2018-19 NorthWood High School

School Improvement Plan

NorthWood High School

Wa-Nee Community Schools

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2101 North Main Street
Nappanee, IN 46550

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2018-19 NorthWood High School School Improvement Plan

Plan Description

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Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at NorthWood High School will improve reading comprehension.	Objectives: 2 Strategies: 5 Activities: 8	Academic	$170900
2	92% of all students will graduate.	Objectives: 3 Strategies: 4 Activities: 5	Organizational	$2200
3	Curriculum, instruction, and assessment are monitored and adjusted systemically in response to data from multiple assessments of student learning and an examination of professional practice.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	$1060
4	Faculty and staff are trained to evaluate, interpret, and use data to analyze student performance and monitor student progress towards graduation incorporating technology systems to manage student information.	Objectives: 2 Strategies: 2 Activities: 4	Organizational	$11050

Goal 1: All students at NorthWood High School will improve reading comprehension.

Status	Progress Notes	Created On	Created By
N/A	We have found that our intentional strategic plan to improve student reading comprehension has had an affect on ISTEP, SAT, and ACT results.	August 27, 2018	Mr. David L Maugel

Measurable Objective 1:

70% of Tenth grade students will demonstrate a proficiency in reading comprehension in English Language Arts by 05/31/2018 as measured by passing the ISTEP+Grade 10 English/Language Arts..

Status	Progress Notes	Created On	Created By
Not Met	Check complete ECA from 15-16 (currently only have data from third trimester). Based on available data it would appear that our reading comprehension has decreased 2-3%.	June 14, 2016	Mr. David L Maugel

Strategy 1:

Reading Comprehension Increased - Students will be asked to increase the volume, rigor, and variety of their independent and academic reading.

Research Cited: Multiple studies have demonstrated the impact of independent reading on comprehension aligned with national and state movements in literacy standards. The district administrator advised NorthWood High School of participating in the course "The Key Comprehension Routine," which is nationally recognized.

Evidence of success: We will analyze the results presented in local assessments as well as standardize test (ISTEP+, NWEA, SAT, and ACT).

Activity - Independent Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in English 9-12 courses will chose titles, read independently, share with others, and respond to the literature as they read. Students will be encouraged to log titles, pages, and books completed through each trimester. Students will set goals based upon their reading speed and encouraged to change goals as they change books.	Other	08/15/2013	05/31/2019	$500	General Fund	English Teachers

Status	Progress Notes	Created On	Created By
In Progress	While the English department has established Independent Reading Logs, they continue to revise strategies to improve Independent Reading Logs through their PLC collaboration.	June 24, 2014	Mr. David L Maugel

Activity - Content Area Literacy Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement content-area literacy standards within their academic areas. Teachers will receive continued support through Professional Learning Communities, Meeting of the Minds, and their department chairs.	Direct Instruction	08/15/2013	05/31/2019	$0	No Funding Required	Each teacher will implement content area literacy standards into anticipatory sets, lessons, and/or closure activities. Teachers will provide a list of engaging activities that include the literacy standards with the course curriculum maps.

Activity - Student Learning Objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will select one class one trimester and utilize Student Learning Objectives for student success as part of the RISE evaluation system. Teachers with a state-given assessment will use the information to help students succeed. For those departments without a state-given tests, the RISE forms will be used to create diagnostic tools and final assessments that will be approved by his/her evaluator. Information will be used as part of each teacher's end-of-the-year evaluation.	Academic Support Program	08/14/2017	05/31/2019	$0	No Funding Required	Teachers will create SLOs and be supported by their administrators. The SLOs will be a data piece to assist teachers in recognizing student performance on a specific assessment and develop interventions when necessary.

Strategy 2:

Student-Centered Learning Environments - Teachers receive professional development through internal and external opportunities with the focus on making the paradigm shift from teacher-direct instruction to student-centered learning environments. Research has proven that active learning increases comprehension of all content areas through consistent checks for understanding, student generated questions and answers, and extension of curriculum.

Research Cited: Teach Like A Champion by Doug Lemov provides 49 techniques that put students in owning their learning. The Ten-Minute Inservice by Todd Whitaker and Annette Breaux provide 40 training sessions that build teacher effectiveness and strategies specific to teaching practices and engaging students. Additional resources like Results Now and Focus by Mike Schmoker provide strategies for student engagement while focusing on improving student learning through literacy, inquiry, and real-world applications.

Evidence of success: Teacher evaluations will reflect student engagement in meaningful strategies demonstrated during anticipatory sets, body of the lesson, and closure activities. Additionally, curriculum maps will reflect within the Activities/Resources section student-centered learning opportunities.

Activity - Teacher Training on Student-Centered Learning Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in collaborating with colleagues on a variety of student-centered learning strategies during faculty meetings, PLC collaboration, and Meeting of the Minds. Teachers will be exposed to the use of a variety of National School Reform Faculty and School Reform Initiative protocols that create learning environments that require all individuals to participate.	Professional Learning	08/01/2014	05/31/2019	$3400	General Fund	Building principal along with School Improvement team members will participate in AdvancEd and IASP conferences and provide in-house professional development for faculty. Project Base Learning committee and Assistant Principal will provide PBL training.

Strategy 3:

PIVOT Assessment Tool - Common assessments and benchmark assessments will be developed within PIVOT over the next year to assist with identifying learning gaps in English and Math in a timely manner. Teachers will collaborate on results and develop interventions for students who do not demonstrate mastery. Additionally, the results will be utilized for an ISTEP+ predictor signaling any necessary remediation.

Research Cited: 5-Star has continued to develop the PIVOT tool based on assessments tied to the Indiana Standards.

Evidence of success: Student performance scores in English and math will be analyzed at the classroom level through a variety of dashboards. Trend data will be analyzed by the SI/PD, Department Chairs, and War Room teams to determine program success.

Activity - ISTEP+ Predictor Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the English and Math ISTEP+ predictor assessment in 9th and 10th grade, which will assist the War Room team in setting a goal for this school year.	Academic Support Program	08/15/2018	09/30/2018	$3500	General Fund	English and Math teachers will implement and assess the predictor assessment and share with the War Room team. The War Room team will develop a goal for student performance in English and Math as well as discuss interventions that may help students.

Measurable Objective 2:

100% of Twelfth grade students will demonstrate a proficiency in Critical Reading in English Language Arts by 05/31/2017 as measured by scoring above the state average in Critical Reading on the SAT.

