

Metropolitan School District of Washington Township

"Superior Schools in a Supportive Community"

School Improvement Plan

*In Accordance with Public Law 221
2010-2013*



School Name: *North Central High School*

School Address: *1801 East 86th St.*

School Phone Number: *317-259-5301*

School Fax Number: *317-259-5369*

School DOE Number: *insert*

School Corporation Number: *5370*

Evans Branigan III

Principal Signature, Evans Branigan III

Date

Dr. Nikki Woodson

Superintendent Signature, Dr. Nikki Woodson

Date

D. B. Kite

School Board President Signature, Mr. Donald B. Kite, Sr.

Date

9/12/12

9-12-2012

Table of Contents

Based on AdvancEd Standards for Quality Schools

www.advanc-ed.org

Section	Page
Description & location of the curriculum	3
Title and description of assessment instruments	4
Safe and Disciplined Learning Environment	8-9
Trend Data on Student Population by Subgroup	11-12
Trend Data on attendance and graduation rates	13
School Improvement Team/Committee	16
School Improvement Plan Input Process	18
Summary of Data: Skill Strengths & Skill Weaknesses	20
Student Achievement Goals & Benchmarks	23-24
Cultural Competence	26
Action Plan	28
Technology as a Tool for Learning	39
Description of Stakeholder Partnerships & Programs	40
Continuous Improvement	41

Community Profile

Introduction

The Metropolitan School District of Washington Township (MSDWT) is located in the northern section of Indianapolis, Indiana and Marion County. It is a dynamic community with broad diversity in cultures, religions, ethnic groups, races and socioeconomic levels. MSDWT has been an educational leader in Indiana for the past forty years.

MSDWT offers a comprehensive educational curriculum with special activities and programs geared to provide enrichment, exploration, and instructional and differentiation that allows the district to meet the needs and goals of each individual student support for students. Parents have always played an active role in the operations of the district.

In addition, MSDWT provides quality education in award winning schools built on a foundation of outstanding educators, administrators, school board members, and supportive parents. Our vision is "Superior Schools in a Supportive Community."

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

MSDWT Mission Statement

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

Description of School Community & Location of the School Curriculum

For more than 55 years, North Central has set the standard for excellence, encompassing 190 acres of land on the northern edge of Indianapolis, with fine facilities for student education. Our students are provided with state of the art technology in science laboratories, world language labs, a multi-media information center, and seventeen computer labs, along with an art gallery, performing and visual arts classrooms, a 1,500 seat auditorium, and distance learning center. North Central also has a lighted athletic complex with three soccer fields, a baseball and softball complex, lacrosse and rugby fields, a complete internal 5 kilometer cross-country course, a football stadium and thirty tennis courts. Inside facilities include two gyms, two wrestling rooms, a natatorium, and workout rooms. Adjacent to North Central is the J. Everett Light Career Center which offers courses in career preparation, several of them for dual credit with local universities. A four-year comprehensive high school, with an enrollment of 3,400 students from 50 different nationalities and a faculty of 180, North Central provides students with programs that challenge them to achieve their potential. More than one third of the students are enrolled in one or more Advanced Placement classes. *Newsweek* ranked North Central in the top 2.0 percent of all high schools in the United States, and the United States Department of Education identified North

Central as one of four United States high schools with the best record for “closing the achievement gap.” Twenty-eight Advanced Placement courses, ten dual credit courses offered through the Advance College Project with Indiana University, and the International Baccalaureate diploma (begun in 1988) give hundreds of students the opportunity to earn advanced standing in college while they are still in high school. No other high school in Indiana can match the breadth and richness of North Central’s curriculum, the quality of its instruction, and the opportunities for all students to develop their full potential.

School Website: <http://nchs.cc>

- Description and location of Curriculum can be found on the North Central Web page.

District Website: www.msdt.k12.in.us

Title and Description of Assessment Instruments

Documenting & Using Results

*The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.
(AdvancEd, Standard #4)*

ACT Composite Score

The average score received by students in the school who took the ACT (American College Testing Assessment) The highest possible score on the ACT is 36.

Advanced Placement, Percent Taking

The percent of students enrolled in the school who took an Advanced Placement test. Advanced Placement tests are taken by students in grades 11 and 12. Students who demonstrate acceptable levels of achievement (a score of 3 or above) on the tests are eligible to receive postsecondary credit for the subject in which the test was taken.

Advanced Placement, Percent of Exams 3 or Above

The percent of exams taken by students enrolled in the school that received a score of 3 or above. Advanced Placement tests are taken by students in grades 11 and 12. Students who demonstrate acceptable levels of achievement (a score of 3 or above) on the tests are eligible to receive postsecondary credit for the subject in which the test was taken.

Diplomas, Percent Core 40

The percent of diplomas that were awarded to students who graduated from the school which were Core 40 Diplomas

Diplomas, Percent Honors

The percent of diplomas that were awarded to student who graduated from the school which were Academic Honors Diplomas

End of Course Assessments (Algebra I, English 10, Biology I)

The *ISTEP+* End-of-Course Assessments (ECAs) are criterion-referenced assessments developed specifically for students completing their instruction in Algebra I, Biology I, or English 10.

Graduates Pursuing College Education, Percent

The percent of graduates from the high school who has indicated to the high school that he/she will pursue a college education

Graduation Rate 4 Year or Less

The graduation rate represents the percent of students in a school who graduate from high school within four years. Students who take more than 4 years to graduate are not included in the graduation rate.

SAT Composite Score College-Bound Seniors (Reading+Math)

The average total score received on the Reading and Math portions of the by 12th grade students in the school who took the SAT (Scholastic Aptitude Test)

School Assessments

Assessment Title	Grade(s)	Timeline Administered
Advanced Placement Exams (Multiple Subjects)	9-12	Spring
SAT	9-12	Fall/Spring
PSAT	10-11	Fall
ACT	9-12	Fall/Spring
IB	11-12	Spring
9 th Grade Writing Sample	9	Fall
11 th Grade Writing Sample	11	Fall
End of Course Assessments (ECA)	9-12	Fall/Spring/Summer
PLAN	9	Fall
LAS Links (Links English Proficiency Test)	9-12 (Any student who has not reached a level 5 on LAS Links)	Spring

Safe & Disciplined Learning Environment

2011-2012 OUT-OF-SCHOOL SUSPENSIONS

Suspensions			Am Indian		Black		Asian		Hispanic		White		Multi-Racial		Gender		
School	# of Sus	Days	#	%	#	%	#	%	#	%	#	%	#	%	Male	%M	Female
2011-12																	
NC	1030	1697	1	0%	664	64%	4	0%	205	20%	86	8%	70	7%	649	63%	381

2011-2012 EXPULSIONS

Expulsions			Am Indian		Black		Asian		Hispanic		White		Multi-Racial		Gender		
School	# of Exp	Days	#	%	#	%	#	%	#	%	#	%	#	%	Male	%M	Female
2011-12																	
NC	75	4095	0	0%	50	67%	0	0%	13	17%	7	9%	6	8%	53	71%	22

**2010-2011
OUT-OF-SCHOOL SUSPENSIONS**

Suspensions			Am Indian		Black		Asian		Hispanic		White		Mult-Racial		Gender		
School	# of Sus	Days	#	%	#	%	#	%	#	%	#	%	#	%	Male	%M	Female
2010-11																	
NC	1215	1949	1	0%	797	66%	7	1%	216	18%	130	11%	64	5%	711	59%	504

