



# Metropolitan School District of Washington Township

"Superior Schools in a Supportive Community"



## School Improvement Plan

*In Accordance with Public Law 221*

### 2015-2016



School Name: North Central High School  
 School Address: 1801 E. 86<sup>th</sup> 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

\_\_\_\_\_  
2/24/16

\_\_\_\_\_  
Superintendent Signature, Dr. Nikki Woodson

\_\_\_\_\_  
Date

\_\_\_\_\_  
2/24/16

\_\_\_\_\_  
School Board President Signature, Tony Dzwonar

\_\_\_\_\_  
Date

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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

### **2015-2016 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

Tymika Payne- Administrator

Jocelyn Sisson- MYP/IB Coordinator

Suzanne Zybert, Program Director, True North Academy

Samantha Brooks, Special Education

Dates of Meetings: October 12, November 10, December 14, January 11, January 29, February 3

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**Stakeholder Input Opportunities to Support Goals**

**Description of Parent Involvement & Participation to Support Goals**

<b>Stakeholder Input Name &amp; Description</b>	<b>Who Participates</b>	<b>Timeline</b>
<b>PTO Wish List Grants</b>	Parents, staff, principal and PTO Executive Board	October/November
<b>Open House</b>	Administration, staff, parents and students	November of each year
<b>Volunteer Staffing Support</b>	Parents, students, staff	Daily, weekly and monthly depending on the need.
<b>After School Learning Center</b>	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 2015
NC Open House	Administration, PTO, Department Chairs, Teachers, Guidance Counselors	November 2015
Bagels with Branigan	PTO, NC Parents, Principal Branigan	August 2015-May 2016 Monthly
Brownies with Branigan	PTO, NC Parents, Principal Branigan	August 2015-May 2016 Monthly
PTO Executive Board	PTO Executive Board, NC Parents, Principal Branigan	August 2015, October 2015, December 2015
IB Head Council	Professional Development Coordinator, IB Coordinator, Assistant Principal, Curriculum Coordinator,	August 2015-May 2016
AVID 9 <sup>th</sup> Grade Parent/Student Night	AVID Coordinator, AVID Teachers, Parents, 9 <sup>th</sup> grade students	January 2016

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## Description of Stakeholder Partnerships & Programs to Support Goals

Marian University	<ul style="list-style-type: none"> <li>- Students visit with college representatives regarding college choice</li> <li>- Student teachers conduct their student teaching experience or field observation at North Central</li> <li>- Bridge has visited Marian University as part of the Summer College Boot Camp. Some ENL students have received generous scholarships from Marian---sports scholarships and a full-ride scholarship for a DACA student.</li> </ul>
Ball State University	<ul style="list-style-type: none"> <li>- Students visit with college representatives regarding college choice</li> <li>- Student teachers conduct their student teaching experience or field observation at North Central</li> <li>- Bridge visits BSU during our summer College Boot Camp.</li> </ul>
Indiana University/Purdue University of Indianapolis (IUPUI)	<ul style="list-style-type: none"> <li>- Students visit with college representatives regarding college choice</li> <li>- Student teachers conduct their student teaching experience or field observation at North Central</li> <li>- Bridge Summer College Boot Camp participates in college visits to IUPUI.</li> </ul>
Butler University	<ul style="list-style-type: none"> <li>- Students visit with college representatives regarding college choice</li> <li>- Student teachers conduct their student teaching experience or field observation at North Central</li> <li>- Pre-Service Teachers offering English ECA support during Support Hours</li> </ul>