Status	Progress Notes	Created On	Created By

N/A	NorthWood High School objective to 100% of Twelfth graders taking the SAT will demonstrate proficiency.	June 24, 2014	Mr. David L Maugel

Strategy 1:

SAT Preparation - Students will be provided the opportunity to enroll in English and Math SAT preparation courses. Additionally, teachers will provide sample SAT questions periodically during warm-up or closure activities.

Research Cited: State universities and colleges have provided requirements that demonstrate necessary median SAT scores that are required for entrance. Studies show that students who take a minimum of 8 practice tests score higher on the SAT.

Activity - SAT English and Math Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eleventh and twelfth grade students are targeted. Students are involved with multiple practice tests and testing strategies.	Direct Instruction	08/15/2013	05/31/2019	$0	No Funding Required	Math and English teachers will provide curriculum, instruction, and assessment while the guidance department will identify college bound students for scheduling.

Status	Progress Notes	Created On	Created By
Completed	The 2013-14 school year established a baseline year for data collection on students participating in the SAT English and Math Courses. After analyzing the data, it was determine the eleventh graders scored approximately 100 pts. high after completing either the English or Math class compared to those not enrolled. Twelfth graders scored between 50 to 100 pts higher compared to those not enrolled in the courses.	June 24, 2014	Mr. David L Maugel

Strategy 2:

Dual-Credit Enrollment - All school stakeholders will encourage college-bonds students to enroll in dual-credit courses which have proven to provide a college-level rigor that has resulted in SAT mean scores above both the state and national means. Teachers will support the rigor of the curriculum through quality curriculum maps and instructional practices as well as support for students outside the class period.

Evidence of success: We continue to analyze and reflect on trend data with summative standardized student performance (ACT, SAT, & PSAT). Additionally, we have

reached on to a small population of alumni about their preparation for college, which they have verbally provided us confirmation of their success that is aligned to the summative trend data.

Activity - Dual-Credit Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be encouraged to participate in a dual-credit course before graduating, but self-identified college bond students will be encouraged to earn at least 15 dual credits before graduation.	Academic Support Program	08/01/2010	05/31/2018	$13500	General Fund	Building Principal will work with the Superintendent and Dual-credit teachers to determine how to fund teacher certification and/or additional funds for salary increases. Dual-credit teachers will seek certification in a timely manner.

Activity - Dual- Credit Teacher Recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

The current HLC decision to require high school teachers to have a master's in the content area or a master's in education with eighteen hours in the content area has dramatically affected our ability to continue offering certain dual-credits.	Recruitment and Retention	08/01/2016	08/01/2022	$150000	General Fund	Administrators will continue to collaborate with current dual-credit teachers to develop an incentive plan to help offset the cost of college credits. Additionally, there will be an attempt to hire dual-credit teachers in needed content areas.

Goal 2: 92% of all students will graduate.

Status	Progress Notes	Created On	Created By
N/A	We have developed a team of teachers, building administrators, and district administrators to analyze student academic and behavior performance.	August 21, 2018	Mr. David L Maugel
N/A	We have met the goal of 90% graduation rate for the second year in a row: 2013-14 was 90.5% and 2014-2015 was 90%.	June 14, 2016	Mr. David L Maugel
N/A	We have seen three straight years of graduation improvement starting in 2011-12 at 85.1%, in 2012-13 88.5% graduated, and 2013-14 was 90.5%.	August 24, 2015	Mr. David L Maugel
N/A	NorthWood High School has had three years of increased graduation rates with the last documented rate in 13-14 school year meeting the goal 90%.	August 17, 2015	Mr. David L Maugel

Measurable Objective 1:

collaborate to identify at-risk students to achieve 92% cohort graduation rate annually by 05/25/2017 as measured by the graduation rate.

Status	Progress Notes	Created On	Created By
Met	The number of students who earned a diploma from our alternative school went from 11 in 2014-2015 to 20 in 2015-2016, so we are meeting the needs of students who don't find success in the traditional school setting.	June 14, 2016	Mr. David L Maugel
Met	In continuing collaboration with the middle school, at-risk students were identified receive additional support in their freshmen English course that included a team-teaching approach focusing on an active student learning environment as the main instructional approach.	June 14, 2016	Mr. David L Maugel
Met	In collaboration with the middle school, at-risk students were identified receive additional support in their freshmen English course that included a team-teaching approach focusing on an active student learning environment as the main instructional approach.	August 17, 2015	Mr. David L Maugel
Met	In order to identify at-risk students for graduation, data from the last four years was collected and analyzed in regards to failures in English 9 and Algebra 1. This data was analyzed by the high school administration, Guidance Department, English Department, Math Department, and Special Education Department. The data indicated that the strongest correlation exists between freshmen students failing English 9 and ultimately failing to graduate. Utilizing this information, the guidance counselors at the middle school identified 8th grade students (incoming freshmen) who failed at least one class and or had 8 unexcused days.	June 24, 2014	Mr. David L Maugel

Strategy 1:

Increase the number of students passing English 9 on their first attempt - English teachers will target at-risk students and help them pass English on their first attempt with the support of the guidance department, special education, and administration.

Research Cited: Ruby Payne and other researchers have identified characteristics and strategies to improve learning for at-risk students.

Smink, J., & Schargel, F. P. (Eds.). (2004). Helping Students Graduate: A Strategic Approach To Dropout Prevention.

Larchmont, NY : Eye On Education.

Wilson, D., & Conyers, M. (2000). Courageous learners: Unleashing the brain power of students from at-risk situations. Winter Park, FL : BrainSmart.

Griffith, C. A. (2011). Research-Based Remedial Reading Strategies for Teens. Effective Strategies. National Dropout Prevention Center/Network.

Evidence of success: Students pass rate for English Enrichment and English 9.

