Metropolitan School District of Washington Township

"Superior Schools in a Supportive Community"

School Improvement Plan

In Accordance with Public Law 221

2017-2018

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, Don Kite   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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Table of Contents

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.

Table of Contents Continued

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.

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

2017-2018 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

Alfred Weems- PTO President/Parent

Nick Wilson-Computing Services Coordinator

Suzanne Zybert- True North Academy

Dates of Meetings: July, 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	September through March
Minority Parent Council	Administrators, teachers, parents	August through April
After School Learning Center	Students, volunteer staff, and faculty members who operate the Learning Center	August through May

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"Superior Schools in a Supportive Community"

Stakeholder Input Name & Description	Who Participates	Timeline
Back to School Night	PTO, Department Chairs, Administration, Teachers, Guidance Counselors	August 2017
NC Open House	Administration, PTO, Department Chairs, Teachers, Guidance Counselors	November 2017
Bagels with Branigan	PTO, NC Parents, Principal Branigan	August 2017-May 2018 Monthly
Brownies with Branigan	PTO, NC Parents, Principal Branigan	August 2017-May 2018 Monthly
PTO Executive Board	PTO Executive Board, NC Parents, Principal Branigan	August 2017, October 2017, December 2017
International Mindedness Committee	Professional Development Coordinator, IB Coordinator, Curriculum Coordinator,	August 2017-May 2018
AVID 9th Grade Parent/Student Night	AVID Coordinator, AVID Teachers, Parents, 9th grade students	January 2018
Cohort Parent Breakfast	Cohort Coordinators, North Central Teachers, Parents, 8th grade students	April 2018
Student Peace Leadership with Lion Catchers	North Central students and Lion Catchers Sponsors	September 2017 March 2018

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Marian University	- 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.
Ball State University	- 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.
Indiana University/Purdue University of Indianapolis (IUPUI)	- 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.
Butler University	- Students visit with college representatives regarding college choice - Student teachers conduct their student teaching experience or field observation at North Central - Pre-Service Teachers offering English ECA support

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	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	- 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	- 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 Purdue University - Interested Bridge students participate in the summer engineering program/camp.

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Ivy Tech Community College	- 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	- 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	- Serves as a support to five apartment complexes in Washington Township in the form of tutoring and mentoring.
JAG- Jobs for America's Graduates	- 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	• 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 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

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	years, La Plaza helps our students with college applications and scholarship applications. They have nominated our students for CICF scholarships in the past.
Women Like Us Foundation	-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 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 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.
Saturday Science	- 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.
ACE Mentoring	- The ACE Mentor Program is a unique partnership among local high schools and design and construction professionals. The ACE Mentor Program creates opportunities for architects, engineers, and construction managers to interact with interested high school

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	students and encourage them to pursue careers in the construction industry through mentoring and scholarship awards.
Science Olympiad	• 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 special device.
Project Stepping Stone	- 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.
NOBCChE (**N**ational **O**rganization for the Professional Advancement of **B**lack **C**hemists and **Ch**emical **E**ngineers)	-NOBCChE targets Minority/Under-represented students who are interested in pursuing a STEM career. NOBCChE encourages and promotes the development of laboratory skills and research.
Future Promises	-The Future Promises Program aims to improve the life course of pregnant and parenting teens through school-based health education and comprehensive case management services. Using client-centered positive youth development approaches, the professional Future Promises Program staff works diligently to increase the internal and external resources of young parents to achieve their personal goals and aspirations.
Outreach	- Outreach is a faith-based nonprofit organization that reaches out to homeless young men and women (14-24) with the compassion of Jesus Christ. Our goal is to equip and empower these at-risk young people to achieve stability and life transformation.

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Comprehensive Needs Assessment

3-Year Trend Data

Safe & Disciplined Learning Environment

Suspensions 2016-2017 North Central High School

Grade	Am Indian		Black			Asian		Hispanic			White			Multiracial			Grand Total
	F	Total	F	M	Total	M	Total	F	M	Total	F	M	Total	F	M	Total	
9	1	1	23	53	76	0	0	8	14	22	2	6	8	0	3	3	110
10			28	28	56	0	0	6	14	20	2	4	6	0	4	4	86
11			8	30	38	0	0	8	6	14	1	3	4	3	5	8	64
12			14	28	42	2	2	2	1	3	0	2	2	0	0	0	49
Grand Total	0	1	73	139	212	2	2	24	35	59	5	15	20	3	12	15	309

