



Metropolitan School District of Washington Township

"Superior Schools in a Supportive Community"



School Improvement Plan

In Accordance with Public Law 221

2016-2017



School Name: North Central High School

School Address: 1801 E. 86th Street, Indianapolis, IN 46240

School Phone Number: 317-259-5301

School Fax Number: 317-259-5369

School DOE Number: 5451

School Corporation Number: 5370

Principal Signature, Evans Branigan III

Date

Superintendent Signature, Dr. Nikki Woodson

Date

School Board President Signature, William Turner

Date

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



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Purpose and Direction

Purpose

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

MSDWT Mission Statement

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

MSDWT Vision Statement

Superior Schools in a Supportive Community

MSDWT Focus of the Strategic Plan

- **Equity and Access** – All areas of our schools ensure opportunities to meet individualized needs for both staff and students.
- **Learning Environment** – All aspects of our school facilities are appropriate for teaching and learning to prepare students for college and career readiness.
- **Culture and Climate** – Our entire district provides an environment that is collaborative, results oriented, and maximizes learning for all.

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School Improvement Team and Participation

2016-2017 School Improvement and School Wide Planning Team

Julie Barthel- Curriculum Coordinator

Jason Berkholz- Teacher/Math Department Chair

Mary Beth Borkowski- Professional Development

Gregory Lineweaver- Teacher/English Department Chair

Mary Ann Neighbors- Special Education

Tymika Payne- Administrator

Jocelyn Sisson- MYP/IB Coordinator

Dates of Meetings: June, August, October, February, March, April, May

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Stakeholder Input Opportunities to Support Goals

Description of Parent Involvement & Participation to Support Goals

Stakeholder Input Name & Description	Who Participates	Timeline
PTO Wish List Grants	Parents, staff, principal and PTO Executive Board	October/November
Open House	Administration, staff, parents and students	November of each year
Volunteer Staffing Support	Parents, students, staff	Daily, weekly and monthly depending on the need.
5 Step Discipline Committee	Administrators, teachers, students, parents	August through December
Minority Parent Council	Administrators, teachers, parents	August through May
After School Learning Center	Students, volunteer staff, and faculty members who operate the Learning Center	August through May

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Description of Stakeholder Partnerships & Programs to Support Goals

Stakeholder Input Name & Description	Who Participates	Timeline
Back to School Night	PTO, Department Chairs, Administration, Teachers, Guidance Counselors	August 2016
NC Open House	Administration, PTO, Department Chairs, Teachers, Guidance Counselors	November 2016
Bagels with Branigan	PTO, NC Parents, Principal Branigan	August 2016-May 2017 Monthly
Brownies with Branigan	PTO, NC Parents, Principal Branigan	August 2016-May 2017 Monthly
PTO Executive Board	PTO Executive Board, NC Parents, Principal Branigan	August 2016, October 2016, December 2016
International Mindedness Committee	Professional Development Coordinator, IB Coordinator, Curriculum Coordinator,	August 2016-May 2017
AVID 9 th Grade Parent/Student Night	AVID Coordinator, AVID Teachers, Parents, 9 th grade students	January 2017
Cohort Parent Breakfast	Cohort Coordinators, North Central Teachers, Parents, 8 th grade students	April 2017

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Description of Stakeholder Partnerships & Programs to Support Goals

<p>Marian University</p>	<ul style="list-style-type: none"> - Students visit with college representatives regarding college choice - Student teachers conduct their student teaching experience or field observation at North Central - Bridge has visited Marian University as part of the Summer College Boot Camp. A few of our ENL students have received generous scholarships from Marian---sports scholarships and a full-ride scholarship for a DACA student.
<p>Ball State University</p>	<ul style="list-style-type: none"> - Students visit with college representatives regarding college choice - Student teachers conduct their student teaching experience or field observation at North Central - Bridge usually visits BSU during our summer College Boot Camp. The University provides a wonderful tour/question/answer time for our students.
<p>Indiana University/Purdue University of Indianapolis (IUPUI)</p>	<ul style="list-style-type: none"> - Students visit with college representatives regarding college choice - Student teachers conduct their student teaching experience or field observation at North Central - Bridge Summer College Boot Camp also visits IUPUI. The University provides a tour and question/answer time for our students.
<p>Butler University</p>	<ul style="list-style-type: none"> - Students visit with college representatives regarding