Status	Progress Notes	Created On	Created By
N/A	We are very pleased with the results of our Enrichment program in English 9. In 2015-16, failures were: first tri (unknown), second tri 20/(unknown), and third tri 12/(unknown). In 2016-2017, English Enrichment will be offered in the first two trimesters instead of just in the first.	June 14, 2016	Mr. David L Maugel
N/A	We are very pleased with the results of our enrichment program in English 9. In 2013-14, our failures were too high: first tri 17/219, second tri 13/216, and third tri 19/211. After working with the mentor program and enrichment, our 2014-15 failures decreased: first tri 9/217, second tri 11/214, and third tri 19/211.	August 24, 2015	Mr. David L Maugel

Activity - Remediation English	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk students that have been identified by the middle school counselors will be placed in a remedial English course as well as the regular English 9 course. The remedial class will be co-taught by two of the English 9 teachers. A special emphasis will be placed on connecting English with relevance and success in the real world. In order to be successful, the teachers will implement strategies that are engaging and rigorous. It will also be necessary to collaborate with other English teachers to identify weaknesses of individual students and then provide one on one instruction to address those deficiencies. The goal for the Guidance Department will be to place all of the at-risk students in English remediation. Due to various conflicts, it may not be possible to do so; therefore, we can measure how many of these students actually take remediation English. The goal for English remediation is for 100% of the students to pass English 9 on their first attempt. This will be monitored through the high school grade reporting system.	Academic Support Program	08/14/2014	05/31/2018	$0	No Funding Required	The responsible staff will be the high school administration, Guidance Department, and the English Department.

Status	Progress Notes	Created On	Created By
In Progress	Twenty-one students were identified as at risk by the middle school. They were placed in an Enrichment English class for first and second trimester with one teacher.	November 01, 2016	Mr. David L Maugel
Completed	We found significant improvement in student performance the first trimester with the collaborative approach; however, scheduling does not allow students to be in a team-teaching environment all three trimesters.	August 17, 2015	Mr. David L Maugel

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The utilization of APEX curriculum online for credit recovery.	Academic Support Program	08/01/2014	06/01/2019	$2200	General Fund	High School administration and guidance.

Strategy 2:

School-Wide War Room Team - A team of teachers, building administrators, and district administrators will meet three times a school year to set academic goals in

math and English related to predicting success on the ISTEP+ exam as well as monitoring progress towards graduation. Additionally, student behavior and attendance

will be monitored to determine areas of concern and strategies to redirect if necessary.

Research Cited: We have reflected on the work by Robert Marzano, Phil Warrick, and Julia Simms with High Reliability Schools.

Evidence of success: We will have a report that includes the following items: school discipline, most frequently referred students, habitual attendance concerns, common assessment results in English and Math, graduation rate by class, CCR rate for 11th and 12th graders, and at-risk students by class.

Activity - War Room Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and building administrators will reflect on student performance data through a 3-step cycle: Assessment Performance Analysis that is communicated to all stakeholders through OneDrive. While the math and English results are the primary focus all content areas will be using this methodology.	Academic Support Program, Behavioral Support Program	08/15/2018	05/31/2019	$0	No Funding Required	All teachers, guidance counselors, and building administrators.

Measurable Objective 2:

collaborate to determine how to prepare all students for the current Core 40 diploma with the recent decision by ESSA to eliminate the general diploma as a graduation opportunity as figured into the school's A-F accountability by 05/31/2019 as measured by determining students who have opted to pursue the general diploma and develop a course pathway towards the Core 40 as well as look for new information by the State of Indiana on Graduation Pathways..

Strategy 1:

Graduation Pathway Panel Decision - We will follow the discussion by the Graduation Pathway Panel to determine the future of utilizing pathways towards graduation that are aligned to the ESSA and State of Indiana requirements. We will be utilizing the recently passed Graduation Pathway requirements for juniors and seniors who have not passed ISTEP+.

Research Cited: ESSA and State of Indiana documents as well as minutes from the Graduation Pathway panel.

Evidence of success: Our ability to put into place the changes in diplomas and/or graduation pathways. We will collect data on the number of juniors and seniors who have successfully completed a Graduation Pathway, which will be reflected in our War Room data.

Activity - Implement Graduation Pathways	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Director of Secondary Education will assist guidance counselors with developing and implementing graduation monitoring system.	Policy and Process	08/15/2018	05/31/2019	$0	No Funding Required	Director of Secondary Education and guidance counselors.

Measurable Objective 3:

improve graduation rate by developing a graduation pathway system that will be included in develop each students four year plan. by 05/31/2019 as measured by Student's pathway to graduation..

Strategy 1:

Graduation Pathway Monitoring System - Director of Secondary Education will collaborate with guidance counselors to develop a monitoring system for student

progress towards graduation.

Research Cited: High Reliability Schools: Level 1 & 2

Evidence of success: Guidance counselors will provide the monitoring system as well as individual student pathways to graduation.

Activity - Guidance Counselor Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guidance counselors will meet with each student to develop a graduation pathway that satisfies the State of Indiana and WaNee Community Schools requirements.	Parent Involvement, Academic Support Program, Career Preparation/Orientation	08/15/2018	05/31/2019	$0	No Funding Required	Director of Secondary Education and guidance counselors

Goal 3: Curriculum, instruction, and assessment are monitored and adjusted systemically in response to data from multiple assessments of student learning and an examination of professional practice.

Status	Progress Notes	Created On	Created By
N/A	Over 90% of all curriculum maps have been established and fully functional, but with changes in graduation pathways additional classes have been added with the maps needing to be completed by the end of this school year.	August 28, 2018	Mr. David L Maugel

N/A	The curriculum committee developed a format for all teachers to use after doing a book study. All teachers have created and submitted a curriculum map for at least one trimester of one of the courses they teach.	June 14, 2016	Mr. David L Maugel
N/A	We have established a curriculum committee and chair who are researching the formatting of a common curriculum map and technology tools for efficiency of upgrades.	August 17, 2015	Mr. David L Maugel

Measurable Objective 1:

collaborate to create and share curriculum maps by course in each discipline by 05/31/2018 as measured by completed maps posted into the NorthWood Staff @ Work OneNote.

Strategy 1:

Curriculum Maps - A committee of teachers was developed to study curriculum maps and their implementation. All teachers were trained to create a curriculum content map in the spring of 2016. In the school year of 2016-17, teachers were asked to create one map each trimester until all courses were represented with a map. Each teacher who teaches the course was asked to contribute collaboratively with colleagues on the development of each map.

Research Cited: The committee studied the following resources before creating our school's map template: A Guide to Curriculum Mapping by Janet A. Hale, Getting Results with Curriculum Mapping by Heidi Hayes Jacobs, Mapping the Big Picture by Heidi Hayes Jacobs, Keys to Curriculum Mapping by Susan Udelhofen, and The Curriculum Mapping Planner by Heidi Hayes Jacobs.