Expulsions 2016-2017 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	2	6	8	0	0	2	0	2	0	1	1	0	0	0	11
10			0	1	1	0	0	0	0	0	0	0	0	0	0	0	1
11			1	0	1	0	0	0	1	1	0	0	0	0	0	0	2
12			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total			3	7	10	0	0	2	1	3	0	1	1	0	0	0	14

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Suspensions 2015-2016 North Central High School

	Am Indian		Black			Asian		Hispanic			White			Multiracial			Grand Total
Grade	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

	Am Indian		Black			Asian		Hispanic			White			Multiracial			Grand Total
Grade	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 M	Am Indian Total	Black F	Black M	Black Total	Asian F	Asian M	Asian Total	Hispanic F	Hispanic M	Hispanic Total	White F	White M	White Total	Multiracial F	Multiracial M	Multiracial Total	Grand 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 F	Black M	Black Total	Hispanic F	Hispanic M	Hispanic Total	White F	White M	White Total	Multiracial F	Multiracial M	Multiracial Total	Grand 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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Demographic Data by Ethnicity

School Year	White	Black	Hispanic	Asian	Multiracial
2016-2017	33%	41%	15%	4.3%	6.6%
2015-2016	35%	41%	13%	4.1%	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
2016-2017	49%	51%	48%	13.47%
2015-2016	49%	51%	40%	18.0%
2014-2015	TBD%	TBD	47.05%	18.34%

Demographics by Special Education (Grade Level)

School Year	Grade 9	Grade 10	Grade 11	Grade 12
2016-2017	3.29	3.73%	2.99%	2.99%
2015-2016	3.3%	3.6%	3.3%	2.93%
2014-2015	7.7%	9.6%	7.0%	Cannot be determined

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16

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ATTENDANCE TREND DATA

North Central High School will monitor the attendance of our students. We will monitor the overall attendance rate of the entire school population as well as individual student attendance rates and patterns. We will celebrate students meeting the definition of a "model attendee" or "persistent attendee." We will utilize school personnel such as social workers and administration to work directly with parents and students when a child's lack of attendance is impacting his ability to learn or has met the criteria of a habitual absentee. Our goal is to maintain a school attendance rate consistent with the IDOE definition of "model or persistent attendance."

School Year	Number of Unexcused Absences	Percentage
2016-2017	14358.5	96.45
2015-2016	12658	94.87
2014-2015	9648	94.46

ACADEMIC TREND DATA

North Central High School will monitor the graduation rate of our students with a continuing effort to increase our overall performance and graduation rate. We will utilize school personnel such as guidance counselors, teachers, and administration to work directly with parents and students when a child's performance is impacting his ability to graduate in a timely manner. We will continue to implement a strong and viable curriculum as well as programs and practices such as alternative education models that will positively impact and support our graduation rate.

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GRADUATION RATE THREE 3-YEAR TREND DATA

School Year	Graduation Rate
2016-2017	90.80% **(As of 8-14-17)**
2015-2016	88.51%
2014-2015	85.39%

North Central will improve the graduation rate over the next 3 years by at least 1.5% per year.

3-YEAR ACADEMIC TREND DATA ON STUDENT ACHIEVEMENT BY SUBGROUPS

ENGLISH 10 ISTEP TREND DATA (2015-2017))

School Year	Total	White	Black	Hispanic	Asian	Multiracial	Special Education	Free and Reduced
2016-2017	56.8	78.7	43.9	31.3	64.9	68.9	23.2	41.5
2015-2016	60.3	83.9	43.9	45.8	57.8	69.2	24.3	41.1

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%

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Math 10 ISTEP TREND DATA (2015-2017))

School Year	Total	White	Black	Hispanic	Asian	Multiracial	Special Education	Free and Reduced
2016-2017	31.8	55.1	15.4	14.9	57.9	21.7	8.4	15.1
2015-2016	34.2	60.8	13.9	15.7	51.1	35.8	N/A	11.7

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%

Description of Curriculum

Core 40 and Academic Honors

The Core 40 Diploma is the default diploma at North Central High School. Students must earn 47 credits including coursework in English, science, math, social studies, physical education, health, technology, and speech. They may also choose from electives in world language, fine arts, computer, and career areas. Students must pass the state graduation exam to earn their Core 40 diploma.