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	<p>college choice</p> <ul style="list-style-type: none"> - Student teachers conduct their student teaching experience or field observation at North Central - Pre-Service Teachers offering English ECA support during Support Hours - During the year, Butler ED 498 students provide tutoring hours in the after-school LC, daytime LC, and in the SIOP classrooms. As part of the ED 498 class, Butler students need 10 hours of tutoring time with ENL students. They work with our Bridge and ENL students. In addition to the tutoring, Butler students get to know our students and provide informal mentoring about what it's like to be a college student. The BU students make a positive impact on our ENL/Bridge students by reinforcing college readiness and providing tutoring.
Indiana University	<ul style="list-style-type: none"> - Students visit with college representatives regarding college choice - Student teachers conduct their student teaching experience or field observation at North Central - Junior Night is hosted through Indiana University - Jim Holland Summer Biology Camp. Students apply for a week-long summer camp at IU. Students are exposed to scientific research and being on a campus. We've had numerous Bridge/ENL students participate in the program. Several have done well and have been invited back to do further research and/or to serve as mentors.
Purdue University	<ul style="list-style-type: none"> - Students visit with college representatives regarding college choice - Student teachers conduct their student teaching

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	<ul style="list-style-type: none"> - experience or field observation at North Central - Junior Night is hosted through Purdue University - Interested Bridge students participate in the summer engineering program/camp.
Ivy Tech Community College	<ul style="list-style-type: none"> - Students visit with college representatives regarding college choice - The Bridge Summer College Boot Camp visits IVY Tech . The College provides a great question/answer session about the importance of college/technical training. There is a great tour of several of the hands-on areas of study: nursing, culinary school, computer assisted tool cutting, etc. IVY Tech usually visits the Bridge senior homeroom and the SIOP Sr. English classes to discuss how to enroll at IVY Tech and answer questions about college.
Taylor University	<ul style="list-style-type: none"> - Students visit with college representatives regarding college choice - Pre-service teachers visit North Central campus and work with teachers and students to answer questions about the teaching profession.
Lion Catchers	<ul style="list-style-type: none"> - Serves as a support to five apartment complexes in Washington Township in the form of tutoring and mentoring.
JAG- Jobs for America’s Graduates	<ul style="list-style-type: none"> - Program designed for juniors and seniors with barriers for success. JAG offers support and guidance for life after high school. JAG provides opportunities for college visits, job shadowing, and job preparation.
La Plaza and “Tu Futuro” Mentor Program for the North Central Bridge Homerooms	<ul style="list-style-type: none"> - La Plaza presents the Tu Futuro program to our Freshmen/Sophomore students. The program stresses getting good grades and doing community service. Through La Plaza, Bridge students have many opportunities for community

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	<p>service, the favorite day being setting up for FIESTA Indianapolis. We also join La Plaza for college tours and other community service events. During the junior/senior years, La Plaza helps our students with college applications and scholarship applications. They have nominated our students for CICF scholarships in the past.</p>
<p>Women Like Us Foundation</p>	<ul style="list-style-type: none"> - Mentor program for 15-20 award winners each year. Girls are nominated for the award by counselors. Targets girls with outstanding grades and those who would not have access to many of the experiences offered. Girls participate in many different events like 'Dress for Success', a day at the Evan Todd Spa, an evening out in downtown Indy with dinner and a play or symphony, community service, learning about issues facing girls/women. Most recently, girls had College 101--- ONE Girl Graduates returned to NC to answer questions about college life. WLUF provides a well-rounded year-long calendar of events for the girls in the program. Several events are open to all NC girls. Over the last five years, 15 NC girls have received a special all-expense paid humanitarian trip to Costa Rica where they do humanitarian work with school children and have a time for self-discovery. NC was selected as the first Indianapolis school to have a One Girl at a Time Program.
<p>Saturday Science</p>	<ul style="list-style-type: none"> - An outreach program to help students from 1st grade to 5th grade become more interested in science. Saturday Science takes place over four Saturdays where over 200 elementary aged students participate in these lessons through the assistance of high school students and teachers.