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	<ul style="list-style-type: none"> <li>- During the year, Butler ED 498 students provide tutoring hours in the after-school LC, daytime LC, and in the SIOP classrooms. Butler students provide informal mentoring.</li> </ul>
Indiana University	<ul style="list-style-type: none"> <li>- Students visit with college representatives regarding college choice</li> <li>- Student teachers conduct their student teaching experience or field observation at North Central</li> <li>- Junior Night is hosted through Indiana University</li> <li>- Jim Holland Summer Biology Camp where students are exposed to scientific research and being on a campus.</li> </ul>
Purdue University	<ul style="list-style-type: none"> <li>- Students visit with college representatives regarding college choice</li> <li>- Student teachers conduct their student teaching experience or field observation at North Central</li> <li>- Junior Night is hosted through Purdue University</li> <li>- Interested Bridge students participate in the summer engineering program/camp.</li> </ul>
Ivy Tech Community College	<ul style="list-style-type: none"> <li>- Students visit with college representatives regarding college choice</li> <li>- The Bridge Summer College Boot Camp visits IVY Tech where several of the hands-on areas of study are explored (i.e. nursing, culinary school, computer assisted tool cutting, etc.) IVY Tech visits the Bridge senior homeroom and the SIOP Sr. English classes to discuss how to enroll at IVY Tech and answer questions about college.</li> </ul>
Lion Catchers	<ul style="list-style-type: none"> <li>- Serves as a support to five apartment complexes in Washington Township in the form of tutoring and mentoring.</li> </ul>
JAG- Jobs for America’s Graduates	<ul style="list-style-type: none"> <li>- Program designed for juniors and seniors with barriers</li> </ul>

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	<p>for success. JAG offers support and guidance for life after high school. JAG provides opportunities for college visits, job shadowing, and job preparation.</p>
<p>La Plaza and “Tu Futuro” Mentor Program for the North Central Bridge Homerooms</p>	<ul style="list-style-type: none"> <li>- 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 participate in community service, including 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. Students are nominated CICF scholarships.</li> </ul>
<p>Women Like Us Foundation</p>	<ul style="list-style-type: none"> <li>- Mentor program for 15-20 award winners each year. Girls are nominated for the award by counselors.</li> <li>- The program targets girls with outstanding grades and those who would not have access to many of the experiences offered.</li> <li>- Girls have College 101; ONE Girl Graduates returned to NC to answer questions about college life.</li> <li>- WLUF provides a well-rounded year-long calendar of events for the girls in the program.</li> <li>- 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.</li> </ul>
<p>Saturday Science</p>	<ul style="list-style-type: none"> <li>- 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</li> </ul>

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	participate in these lessons through the assistance of high school students and teachers.
ACE Mentoring	<ul style="list-style-type: none"> <li>- 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.</li> </ul>
Science Olympiad	<ul style="list-style-type: none"> <li>- Science Olympiad is a national organization that sanctions competitions covering various scientific disciplines, some requiring studying and others require construction of a specialized device.</li> </ul>
Project Stepping Stone	<ul style="list-style-type: none"> <li>- 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.</li> </ul>
NOBCCChE (National Organization for the Professional Advancement of Black Chemists and Chemical Engineers)	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.

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## Comprehensive Needs Assessment

### 3-Year Trend Data

#### Safe & Disciplined Learning Environment

#### Suspensions 2014-15 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
<b>Grand Total</b>	<b>1</b>	<b>1</b>	<b>190</b>	<b>288</b>	<b>478</b>				<b>21</b>	<b>61</b>	<b>82</b>	<b>24</b>	<b>57</b>	<b>81</b>	<b>19</b>	<b>15</b>	<b>34</b>	<b>676</b>

#### 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
<b>Grand Total</b>	<b>8</b>	<b>25</b>	<b>33</b>	<b>0</b>	<b>7</b>	<b>7</b>	<b>1</b>	<b>6</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>49</b>

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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
<b>Grand Total</b>	<b>127</b>	<b>198</b>	<b>325</b>	<b>1</b>	<b>1</b>	<b>11</b>	<b>31</b>	<b>42</b>	<b>21</b>	<b>39</b>	<b>60</b>	<b>22</b>	<b>10</b>	<b>32</b>	<b>460</b>