Evidence of success: Each course will complete a map using our template which contains the following elements by unit: content being taught, activities and resources, assessments, and state standards. Each map will be printed into the Staff OneNote that can be viewed by any staff member.

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Creating shared curriculum maps by course	Academic Support Program	01/08/2016	05/31/2019	$460	District Funding	Teachers will complete maps with colleagues. They will email them to the instructional coach who will attach them into the Staff OneNote. Department heads will monitor accuracy and completion as edits are necessary.

Measurable Objective 2:

demonstrate a proficiency in each content area utilizing a 3-Step cycle that ends with teachers reflecting on student results by 05/31/2019 as measured by teachers entering data into the Academic Performance Assessment (APA) spreadsheet to determine student proficiency and develop interventions to close learning gaps where necessary.

Strategy 1:

Academic Performance Assessment Spreadsheet - Teachers will collaborate with colleagues within their department analyzing the student performance results unit and

benchmark assessments through a 3-Step cycle that answers the following questions: What is it we expect students to know? How will we know if they have learned it?

and What are we going to do if they haven't learned it? Individual teachers will enter data into the APA spreadsheet and identify student proficiency which is set at 75%

mastery.

Research Cited: Richard DuFour's research on PLC teacher collaboration continuum is utilized to drive discussions and analyze student performance. Robert Marzano

work with High Reliability Schools identifying Level 3: Guaranteed and Viable Curriculum is referenced.

Evidence of success: Student performance proficiency increases through teacher interventions when learning gaps have been identified and curriculum maps and

lessons are revised.

Activity - 3-Step APA cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will develop their knowledge and usage of the 3-Step APA cycle to identify learning gaps and levels of proficiency.	Professional Learning, Academic Support Program	08/15/2018	05/31/2019	$600	General Fund	Administration will work with the School Improvement and Professional Development teams to develop the APA system to measure learning gaps and levels of proficiency. Additionally, all teachers will participate in completing the 3-Step cycle process.

Goal 4: Faculty and staff are trained to evaluate, interpret, and use data to analyze student performance and monitor student progress towards graduation incorporating technology systems to manage student information.

Status	Progress Notes	Created On	Created By
N/A	A professional development session was led by Mr. Maugel to clarify the use of common assessments and to establish a procedure for recording these assessments.	June 14, 2016	Mr. David L Maugel

Measurable Objective 1:

collaborate to develop skills to utilize and interpret student performance data to transform instruction and assessment by 05/31/2019 as measured by qualitative and quantitative data and SLO results.

Status	Progress Notes	Created On	Created By

Met	Evidence of this can be viewed within the NWHS Memo Drive under the Teacher Required Documents.	June 14, 2016	Mr. David L Maugel
Met	Teachers submitted student performance data including narrative reflections for each trimester. SLO data from the second trimester also satisfied this objective.	June 14, 2016	Mr. David L Maugel
N/A	Department chairs have received two resources School Reform Initiative and National School Reform Faculty that provide protocols to collect, analyze, and reflect on student-performance data. The protocols will be used in PLCs to analyze student data.	August 17, 2015	Mr. David L Maugel

Strategy 1:

Data Usage - Teachers will develop skills to interpret student performance data organized in dashboards, tables, and/or graphs that will affect instruction and assessment. Colleagues will collaborate during weekly PLC time on the successes and needs for intervention with individual students based on interpretation of data points.

Research Cited: Richard DuFour provides educators with research and resources with "Whatever It Takes" in the development of professional learning communities along with research for Mike Schmoker and others. Additionally, "How Teachers Can Turn Data into Action" by Daniel R. Venables will be reference in the development of systems collect and analysis data in data meetings.

Evidence of success: Teacher display and communication of formative and summative data as indicated in PLC feedback sheets, implementation of instructional techniques as presented within curriculum maps, and trend data reports displayed in dashboards, tables, and/or graphs.

Status	Progress Notes	Created On	Created By
N/A	SLOs will be utilized to analyze students performance in a specific class in trimester 1 or 2 that will be reflected in the administration and teacher evaluations.	August 28, 2018	Mr. David L Maugel
N/A	Academic Performance Assessments will be used by each teacher for each class to measure student proficiency and identify learning gaps.	August 28, 2018	Mr. David L Maugel

Activity - Academic Performance Assessment Spreadsheet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will analyze the student performance data for each class using a 3-Step cycle that measures proficiency and identifies learning gaps on local assessments.	Professional Learning, Academic Support Program	08/15/2018	05/31/2019	$0	No Funding Required	Teachers will be working within their departments during weekly PLC collaboration time. Administration will review Department Chair feedback sheets to determine completion as well as need for assistance in developing interventions.

Activity - PIVOT Assessment Tool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English and math teachers will develop unit and benchmark assessments within PIVOT that will allow for timely analysis of student performance as well as the ability to produce dashboards for stakeholders.	Academic Support Program	08/15/2018	05/31/2019	$3500	General Fund	Central Administration will provide teacher and administrator training on the functions of PIVOT. Teachers will develop unit and benchmark assessments within PIVOT. Administration will assist with developing collaboration time and interventions.

Activity - Naviance Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents, students, and counselors will utilize Naviance to develop career and college goals. Additionally, students will complete Preparing for College and Careers that will utilize Naviance for planning and exploration. Guidance counselors will look to develop 4 year plans within Naviance.	Career Preparation/Orientation	08/15/2018	05/31/2019	$7550	Other	Director of Secondary Education will work with Guidance counselors on the functionality of the Naviance system. Students will be required to complete college and career exploration within a class their ninth grade year.

Measurable Objective 2:

increase student growth by utilizing a 1:1 technology initiative for staff and students by 05/31/2019 as measured by curriculum maps, lesson plans, and APA reports as well as anecdotal evidence during teacher observations..

Strategy 1:

Office 365, SMAR, and TPCK - Staff will be trained in the use of the Microsoft Office 365 tenant to improve the use of digital technology through the SMAR and TPCK models.

Research Cited: A committee researched the differences between Google Schools and Microsoft 365. The SMAR and TPCK models for technology integration will be taught and reflected upon with staff.

Evidence of success: At the completion of the year, all students will have used a device in his/her courses to differing degrees.