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<p>ACE Mentoring</p>	<ul style="list-style-type: none"> - The ACE Mentoring Program is a national organization whose goal is to introduce high school students to careers in architecture, construction management, engineering, and other related disciplines. Students work with volunteer mentors who are practicing professionals in their respective fields on a project that is presented at a year-end banquet with different area schools represented. Students who participate in ACE are also eligible for scholarships to pursue a degree in an architecture, construction, and engineering related discipline.
<p>Science Olympiad</p>	<ul style="list-style-type: none"> - Science Olympiad is a national organization that sanctions competitions much like academic track meets, consisting of a series of 23 team events covering various scientific disciplines, some requiring studying and others require construction of a specialized device.
<p>Project Stepping Stone</p>	<ul style="list-style-type: none"> - This program is sponsored by Hispanic Business people in Indianapolis. Students apply for a week-long program that includes college visits, interviewing skills, how to finance college, etc. It targets our DACA and undocumented students. Students return feeling like they CAN do college. The program takes 100 Indiana students each year. Students often return as mentors. The program also offers small scholarships to outstanding participants.
<p>NOBCCChE (National Organization for the Professional Advancement of Black Chemists and Chemical Engineers)</p>	<p>NOBCCChE targets Minority/Under-represented students who are interested in pursuing a STEM career. NOBCCChE encourages and promotes the development of laboratory skills and research methods.</p>

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Comprehensive Needs Assessment

3-Year Trend Data

Safe & Disciplined Learning Environment

Suspensions 2015-2016 North Central High School

Grade	Am Indian		Black			Asian		Hispanic			White			Multiracial			Grand Total
	M	Total	F	M	Total	M	Total	F	M	Total	F	M	Total	F	M	Total	
9	0	0	89	85	174	1	1	9	17	26	5	20	25	3	6	9	235
10			54	79	133	0	0	9	22	31	3	11	14	3	7	10	188
11			38	43	81	2	2	3	8	11	4	15	19	2	1	3	116
12			14	34	48	3	3	3	3	6	4	7	11	2	12	14	82
Grand Total	0	0	195	241	436	6	6	24	50	74	16	53	69	10	26	36	621

Expulsions 2015-2016 North Central High School

Grade	Am Indian		Black			Asian		Hispanic			White			Multiracial			Grand Total
	M	Total	F	M	Total	M	Total	F	M	Total	F	M	Total	F	M	Total	
9	0	0	1	2	3	0	0	0	0	0	0	0	0	0	1	1	4
10			2	4	6	0	0	0	2	2	0	1	1	0	0	0	9
11			0	5	5	0	0	0	1	1	0	0	0	0	1	1	7
12			0	3	3	0	0	0	0	0	0	0	0	1	0	1	4
Grand Total			3	14	17	0	0	0	3	3	0	1	1	1	2	3	24

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Suspensions 2014-2015 North Central High School

Grade	Am Indian		Black			Asian			Hispanic			White			Multiracial		Grand Total	
	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M		Total
9	1	1	93	101	194				17	31	48	3	10	13	6	4	10	266
10			47	84	131				1	12	13	13	13	26	8	5	13	183
11			31	59	90				2	9	11	4	10	14	2	5	7	122
12			19	44	63				1	9	10	4	24	28	3	1	4	105
Grand Total	1	1	190	288	478				21	61	82	24	57	81	19	15	34	676

Expulsions 2014-2015

North Central High School

Grade	Black			Hispanic			White			Multiracial			Grand Total
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
9	2	8	10	0	4	4	0	1	1	0	0	0	15
10	3	8	11	0	0	0	1	0	1	1	0	1	13
11	3	6	9	0	0	0	0	2	2	0	0	0	11
12	0	3	3	0	3	3	0	3	3	1	0	1	10
Grand Total	8	25	33	0	7	7	1	6	7	2	0	2	49

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Suspensions 2013-2014 North Central High School

Grade	Black			Asian		Hispanic			White			Multiracial			Grand Total
	F	M	Total	M	Total	F	M	Total	F	M	Total	F	M	Total	
9	69	79	148			8	12	20	5	13	18	5	3	8	194
10	20	55	75			2	8	10	6	9	15	4	5	9	109
11	25	36	61				5	5	5	9	14	8	1	9	89
12	13	28	41	1	1	1	6	7	5	8	13	5	1	6	68
Grand Total	127	198	325	1	1	11	31	42	21	39	60	22	10	32	460