**2010-2011
EXPULSIONS**

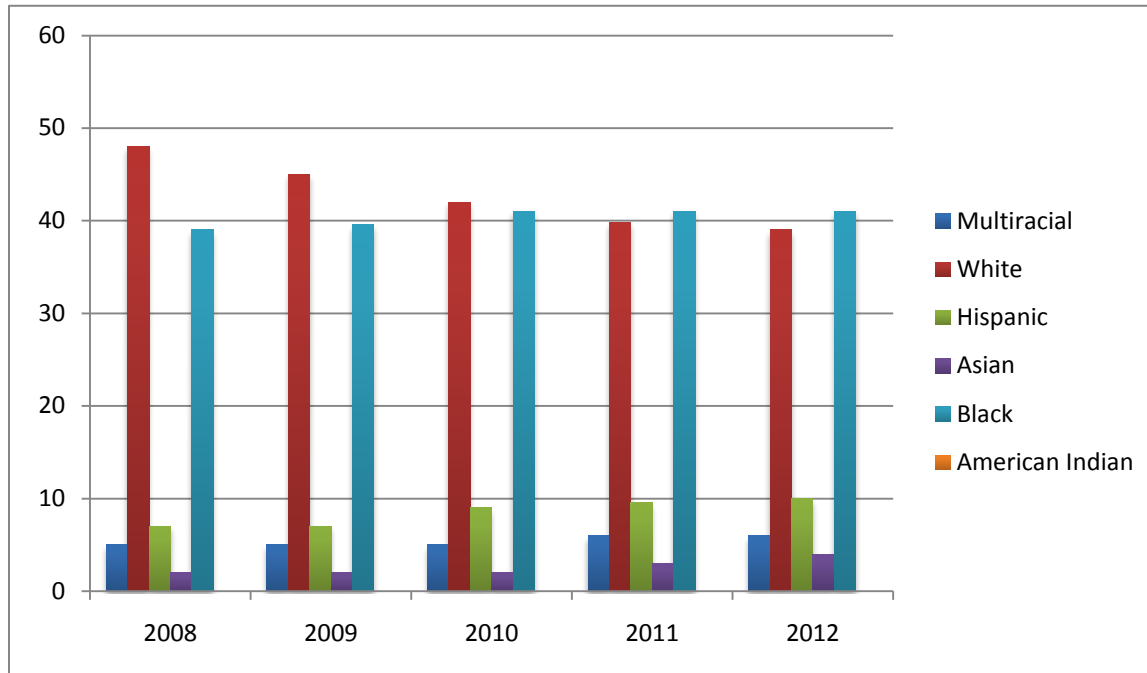
Expulsions			Am Indian		Black		Asian		Hispanic		White		Mult-Racial		Gender		
School	# of Exp	Days	#	%	#	%	#	%	#	%	#	%	#	%	Male	%M	Female
2010-11																	
NC	88	3799	0	0%	64	0%	0	0%	5	0%	10	0%	9	0%	52	0%	36

Minority students, specifically black students, are suspended and expelled more frequently than non-minority students. This gap has existed for years and in response, the 2011-2012 SIP Committee is forming a Behavior Task Force Team to examine discipline procedure, behavior management techniques and alternatives to suspension and expulsion opportunities.

Provision for Safe and Secure Schools

- 5-Step Discipline Plan
- Anti-Bullying & Mediation Campaign
- IB Learner Profile
- Code of conduct for students, employees, and visitors
- School Climate Task Force to monitor discipline programs and review school climate concerns
- School Climate Audits
- District Crisis Plan & Individual School Emergency Plans
- Individual School Crisis Plan
- Policy for student locker, desk, etc. searches
- School Bus Conduct and Safety Rules
- Peer Mediation/Conflict Resolution Programs
- Three officers stationed in North Central
- Background checks on new employees
- Two security personnel stationed at entry points on campus
- Mandatory random drug testing of bus drivers and security officers
- District Drug/Alcohol Policy & Human Relations Policy
- Sexual Harassment Policies & Student Dress Code
- Medication-At-School Policy
- Universal precautions training for all employees annually
- CPR training for school bus drivers every three years
- MSD Security Force
- OSHA Compliance
- Security and Safety of Facilities and Grounds
- Security and Safety of Students, Employees, and Visitors
- Visitation policies, including sign-in and nametags for visitors- doors locked during student day except for front door
- Crisis Intervention and Emergency Management Policy (fire drills, tornado drills, red alert for potentially dangerous intruder)
- Video Surveillance Policy
- Digital video cameras at North Central and on most school buses
- Computerized parent/employee calling system

Trend Data on Student Population by Subgroup



The chart above shows enrollment trends from 2008-2012.

White enrollment has remained constant at 39% from 2008 to 2012.

Black student enrollment has decreased from 48% to 42% over the same time period.

Multi-racial enrollments have remained constant and consistent from 2008 to 2011, but increased to 6% in 2012.

The Hispanic population has increased from 7% of the population in 2008 to 10% of the total student population in 2012. Less than half of these students require ENL services when they reach North Central.

The Asian population has increased from 2% in 2008 to 4% in 2012. The majority of the Asian students are Karen refugees from Burma. These students have very little education when they arrive at North Central.

The challenge for North Central, going forward, will be making the transition from a majority white suburban school to a “majority minority” school, and to find effective ways to make education accessible to its diverse community and student population.

21st Century Scholars

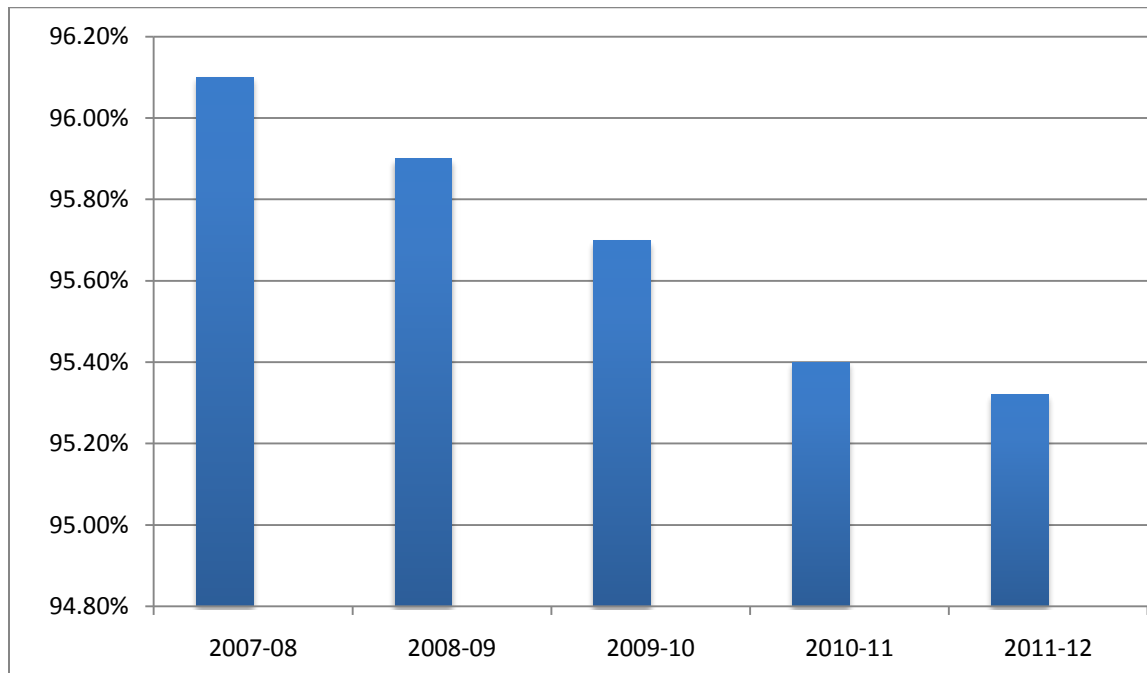
Ethnicity	Class of 2012	Female	Male	≥ 2.0 grade point average
American Indian	0	0	0	0
African American	79	44	35	54
Asian	4	3	1	4
Hispanic	10	6	4	7
White	30	15	15	24
Multi Racial	11	6	5	8