## 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
<b>Grand Total</b>	<b>9</b>	<b>10</b>	<b>19</b>	<b>4</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>30</b>

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**Suspensions 2012-2013 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	2	2	83	177	260			11	22	33	11	9	20	7	11	18	333
10			58	100	158			18	50	68	16	22	38	5	9	14	278
11			58	79	137	3	3	2	14	16	8	15	23	3	13	16	195
12			38	46	84	1	1	5	3	8	5	25	30	2	4	6	129
<b>Grand Total</b>	<b>2</b>	<b>2</b>	<b>237</b>	<b>402</b>	<b>639</b>	<b>4</b>	<b>4</b>	<b>36</b>	<b>89</b>	<b>125</b>	<b>40</b>	<b>71</b>	<b>111</b>	<b>17</b>	<b>37</b>	<b>54</b>	<b>935</b>

**Expulsions 2012-2013 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	1	1	6	10	16			1	1	2		2	2	1	2	3	24
10			8	9	17			1	4	5		4	4		1	1	27
11			2	9	11	1	1		2	2					1	1	15
12			2		2						1		1		1	1	4
<b>Grand Total</b>	<b>1</b>	<b>1</b>	<b>18</b>	<b>28</b>	<b>46</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>7</b>	<b>9</b>	<b>1</b>	<b>6</b>	<b>7</b>	<b>1</b>	<b>5</b>	<b>6</b>	<b>70</b>

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### Demographic Data by Ethnicity

School Year	White	Black	Hispanic	Asian	Multiracial
2012-2013	40%	40%	9.8%	3.7%	6.4%
2013-2014	40%	39.4%	10.2%	3.7%	6.2%
2014-2015	37%	40%	11.7%	3.8%	6.9%

### Demographic Data by Gender, Free & Reduced, and ENL

School Year	Male	Female	Free/Reduced	ENL
2012-2013	49%	51%	45.6%	8.4%
2013-2014	49%	51%	49%	17.5%
2014-2015	TBD%	TBD	47.05%	18.34%

### Demographics by Special Education (Grade Level)

School Year	Grade 9	Grade 10	Grade 11	Grade 12
2012-2013	11.3%	11.1%	9.8%	12.9%
2013-2014	12.1%	12.4%	12.8%	8.9%
2014-2015	7.7%	9.6%	7.0%	Cannot be determined

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## ACADEMIC TREND DATA

### GRADUATION RATE THREE 3-YEAR TREND DATA

School Year	Graduation Rate
2012-2013	81.46%
2013-2014	86.10%
2014-2015	85.39%

### 3-YEAR ACADEMIC TREND DATA ON STUDENT ACHIEVEMENT BY SUBGROUPS

#### ENGLISH 10 ECA TREND DATA (2012-2015)

School Year	Total	White	Black	Hispanic	Asian	Multiracial	Special Education	Free and Reduced
2012-2013	73%	94%	62%	46%	23%	85%	44%	55%
2013-2014	72%	91%	59%	47%	59%	77%	41%	58%
2014-2015	79%	95%	70%	61%	67%	81%	56%	65%

#### ALGEBRA I ECA TREND DATA (2012-2015)

School Year	Total	White	Black	Hispanic	Asian	Multiracial	Special Education	Free/Reduced
2012-2013	70%	86%	65%	68%	55%	67%	51%	62%
2013-2014	79%	84%	78%	79%	69%	79%	67%	75%
2014-2015	85%	92%	80%	82%	93%	89%	67%	86%

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## Goal Summary

The following is a summary of the goals encompassed in this plan for the 2015-2016 school year. The details of each goal are available in the next section.