Expulsions 2013-2014 North Central High School

Grade	Black			Hispanic			White		Multiracial		Grand Total
	F	M	Total	F	M	Total	M	Total	F	Total	
9	6	5	11	1	1	2	1	1			14
10	1	1	2		1	1	1	1	1	1	5
11	2	4	6	2		2					8
12				1	1	2	1	1			3
Grand Total	9	10	19	4	3	7	3	3	1	1	30

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Demographic Data by Ethnicity

School Year	White	Black	Hispanic	Asian	Multiracial
2013-2014	40%	39.4%	10.2%	3.7%	6.2%
2014-2015	37%	40%	11.7%	3.8%	6.9%
2015-2016	35%	41%	13%	4.1%	6.2%

Demographic Data by Gender, Free & Reduced, and ENL

School Year	Male	Female	Free/Reduced	ENL
2013-2014	49%	51%	49%	17.5%
2014-2015	TBD%	TBD	47.05%	18.34%
2015-2016	49%	51%	40%	18.0%

Demographics by Special Education (Grade Level)

School Year	Grade 9	Grade 10	Grade 11	Grade 12
2013-2014	12.1%	12.4%	12.8%	8.9%
2014-2015	7.7%	9.6%	7.0%	Cannot be determined
2015-2016	3.3%	3.6%	3.3%	2.93%

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ACADEMIC TREND DATA

GRADUATION RATE THREE 3-YEAR TREND DATA

School Year	Graduation Rate
2013-2014	86.10%
2014-2015	85.39%
2015-2016	86.52% (As of 9-13-16)

3-YEAR ACADEMIC TREND DATA ON STUDENT ACHIEVEMENT BY SUBGROUPS

ENGLISH 10 ECA TREND DATA (2013-2015) *2015-2016 First-Time Testers

School Year	Total	White	Black	Hispanic	Asian	Multiracial	Special Education	Free and Reduced
2013-2014	72%	91%	59%	47%	59%	77%	41%	58%
2014-2015	79%	95%	70%	61%	67%	81%	56%	65%
2015-2016	70%	94%	57%	57%	54%	78%	30%	55%

ALGEBRA I ECA TREND DATA (2013-2015) *2015-2016 First-Time Testers

School Year	Total	White	Black	Hispanic	Asian	Multiracial	Special Education	Free/Reduced
2013-2014	79%	84%	78%	79%	69%	79%	67%	75%
2014-2015	85%	92%	80%	82%	93%	89%	67%	86%
2015-2016	24%	36%	19%	29%	N/A	N/A	16%	22%

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Goal Summary

The following is a summary of the goals encompassed in this plan for the 2016-2017 school year. The details of each goal are available in the next section.

#	Goal Statements
Goal 1	By 2016-2017, grade 10 students will perform at or above district targets in English language arts on the ECA as measured on the district scorecard.
Goal 2	By 2016-2017, grade 10 students will perform at or above district targets in mathematics on the ECA as measured on the district scorecard.
Goal 3	By 2016-2017 school year, 50% of tenth graders will complete a personal project and participate in the spring exhibition.

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School Improvement Plan

Goal # 1 - 3 year Goal: English/Language Arts

By 2018-2019, grade 10 students will perform at or above district targets in English language arts on ISTEP+ as measured on the District Scorecard.

Goal #1 - 1 year goal: English/Language Arts

In 2016-2017, students will meet or exceed the school's 2016-2017 targets on district assessments as indicated on the District Scorecard.

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Goal 1: School Action Plan for the 2016-2017 School Year

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MSDWT Performance Expectation(s)	Area of Focus/Instructional Strategy	Professional Development		Monitoring		Completion
		Action Steps	Resources/ Professional Development Needed	Target Date/ Timeframe	Instructional Effectiveness Goal	Evidence
Focus: We will focus on using local, state and national data to drive 10th grade curriculum decisions Person(s) Responsible: English Department Chair English Teachers						
1.1, 1.3, 1.4, 3.1	10 th grade College Preparatory English teachers will continue to build a common, consistent, strategic and data-informed approach to reading comprehension skill building for struggling students.	Dedicated PLC Time	August 2016- May 2017	100% of all 10 th grade College Preparatory English teachers will select and/or produce three-week common assessments for implementation	- PLC meeting observations and minutes - PLC leader accountability	Progressing
1.2, 1.4, 3.1, 3.3	10 th grade English teachers will use 2015-2016 ECA data,	- Dedicated PLC Time - NWEA report training, especially	August 2016- May 2017	100% of 10 th grade English teachers will	- PLC meeting observations	Progressing / Beginning (student data)