- 134 students were reported to SEAS for Class of 2012 for North Central High School
- 708 students are graduates of the Class of 2012 at North Central High School
- 18.9% of students enrolled in the 21st Century Scholars program at North Central High School for the Class of 2012
- 97 students in the Class of 2012 - North Central High School graduates received the scholarship
- 72.3% of students enrolled in the 21st Century Scholars program received the scholarship
- 37 students in the Class of 2012 - did not receive the scholarship
- 27.6% of students enrolled in the 21st Century Scholars did not receive the scholarship

Attendance and Graduation Rates

Attendance Rate

Year	North Central
2011-12	95.32%
2010-11	95.4%
2009-10	95.7%
2008-09	95.9%
2007-08	96.1%



All minority subgroups, except Asian, have a lower attendance rate than white students. In the 2011-2012 school year:

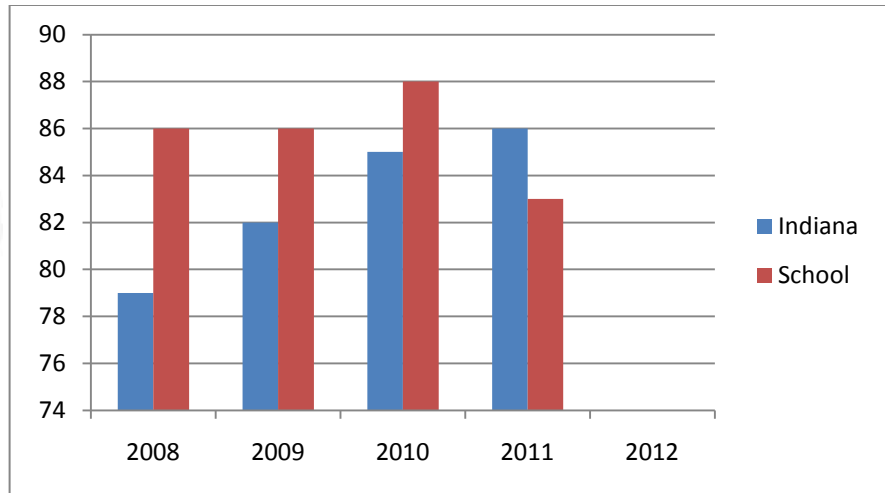
White 96.06%
Black 95.82%

Hispanic 94.18%
Asian 96.92%

Multiracial 95.08%

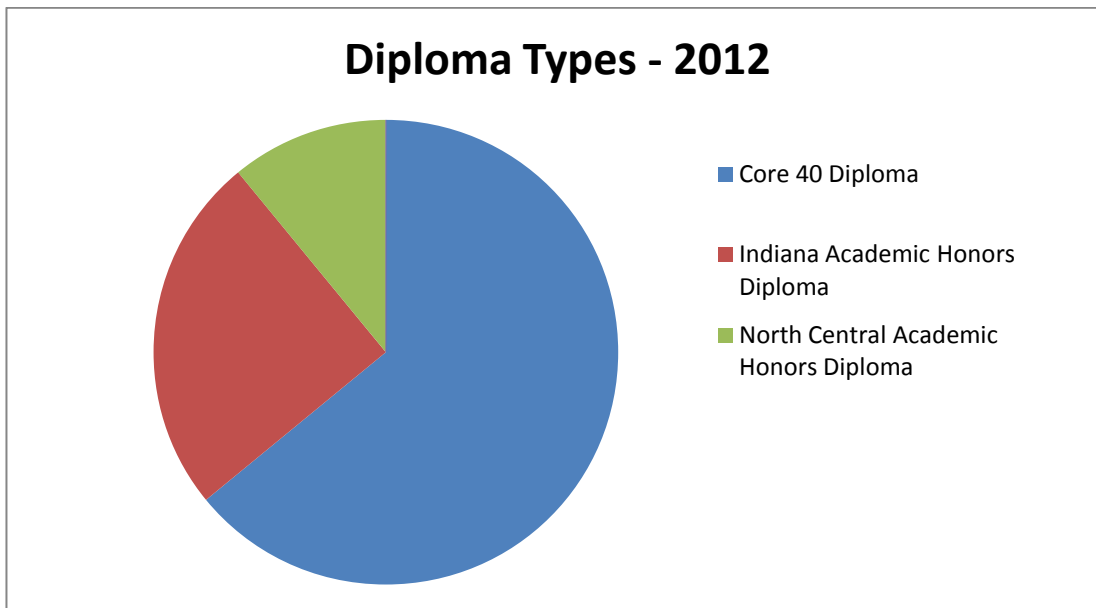
Four Year Cohort Graduation Rate

Goal Meter



2012 Graduation Rate: TBD

Diploma Types - 2012



Core 40 Diplomas – 631 (89%)

Indiana Academic Honors Diplomas – 287 (41%)

North Central Academic Honors Diploma – 183 (26%)

North Central continues to exceed the state expectation related to Core 40 Diplomas earned by its graduates.

Five Year Trends – Average ACT Scores

ACT Composite Score

The average score received by students in the school who took the ACT (American College Testing Assessment) The highest possible score on the ACT is 36.

Total Tested			English		Mathematics		Reading		Science		Composite	
Grad Year	School	State	School	State	School	State	School	State	School	State	School	State
2008	284	15,884	23.2	21.4	23.6	22.2	23.6	22.5	22.6	21.5	23.4	22
2009	284	17,321	24.2	21.6	24.1	22.4	24.4	22.6	23.1	21.6	24.1	22.2
2010	339	18,787	23.1	21.7	23.1	22.4	23.7	22.6	22.6	21.9	23.3	22.3
2011	310	20,462	23.1	21.7	23.3	22.4	23.3	22.6	22.4	21.9	23.1	22.3
2012	387	22,372	23.2	21.7	23.4	22.5	24.3	22.6	22.9	21.9	23.6	22.3

School Improvement Team/Committee

The system provides governance and leadership that promote student performance and system effectiveness. (AdvancEd, Standard #2)

2011-2012 School Improvement Team/Committee

A = Administrator

T = Teacher

S = Student

P = Parent

Tech = Technology

Sec = Security

Sta = Staff

School Improvement Chair – Tymika Payne (A)

- Titles and Descriptions of Assessment Instruments

Chair: Jonique Burton (A)

Ayanna King (T)

Kay Van Fossen (P)

- Local Assessments

Chair: Jonique Burton (A)

Math – Maureen Reichart (A)

Biology – Jeffrey Miller (A)

English – Ed Coleman (A)

- Parental Participation

Chair: Tymika Payne (A)

Kay Van Fossen (P)

Mary French (P)

- Technology as a Learning Tool

Jason Noel (Tech)

Anna Washington (Tech)

Carla Sanford (T)

Mariah McChristian (S)

- Safe and Disciplined Learning Environment

Chair: Keri Fritz (T)

Evan Nance (T) Brian Clouse (Sec), Kay Van Fossen (P), Alyssa Van Fossen (S)

- Attendance

Chair: Tymika Payne (A)

Tracy Gray (Sta) , Robin Haskins (Sta), Tymika Payne (A), Samantha Brooks (T), Anthony Massengill (S) , Clayton Stewart (P)

- Percentages of Students Meeting Standards

Chair: Jonique Burton (A)

- Benchmarks for Progress

Chair: Melissa Bright (T)

Dee Webster (T), Renee Hayden (P)

- Specific Areas Where Improvement is Needed

Chair: Mary Beth Borkowski (T)

Larry Quilling (T), Lynn Schopp (T), LeAnn Haggard (T), Chelsea Coleman (S), Alexis Trimier (S), Margo Mattern (P)