#	Goal Statements
Goal 1	By 2017-2018, 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 2017-2018, grade 10 students will perform at or above district targets in mathematics on the ECA as measured on the district scorecard.
Goal 3	<p>By the end of the 2017-2018 school year, 100% of tenth graders will complete a personal project and participate in the spring exhibition.</p> <ul style="list-style-type: none"><li>• By the end of the 2016-2017 school year, 80% of tenth graders will complete a personal project and participate in the spring exhibition. The student attendance rate during the early release days will match the North Central rate of attendance: 94%</li><li>• By the end of the 2015-2016 school year, 95% of the North Central faculty will have attended all four personal project professional development sessions and completed the online Canvas modules.</li></ul>

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## School Improvement Plan

**Goal # 1 - 3 year Goal: English/Language Arts**  
 By 2017-2018, 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.  
 See Appendix D: District Scorecard

**Goal 1: School Action Plan for the 2015-16 School Year**

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	<u>Growth Stage:</u>  (Report on QAR)  <b>Beginning</b>  <b>Progressing</b>

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						<b>Advancing Excelling</b>
<b>Focus: We will focus on realigning the English Department.</b>  <b>Person(s) Responsible:</b> <b>English Department Chair</b> <b>English Teachers</b>						
1.1, 1.3, 1.4, 3.1	10 <sup>th</sup> grade 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 2015-May 2016	100% of all 10 <sup>th</sup> grade English teachers will select and/or produce three-week common assessments for implementation	-Teacher Evaluations  -Classroom Observations  - PLC / GLT meeting observations and minutes	<b>Progressing</b>

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1.2, 1.4, 3.1, 3.3	10 <sup>th</sup> grade English teachers will continue to use 2014-2015 ECA 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.	<ul style="list-style-type: none"> <li>- Dedicated PLC Time</li> <li>- Reading Skill Building Assessment resources</li> </ul>	August 2015- May 2016	100% of 10 <sup>th</sup> grade English teachers will implement a minimum of one common formative assessment for every three-week assessment window.	<ul style="list-style-type: none"> <li>-Evaluations</li> <li>-Classroom Observations</li> <li>Teachers will implement a data tracking system that students use to chart their own progress.</li> </ul>	<b>Progressing</b>
3.1, 3.3	PLC time will be used to analyze data collected (minimally) once every three weeks in order to determine common strategies for addressing weaknesses.	<ul style="list-style-type: none"> <li>-Dedicated PLC Time</li> <li>-Targeted Professional Development for Strategy</li> </ul>	August 2015- May 2016	100% of English teachers will have bucketed their students into three tiers of need – high, middle, and low.	<ul style="list-style-type: none"> <li>-PLC / GLT meeting observations and minutes</li> <li>-Evaluations</li> <li>-Classroom Observations</li> </ul>	<b>Progressing</b>

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<p><b>Focus: Check for understanding, engagement, and differentiation strategies will be implemented.</b></p> <p><b>Person(s) Responsible:</b></p> <p>English Department Chair</p> <p>All Staff</p> <p>Professional Development Coordinator Administration</p>						
1.2, 1.3, 1.4, 2.5, 2.7, 2.8, 3.1, 3.3	Teachers will incorporate frequent, strategic, measureable, intentional 100% checks for understanding and engagement, and differentiation strategies.	<p>-Targeted Departmental Professional Development Training</p> <p>-Dedicated PLC Time</p>	August 2015-May 2016	- 100% of all English teachers will be able to define and distinguish between checking for understanding, engagement and differentiation strategies.	<p>Classroom Observations</p> <p>Teacher Evaluations</p>	<b>Progressing</b>

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1.2, 1.3, 1.4, 2.8	Teachers will implement one measureable formative check for understanding, engagement, or differentiation strategy per every period.	-Targeted Departmental Professional Development Training  -Dedicated PLC Time	August 2015- May 2016	75% of English teachers will implement one formative check for understanding, engagement, or differentiation strategy per every period.	-Evaluations  -Classroom Observations	<b>Progressing</b>
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**Goal # 2 - 3 year goal: Mathematics**

By 2017-2018, 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.

