent in their attendance reporting throughout school days.</p>	<p>Implementation of the new attendance practices as we transition into 2024-2025, consistent with the district's increased focus on improving attendance and outreach to families. 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.</p>

<p>Student Achievement</p>	<p>Northview’s proficiency rates for ILEARN increased for both ELA and Math:</p> <ul style="list-style-type: none"> - 31% to 35% for ELA - 18% to 30% for Math <p>Most subgroups were flat or had small increases for ELA; most subgroups had significant increases for Math.</p>	<p>With student time in ELA and Math nearly doubling during the 2023-2024 school year, there was not the jump in proficiency in ELA that there was in Math.</p> <p>Increased focus on Tier 1 instructional practices needed with intentional focus on speaking and writing (including SIOP strategies)</p> <p>Improved implementation of Tier 2 and Tier 3 supports as determined by the MTSS Committee</p>	<p>The top priorities include:</p> <ol style="list-style-type: none"> 1.) Continued improvement of PLC practices with an increased focus on the use of formative data to guide instruction, coupled with benchmark monitoring through the MTSS committee and use of OTUS for more efficient and effective data analysis. 2.) Implementation of SIOP strategies building-wide through professional learning cycles facilitated by the Instructional Leadership Team 3.) Increased focus on Writing, not just as a part of the ELA adoption, but across all classrooms. School-wide focus on AVID strategies supports this.
<p>School Culture and Climate</p>	<p>The Panorama staff climate survey showed that our greatest strength was staff leadership relationships was 90% favorable and 31 points higher than the average in the district. (Everything was higher than the district average by at least 10 points)</p> <p>Year-over-year increase of 10 points in staff perception of School Climate</p>	<p>Our lowest category in the Panorama staff survey was 39% favorable in Professional Learning about SEL, and area where there is a lot of professional learning available, but was not a specific focus across the full staff.</p>	<p>Prioritizing consistency and open communication as well as support for staff throughout the school year.</p> <p>Implementation of a new Staff Handbook to clarify expectations and resources for staff to access easily.</p> <p>We have also built both a staff and student culture calendar to proactively plan meaningful activities throughout the year to build a strong climate.</p>

<p>Staff Quality/Professional Development</p>	<p>Continued focus on improvement of PLC practices with ongoing consultant support.</p> <p>Full-staff focus on speaking and engagement strategies with an intentional focus on professional development and implementation of SIOp strategies.</p> <p>Continued focus on staff professional development related to the MTSS process and understanding of the Student Code of Conduct and related student supports</p>	<p>While some PLCs thrived in 2023-2024, some still struggled to move beyond the “planning” stage to the true implementation of common formative assessments and the related data analysis and instructional shifts</p>	<p>Overhaul of Instructional Leadership Team with the support of the National Institute for Excellence in Teaching (NIET) with a focus on full-staff instructional support cycles to improve Tier 1 instructional practices building-wide.</p> <p>Continued implementation of SIOp strategies with a focus on speaking and engagement across classrooms.</p>
<p>Curriculum, Instruction, Assessment</p>	<p>PLC Action Plans guided specific goal-setting and action steps for PLCs at the intervals of school-wide data becoming available throughout the year.</p> <p>Evolution of the MTSS team to review and identify research-based curriculum resources to all interventions.</p>	<p>Consistency is needed across our assessments and organization of materials, with a focus on how to utilize OTUS to streamline the assessment and data analysis process.</p>	<p>Common assessments are needed to effectively run meaningful PLCs and guide instructional decisions.</p> <p>We will improve our efforts in grading for equity as aligned with our teaching and learning vision; some practices have been implemented with consistency, which others have had variability across classrooms.</p> <p>A focus on improving Tier 1 instructional practices through the work of the Instructional Leadership Team and full-staff professional development and implementation of best practices (such as SIOp strategies).</p>