- Cultural Competency

Chair: DeAnn Ramey (T)

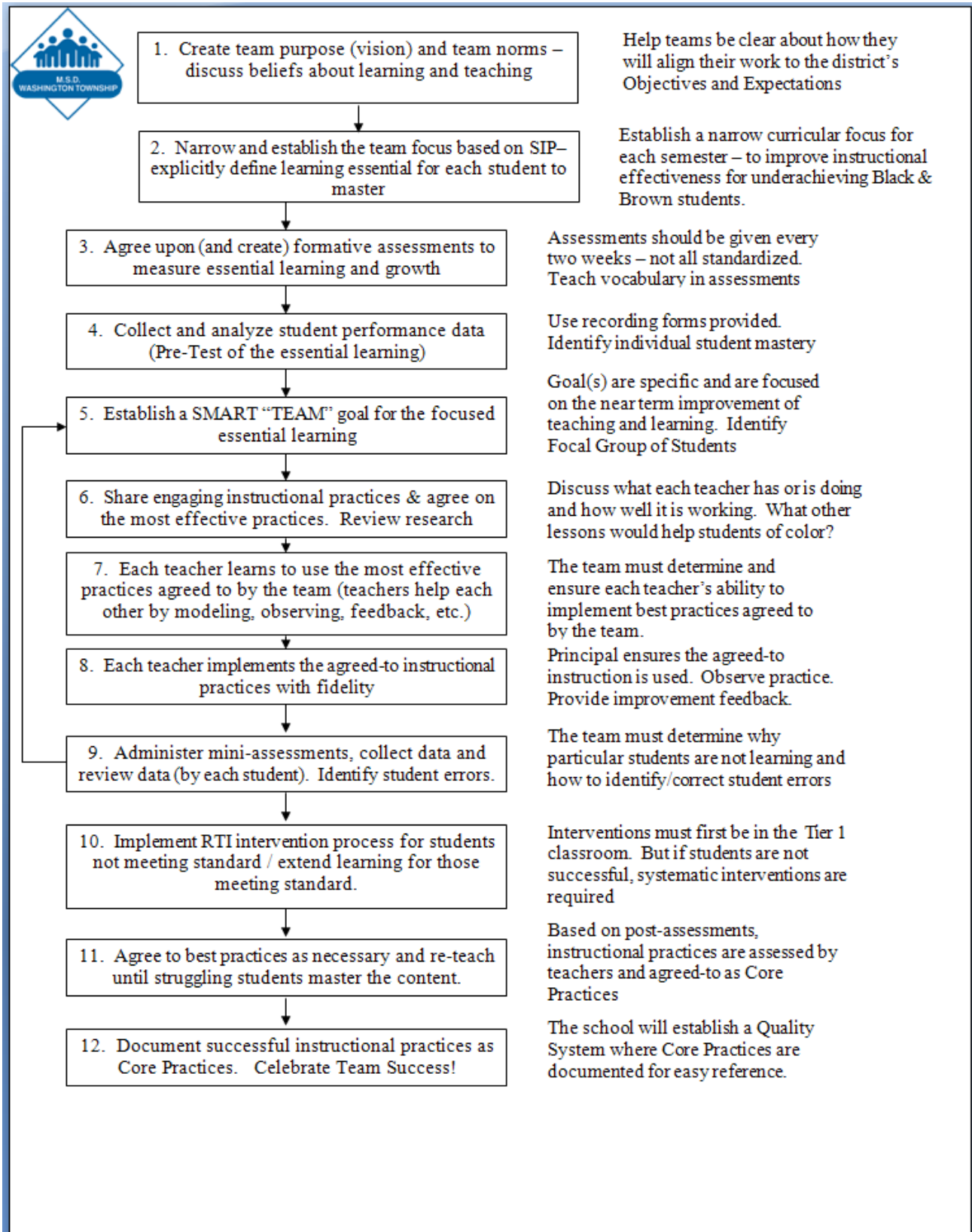
Janet Eichenberger (T), Heidi Hoopingarner (T), Joe Bautista (T), Ayanna King (T) , Megan Crain (T), Keith Shelton (T), Matt Panzer (T) , Bria Golder (S), Matt Lozer (S), Chonga Goecke (P)

- Action Plans

Chair: Maureen Reichart (A), Ed Coleman (A), and Jeffrey Miller (A)

Biology PLC, English 10 PLC & Algebra I PLC

School Improvement Plan Input Process



SCHOOL IMPROVEMENT PLAN INPUT PROCESS

2011

2012

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Faculty Meeting (SIP Discussion)	X	X	X	X	X	X	X	X	X	X			X
WTEA Discussion	X	X	X	X	X	X	X	X	X	X			
PLC Steering Committee Meeting			X		X		X			X			X
Sub Committee Meeting				X	X		X		X				
PLC Meetings (Action Plan Discussion)		X	X	X	X	X	X	X	X	X			
PTO Meeting/Discussion (SIP Discussions)		X		X			X	X	X				
PL-221 Plan Review											X		

The PL-221 Steering Committee met once a month led by Ms. Kristy Jones. Members of the steering committee either led or participated in subcommittees that met as needed. Parent and student meetings were held three times during the school year. Students had additional time to provided input through the multiple levels of student government.

Skill Strength and Weakness

School Improvement Plan Goals	Benchmark Data toward School Improvement Goals
<p>Goal 1: Student achievement in Biology Specific methods in delivery of instruction will be utilized to close the achievement gap</p> <p>Goal 2: Student achievement in Algebra Specific methods in delivery of instruction will be utilized to close the achievement gap</p> <p>Goal 3: Student Achievement in English Grade 10 By the end of the 2012-2013 school year, 80% of students will pass the English 10 ECA on their first attempt. Minority students in the African American and Hispanic subgroups will see a 10% increase in passing rates from the 2010-2011 school year rates. Specific methods of delivery of instruction will be utilized to close the achievement gap.</p> <p>Goal 4: Student Achievement in ISTEP ECA English/Language Arts and Math scores According to 2010 ISTEP ECA data, an achievement gap exists between the following student sub-groups:</p> <p><i>Benchmarks for Progress Monitoring</i></p> <ul style="list-style-type: none"> ▪ Increase Algebra 1 ECA scores ▪ Increase English 10 ECA scores 	<p>Data Analysis will be taking place in PLC's to improve the delivery of curriculum. Vertical articulation with middle school needs to be developed. SIOP training will continue for ENL teachers.</p> <p>Limited decrease in size of Algebra I classes. Algebra 2 offered first semester. Continued development needed in vertical articulation with M/S. Further funding needed to put Promethean Boards in every Algebra 1 classroom.</p> <p>PLC's continuing to develop and analyze summative and formative assessments. Non-fiction reading in the process of being increased. Read 180 implemented. 6+1 Writing Traits implemented for English 10 students.</p> <p>SIOP/ ENL Training continuing. Third wave of teachers participating in Project Alianza. Graduation Mentor position going away in 2011-2012. Increase in the number of sheltered classes offered. ENL Instructional Assistants embedded in classrooms. Cohort Program has expanded to include the Bridge Program.</p> <p>Spring of 2011- Pass Rate of 76% - Spring of 2012- Pass rate of 72%. <u>Decrease of 4 %</u></p> <p>Spring of 2011 – Pass Rate of 69%- Spring 2012- Pass rate of 75%. <u>Increase of 6%</u></p>