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	2015-2016 ISTEP+ data, NWEA data, and local common assessments (measured a minimum of once every three weeks) to both ensure continued strengthening of writing skill instruction (building on 2014-2015 successes) and isolate reading skill weaknesses.	related to the Learning Continuum		implement a minimum of one common formative assessment for every three-week assessment window.	and minutes - PLC leader accountability - Teachers will implement methods of providing student ownership of data (through student owned tracking forms) in order for students to chart their growth	tracking)
3.1, 3.3	PLC time will be used weekly to analyze data in order to determine common strategies for addressing weaknesses.	-Dedicated PLC Time -Targeted Professional Development for Strategy	August 2016-May 2017	100% of English teachers will have bucketed their students into three tiers of need – high, middle, and low.	-PLC meeting observations and minutes	Progressing

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<p>Focus: We will focus on using local and national data to drive Grades 9, 11, and 12 curriculum decisions</p> <p>Person(s) Responsible: English Department Chair English Teachers</p>						
1.2, 1.4, 3.1, 3.3	All grades and classes other than 10CP will use skill-specific data to inform curriculum decisions. Data sources may include NWEA (grade 9), ACT, 2015-2016 ECA, locally created measures.	-Dedicated PLC Time	August 2016- May 2017	- 100% of all English teachers will participate in PLC data conversations	- PLC meeting observations and minutes - PLC leader accountability	Beginning

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Goal # 2 - 3 year goal: Mathematics

By 2018-2019, grade 10 students will perform at or above district targets in mathematics on ISTEP+ as measured on the District Scorecard.

Goal # 2 - 1 year goal: Mathematics

In 2016-2017, students will meet or exceed the school's 2016-2017 targets on district assessments as indicated on the District Scorecard.

Goal 2: School Action Plan for Algebra I 2016-2017 School Year

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MSDWT Performance Indicator(s)	Action Steps/Strategies	Professional Development		Monitoring		Completion
		Resources/ Professional Development Needed	Target Date/ Timeframe	Instructional Effectiveness Goal	Evidence	<u>Growth Stage:</u> (Report on QAR) Beginning Progressing Advancing Excelling
<p>Focus: All Math teachers will analyze NWEA Growth Measures, classroom data, and Common Formative Assessments (CFA) in order to drive math instruction.</p> <p>Person(s) Responsible: Math Department Chairperson Math Department Special Education Department Professional Development Coordinator ENL</p>						<p>QAR 1: QAR 2: QAR 3:</p>
1.2, 1.4, 2.8,	The Math Department will	-Dedicated	August 2016-		- Curriculum pacing guides	Progressing

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3.2, 3.3, 3.4	align and implement the math curriculum with new textbooks & technology.	PLC Time -Targeted Professional Development	May 2017		<ul style="list-style-type: none"> - Use of available technology in the classroom - Creation of MYP Units 	
1.2, 1.4, 2.8, 3.2, 3.3, 3.4	The Math Department will use NWEA scores to inform/differentiate instruction to facilitate student growth.	-Dedicated PLC Time -Targeted Professional Development	August 2016-May 2017		-Grouping of students for differentiated instruction	Beginning
1.2, 1.4, 2.8, 3.2, 3.3, 3.4	After administering Common Unit Assessments to measure students’ understanding, teachers will reinforce foundational math skills with differentiated instruction and		August 2016-May 2017	100% of all Algebra teachers will use assessments as a tool to measure student understanding.	-Grouping of students for differentiated instruction	Progressing

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	daily math review.					
<p>Focus: Math teachers will focus on activities to check for understanding.</p> <p>Person(s) Responsible:</p> <p>Math Department Chairperson -Math Teachers</p> <p>-Special Education Resource Teachers</p> <p>- Professional Development Coordinator</p>						<p>QAR 1:</p> <p>QAR 2:</p> <p>QAR 3:</p>
2.3, 2.4, 2.5, 2.7, 2.8	Teachers will use the Spiral Daily Math Review all year long. Teachers will adjust DMR's according to student performance data.	Inquiry-Based Learning	August 2016-May 2017	80% of math teachers will use Spiral Daily Math Review as a means to check for students' understanding.	-Teacher Observations	Progressing

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Goal # 3- 3 year Goal: International Baccalaureate

By 2018-2019 75% of tenth graders will complete a personal project and participate in the spring exhibition.