Students self-select to earn the Indiana Academic Honors diploma. In addition to offering all required courses at North Central, courses taken through Quest, Correspondence, online, or through University programs are also accepted per the approval of a student's academic counselor.

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North Central encourages and supports all students to earn a Core 40 or Academic Honors Diploma by providing students with an alternative school setting when necessary, access to online coursework, remedial and/or enriched courses, and summer school.

Goal Summary

The following is a summary of the goals encompassed in this plan for the 2017-2018 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 ISTEP 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 ISTEP as measured on the district scorecard.
Goal 3	By 2017-2018 school year, 50% of tenth graders will complete a MYP- Personal Project and participate in the spring exhibition.

Cultural Competency

In order to improve the cultural competency of its teachers, administrators, staff, parents, and students, North Central High School will focus on the following three areas: discipline, cultural responsivity, and response to instruction and intervention. Culturally appropriate instructional and behavioral strategies will be identified and monthly professional development will be provided to staff accordingly.

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School Improvement Plan
Goal # 1 - 3 year Goal: English/Language Arts By 2019-2020, 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 2017-2018, students will meet or exceed the school's 2017-2018 targets on district assessments as indicated on the District Scorecard.

Goal 1: School Action Plan for the 2017-2018 School Year

MSDWT Performance Expectation(s)	Area of Focus/Instructional Strategy	Professional Development	Monitoring	Completion

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	Action Steps	Resources/ Professional Development Needed	Target Date/ Timeframe	Instructional Effectiveness Goal	Evidence	Growth Stage: (Report on QAR) Beginning Progressing Advancing Excelling
Focus: We will use local, state and national data to drive 9CP and 10CP grade curriculum decisions **Person(s) Responsible: English Department Chair English Teachers**						
1.2, 1.4, 3.1, 3.3	9CP and 10CP English teachers will use 2016-2017 ISTEP+ data, NWEA data, and local common assessments (measured a minimum of once per month) to both ensure continued reinforcement and ongoing strengthening of	- Dedicated 9CP and 10CP PLC time (one meeting per two weeks) - NWEA report training, especially related to the Learning	August 2017-May 2018	100% of 9CP and 10CP English teachers will implement a minimum of one common ISTEP-skills aligned formative	- 9CP and 10CP PLC meeting observations and minutes (reviewed weekly) - 9CP and 10CP Teacher student tracking and differentiated	**Progressing**

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	writing and reading skills – especially as they relate to producing purposeful writing and comprehending nonfiction text	Continuum - Facilitated combined 9CP and 10CP vertical planning and data review PLC / PD meetings (one per 9 weeks)		assessment per month Following each common formative assessment, 100% of all 9CP and 10CP English teachers will bucket students into a minimum of three predictive performance levels. After students have been bucketed, 9CP and 10CP teachers will implement a minimum of one differentiated response to the assessment	response planning evidence (reviewed monthly – in response to the monthly common skills assessment) - 9CP and 10CP Student data trackers (student data ownership tools) (reviewed monthly – in response to the monthly common skills assessment)	

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| 3.1, 3.3 | A portion of each 9CP and 10CP PLC meeting devoted to the monthly common formative assessment will be dedicated to analyzing, reflecting upon, or understanding data specifically related to the achievement gap.

In particular, attention will be placed on disaggregating data related to Black, Hispanic (or other ENL student groups), and SPED students. | -Dedicated 9CP and 10CP PLC Time (one meeting per two weeks) | August 2017- May 2018 | Following each monthly common formative assessment, 100% of all 9CP and 10CP English teachers will review the data of specifically Black, Hispanic (or other ENL student groups), and SPED students. | - 9CP and 10CP PLC meeting observations and minutes

- 9CP and 10CP PLC leaders will submit charted performance evidence of the targeted achievement gap groups. | **Beginning / Progressing** |
|---|---|---|---|---|---|---|

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Focus: We will use local and national data to drive all English classes other 9CP and 10CP curriculum decisions and, in particular, respond to disproportionality and achievement gap evidence **Person(s) Responsible:** English Department Chair English Teachers						
1.2, 1.4, 3.1, 3.3	All English grades and classes other than 9CP and 10CP will use skill-specific data to inform curriculum decisions when PLCs meet. Data sources may include NWEA, ACT, 2016-2017 ISTEP+ data, locally created achievement and growth measures. In particular, monthly or as otherwise directed/required, attention will be placed on (1) utilizing	-Dedicated PLC Time (one meeting per two weeks)	August 2017- May 2018	- 100% of all English teachers will participate in PLC data conversations when PLCs meet (one meeting per two weeks) - 100% of all PLC minutes and observations will reflect data conversations and instructional responses based on the data	- weekly PLC meeting observations and minutes - PLC leaders will submit monthly charted performance evidence of the targeted achievement gap groups - 100% of all teachers will submit evidence in SFS Domain 3.3 of (1) utilizing	**Beginning / Progressing**