Activity - Office 365	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will be trained in the use of Microsoft Office 365 tenant.	Academic Support Program	08/12/2015	06/01/2018	$0	District Funding	A Digital Tools Team at the corporate and building level will purchase devices and train staff using Meeting of the Minds, PLC time, Faculty Meetings, and through an instructional coach.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Office 365	Staff will be trained in the use of Microsoft Office 365 tenant.	Academic Support Program	08/12/2015	06/01/2018	$0	A Digital Tools Team at the corporate and building level will purchase devices and train staff using Meeting of the Minds, PLC time, Faculty Meetings, and through an instructional coach.
Curriculum Maps	Creating shared curriculum maps by course	Academic Support Program	01/08/2016	05/31/2019	$460	Teachers will complete maps with colleagues. They will email them to the instructional coach who will attach them into the Staff OneNote. Department heads will monitor accuracy and completion as edits are necessary.
				Total	$460	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dual- Credit Teacher Recruitment	The current HLC decision to require high school teachers to have a master's in the content area or a master's in education with eighteen hours in the content area has dramatically affected our ability to continue offering certain dual-credits.	Recruitment and Retention	08/01/2016	08/01/2022	$150000	Administrators will continue to collaborate with current dual-credit teachers to develop an incentive plan to help offset the cost of college credits. Additionally, there will be an attempt to hire dual-credit teachers in needed content areas.
ISTEP+ Predictor Assessment	Students will take the English and Math ISTEP+ predictor assessment in 9th and 10th grade, which will assist the War Room team in setting a goal for this school year.	Academic Support Program	08/15/2018	09/30/2018	$3500	English and Math teachers will implement and assess the predictor assessment and share with the War Room team. The War Room team will develop a goal for student performance in English and Math as well as discuss interventions that may help students.
Independent Reading	Students in English 9-12 courses will chose titles, read independently, share with others, and respond to the literature as they read. Students will be encouraged to log titles, pages, and books completed through each trimester. Students will set goals based upon their reading speed and encouraged to change goals as they change books.	Other	08/15/2013	05/31/2019	$500	English Teachers

Credit Recovery	The utilization of APEX curriculum online for credit recovery.	Academic Support Program	08/01/2014	06/01/2019	$2200	High School administration and guidance.
PIVOT Assessment Tool	English and math teachers will develop unit and benchmark assessments within PIVOT that will allow for timely analysis of student performance as well as the ability to produce dashboards for stakeholders.	Academic Support Program	08/15/2018	05/31/2019	$3500	Central Administration will provide teacher and administrator training on the functions of PIVOT. Teachers will develop unit and benchmark assessments within PIVOT. Administration will assist with developing collaboration time and interventions.
3-Step APA cycle	Teachers will develop their knowledge and usage of the 3-Step APA cycle to identify learning gaps and levels of proficiency.	Professional Learning, Academic Support Program	08/15/2018	05/31/2019	$600	Administration will work with the School Improvement and Professional Development teams to develop the APA system to measure learning gaps and levels of proficiency. Additionally, all teachers will participate in completing the 3-Step cycle process.

Dual-Credit Completion	All students will be encouraged to participate in a dual-credit course before graduating, but self-identified college bond students will be encouraged to earn at least 15 dual credits before graduation.	Academic Support Program	08/01/2010	05/31/2018	$13500	Building Principal will work with the Superintendent and Dual-credit teachers to determine how to fund teacher certification and/or additional funds for salary increases. Dual-credit teachers will seek certification in a timely manner.
Teacher Training on Student-Centered Learning Strategies	Teachers will participate in collaborating with colleagues on a variety of student-centered learning strategies during faculty meetings, PLC collaboration, and Meeting of the Minds. Teachers will be exposed to the use of a variety of National School Reform Faculty and School Reform Initiative protocols that create learning environments that require all individuals to participate.	Professional Learning	08/01/2014	05/31/2019	$3400	Building principal along with School Improvement team members will participate in AdvancEd and IASP conferences and provide in-house professional development for faculty. Project Base Learning committee and Assistant Principal will provide PBL training.
				Total	$177200	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Naviance Implementation	Parents, students, and counselors will utilize Naviance to develop career and college goals. Additionally, students will complete Preparing for College and Careers that will utilize Naviance for planning and exploration. Guidance counselors will look to develop 4 year plans within Naviance.	Career Preparation/Orientation	08/15/2018	05/31/2019	$7550	Director of Secondary Education will work with Guidance counselors on the functionality of the Naviance system. Students will be required to complete college and career exploration within a class their ninth grade year.
				Total	$7550	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Guidance Counselor Meetings	Guidance counselors will meet with each student to develop a graduation pathway that satisfies the State of Indiana and WaNee Community Schools requirements.	Parent Involvement, Academic Support Program, Career Preparation/Orientation	08/15/2018	05/31/2019	$0	Director of Secondary Education and guidance counselors

Remediation English	At-risk students that have been identified by the middle school counselors will be placed in a remedial English course as well as the regular English 9 course. The remedial class will be co-taught by two of the English 9 teachers. A special emphasis will be placed on connecting English with relevance and success in the real world. In order to be successful, the teachers will implement strategies that are engaging and rigorous. It will also be necessary to collaborate with other English teachers to identify weaknesses of individual students and then provide one on one instruction to address those deficiencies. The goal for the Guidance Department will be to place all of the at-risk students in English remediation. Due to various conflicts, it may not be possible to do so; therefore, we can measure how many of these students actually take remediation English. The goal for English remediation is for 100% of the students to pass English 9 on their first attempt. This will be monitored through the high school grade reporting system.	Academic Support Program	08/14/2014	05/31/2018	$0	The responsible staff will be the high school administration, Guidance Department, and the English Department.
Academic Performance Assessment Spreadsheet	Teachers will analyze the student performance data for each class using a 3-Step cycle that measures proficiency and identifies learning gaps on local assessments.	Professional Learning, Academic Support Program	08/15/2018	05/31/2019	$0	Teachers will be working within their departments during weekly PLC collaboration time. Administration will review Department Chair feedback sheets to determine completion as well as need for assistance in developing interventions.
War Room Results	Teachers and building administrators will reflect on student performance data through a 3-step cycle: Assessment Performance Analysis that is communicated to all stakeholders through OneDrive. While the math and English results are the primary focus all content areas will be using this methodology.	Academic Support Program, Behavioral Support Program	08/15/2018	05/31/2019	$0	All teachers, guidance counselors, and building administrators.