Goal # 3- 1 year Goal: International Baccalaureate

By the end of the 2016-2017 school year, 50% of tenth graders will complete a personal project and participate in the spring exhibition.

By the end of the 2016-2017 school year, 100% of the North Central faculty will have been trained and will feel prepared for the full implementation of the Personal Project.

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Goal 3: School Action Plan for the 2016-2017 School Year

MSDWT Performance Expectation(s) Person(s) Responsible: - Small group of CEC Administrators -Department Chairs -Building Administration - 10 th Grade Students	Area of Focus/Instructional Strategy	Professional Development		Monitoring		Completion
	Action Steps	Resources/ Professional Development Needed	Target Date/ Timeframe	Instructional Effectiveness Goal	Evidence	<u>Growth Stage:</u> (Report on QAR) Beginning Progressing Advancing Excelling
By the end of the 2016-2017 school year, 100% of the North Central faculty will have attended professional development session. 100% of the faculty will feel prepared for the full implementation.						QAR 1: QAR 2: QAR 3:
1.3, 2.2, 2.6, 3.4	To create and provide staff development for the personal project (PP) as the personal project will be fully implemented for all	Professional development sessions for the teaches new to North Central and people who are volunteering from outside North Central to	September	All department chairs and administrators participated in the implementation of the pilot	Teacher feedback and evaluation from the sessions and faculty	Advancing

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	tenth graders for the 2016-2017 school year.	supervise students.		personal and will serve as role models.	meetings.	
1.3, 2.2, 2.6, 3.4	To create and facilitate a “launch” assembly to energize and inform students about the personal project.	Student leaders, teachers and administrators, band, cheerleaders, 10 th grade students	August		Student feedback during early release days	Progressing
1.3, 2.2, 2.6, 3.4	To implement the personal project for a 1000 sophomores	Four early release days were dedicated to the personal project.	September 2016-March 2016		Student feedback during early release days. Projects/ products shared during PP Exhibition.	Progressing

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Appendix A: Using Results for Continuous Improvement

Description of Ongoing Data Review Process

Washington Township (WT) is committed to a process for continuous improvement that is well-defined and clearly articulated with measurable outcomes. The district acknowledges that our current best approach to improve and sustain student learning and achievement is through a systems approach that is inclusive of all entities and levels of our system. The district level, the school level, the division or department level, and the classroom, teacher, and student level must all align their collaborative efforts along with the parents and community in order to achieve high success over time.

The Quality Assurance (QA) System has been established to create an on-going culture of quality that permeates the district as well as creates an institutional memory of the best practices adopted by our School Improvement Teams, Professional Learning Community (PLC) Teams or district improvement program teams.

In alignment with the district quality assurance process, WT will implement a process to regularly review progress on program action plans, instruction improvement deployment, and formative assessment results.

WT is also working on a process where focused instructional practices are monitored to ensure broad and effective deployment. The Teaching & Learning division will work closely with each school. Key questions to be answered throughout this process include:

1. Is the program design developed to meet the requirements for improving learning and teaching for targeted students?
2. Does WT implementation of the programs align with WT expectations and requirements?
3. Which system-level and program components facilitate or hinder effective learning experiences for WT students?

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Teaching & Learning Division Strategic Areas of Focus

Equity and Access

- Build capacity of instructional staff to address the unique needs of students from various racial, socioeconomic, and cultural backgrounds as well as students with special needs, English as a New Language (ENL) students and students with high academic abilities;
- Provide access to a reliable technology network of infrastructure, appropriate resources, and support.

Learning Environment

- Work collaboratively with all district divisions to provide a learning environment that is supported by the latest research;
- Provide appropriately targeted supports for students with special needs, English as a New Language students, and students gifted with high academic abilities;
- Implement the International Baccalaureate program to the degree that its principles are apparent throughout instruction in every classroom;
- Increase access to both district owned and student provided technology devices for the purpose of increasing access and enriching learning.