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	disproportionality evidence and (2) disaggregating curriculum-specific data related to Black, Hispanic (or other ENL student groups), and SPED students.			- 100% of all teachers will demonstrate evidence of instructional response to disproportionality evidence and disaggregated curriculum-specific data	disproportionality evidence and (2) disaggregating curriculum-specific data related to Black, Hispanic (or other ENL student groups), and SPED students.	

Goal # 2 - 3 year goal: Mathematics

By 2019-2020, 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 2017-2018, students will meet or exceed the school's 2017-2018 targets on district assessments as indicated on the District Scorecard.

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Goal 2: School Action Plan for Algebra I 2017-2018 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) **Beginning** **Progressing** **Advancing** **Excelling**
Focus: All Math teachers will analyze NWEA Growth Measures, classroom data, and Common Formative Assessments (CFA) in order to drive math instruction. All of this will be done with a focus on closing disproportionality gaps to improve achievement for all students. **Person(s) Responsible:**						**QAR 1:** **QAR 2:** **QAR 3:**

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Math Department Chairperson Math Department Special Education Department Professional Development Coordinator ENL						
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 with a emphasis on lowering the disproportionality in our data.	-Dedicated PLC Time -Targeted Professional Development	August 2017-May 2018	100% of all Algebra 1/2, Geometry, & Algebra 3/4 teachers will use NWEA as a tool to inform instruction and measure student understanding. Every teacher will be aware and respond to their personal disproportionality in their data.	-PLC meeting observations and reflections. -The decrease in degree of disproportionality data in our scores (grades, NWEA, ISTEP, etc.)	
1.2, 1.4, 2.8, 3.2, 3.3, 3.4	After administering Common Unit Assessments to measure students' understanding, teachers will reinforce		August 2017-May 2018	100% of all Algebra 1/2, Geometry, & Algebra 3/4 teachers will use assessments as a tool to measure student understanding.	-Classroom observations and PLC meeting observations	

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foundational math skills with differentiated instruction and daily math review.					
Focus: Math teachers will focus on activities to check for understanding. **Person(s) Responsible:** **Math Department Chairperson -Math Teachers** **-Special Education Resource Teachers** **- Professional Development Coordinator**					QAR 1: QAR 2: QAR 3:
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.	NWEA Data	August 2017- May 2018	100% of math teachers will use Spiral Daily Math Review as a means to check for students' understanding.	-Teacher Observations	

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Goal # 3- 3 year Goal: International Baccalaureate

By 2019-2020, 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 2017-2018 school year, 50% of tenth graders will complete a personal project and participate in the spring exhibition.

100% of the faculty will be trained to take on the role of Personal Project Supervisor including evaluating at least one project.

Goal 3: School Action Plan for the 2017-2018 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	Growth Stage: (Report on QAR) Beginning Progressing Advancing Excelling
Focus: We will use feedback from the 2017 personal project and survey results to fully implement the personal project with all 10th graders at North Central. **Person(s) Responsible: Curriculum Coordinator MYP Director**						

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Personal Project Committee Members PP Supervisors						
1.3, 2.2, 2.6, 3.4	To provide staff development and support for the personal project (PP) in 2017-2018 school year.	Targeted professional development sessions for the teachers **new** to North Central and people who are volunteering from outside North Central for the first time to supervise students. On-going professional development and support for returning personal project supervisors.	September 2017 – April 2018	All returning teachers participated in the 2017 personal project and can mentor and support new faculty.	Teacher and student feedback. Survey feedback from the early release sessions. PP Exhibition survey results.	**Progressing**
1.3, 2.2, 2.6, 3.4	To create and facilitate an annual "launch" assembly to energize and inform students about the personal project.	Student leaders, teachers and administrators, band, cheerleaders, 10th grade students will participate. We will use photos, videos and interviews from 2017 Exhibition to build	September 2017		Student and teacher feedback .	**Progressing**

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		momentum.				
1.3, 2.2, 2.6, 3.4	To facilitate the personal project for the 2017-2018 sophomores	Four early release days dedicated to the personal project.	September 2017-March 2018		Number of Projects/ products shared during PP Exhibition. Attendance of students and supervisors during the early release.	**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:

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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?