Content Area Literacy Standards	All teachers will implement content-area literacy standards within their academic areas. Teachers will receive continued support through Professional Learning Communities, Meeting of the Minds, and their department chairs.	Direct Instruction	08/15/2013	05/31/2019	$0	Each teacher will implement content area literacy standards into anticipatory sets, lessons, and/or closure activities. Teachers will provide a list of engaging activities that include the literacy standards with the course curriculum maps.
Student Learning Objectives	Teachers will select one class one trimester and utilize Student Learning Objectives for student success as part of the RISE evaluation system. Teachers with a state-given assessment will use the information to help students succeed. For those departments without a state-given tests, the RISE forms will be used to create diagnostic tools and final assessments that will be approved by his/her evaluator. Information will be used as part of each teacher's end-of-the-year evaluation.	Academic Support Program	08/14/2017	05/31/2019	$0	Teachers will create SLOs and be supported by their administrators. The SLOs will be a data piece to assist teachers in recognizing student performance on a specific assessment and develop interventions when necessary.

SAT English and Math Courses	Eleventh and twelfth grade students are targeted. Students are involved with multiple practice tests and testing strategies.	Direct Instruction	08/15/2013	05/31/2019	$0	Math and English teachers will provide curriculum, instruction, and assessment while the guidance department will identify college bound students for scheduling.
Implement Graduation Pathways	Director of Secondary Education will assist guidance counselors with developing and implementing graduation monitoring system.	Policy and Process	08/15/2018	05/31/2019	$0	Director of Secondary Education and guidance counselors.
				Total	$0	

Executive Summary

NorthWood High School

Wa-Nee Community Schools

Mr. David Maugel
2101 North Main Street
Nappanee, IN 46550

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Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

NorthWood High School (NWHS) is located in a rural area one mile north of Nappanee, Indiana, on State Road 19 and serves part of Elkhart and Kosciusko counties, including Harrison, Locke, Union, Jefferson, and Scott townships. The school district serves the two communities of Nappanee (population of 6,780) and Wakarusa (population of 1,819) which is approximately 20 miles southeast of South Bend. The school district is a large rectangle that is 19 miles long and 8 miles wide. The school district educates approximately 3,051 students, K-12, and NorthWood High School projects an enrollment of 864 in the fall of 2018. The original facility was constructed in the late 1960's and opened in the fall of 1970. Subsequently, the facility was renovated in 1980, 1995, and 2016 with construction of a new science classrooms, performing arts wing, auditorium upgrades, and renovations to business classrooms, visual art classrooms, industrial art labs, and the activity center. In 2008, the community experienced an economic downturn which resulted in an increase in unemployment and a decrease in student enrollment. Since those years our free/reduced school lunch population has grown from 17% to 22%. In the same time frame, our special education population increased from 9% to 12%. Our student to teacher ratio is 17 to 1. Approximately half of our 52 teachers have more than 10 years of experience. We have 28 male and 24 female teachers, 98% is Caucasian and 2% is South Korean. Our student body is slightly more diverse: 85.7% Caucasian, 8.5% Hispanic, 1.4% black, 4% other. The demographics of Nappanee include the following ethnicities: Caucasian 91.6%, Hispanic 6.2%, black .7%, other 2.1%. Wakarusa's makeup is similar: Caucasian 96%, Hispanic 2.4%, Black 1%, other 2.2%. Unique to our predominately Christian community are Mennonite, Old German Baptist, and Amish faiths.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission Statement: NorthWood High School prepares students for the greater community in a safe environment which promotes high expectations through innovative learning.

Vision Statement: Exemplary schools require effective leaders --- leaders who are able to build a shared vision that serves as a bridge between the school's present and the future that it desires.

An exemplary school operates on the premise that a school is only as good as the personnel that it employs. Therefore, it is committed to recruiting and retaining outstanding, enthusiastic, caring and knowledgeable educators who can advance the school's vision.

An exemplary school determines success of a student based on the conduct, character, and achievement of its students.

An exemplary school upholding the "Tradition of Excellence" offers all students a balanced and varied curriculum. This curriculum builds from a core of required courses to include a variety of elective courses, which allows every student the opportunity to receive both a standard and a specialized set of knowledge and skills. This combination stimulates students' intellectual interests, requires students to actively participate in their learning, and enables them to contribute positively to their society. The school articulates curricular expectations to all stakeholders and regularly monitors each student's progress.

An exemplary school maintains effective communication with parents, is an integral aspect of the community, and is consistently supported by the community.

An exemplary school maintains an environment that cultivates a positive sense of community among students, faculty, and staff. Through effective instruction, quality leadership, and motivated students, our school will foster learning and achievement, and character development.

NorthWood High School Core Values: Integrity, Innovative Learning, Flexibility, Community Oriented, Compassionate, & Encouraging

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

NorthWood High School has demonstrated over 8 years of upward trend data on SAT assessments, which is above the state and national averages. Our top students are completing over 15 dual-credits and being accepted into the college of choice. Our academic Superbowl teams continue to dominate the Northern Lakes Conference as well as earning 24 IASP State Championships, while FFA and BPA also continue to have students compete at the state and national level. Additionally, NorthWood High School course offerings have reflected the needs of local, state, and national expectations.

NorthWood High School will be working to develop graduation pathways that will include local and university partners to meet the needs of today's work force. We will be developing student 4-year plans with a college and career readiness mindset, but putting more effort towards aligning to a possible career. While we continue to be above the state average on the ISTEP+ assessments, we want to help our students to achieve pass and pass+ at higher rates.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

NorthWood High School continues to have community support from both Nappanee and Wakarusa. The civic organizations; such as, Rotary, Tri Kappa, Lions, Kiwanis, and Chamber of Commerce continue to provide scholarships annually as well as sponsoring awards banquets for academic successes.