<p>Family and Community Involvement</p>	<p>Heavy involvement with PTO and fundraising.</p> <p>The Panorama survey “School Climate” was 78% favorable, which was a 15 point increase year-over-year and 4 points higher than the district.</p> <p>Increased survey participants from families. (This year was 193 compared to last year’s 134 participants).</p> <p>Implementation of Multilingual Family Night to improve connections and access to resources for non-English speaking families.</p>	<p>The PTO is still a group of families most represented by students taking Honors courses</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.</p> <p>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>Continued improvement of “Homework Hotline” as a resource for families to access student assignments.</p>	<p>Need to become more consistent with use of online learning tools. For example, post-Pandemic, Canvas pages vary significantly and can be confusing for students and families.</p>	<p>Create norms for learning platforms (Skyward / Canvas) and full implementation and roll-out of OTUS with Math and ELA to assist with meaningful PLCs.</p> <p>Implementing PBIS Rewards school wide for Tier 1 and Tier 2 positive behavior support.</p>
<p>Access and Opportunity</p>	<p>Increased access to Honors courses.</p> <p>Increased offering of elective courses to match the district’s other two middle schools.</p> <p>Increased number of after-school clubs and</p>	<p>Some students are still limited with involvement by barriers like costs and transportation.</p>	<p>Implementation of new intramural athletics to increase the number of students that can participate in athletics at the school.</p> <p>Continued improvement of community partnerships to provide more opportunities for students</p>

	<p>organizations for student involvement.</p> <p>Improved after-school tutoring offerings to support more students more consistently on their academics.</p>		<p>both during and outside of the school day.</p>
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Priority Goal Summary and Decision Making Process

The following is a summary of the goals encompassed in this plan for the 2024-25 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 1B: 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 1C - 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 - 78.0%, Black - 61.3%, Hispanic - 54.9%, White - 88.4%, Multi-Racial - 70.3%, SPED - 28.5%, ELL - 26.5%</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 - 63.4%, Black - 48.9%, Hispanic - 50.6%, White - 84.9%, Multi-Racial - 63.0%, SPED - 25.0%, ELL - 26.3%</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 - 54.0%, Black - 35.1%, Hispanic - 34.3%, White - 76.1%, Multi-Racial - 52.0%, SPED - 14.3%, ELL - 11.5%</i></p> <p><i>Goal 1D-Math: Improve the academic achievement for all subgroups as measured by ILEARN math proficiency</i></p>

	<i>Math: Improve academic proficiency for all subgroups, Asian - 36.1%, Black - 17.6%, Hispanic - 18.4%, White - 62.3%, Multi-Racial - 26.0%, SPED - 10.1%, ELL - 7.0%</i>
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>

Supplemental Goal Summary and Decision Making Process

The following is a summary of the goals encompassed in this plan for the 2024-25 school year. The details of each goal are available in the next section.

Sup #	Goal Statement
1	<p>Supplemental 1 - Attendance - Increase student daily attendance to increase student learning outcomes.</p> <p><i>Goal S1: Increase student attendance rate.</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 MTSS Committee, in collaboration with the Student Services 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 MTSS 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 lend 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																
<i>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.</i>																
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	0	419	481	91	76	17	36	15	30	90	96	42	99	542	623
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 2024-2025 School Year (Title Component 2, 4, and 9) (List a maximum of three strategies. List a maximum of three action steps for each strategy.)