See Appendix D: District Scorecard

**Goal 2: School Action Plan for Algebra I 2015-16 School Year**

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) <b>Beginning</b> <b>Progressing</b> <b>Advancing</b> <b>Excelling</b>

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<p><b>Focus: All Math teachers will analyze NWEA Growth Measures, classroom data, and Common Formative Assessments (CFA) in order to drive math instruction.</b></p> <p><b>Person(s) Responsible: Math Department Chairperson</b></p> <p><b>Math Department</b></p> <p><b>Special Education Department</b></p> <p><b>Professional Development Coordinator</b></p> <p><b>ENL</b></p>						<p><b>QAR 1:</b></p> <p><b>QAR 2:</b></p> <p><b>QAR 3:</b></p>
1.2, 1.4, 2.8, 3.2, 3.3, 3.4	The Math Department will align the curriculum so teachers can give Common Unit Assessments	<p>-Dedicated PLC Time</p> <p>-Targeted Professional Development</p>	August 2015-May 2016		<p>-Parent Contact</p> <p>-Email Communication</p> <p>-Student Spreadsheets</p>	<b>Progressing</b>

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<p>1.2, 1.4, 2.8, 3.2, 3.3, 3.4</p>	<p>Based on data analysis, teachers will identify data to identify three (3) tiers of students who need support in Algebra.</p> <p>Teachers will provide additional tutoring during support hours to reinforce skills for students. Students will be required to seek support from the Learning Center and ALEKS</p>	<p>-Dedicated PLC Time</p> <p>-Targeted Professional Development</p>	<p>August 2015- May 2016</p>		<p>-Parent Contact</p> <p>-Common Unit Assessments</p> <p>-Email Communication</p> <p>-Student Spreadsheets</p> <p>-Students coming to teachers for help</p> <p>Gradebook</p>	<p><b>Progressing</b></p>
<p>1.2, 1.4, 2.8, 3.2, 3.3, 3.4</p>	<p>After administering Common Unit Assessments to measure</p>		<p>August 2015- May 2016</p>	<p>80% of all Algebra teachers will use assessments as a tool to measure student</p>		<p><b>Progressing</b></p>

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	students’ understanding, teachers will reinforce Algebra I skills with differentiated instruction and daily math review.			understanding.		
<b>Focus: Math teachers will focus on activities to check for understanding.</b>  <b>Person(s) Responsible:</b>  <b>Math Department Chairperson</b> <b>-Math Teachers</b>  <b>-Special Education Resource Teachers</b>  <b>- Professional Development Coordinator</b>						<b>QAR 1:</b>  <b>QAR 2:</b>  <b>QAR 3:</b>
2.3, 2.4, 2.5, 2.7, 2.8	Teachers will use the Spiral Daily Math	Inquiry-Based Learning and the Power of	August 2015- May 2016	80% of math teachers will use Spiral Daily Math Review as a	-Teacher Observations  -Documented Daily Spiral	<b>Progressing</b>

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	Review all year long. Teachers will adjust DMR's according to student performance data.	Pair Shares		means to check for students' understanding.	Review	
2.4, 2.6, 2.7, 2.8	Teachers will use the best practices for “checking for understanding” during lessons. - Teachers will use multiple strategies such as white boards, pair shares, and student voting to accomplish this goal.	-Different Forms of Checking for Understanding  -How to use Group Work Instruction Effectively  -Inquiry-Based Learning and the Power of Pair Shares	August 2015-May 2016	80% of all Algebra teachers will develop lessons to include frequent checks for understanding.	-Teacher Observations  -Samples of quick activities used for a quick formative assessment.  -PLC Data	<b>Progressing</b>

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### Goal # 3- 3 year Goal: International Baccalaureate

By the end of the 2017-2018 school year, 100% 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, 80% of tenth graders will complete a personal project and participate in the spring exhibition. The student attendance rate during the early release days will match the North Central rate of attendance: 94%

By the end of the 2015-2016 school year, 95% of the North Central faculty will have attended all four personal project professional development sessions and completed the online Canvas modules. 95% of the faculty will feel prepared for next year’s full implementation as indicated by the end-of-the-year survey.