NorthWood High School student groups and faculty have been actively engaged in philanthropic efforts benefiting a wide variety of community and international organizations:
- The Family Christian Development Center
- Open Door Food Pantry
- Nappanee Boys and Girls Club
- Riley Children's Hospital
- Needy families of Elkhart County
- Feed My Starving Children
- Smash Cancer
- Local nursing homes

Improvement Plan Stakeholder Involvement

NorthWood High School

Wa-Nee Community Schools

Mr. David Maugel
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The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

NorthWood High School educators, who include administration, teachers, and staff, were involved in faculty meetings, Meeting of the Minds, and/or stakeholder PLC collaboration to revise mission and vision statements. Additionally, the school improvement, professional development, department chairs, and war room teams were involved with analyzing student performance and developing strategies (Academic Performance Analysis and PIVOT) to focus on student performance in each content area as well as identifying learning gaps. All faculty members are involved with analyzing student performance within a 3-Step cycle and developing re-teaching strategies when necessary.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Director of Secondary Education and the high school secretary pulled together student performance data from multiple sources externally and internally that was used as supporting data to develop student success. The War Room team (Superintendent, Director of Curriculum, Principal, Vice-Principal, Director of Secondary Education, 2 math teachers, 3 English teachers) developed a system to identify student performance proficiency and learning gaps. The 13 department chairs were able to finalize the system further to include a data analysis spreadsheet that each content area will complete for each unit and benchmark assessment.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Educator stakeholders continually develop supportive evidence for the goals established within the school improvement plan. Educators have assess to the supportive evidence through OneNote and OneDrive folders. The community is notified of the school improvement plan annually through a September school board meeting as well as components that are shared with local civic groups.

Self Assessment

NorthWood High School

Wa-Nee Community Schools

Mr. David Maugel
2101 North Main Street
Nappanee, IN 46550

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AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	•The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

NorthWood High School has administration and faculty involved with several stakeholder teams that provide evidence to support the school improvement plan (School Improvement and Professional Development teams, Attendance committee, War Room Data team, and Department Chairs)

NorthWood High School provides opportunities for students and parents to be involved in their own learning experiences through direct communication with educators; however, the more traditional approach of having parent advisory or student council members directly involved in building the school improvement plan is lacking.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.5

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •The development and implementation of the Academic Performance Analysis and PIVOT systems.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	•Stakeholder input and feedback •Communications regarding board actions	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	•Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Involvement of stakeholders in a school improvement plan •Communication plan •An example, the English department and administration worked with a select group of parents that shared concerns with book selections in the 9th grade English class. We have involved community members in a CTE committee to look at career exploration. Additional parent groups are involved in fine arts and athletics.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

NorthWood leadership has been intentional about focusing on student success demonstrated by support for professional development for educators, programming for students, and financial support for needs.

The governance and leadership will need to continue to develop roles and responsibilities for student performance that clarify what is communicated and led at the building level versus the central office level.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Lesson plans •Posted learning objectives •Course schedules •Course descriptions •Descriptions of instructional techniques •Curriculum maps Academic Performance Analysis	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Academic Performance Analysis	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Supervision and evaluation procedures •Recognition of teachers with regard to these practices •Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration •PIVOT Training Academic Performance Analysis Common Curriculum Maps	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •War Room Data Results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Instructional coach drop-ins	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Captain's Club - athletics Band Boosters	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •List of students in homeroom	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Evaluation process for grading and reporting practices •Policies, processes, and procedures on grading and reporting •Parent Portal Student Portal	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs •PLC agendas and feedback sheets Agendas from district and building level professional development - PIVOT, Academic Performance Analysis, War Room Data team, etc.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Data used to identify unique learning needs of students •Academic Performance Analysis War Room Data IEP process ISTEP+ remediation	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Teachers are continuously analyzing curriculum, instruction, and assessment through the formal process of PLC collaboration each Wednesdays. Department Chairs formulate the agendas aligning to the areas of curriculum, instruction, and assessment that has developed a peer coaching model to develop each others' strengths. Administration and department chairs are held accountable for teacher professional development in these areas through two-way communication with feedback sheets. Additionally, a 3-Step cycle has been development to identify proficiency and learning gaps which creates conversations about when and how re-teaching moments will take place.

We continue to develop in the area of authentic and interdisciplinary learning experiences which will aligned to the newly adopted graduation

pathway requirements established by the Indiana Department of Education.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff •Faculty evaluation system	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •School calendar •Budget philosophy is focused on meeting the needs of students.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	•Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Technology, guidance, and building office personnel utilizes a variety of media resources to communicate information. Faculty utilizes a variety of media resources to communicate lessons, classroom assignments, inquiry learning, peer editing, etc.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use •An 1:1 initiative has been implemented utilizing Dell laptops and OneNote, Moodle, and other technologies to communicate a variety of educational information.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Agreements with school community agencies for student-family support •List of support services available to students •Child study teams are utilized to assist students in need. Student Resource Officer, counselors, and administration assist in a variety of social and emotional needs. Crisis Team is in place.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process •Guidance Counselors involved in Hatching training that includes the Naviance tool. Preparing for College and Career Readiness course also utilizes Naviance tool with all 9th graders. Elkhart Career Center, Internships, and work study programs are in place. Student 4-year plans and academic resumes are developed of their high school years.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

NorthWood High School continuous to provide the best facilities and programs to assist students in creating a high quality learning environment. We have put over twenty million dollars in updating our facilities over the last four years without taking away from the equipment and supply budgets necessary to provide quality learning experiences in the classroom. The School Improvement and Professional Development team's annual summer retreat help to identify areas of need with a variety of things which includes resources and support. Additionally, the Department Chairs annual summer retreat includes discussion about best practices that include new equipment and/or supplies to stay current with society expectations.

NorthWood High School continues to find ways to improve mental health supports. Currently, we have a referendum that if passed will assist with hiring mental health counselors.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free •Academic Performance Analysis SLOs War Room Data	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Frameworks for Academic Performance Analysis, SLOs, and War Room Data PLC feedback sheets SAT, ACT, and ISTEP+ results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Academic Performance Analysis War Room Data PIVOT Data	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student growth •War Room Data information Child Study discussions	Level 3