Strategy: Utilize a proactive approach to school culture and student management			
Action Steps	Required Resources/PD	Timeline	Evidence
Continued improvement of students supports through the MTSS process and related staff professional development.	<p>Staff Handbook</p> <p>Student Code of Conduct</p> <p>Staff Professional Development on culturally responsive practices</p>	<p>Started in 2023-2024 school year, continue through 2024-2025</p> <p>Revisions and process updates throughout the year based on staff feedback</p>	<p>Finalized Staff Handbook</p> <p>Improved consistency across staff with building-wide expectations; implementation of referral process; and restorative practices.</p> <p>Improved identification of students for Tier 2 and Tier 3 supports.</p>
Continued growth and development of Falcon Focus, Falcon Focus +, Student Services Support. Restorative Practices, and reinforcement of school-wide PBS expectations	<p>Administration, Dean, Alternative Education Teacher, School Counselors, School Social Worker, Instructional Coach</p> <p>Ongoing Staff Development w/ Restorative Practices</p>	Ongoing throughout the 2024-2025 school year	<p>Advancement of the Falcon Focus Handbook.</p> <p>Professional development participation by the Falcon Focus team.</p>
Continued revision of Northview's PBIS program to ensure more consistency and systemic equity within the program.	<p>Falcon Buck Drawing Prizes (Collaboration w/ PTO and local partners)</p> <p>Falcon Buck System Management (PBIS Rewards)</p>	2024-2025 School Year	<p>Revision of Falcon Buck System, aligned with PBS practices and MTSS supports.</p> <p>Requirement that students are utilizing Student IDs for Falcon Bucks and that teachers are issuing Falcon Bucks to students.</p>

	Oversight of System Ongoing Communication with Parents		Calendar of Falcon Bucks drawings and events. New Teacher PD focused on this topic.
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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%	47.2%	43.0%	47.7%	83.5%	87.9%	60.5%	75.0%	20.5%	27.6%	21.5%	22.2%
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%	59.4%	56.7%	53.4%	51.7%	37.6%	87.1%	87.0%	67.7%	84.3%	26.4%	34.8%	25.1%	24.4%
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%	29.7%	22.0%	19.3%	23.0%	23.7%	66.5%	66.5%	48.5%	46.2%	10.5%	8.1%	6.5%	4.6%
22-23	52.0%	29.3%	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%	32.3%	31.6%	21.0%	31.3%	21.0%	73.6%	70.0%	51.0%	51.9%	13.3%	8.3%	10.1%	8.2%
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 2024-2025 School Year (Title Component 2, 4, and 9) (List a maximum of three strategies. List a maximum of three action steps for each strategy.)

Strategy #1: Leader supported PLC Meetings / Instructional Leadership Team Development			
Action Steps	Required Resources/PD	Timeline	Evidence
Creation and delivery of common formative and summative assessments utilizing district resources OTUS, and ILEARN Pilot	<p>Review of updated State Standards and curriculum maps/pacing guides created and revised during recent school years.</p> <p>Review of ILEARN data from Spring 2024 with specific attention to Writing scores.</p> <p>District professional development across content areas focused on PLC implementation and new ELA adoption.</p> <p>Instructional Coaches</p>	<p>Specific units as identified through curriculum maps.</p> <p>New ILEARN pilot windows.</p>	<p>Common formative and summative assessment development and implementation - evidenced by use in PLCs.</p> <p>Responsive instruction based on ILEARN pilot data as well as data mined through use of common assessments with OTUS.</p>
Use of assessment data to implement Tier 2 supports in the Tier 1 classroom.	<p>Year 2 Implementation of new school-wide Master Schedule with increased Tier 1 Math and ELA time</p> <p>Professional development on co-teaching with Special Education and ENL Teachers</p> <p>Instructional Coach / Building Leader</p>	Throughout the 2024-2025 school year	<p>Classroom observations and PLC Agendas/data analysis.</p> <p>School-wide professional learning instructional cycles.</p>
Use of 4 Critical Questions to drive weekly PLC meetings	<p>4 Critical Questions resources and supports.</p> <p>Administrator feedback rooted in the 4 Critical Questions.</p>	Throughout the 2024-2025 school year	<p>Self-assessment of PLCs working to "Level 5"</p> <p>Analysis of PLC agendas and evidence of assessment data to drive PLC practices.</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 based on the ILEARN rubrics	PD on writing feedback for students (ILEARN rubric practice). Modification support for specific content area Writing.	Fall 2024 and ongoing feedback through Team / Department Meetings	ILEARN writing rubric implementation across classrooms. Student writing samples throughout content areas.
Individualized coaching and support for non-ELA teachers in Writing with focus on AVID and SIOP strategy implementation school-wide.	Instructional Coach and Department Chair time	Ongoing throughout the 2024-2025 school year	Department Meeting agenda School-wide instructional cycles with student work presented as evidence.
Rockstar Reader (independent reading) initiative	Access to library and books	Throughout 2024-2025 school year	Rockstar Reader Log (student hours)