<ul style="list-style-type: none"> ▪ Increase Biology ECA scores 	<p>Spring of 2011 – Pass rate of 49% - Spring 2012- Pass rate of 48%. <u>Decrease of 1%</u></p>
<ul style="list-style-type: none"> ▪ Increase number of students taking AP exams 	<p>“08”- 688, “09”- 669, “10”- 744, “11” – 739, “12” - 748. <u>Increase of 9 students.</u></p>
<ul style="list-style-type: none"> ▪ Increase number of minority students taking AP exams 	<p>Increase observed but no significant improvements. We have seen an increase in the number of minority students taking ACP courses.</p>
<ul style="list-style-type: none"> ▪ Increased number of students taking AP exams in English 	<p>“08”-153, “09”-182, “10”-124, “11” – 126, “12”- 150. Increase of 24 tests.</p>
<ul style="list-style-type: none"> ▪ Increased number of students taking AP exams in Math 	<p>“08”-159, “09”-138, “10”-182, “11” – 169, “12” – 136. Decrease demonstrated.</p>
<ul style="list-style-type: none"> ▪ Decrease number of students exiting North Central without a diploma 	<p>Graduation Rate: “08”-85.6%, “09”-86%, “10”- 87.8%, “11”- 83.2%, “12”-TBD.</p>
<ul style="list-style-type: none"> ▪ Increase percentage of students earning Academic Honors Diplomas 	<p>“08”-42%, “09”-42%, “10”-44%, “11” – 39%, “12”- 41 %. Increase of 2%.</p>
<ul style="list-style-type: none"> ▪ Increase percentage of students earning Core 40 Diplomas 	<p>“08” – 90%, “09”- 90%, “10”-91%, “11” – 91%, “12” – 89%. Decrease of 2%.</p>
<ul style="list-style-type: none"> ▪ North Central’s annual daily attendance rate will exceed the state average 	<p>“08”-96.07%, “09”-95.86%, “10”-95.72%, “11” – 95.4%, “12” – 95.32%. Decrease .08%</p>

<ul style="list-style-type: none">▪ Decrease percentage of students failing CP Biology	2011-2012 school year, no significant decrease.
<ul style="list-style-type: none">▪ Decrease percentage of students failing Algebra $\frac{1}{2}$	2011-2012 school year, no significant decrease.

Student Achievement Goals & Bench Marks

Teaching & Learning

The system provides research-based curriculum and instructional methods that facilitate achievement for all students. (AdvancEd, Standard #3)

Specific Areas Where Improvement is Needed Immediately

I. Student achievement in Biology. Specific methods in delivery of instruction will be utilized to close the achievement gap, including:

- Continuous review and revision of curriculum to better correspond to essential Common Core State Standards
- Continuous common formative and summative assessments and data analysis in Professional Learning Community setting
- Implement IB strategies

The Science Department Chairperson and all fully credited Biology Instructors are accountable for the development, and instruction of new methods of delivery in order to increase student achievement in Biology. All strategies are supported by the implementation of Professional Learning Communities, and professional development programs.

II. Student achievement in Algebra. Specific methods in delivery of instruction will be utilized to close the achievement gap, including:

- Utilization and analysis of Acuity Testing 2012
- Decreased class size in Algebra 1 class
- Prerequisite of grade C- or better in Algebra 1 to enroll in Algebra 2
- Offer Algebra 2 first semester of each school year and offer Algebra 1 second semester of each school year
- Continuous common formative assessment and data analysis in Algebra Professional Learning Community setting
- Credit recovery program offered on-line through Novanet
- Algebra I PLC Team
- Promethean Boards in all Algebra 1 classrooms

The Math Department Chairperson and all fully credited Mathematics Instructors are accountable for the development, placement, and instruction of new methods of delivery in order to increase student achievement in Algebra. All strategies all supported by the implementation of Professional Learning Communities, summer programs, and in-service workshops.

III. Student Achievement in reading and writing. Specific methods of delivery of instruction will be utilized to close the achievement gap, including:

- Continuous common formative assessment and data analysis in English 10 Professional Learning Community setting
- Increase non-fiction reading in English 10 curriculum to better correspond with Common Core State Standards and ISTEP ECA standards

- Training of **6+1 Writing Traits** for all English 10 instructors; common formative assessments based on 6+1 Writing Traits
- Utilization and implementation of **Read 180**
- Development of Grade 9 Reading Course instructed by dedicated, fully credited reading specialists
- Writing across the curriculum
- School wide literacy initiative

The English Department Chairperson, Reading and Writing Specialist and all fully credited English instructors are accountable for the development, placement, and instruction of new methods of delivery in order to increase student achievement in reading and writing. All methods are supported by the implementation of Professional Learning Communities, summer programs, and in-service workshops.

IV. Student Achievement in ECA English/Language Arts and Math scores. According to ECA data, an achievement gap exists between the following student sub-groups:

- Free and Reduced Lunch students and Paid Lunch students
- Black students and White students
- Hispanic students and White students
- Asian students and White students
- Multi-racial students and Asian students

In an effort to close the achievement gap, the following resources/activities will be implemented

- SIOP Training
- Increase in the number of sheltered courses offered
- Project Alianza
- Utilization of Achieve 3000
- Increased number of sheltered course offerings using the Sheltered Instruction Observation Protocol (SIOP) model
- Utilization of ENL Instructional Assistants in the high school
- Continuation of the COHORT program
- Continuation of the Bridge program

Benchmarks for Monitoring Progress Toward Goals

- Once a base is established, increase Algebra 1 ECA scores
- Once a base is established, increase English 10 ECA scores
- Once a base is established, increase Biology ECA scores
- Increased number of students taking AP exams
- Increase number of minority students taking AP exams
- Increased number of students taking AP exams in English
- Increased number of students taking AP exams in Math
- Increase percentage of students taking AP courses scoring 3 or higher
- Decrease number of students exiting North Central without a diploma
- Increase percentage of students earning Academic Honors Diplomas
- Increase number of students earning Core 40 Diplomas

- Increased CRT scores across the curriculum
- North Central's annual daily attendance rate will exceed the state average
- Decrease in the percentage of students failing CP Biology
- Increase number of ACP courses
- Increase number of students in ACP courses
- Increase number of minority students in ACP courses
- Decrease in the percentage of students failing Algebra ½
- Increase in the graduation rate of minority students
- Increase in the attendance rate of minority students
- Decrease in the number of suspensions and expulsions of minority students

Cultural Competency

Increase cultural awareness among faculty, staff and students.

- Provide teachers with information about the growing Karen and Karenni population and strategies to help the students be academically and socially successful.
- Organize a cultural fair in order to bring awareness to and acceptance of the different cultures represented at North Central.
- Provide teachers with knowledge of student issues that may hinder the students' success.
- Use contracted Community Outreach time to educate staff about the cultural competencies.
- Roll out of IB strategies in planning and implementation of instruction

Decrease the number of suspensions due to tardiness, truancy and insubordination, which in return may have an impact on the academic success of students, the graduation rate and the expulsion rate.

- Create and implement alternative consequences that will not result in the students' missing instructional time.
- Require a conference with parents before the students return to school.
- Provide teachers with an in-service that will help them evaluate and improve their classroom and behavior management plan.
- Provide teachers with a workshop led by the deans where they will learn and understand the role and purpose of the dean and the dean's office and to reiterate the 5-step discipline policy.
- Creation of Behavioral Management Task Force.

Increase school spirit of all stakeholders.

- Organize a back-to-school fair that will include representation from all clubs and organizations available to students in order to make parents and students aware of the different ways they can get "N2NC".
- Organize other opportunities for administrators, faculty, staff, students, parents and community members to come together as a school community.
- Support of "One School" which is a faculty driven effort to have a larger presence at extra-curricular activities.
- Provide admission to athletic and extra-curricular on North Central High School campus free of charge
- Coordinating the playing of music during passing period for home basketball and football games
- Support of "Impact!"- Teacher led initiative to recognize students and teachers who have made a positive impact on the school.