### Goal 3: School Action Plan for the 2015-16 School Year

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	<u>Growth Stage:</u>  (Report on QAR)  <b>Beginning</b>  <b>Progressing</b>
<b>Person(s) Responsible:</b> - Small group of CEC Administrators -Department Chairs -Building Administration -Pilot Group of 10 <sup>th</sup> Grade Students						

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						<b>Advancing</b>
						<b>Excelling</b>
By the end of the 2015-2016 school year, 95% of the North Central faculty will have attended all four personal project professional development sessions and completed the online Canvas modules. 95% of the faculty will feel prepared for next year’s full implementation as indicated by the end-of-the-year survey.						<b>QAR 1:</b> <b>QAR 2:</b> <b>QAR 3:</b>
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 tenth graders for the 2016-2017 school year.	Four professional development days were dedicated to the learning of the personal project.	September 2015-April 2016 (Pilot)	All department chairs and administrators will participate in the implementation of the pilot personal project.		
1.3, 2.2, 2.6, 3.4	To pilot the personal	Four professional	September			

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	project for a second year with a select group of students and all department chairs and administration as supervisors.	development days were dedicated to the learning of the personal project.	2015-April 2016 (Pilot)			
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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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## 2015-2016 School Improvement Plan Timeline

<b>Annual Continuous Improvement &amp; Quality Assurance (QA) Timeline of School Improvement Plan (SIP)</b>	<b>June</b>	<b>July</b>	<b>Aug.</b>	<b>Sept.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>
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 3<sup>rd</sup> 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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Appendix D: District Scorecard