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.

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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.

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				

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2016-2017School Improvement Plan Timeline

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.

Appendix B **School Assessment Measures Definition** **Goal Action Plan Definition** **Growth Stage Definitions** **IB Definitions and Sample Action Plans**

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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.

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.

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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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Indicator	District Targets			Timeframe																						Trend	School Targets 2016-2017					
	Below	At	Exceeds	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016			2016-2017									Fall	Met	Winter	Met	Spring	Met
				Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring											
Attendance																																
Attendance Rate	0 - 96.9	97 - 97.9	98 - 100			95.3			95.4			95.2			94.5			94.9													95.1	
Student Enrollment						3599			3402			3445			3520			3612			3772											
Discipline																																
Number of Students Suspended	≥ 401	101 - 400	0 - 100			623			494			352			397			484													416	
Number of Students Expelled	≥ 41	1 - 40	0			96			69			42			47			34													55	
Accountability																																
Report Card	D - F	B - C	A			C			B			B			B			B													A	
Graduation																																
Graduation Rate	0 - 87.9	88 - 91.9	92 - 100			86.1			81.5			86.1			85.4			88.5													88.7	
Number of IB Diplomas	0 - 24	25 - 35	> 35			17			24			27			34			23													29	
CCR																																
Percent of 12th Graders taking SAT	0 - 44.9	45 - 49.9	50 - 100			56.6			52.5			57.2			55.7			49.9													56.2	
Average SAT Composite Score	400 - 1024	1025 - 1075	1076 - 1600			1042.0			1026.8			1030.0			1030.1			1505.0														
Percent of Students Taking Advanced Placement (AP) Exams	0 - 9.9	10 - 19.9	> 20						20.0			21.6			22.8			21.8													21.9	
Percent of Advanced Placement (AP) tests with a 3, 4, 5	0 - 24.9	25 - 29.9	30 - 100						62.1			61.3			59.7			59.4													62.3	
Number of National Merit Semi-Finalists	0 - 9	10	> 10			12			8			9			8			5													7	
ECA (Spring Results)																																
Algebra I Combined	0 - 79.9	80 - 84.9	85 - 100			60.4			54.4			60.5			65.1			20.1			15.1								50.6	NO
Algebra I First-Time Testers	0 - 79.9	80 - 84.9	85 - 100			73.8			72.1			82.8			83.4			12.5			37.5								61.6	NO
Algebra I Retesters	0 - 32.9	33 - 49.9	50 - 100			40.1			28.1			29.4			30.5			20.3			14.1								28.7	NO
Algebra I CCRA	0 - 79.9	80 - 84.9	85 - 100												13.8														
English 10 Combined	0 - 79.9	80 - 84.9	85 - 100			70.1			66.1			63.1			69.5			59.7			24.6								66.1	NO
English 10 First-Time Testers	0 - 79.9	80 - 84.9	85 - 100			77.2			74.3			74.6			78.3			70.3			30.8								76.4	NO
English 10 Retesters	0 - 32.9	33 - 49.9	50 - 100			33.6			21.8			11.5			24.5			16.2			24.2								19.4	YES
English 10 CCRA	0 - 79.9	80 - 84.9	85 - 100												76.4														
Biology I Combined	0 - 79.9	80 - 84.9	85 - 100			46.7			46.8			50.0			47.1															