North Central High School Cohort Program

The Cohort Program is an academic program designed by North Central faculty to identify high achieving, underrepresented students who have not previously enrolled in *Honors* level courses and to encourage them to pursue a rigorous high school curriculum. The program provides those students with additional opportunities for academic support. Students are recommended during the eighth grade by teachers and counselors. They must have a 3.0 - 4.0 GPA and be first-time candidates for an honors level course (although students with previous experience in honors classes may also be considered). Students are required to take at least one honors course per semester in either English, social studies, science, mathematics and/or world languages. In addition, students are assigned to a *Cohort Homeroom* that meets weekly in order to provide another resource for academic support and to expose students to other opportunities and programs sponsored by the high school, various college institutions, and the community. Cohort students must have a strong desire to achieve academically, be self-motivated, and have a high level of commitment and a dedicated work ethic.

The AVID Program

AVID (Advancement Via Individual Determination) is offered as an academic class that prepares students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note taking, and research. AVID meets five hours per week. Students receive two hours of instruction per week in college entry skills, two hours per week in tutor-led study groups, and one hour per week in motivational activities and academic skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their growth academically. Students also participate in motivational activities including college and career research, college and career outreach speakers, field trips to colleges and businesses and other educational opportunities in their communities, and service learning experiences. These provide students with the resources they need to learn about many positive opportunities available to them in the community that will impact their future.

Grades: 9 - 12

Length: 4 years

Prerequisite: Middle School AVID and/or interview and application process

North Central High School Bridge Cohort Program

The Bridge Cohort Program is a four-year program at North Central High School offering academic support for non-native English speakers to succeed in high school. Students have common classes and homerooms. The purpose is to improve graduation rates for North Central's ELL (English Language Learner) students and to create an academic support group. Incoming ninth grade students are recommended by their eighth grade teachers and counselors to participate in Bridge.

Freshmen Guided Study Hall

Freshman Guided Study Hall are study halls designed to assist incoming freshman with making the transition from middle school to high school. We cannot assume that students already have the skills needed to be successful at North Central. We **MUST** equip them with the information and tools, which are required in order to be successful. Guided Study Hall teachers engage students in activities that teach school rules, procedures and expectations. Teachers also guide students through conflict resolution, proper student-adult interaction, time management, study skills, test-taking strategies, NC resources and NC clubs/organizations.

ACTION PLAN

Goal: We will increase student achievement and close the achievement gap in reading and writing.

% of Students Meeting Standards on English 10 ECA:

Spring 2011-2012	Overall	Writing	Reading
NC	75%	78%	76%

% of Students Passing English 9 CRT:	83%
% of Students Passing English 10 CRT:	82.4%

Spring 2010-2011	Overall	Writing	Reading
NC	69%	74%	71%
STATE	70%		

% of Students Passing English 9 CRT:	85%
% of Students Passing English 10 CRT:	85%

Standardized Assessments:

- English 10 ECA
- English 10 Acuity as of 2012-2013

Local Assessments:

- CRT's
- 9th Grade Writing Sample
- 11th Grade Writing Sample
- Departmental Summative Assessments

Research/Best Practice Sources:

Strategies developed by Richard and Rebecca Dufour

Strategies and Action Steps:

- Utilization of Professional Learning Communities (PLC) & IB Middle Year Program (MYP)
Person(s) Accountable: English Department

Timeline: On-going

Resources: PLC & MYP binders, supplemental reading as needed, extended teacher hours for collaboration opportunities with colleagues, technology usage, ATLAS training

Professional Development Activities: 30 PLC and 30 MYP meetings a year

- Credit recovery for Grade 10 English

- Quest
- NovaNet & Criterion Referenced Tests

Person(s) Accountable: Department Chair, NovaNet administrator; Guidance Chair, staff

Timeline: On-going

Resources: Learning Center, texts, staff

Professional Development Activities: Training, Criterion electronic essay submission service; PLC attention to developing standardized essay topics. Writing across the curriculum

- Include Non-Fiction in Grade 10 curriculum

Person(s) Accountable: Department Chair and English Department; Grade 10 PLC

Timeline: On-going

Resources: McDougal Littell textbook; supplemental texts; essays; newspaper; Y-Press articles

Professional Development Activities: Curricular revision/modification, Grade 10 PLC

- 6 + 1 Traits:

- Common Terminology
- Common Goals

Person(s) Accountable: All Departments

Timeline: On-going

Resources: English Department In-house training of other departments

Professional Development Activities: In-services; workshops; research during Professional Learning Community (PLC); faculty meetings as determined by Principal

- Read 180

Person(s) Accountable: Department Chair; Read 180 teacher; guidance counselors; Director of Curriculum/Instruction

Timeline: Annual

Resources: Read 180 classroom; CEC & Director of Curriculum/Instruction

Professional Development Activities: Support visits from Read 180 trainers; Professional Development leave for Read 180 teacher to attend literacy conferences

- Utilization and implementation of AVID strategies across the curriculum

Person(s) Accountable: NC Faculty; Assistant Principal in charge of AVID

Timeline: On-going

Resources: AVID resources: tutors, training, binders, school supplies

Professional Development Activities: Analysis of results during PLC meetings; dedicated time for AVID teachers; AVID conferences and re-training as necessary

Professional Development Activities: Data analysis; strategy planning; guest speakers and cross-curricular planning

- Final exam schedule that provides additional time for prepping and extended testing time
Person(s) Accountable: Administration and Faculty

Timeline: 2012-2013

Resources: Adjusted daily schedule during finals

Professional Development Activities: None

- Writing Across the Curriculum Initiative

Person(s) Accountable: Staff Development Coordinator and all faculty

Timeline: On-going

Resources: Time allocated at every monthly faculty meeting for training

Professional Activities: Monthly training sessions and one on one supports

ACTION PLAN

Goal: We will increase student achievement and close the achievement gap in Algebra.

% of Students Meeting Standards on Algebra I ECA:

Spring 2011-2012	Overall
NC	72%

% of Students Passing Algebra CRT:

Algebra 1 exam (CRT) in December 2011: 74% passed

Algebra 2 exam (CRT) in May 2012, 66% passed

Spring 2010-2011	Overall
NC	69%
State	70%

% of Students Passing Algebra CRT: 77%

Standardized Assessments:

- Algebra 1 ECA
- Algebra I Acuity

Local Assessments:

- Criterion-Referenced Testing
- Common Formative Assessments
- Common Summative Assessments

Research/Best Practice Sources:

Strategies developed by Richard and Rebecca Dufour

Strategies and Action Steps:

- Grade of C- or better in Algebra 1 (first semester of first year Algebra) is required for enrollment in Algebra 2 (second semester of first year Algebra)

Person(s) Accountable: Math Department Chair and Algebra I teachers

Timeline: On-going

Resources: None

Professional Development Activities: 30 Professional Learning Community (PLC) meetings a year

- Algebra 2 offered during Semester 1; Algebra 1 classes offered Semester 2

Person(s) Accountable: Math Department Chair

Timeline: On-going

Resources: None

Professional Development Activities: 30 PLC meetings a year

- Development of Priority Standards and Pacing Guides

Person(s) Accountable: Math Department Chair and members of the Math Department.

Timeline: 2012-2013

Resources: Algebra I state standards

Professional Development Activities: Professional In-service (Training on utilization and implementation of Larry Ainsworth and Bob Trammel's models)

- On-Line: Credit recovery classes offered through NovaNet

- NovaNet
- Quest

Person(s) Accountable: Math Department Chair, NovaNet administrator; Guidance Chair, staff

Timeline: On-going

Resources: Learning Center, texts, computer labs

Professional Development Activities: In-service time, development of PLC's

- Standards for Algebra ½ aligned, 4 ½ week "cycles", common formative assessments (pre- and post-tests) written

Person(s) Accountable: Math Department Chair and members of the Math Department

Timeline: On-going

Resources: Research standards developed by Larry Ainsworth

Professional Development Activities: Development of PLC's (Training on utilization and implementation of Larry Ainsworth and Bob Trammel's models)

- Continue implementation of common formative assessments

Person(s) Accountable: Math Department Chair

Timeline: On-going

Resources: Research standards developed by Bob Trammel and Larry Ainsworth

Professional Development Activities: 30 PLC meetings a year

- Common summative assessments (criterion referenced tests) given as final exam.