Strategy #3: Walkthroughs, Instructional Coaching, and Professional Development focused on SIOP Implementation school-wide			
Action Steps	Required Resources/PD	Timeline	Evidence
Implementation of Instructional Leadership Team focused on school-wide instructional support cycles	Instructional Leadership Team training/professional development with NIET throughout the 2024-2025 school year.	Throughout the 2024-2025 school year	Instructional Leadership Team agendas, action steps, instructional cycles, and classroom implementation of instructional strategies as evidenced by classroom observations.
Full-staff Tier 1 professional learning	School-wide implementation of SIOP strategies through	Ongoing throughout the 2024-2025	Professional Learning Cycles

and strategic assignment of instructional coaching based on ongoing observations	instructional/professional learning cycles Coaching Cycle PD	school year.	Instructional Coach Schedule
PLC Action Plans following review of benchmark data.	Collection of data Creation of individual goals/PLC Action Plans and tracking of school wide goals	Following new benchmark assessments	PLC Action Plans Instructional Leadership Team data analysis/review

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

Equitable Achievement Goal 1C - Math														
<i>By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Math 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)	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%	79.9%	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%	84.4%	61.0%	69.6%	20.5%	28.6%	22.1%	28.1%
23-24	60.1%	68.8%	45.2%	43.3%	48.2%	44.5%	82.0%	87.5%	62.0%	80.4%	22.8%	29.0%	24.2%	31.8%
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%	3.9%	9.0%	9.8%	40.5%	38.2%	20.5%	18.9%	3.5%	3.3%	1.5%	2.6%
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%	2.3%
23-24	31.9%	12.9%	14.2%	13.7%	15.8%	16.9%	56.8%	69.5%	24.5%	42.3%	8.3%	9.4%	5.5%	6.1%
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 ILEARN Math: School Action Plan for the 2024-2025 School Year (Title Component 2, 4, and 9) (List a maximum of three strategies. List a maximum of three action steps for each strategy.)

Strategy #1: Leader supported PLC Meetings / Instructional Leadership Team Development			
Action Steps	Required Resources/PD	Timeline	Evidence
Creation and delivery of common formative and summative assessments utilizing district resources OTUS, and ILEARN Pilot	<p>Review of updated State Standards and curriculum maps/pacing guides created and revised during recent school years.</p> <p>Review of ILEARN data from Spring 2024 with specific attention to Writing scores.</p> <p>District professional development across content areas focused on PLC implementation and new ELA adoption.</p> <p>Instructional Coaches</p>	<p>Specific units as identified through curriculum maps.</p> <p>New ILEARN pilot windows.</p>	<p>Common formative and summative assessment development and implementation - evidenced by use in PLCs.</p> <p>Responsive instruction based on ILEARN pilot data as well as data mined through use of common assessments with OTUS.</p>
Use of assessment data to implement Tier 2 supports in the Tier 1 classroom.	<p>Year 2 Implementation of new school-wide Master Schedule with increased Tier 1 Math and ELA time</p> <p>Professional development on co-teaching with Special Education and ENL Teachers</p> <p>Instructional Coach / Building Leader</p>	Throughout the 2024-2025 school year	<p>Classroom observations and PLC Agendas/data analysis.</p> <p>School-wide professional learning instructional cycles.</p>
Use of 4 Critical Questions to drive weekly PLC meetings	<p>4 Critical Questions resources and supports.</p> <p>Administrator feedback rooted in the 4 Critical Questions.</p>	Throughout the 2024-2025 school year	<p>Self-assessment of PLCs working to "Level 5"</p> <p>Analysis of PLC agendas and evidence of assessment data to drive PLC practices.</p>