Climate and Culture

- Review professional activity time to provide professional development to instructional staff that is timely, meaningful, and actionable;
- Exemplify the IB Learner Profile Attributes in all schools in the district; Knowledgeable, Caring, Inquirer, Open-Minded, Thinkers, Balanced, Principled, Risk-Takers, Communicators, and Reflective;
- Leverage technology to prepare our students to be college and career ready;
- Provide instructional staff with opportunities to shape district-wide teaching and learning processes, through ongoing, formal, and informal feedback.

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2016-2017 School Improvement Plan Timeline

Annual Continuous Improvement & Quality Assurance (QA) Timeline of School Improvement Plan (SIP)	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
SIP Deployment Planning (Principals)							X	X			X	X	
SIP Review for all staff (Principals)			X					X					
School Improvement Team Meetings – can vary based on need (Each School)			X		X				X	X	X	X	
SIP Collaboration & Report Preparation (Principal & Director)			X						X	X	X	X	X
Progress Monitor Report of SIP (Quality Assurance Reviews, QAR)					X			X					X
SIP to be reviewed for Title I compliance									X				
SIP to be submitted to the state										X			
ISTEP 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						X				
SIP Review & Feedback by QA Team to Principal									X				

Description of Curriculum

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

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Appendix B

School Assessment Measures Definition

Goal Action Plan Definition

Growth Stage Definitions

IB Definitions and Sample Action Plans

Quality Assurance Reviews

The principal will meet in three Quality Assurance Reviews annually to report progress on the School Assessment Measures as well as the Goal Action Plan. Principals will report progress using one of four descriptors – **Beginning, Progressing, Advancing, or Excelling.**

The district level administrators will review the principal's rationale for his/her selection of a descriptor. The principal will be provided feedback and a QAR panel selection of a descriptor for each of the entries in the School Assessment Measures section and the Goal Action Plan section.

School Assessment Measures – Definition

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

The assessments may be chosen based on a particular subgroup of students. The subgroup should be chosen based on an analysis of prior achievement of the cohort group of students or trends in the achievement of the subgroup within a grade level or school. The subgroup should be identified in the School Assessment Section.

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Goal Action Plan – Definition

The Goal Action Plan section of the School Improvement plan asks principals to select research based Action Steps and Instructional Strategies, that, when deployed with fidelity will impact student performance. The principal is asked to measure teacher capacity and level of fidelity in district selected Action Steps and Strategies. The SIP team may select additional Action Steps.

MSDWT Performance Indicator(s) – The SIP team is asked to select Performance Indicators represented in the district’s Teacher Evaluation System. The alignment of the Performance Indicator with the Action Step or Instructional Strategy provides clarity to the teachers as to which indicators will be impacted when the Step or Strategy is implemented in the classroom.

Areas of Focus or Instructional Strategies and Action Steps – Instructional Strategies refers to the identified way of delivering instruction and facilitating student learning within a given framework (Conferring, Academic Vocabulary). Action Steps refer to the steps that are necessary to reach the Advancing or Excelling level of deployment and use of a strategy or focus area within the school.

Schools may differ in their needed Area of Focus within a framework - For example, one school may need to focus on steps 2 and 4 of the Academic Vocabulary framework while another school needs to focus on steps 1 and 3 – May differ in Instructional Strategy (Gradual Release of Responsibility, Conferring) or – May differ in the Action Steps needed (level of Professional Development, PLC focus area, Data Team Meeting focus)

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

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

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Instructional Effectiveness Goal – This section sets the level of deployment, fidelity, or level of classroom use of the Strategy or Action Step - For example: 80% of 3rd Grade Teachers.

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

Guidelines for the Selection of Growth Stage Definitions

Beginning – Very little or no movement toward the achievement of the benchmark

Progressing – Improvement is evident. Achievement levels for the selected student group are moving at an anticipated rate of improvement. Teacher capacity and fidelity of deployment is progressing at an anticipated rate of improvement. A majority of the students (School Assessment Measures) or teachers (Goal Action Plan) are achieving anticipated and desired results.

Advancing – Goals are at or near benchmarks. Some goals may exceed benchmarks.

Excelling – All goals are at or exceed benchmarks and continue to improve. Some benchmarks may have been met prior to goal timeline.

IB Goal Action Plan – Definition

Written Curriculum: What do we want to learn?

Taught Curriculum: How best do we learn?

Assessed Curriculum: How will we know what we have learned?

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