Person(s) Accountable: Math Department Chair

Timeline: On-going

Resources: Research standards developed by Bob Trammel and Larry Ainsworth

Professional Development Activities: In-service Time/Common Lunch/Common Homeroom/Use of Department Meetings/Development of PLC's

- Tutoring available in day-time and night-time Learning Centers

Person(s) Accountable: Math Department Chair

Timeline: On-going

Resources: Research standards developed by Bob Trammel and Larry Ainsworth

Professional Development Activities: Support of the Learning Center

- Utilization of Professional Learning Communities (PLC) & Middle Year Program (MYP)

Person(s) Accountable: English Department

Timeline: On-going

Resources: PLC & MYP binders, supplemental reading as needed, extended teacher hours for collaboration opportunities with colleagues, technology usage, ATLAS training

Professional Development Activities: 30 PLC and 30 MYP meetings a year

- Final exam schedule that provides additional time for prepping and extended testing time.

Person(s) Accountable: Administration and Faculty

Timeline: 2012-2013

Resources: Adjusted daily schedule during finals

Professional Development Activities: None

ACTION PLAN

Goal: We will increase student achievement and close the achievement gap in Biology.

% of Students Meeting Standards on Biology 10 core 40:

Spring 2011-2012	Overall
NC	48%

% of Students Passing Biology CRT: 78.3%

Spring 2010-2011	Overall
NC	49%
State	N/A

% of Students Passing Biology CRT: 72%

Standardized Assessments:

- Biology ECA
- Core 40 Biology

Local Assessments:

- Criterion-Referenced Testing
- Summative Formative Assessment
- Common Formative Assessment

Research/Best Practice Sources:

Strategies developed by Richard and Rebecca Dufour

Strategies and Action Steps:

- Continuous review and revision of curriculum to better correspond to essential Core 40 standards.
Person(s) Accountable: Department Chair and Teachers

Timeline: On-going

Resources: Licensed Biology teachers in fully equipped (microscopes, stereoscopes, AV and technology) Biology dedicated classrooms.

Professional Development Activities: Implementation of Professional Learning Committees and Summer Workshops

- Better vertical articulation with middle schools, particularly as it relates to preparedness for the rigor of high school and the necessary study and lab skills needed to be successful in science.
Person(s) Accountable: Middle School Staff, High School Department Chair

Timeline: On-going

Resources: None

Professional Development Activities: In-service workshops, blogging technologies so as to create a continuous dialog with staff not in close contact.

- NovaNet Credit Recovery

Person(s) Accountable: Department Chair

Timeline: 2012-2013

Resources: Licensed Biology teachers in fully equipped Biology dedicated classrooms

Professional Development Activities: Staff for this course will be members of a PLC, in-service time and summer workshops

- Bridge Biology

Person(s) Accountable: Department Chair

Timeline: 2012-2013

Resources: Licensed Biology teachers in fully equipped Biology dedicated classrooms

Professional Development Activities: Staff for this course will be members of a PLC, in-service time and summer workshops

- Sheltered Biology

Person(s) Accountable: Department Chair and guidance counselors

Timeline: 2012-2013

Resources: Licensed Biology teachers in fully equipped Biology dedicated classrooms

Professional Development Activities: Staff for this course will be members of a PLC, in-service time and summer workshops

- Continuous common formative assessment and data analysis. This process will encourage better dialog between staff about essential curriculum to be taught in all classrooms. With common assessment, best practices can be truly evaluated. Because each teacher will have a common – 25% of their tests the same this will require a greater focus on learner outcomes

Person(s) Accountable: Department Chair

Timeline: 2012-2013

Resources: ScanTron data analysis software and forms

Professional Development Activities: PLC In-service to formulate a new set of tests

- Final exam schedule that provides additional time for prepping and extended testing time.

Person(s) Accountable: Administration and Faculty

Timeline: 2012-2013

Resources: Adjusted daily schedule during finals

Professional Development Activities: None

Technology as a Tool for Learning

Currently Implemented Activities	Person(s) Accountable	Timeline (Begin to End)	Resources	Development
Use web-based grades to help students keep track of their performance and to help them make decisions about their own academic success. (Pilot program)	<ul style="list-style-type: none"> - Computing Services - Participating teachers 	- On-going	<ul style="list-style-type: none"> - Server - Easy Grade Pro Software. 	<ul style="list-style-type: none"> - Advertisement needs to occur to inform both parents and students of this service.
Use computer-based learning software as an alternative to traditional instruction when indicated by specific circumstances. (NCTS, Nova Net.)	<ul style="list-style-type: none"> - Computer services - JEL Staff - NCHS Biology faculty (2) - Individual Teachers - Computing services (support) 	- On-going	<ul style="list-style-type: none"> - Computers - Software - Teachers - Computers - Software - Hardware (projectors, computer labs, smart technology, etc.) 	<ul style="list-style-type: none"> - Programs are being evaluated to determine which would provide the greatest to the students and the school. - Teachers have been provided the opportunity for training on a variety of technology and how to integrate them into their respective classrooms.
Technology is being used in grades 9-12 to provide curricular, instructional, and assessment opportunities to meet individual student needs.	<ul style="list-style-type: none"> - Individual teachers. - Technology support staff. 	- On-going	<ul style="list-style-type: none"> - Computers - Software - Hardware (projectors, computer labs, smart technology, etc.) 	<ul style="list-style-type: none"> - Teachers have altered some traditional assignments to optimize their effect on student learning by integrating technology as an outlet for student expression.
Students use technology to create presentations, manuscripts, portfolios, multi media, and other deliverables relevant to various	<ul style="list-style-type: none"> - Individual teachers. - Technology support staff 	- On-going	<ul style="list-style-type: none"> - Computers - Software - Hardware (projectors, computer labs, smart technology, etc.) 	<ul style="list-style-type: none"> - Teachers have altered some traditional assignments to optimize their effect on student learning by integrating technology as an outlet for student expression.

<p>disciplines across the curriculum. Foster the growth of individual teacher-based online learning tools.</p>	<ul style="list-style-type: none"> - Teacher volunteers - District Director of Technology - Building Technology Coordinator 	<p>-On-going</p>	<ul style="list-style-type: none"> - Angel portal - Podcast Server - iWeb - (Others) 	<ul style="list-style-type: none"> - New learning activities have been designed by some teachers to utilize the technology available to challenge students to produce higher quality work. - Technology has been used to ensure academic honesty and to encourage students to foster original thought. (TurnItIn.com)
<p>Research relevant technologies that will be beneficial in the classrooms of the future in anticipation of school renovations.</p>	<ul style="list-style-type: none"> - Teacher volunteers - District Director of Technology - Building Technology Coordinator 	<p>-On-going</p>	<p>- Multiple</p>	<ul style="list-style-type: none"> - Teachers need professional development time to get training on how to use the available resources. - Teachers would be able to use and implement these tools with the aid of the technology staff to ensure optimal conditions. - Technologies are being installed and provided to volunteer teachers by the district and building level technology staff for them to use and evaluate. - Technologies that are shown to be effective in the learning environment will be proposed for implementation

				school-wide during the next renovation.
Proposed Activities	Person(s) Accountable	Timeline (Begin to End)	Resources	Development
Technology Professional Development through out the year.	- District technology staff and Instructional Technology Trainer	- On-going	- Building facilities - Computers and equipment.	- Technology training offered throughout the year and by special request.
Use of threaded discussion forums to establish professional learning communities in an asynchronous environment.	- Administration and department chairs (moderators) - Teachers	- On-going	- Angel portal. - Podcast Producer	- Teachers and staff can have productive online discussions that lead to changes and/or improvements in the learning environment including changes in courses of concern (biology and algebra.) - Teachers can participate in discussion on multiple topics at one time.
Creation and maintenance of department websites that act as both a resource and a communication portal to students and parents.	- Department Chairs. - Administration. - Building level technology coordinator/webmaster. - Department website coordinator (appointed)	On-going	- Podcast server. - iWeb - School Website (www.nchs.cc)	- This provides meeting “time” without sacrificing instructional time.
Update of all building computers	Computing Services	On-going	Mac and HP Computers	- Sites should include online resources to provide assistance to students.