North Central

Indicator	District Targets			Timeframe															Trend	School Targets							
	Below	At	Exceeds	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016				Fall	Met	Winter	Met	Spring	Met		
				Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring									
<b>Attendance</b>																											
Attendance Rate	0 - 96.9	97 - 97.9	98 - 100	95.3			95.4			95.2			94.5													95.5	
Student Enrollment				3599			3402			3445			3520														
<b>Discipline</b>																											
Number of Students Suspended	≥ 401	101 - 400	0 - 100	623			489			344			625													487	
Number of Students Expelled	≥ 41	1 - 40	0	96			69			42			50													71	
<b>Accountability</b>																											
Report Card	D - F	B - C	A	C			B			B			B													A	
<b>Graduation</b>																											
Graduation Rate	0 - 87.9	88 - 91.9	92 - 100	86.1			81.5			86.1			85.4													86.3	
Dropout Rate	4 - 100	2 - 3.9	0 - 1.9	8.4			10.6			5.9																10.3	
Percent of Honors Diploma	0 - 47.9	48 - 51.9	52 - 100	43.4			38.5			41.5																43.1	
Number of IB Diplomas	0 - 24	25 - 35	> 35	17			24			27																23	
<b>CCR</b>																											
Percent of Graduates Pursuing College Education	0 - 74.9	75 - 79.9	80 - 100	74.1			76.5			78.3																77.8	
Percent of 12th Graders taking SAT	0 - 44.9	45 - 49.9	50 - 100	56.6			52.5			57.2																56.5	
Average SAT Composite Score	400 - 1024	1025 - 1075	1076 - 1600	1042			1030			1027																1054	
Average ACT Composite Score	0 - 20.9	21 - 22.9	23 - 36	23.6			23.1			23.3			23.3													23.8	
Number of Students Taking Advanced Placement (AP) Tests	0 - 699	700 - 799	> 799	748			703			1081																861	
Number of AP Tests Given	0 - 999	1000 - 1199	> 1199	1245			1144			1364																1276	
Percent of Graduates Taking AP Tests	0 - 49.9	50 - 59.9	60 - 100	44.6			43.2			45.4																45.3	
Percent of Graduates with a 3, 4, 5	0 - 24.9	25 - 29.9	30 - 100	26.3			24.5			30.5																27.6	
Number of Dual Credit Courses Taken	0 - 1499	1500 - 1799	> 1799				1922			1503																1747	
Number of National Merit Semi-Finalists	0 - 9	10	> 10	12			8			9			8													10	
<b>ECA (Spring Results)</b>																											
Algebra I Combined	0 - 79.9	80 - 84.9	85 - 100		60.4		54.4			60.5			65.1													62.0	
Algebra I First-Time Testers	0 - 79.9	80 - 84.9	85 - 100		73.8		72.1			82.8			83.4														81.4
Algebra I Retesters	0 - 32.9	33 - 49.9	50 - 100		40.1		28.1			29.4			30.5														31.3
Algebra I CCRA	0 - 79.9	80 - 84.9	85 - 100										13.8													15.8	
English 10 Combined	0 - 79.9	80 - 84.9	85 - 100		70.1		66.1			63.1			69.5													68.2	
English 10 First-Time Testers	0 - 79.9	80 - 84.9	85 - 100		77.2		74.3			74.6			78.3														77.7
English 10 Retesters	0 - 32.9	33 - 49.9	50 - 100		33.6		21.8			11.5			24.5													21.3	
English 10 CCRA	0 - 79.9	80 - 84.9	85 - 100										76.4													78.4	
Biology I Combined	0 - 79.9	80 - 84.9	85 - 100		46.7		46.8			50.0			47.1													50.0	
Biology I First-Time Testers	0 - 79.9	80 - 84.9	85 - 100		48.2		47.6			50.4			47.1														50.4
Biology I Retesters	0 - 32.9	33 - 49.9	50 - 100		15.9		18.2			11.1			0.0													11.8	
<b>NWEA Proficiency (At Grade Level)</b>																											
NWEA Math (9-12)	0 - 59.9	60 - 74.9	75 - 100										57.6	63.9				↘	55	YES	57	YES	60			60	
NWEA Reading (9-12)	0 - 59.9	60 - 74.9	75 - 100										76.0	73.9				↘	55	YES	57	YES	60			60	
NWEA Language Usage (9-12)	0 - 59.9	60 - 74.9	75 - 100										75.4	70.7				↘	55	YES	57	YES	60			60	
NWEA Grade 9 Math	0 - 59.9	60 - 74.9	75 - 100										65.0	64.1				↘	55	YES	57	YES	60			60	
NWEA Grade 10 Math	0 - 59.9	60 - 74.9	75 - 100										60.7	68.8				↘	55	YES	57	YES	60			60	
NWEA Math (SPED)	0 - 59.9	60 - 74.9	75 - 100										28.5	35.9				↘	55	NO	57	NO	60			60	
NWEA Math (EL)	0 - 59.9	60 - 74.9	75 - 100										15.5	16.8				↘	55	NO	57	NO	60			60	
NWEA Grade 9 Reading	0 - 59.9	60 - 74.9	75 - 100										74.9	70.5				↘	55	YES	57	YES	60			60	
NWEA Grade 10 Reading	0 - 59.9	60 - 74.9	75 - 100										82.8	78.0				↘	55	YES	57	YES	60			60	
NWEA Reading (SPED)	0 - 59.9	60 - 74.9	75 - 100										45.2	45.6				↘	55	NO	57	NO	60			60	
NWEA Reading (EL)	0 - 59.9	60 - 74.9	75 - 100										16.3	15.7				↘	55	NO	57	NO	60			60	
NWEA Grade 9 Language Usage	0 - 59.9	60 - 74.9	75 - 100										75.9	66.3				↘	55	YES	57	YES	60			60	
NWEA Grade 10 Language Usage	0 - 59.9	60 - 74.9	75 - 100										81.0	75.7				↘	55	YES	57	YES	60			60	