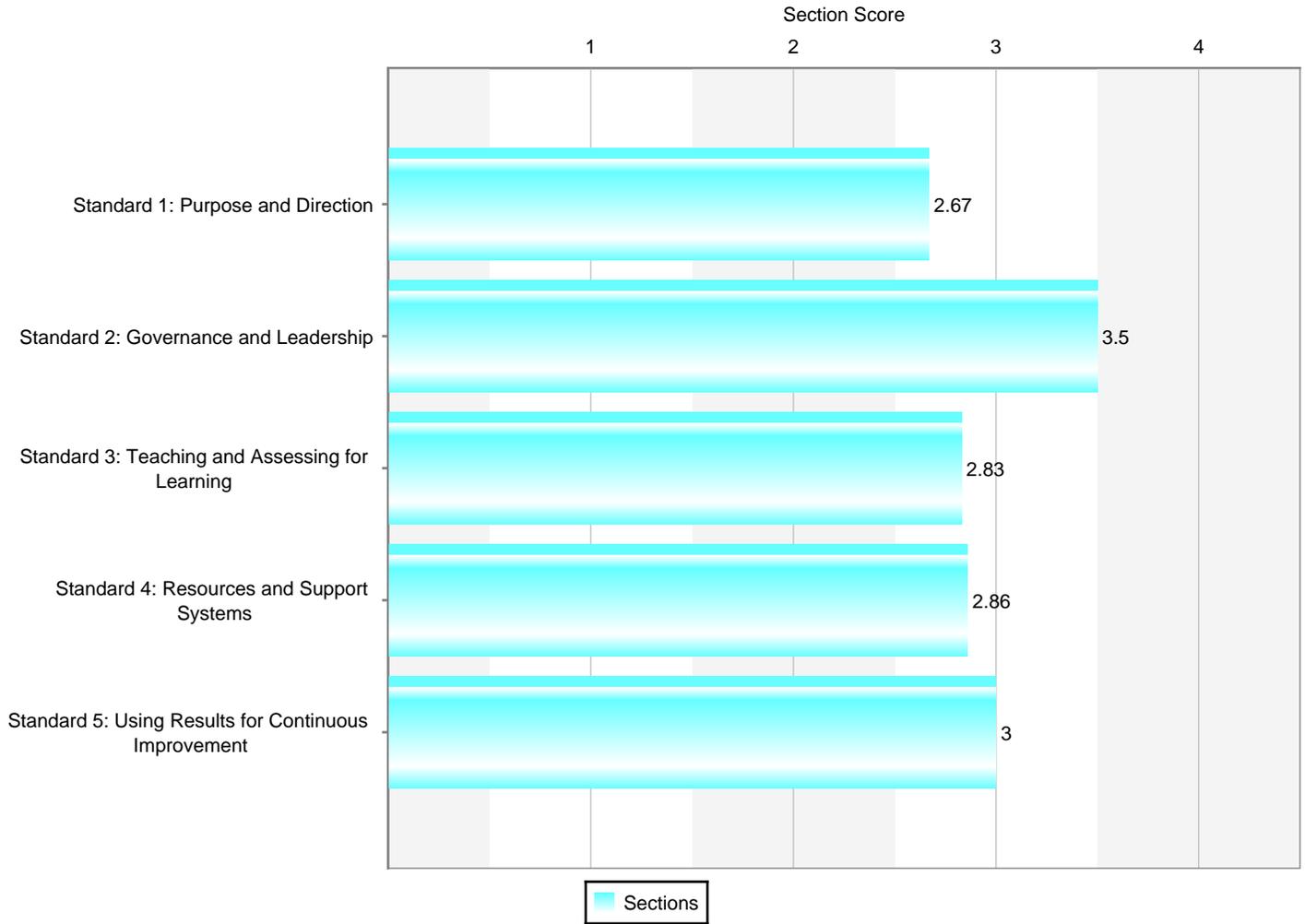| Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Minutes of board meetings regarding achievement of student learning goals •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •Gradebook samples PLC feedback sheets Academic Performance Analysis - OneNote War Room Data - OneNote Counselor/student annual progress meetings Graduation Pathway/4-year plans	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

NorthWood High School has focused on student performance data to develop a better understanding of student performance proficiency as well as learning gaps. While the PLC collaboration has allowed for quality discussions and solutions to improvement curriculum, instruction, and assessment, we have added a new system within the PLC collaboration to be more intentional, Academic Performance Analysis. The system provides feedback to teachers, students, and parents that reflects academic successes and areas for growth. The process will have teacher and administrators looking at processes and programs for re-teaching moments.

NorthWood High School will need to continue to reflect new expectations by the Indiana State Board of Education in monitoring progress towards college and career readiness through the development of graduation pathways which may include locally developed pathways.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 2.67

Standard 2: Governance and Leadership — 3.5

Standard 3: Teaching and Assessing for Learning — 2.83

Standard 4: Resources and Support Systems — 2.86

Standard 5: Using Results for Continuous Improvement — 3

Sections

Student Performance Diagnostic

NorthWood High School

Wa-Nee Community Schools

Mr. David Maugel
2101 North Main Street
Nappanee, IN 46550

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Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Completed the student performance diagnostics using the old template. * Overall Student Performance Data 2018 * War Room Data from 2017-18 * Assessment Performance Analysis Sample 2018	Student Performance Data 2018 War Room Data 2018 English War Room Data 2018 Math War Room Data 2018 Assessment Performance Analysis Sample

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

All students who are taking the Academic Honors and most students taking the Core 40 diploma tracks have performed above the state average on the SAT and/or ACT. Additionally, NorthWood High School students have performed above the state average on the ISTEP+ exams.

Describe the area(s) that show a positive trend in performance.

NorthWood High School students have trended upward in SAT, ACT, and graduation rate over at least four years.

Which area(s) indicate the overall highest performance?

NorthWood Students demonstrate the highest performance on the SAT exam.

Which subgroup(s) show a trend toward increasing performance?

No significant increase.

Between which subgroups is the achievement gap closing?

No significant change.

Which of the above reported findings are consistent with findings from other data sources?

The SAT and ACT results are reflected in a higher graduation rate as well as the number of students applying for college.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

We continue to work on strategies to develop math reasoning skills which are emphasized on the state ISTEP+ exam. We have added Academic Performance Analysis as well as PIVOT systems to identify student proficiency and learning gaps. Teachers will continue to collaborate on strategies to re-teach and develop student proficiency when a gap is recognized.

Describe the area(s) that show a negative trend in performance.

We have seen a slight downward trend in Math ISTEP+ results; however, the student performance results are still significantly above state average.

Which area(s) indicate the overall lowest performance?

NorthWood special education students continue to struggle with ISTEP+ and graduation requirements. We have worked hard to develop four-year plans that provide the opportunity for students to successful complete a general or Core 40 diploma. Additionally, we are working to identify graduation pathways that would allow students who earn a general diploma and satisfy the other requirements of the newly adopted graduation pathways established by the State Board of Education to complete within four or five years.

Which subgroup(s) show a trend toward decreasing performance?

No significant change.

Between which subgroups is the achievement gap becoming greater?

No significant change.

Which of the above reported findings are consistent with findings from other data sources?

Graduation rate for our special education students.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3

Sections