Strategy #2: Improved Spiraled Review Practices and Implementation of Flessner Instructional Strategies and Speaking/Engagement Strategies			
Action Steps	Required Resources/PD	Timeline	Evidence
Spiraled review practices vertically aligned in the Math Department to reinforce essential skills throughout the year.	Support on daily Do Now/Daily Math Review practices and norming across grade-level teams Access to high-quality question banks aligned to standards and ILEARN Training and use of OTUS to inform ongoing review and intervention	Ongoing throughout the 2024-2025 school year	Aligned daily Do Now practices with high-quality questions aligned to grade-level standards. Utilization of OTUS to drive instructional supports.
Implementation of improved Tier 1 instructional strategies for increased student engagement and participation, as well as conceptual understanding.	Flessner professional development SIOp professional development Instructional resources to support strategy implementation	Ongoing throughout the 2024-2025 school year	Classroom observations, implementation of strategies. Measurements of student engagement during implementation of strategies. ILEARN/WIDA data
Development of Tier 2 instructional support in the Tier 1 Mathematics classroom	Access to and training on research-based Tier 2 interventions	Throughout 2024-2025 school year	Effective implementation of interventions as measured by improved subgroup proficiency data on benchmarks and ILEARN

Strategy #3: Walkthroughs, Instructional Coaching, and Professional Development focused on SIOp Implementation school-wide

Action Steps	Required Resources/PD	Timeline	Evidence
Implementation of Instructional Leadership Team focused on school-wide instructional support cycles	Instructional Leadership Team training/professional development with NIET throughout the 2024-2025 school year.	Throughout the 2024-2025 school year	Instructional Leadership Team agendas, action steps, instructional cycles, and classroom implementation of instructional strategies as evidenced by classroom observations.
Full-staff Tier 1 professional learning and strategic assignment of instructional coaching based on ongoing observations	School-wide implementation of SIOP strategies through instructional/professional learning cycles Coaching Cycle PD	Ongoing throughout the 2024-2025 school year.	Professional Learning Cycles Instructional Coach Schedule
PLC Action Plans following review of benchmark data.	Collection of data Creation of individual goals/PLC Action Plans and tracking of school wide goals	Following new benchmark assessments	PLC Action Plans Instructional Leadership Team data analysis/review

Student Attendance Rate Goal 1S

Student Attendance Rate Goal 1S		
<i>By 2024-2025, improve the student attendance rate.</i>		
	Goal	Result
2023-2024 (BL)	94.0%	
2024-2025	97.0%	%
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal		

Strategies (List a maximum of three strategies.)

- Improved early identification and direct outreach by Teachers and support staff of students that are identified with attendance concerns.
- Improved family engagement opportunities with easier access to community resources focused on health, safety, food assistance, and academic supports.
- Monthly attendance communication updates and information for families.

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%	8.3%
2024-25	6.0%	
<i>Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal</i>		

Strategies (List a maximum of three strategies.)

- Continued implementation of staff appreciation initiatives, Social Committee events, and opportunities for staff to provide feedback for support from Administration.
- 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.
- Recruitment of qualified candidates throughout the year to avoid last-minute hiring decisions with reduced candidate pools for various positions.

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%	25.3%
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 2024-2025 School Year (Title Component 2, 4, and 9) (List a maximum of three strategies. List a maximum of three action steps for each strategy.)

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 Square with their updated contact information.	Parent Events Access to Skyward Skyward Clean-Up to ensure accurate family information is present.	Throughout 2024-2025 school year	100% outreach via the Parent Square return reports
EOY survey review and reflection	Panorama	Spring 2024	Survey analysis to share with the staff
PTO growth and diverse representation	Encourage various PD offered by district for families	Recruitment (Fall 2024) Ongoing	Copies of communication and outreach. Event Sign-ups

		recruitment and involvement throughout the 2024-2025 school year	Attendance log to meetings
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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)

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

Highly Qualified Paraprofessionals (Title 1 Component 3): 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 out 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.

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 School Professional Development Plans](#)

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