Promethean Boards in all classrooms in which Algebra I is taught	Computing Services	On-going	Promethean Boards	Faculty and staff training regarding the new technology
31 Computers dedication to NOVA NET	Computing Services	On-Going	Computer lab	Provides opportunities for credit recovery during and after school
Video projectors in every classroom	Computing services	On-going	Video Projectors	Allows for use of visual instructional methods
Digital Photography Lab	Computing services	Fall 2012	Conversion of Dark Room into Digital lab	Upgrade of course offerings
Memory addition to every Mac in the building	Computing services	Spring 2013	Hardware	Increase processing speed and memory capabilities

Stakeholder Communications & Relationships

*The system fosters effective communications and relationships with and among its stakeholders.
(AdvancEd, Standard #6)*

The NCHS PTO sponsors a variety of programs and assistance each year at our school, such as PantherQuest, Registration, Open House, and Teacher “Wish List” purchases.

Parent volunteers assist in the Guidance Office, World Languages Department, Athletic Office, Performing Arts Department and Visual Arts Department. Parent volunteers assist with the decoration and staffing of North Central’s after school events.

Parent, Community and School Communication:

Bagels with Branigan	District Wide PTO Luncheon
Monthly PTO Meetings	Back to School Night
Open House	9 th Grade Orientation
Listserve	8 th Grade Curriculum Night
Friday Shadowing	Alumni Tailgate Party
8 th Grade Liaisons	Monthly NC Message

Parent Volunteer Opportunities:

TOPPS	Guidance Office
Blast Off Committee	Athletic Department
Health Center	Registration
Faculty Luncheon	Book Store
Faculty Breakfast	Book Store Inventory (Summer)
Sales for Student Government	Building Tours
Back to School Night	Open House

Partnerships with the following organizations will assist in implementing Action Plans:

Ball state University	Butler University
IUPUI	Indiana University
CIESC	Purdue University

Commitment to Continuous Improvement

*The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.
(AdvancEd, Standard #7)*

MSDWT District Continuous Improvement Goals

The Washington Township community engaged in the strategic planning process for more than seventeen months as a means of seeking a vehicle for continuous improvement and district accreditation through the North Central Association Commission on Accreditation and School Improvement. The process has been invitational, open, transparent, and honest throughout. Through more than thirty formal meetings and numerous other informal occasions, all constituencies in the community have been invited to join in the discussion about challenges and opportunities facing the District and the community.

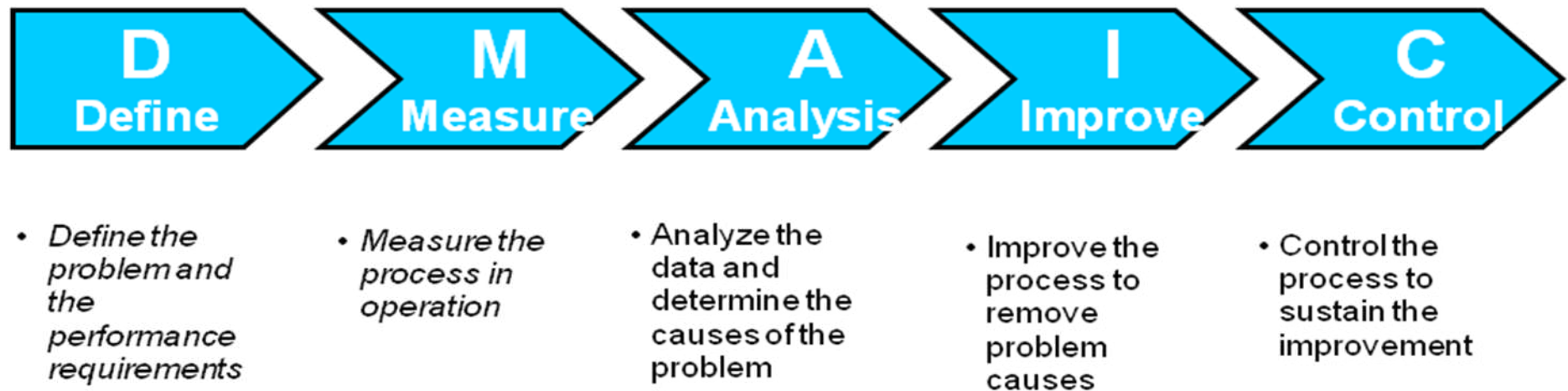
Goal 1: To increase achievement for every student by implementing effective educational programs and practices; strengthening curriculum, instruction, and assessment; eliminating achievement gaps; increasing the language proficiency of English Language Learners; and ensuring equity of program opportunities and access for all students.

Goal 2: To develop the capacity of District stakeholders (parents, staff, educators, community, and students) to increase student achievement.

Goal 3: To develop and disseminate a consistent and informative message about the excellence of the Metropolitan School District of Washington Township

Goal 4: Operate fewer facilities in order to achieve a more efficient operation while maintaining and enhancing educational excellence.

MSDWT Continuous Improvement Process



Based on Six Sigma Model

Year 1: 2010-2011

- Restructure school improvement plan based on AdvanEd Standards
- Create quality assurance framework
- Focus document on improvement needs

Year 2: 2011-2012

- Update student data in the Community Profile section
- Update achievement & attendance data in the Documenting & Using Results section
- Update Summary of Data in the Documenting & Using Results section
- Review & revise entire Teaching & Learning section based on 10-11 progress monitoring information based on data analysis
- Update professional development plan in Resources & Support section based on needs
- If needed revise Stakeholder Relationship & Continuous Improvement sections

Year 3: 2012-2013

- Update student data in the Community Profile section
- Update achievement & attendance data in the Documenting & Using Results section
- Update Summary of Data in the Documenting & Using Results section
- Review & revise entire Teaching & Learning section based on 10-11 progress monitoring information based on data analysis
- Update professional development plan in Resources & Support section based on needs
- If needed revise Stakeholder Relationship & Continuous Improvement sections

Annual Continuous Improvement & Quality Assurance (QA) Timeline of School Improvement Plan (SIP)	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
SIP Deployment Planning (Principals)		X	X									
SIP Review for all staff (Principals)			X									
School Improvement Team Meetings – can vary based on need (Each School)			X		X				X		X	X
SIP Collaboration & Report Prep. (Principal & Supervisor)					X				X			
Progress Monitor Report of SIP (By Principal to QA Team)						X				X		
SIP Collaboration (Principal & Supervisor)									X		X	
ECA Results Return for Data Analysis & Review	X											
Draft of Next Year SIP Due to Quality Assurance Team		X										
WTEA Review SIP & sign off on PD Section			X									
SIP Review & Feedback by QA Team to Principal		X	X									
Final Improvement Plan Due to QA Team for Board Approval at 2 nd Aug. Mtg.			X 8/13									
DOE-RR Forms Completed for state (Principal)				X 9/15								