Biology I First-Time Testers	0 - 79.9	80 - 84.9	85 - 100			48.2			47.6			50.4			47.1															
Biology I Retesters	0 - 32.9	33 - 49.9	50 - 100			15.9			18.2			11.1			0.0															
ISTEP+																																
ISTEP+ Math Pass Rate (Overall)	0 - 79.9	80 - 84.9	85 - 100															34.2										36.2	
ISTEP+ ELA Pass Rate (Overall)	0 - 79.9	80 - 84.9	85 - 100															60.3										62.3	
ISTEP+ Science Pass Rate (Overall)	0 - 79.9	80 - 84.9	85 - 100															54.5										56.5	
ISTEP+ 10 Math Pass Rate	0 - 79.9	80 - 84.9	85 - 100															34.2										36.2	
ISTEP+ Math Pass Rate (SPED)	0 - 79.9	80 - 84.9	85 - 100																										
ISTEP+ Math Pass Rate (EL)	0 - 79.9	80 - 84.9	85 - 100															20.1										22.1	
ISTEP+ 10 ELA Pass Rate	0 - 79.9	80 - 84.9	85 - 100															60.3										62.3	
ISTEP+ ELA Pass Rate (SPED)	0 - 79.9	80 - 84.9	85 - 100															24.3										26.3	
ISTEP+ ELA Pass Rate (EL)	0 - 79.9	80 - 84.9	85 - 100															43.1										45.1	
ISTEP+ 10 Science Pass Rate	0 - 79.9	80 - 84.9	85 - 100															54.5										56.5	
ISTEP+ Science Pass Rate (SPED)	0 - 79.9	80 - 84.9	85 - 100															25.0										27.0	
ISTEP+ Science Pass Rate (EL)	0 - 79.9	80 - 84.9	85 - 100															42.9										44.9	
NWEA Proficiency (At Grade Level)																																
NWEA Math (9-12)	0 - 59.9	60 - 74.9	75 - 100															57.6	63.9	56.5	50.3	55.6	60.5		55	NO	57	NO	60	YES
NWEA Reading (9-12)	0 - 59.9	60 - 74.9	75 - 100															76.0	73.9	69.8	68.6	73.2	76.9		55	YES	57	YES	60	YES
NWEA Language Usage (9-12)	0 - 59.9	60 - 74.9	75 - 100															75.4	70.7	67.8	67.7				55	YES				
NWEA Grade 9 Math	0 - 59.9	60 - 74.9	75 - 100															65.0	64.1	58.4	56.4	60.7	63.5		55	YES	57	YES	60	YES
NWEA Grade 10 Math	0 - 59.9	60 - 74.9	75 - 100															60.7	68.8	56.0	48.1	53.8	61.4		55	NO	57	NO	60	YES
NWEA Math (SPED)	0 - 59.9	60 - 74.9	75 - 100															28.5	35.9	35.4	15.7	28.4	32.0		55	NO	57	NO	60	NO
NWEA Math (EL)	0 - 59.9	60 - 74.9	75 - 100															15.5	16.8	16.7	12.1	14.2	31.1		55	NO	57	NO	60	NO
NWEA Grade 9 Reading	0 - 59.9	60 - 74.9	75 - 100															74.9	70.5	65.7	64.3	71.0	75.8		55	YES	57	YES	60	YES
NWEA Grade 10 Reading	0 - 59.9	60 - 74.9	75 - 100															82.8	78.0	74.1	73.1	75.9	78.0		55	YES	57	YES	60	YES
NWEA Reading (SPED)	0 - 59.9	60 - 74.9	75 - 100															45.2	45.6	40.7	35.2	40.3	43.7		55	NO	57	NO	60	NO
NWEA Reading (EL)	0 - 59.9	60 - 74.9	75 - 100															16.3	15.7	17.8	12.8	16.2	48.7		55	NO	57	NO	60	NO
NWEA Grade 9 Language Usage	0 - 59.9	60 - 74.9	75 - 100															75.9	66.3	62.8	67.0				55	YES				
NWEA Grade 10 Language Usage	0 - 59.9	60 - 74.9	75 - 100															81.0	75.7	73.0	69.7				55	YES				
NWEA Language Usage (SPED)	0 - 59.9	60 - 74.9	75 - 100															39.4	36.0	29.0	33.5				55	NO				
NWEA Language Usage (EL)	0 - 59.9	60 - 74.9	75 - 100															14.0	12.9	28.1	9.9				55	NO				
NWEA Growth (At Grade Level)																																
NWEA Math (9-12)	0 - 49.9	50 - 54.9	55 - 100															57.2	42.6		61.3	62.9				50	YES	55	YES
NWEA Reading (9-12)	0 - 49.9	50 - 54.9	55 - 100															39.1	33.8		61.8	61.8				50	YES	55	YES
NWEA Language Usage (9-12)	0 - 49.9	50 - 54.9	55 - 100															39.6	37.3										
NWEA Grade 9 Math	0 - 49.9	50 - 54.9	55 - 100															55.5	40.6		59.9	61.2				50	YES	55	YES
NWEA Grade 10 Math	0 - 49.9	50 - 54.9	55 - 100															60.3	46.4		63.2	65.3				50	YES	55	YES
NWEA Math (SPED)	0 - 49.9	50 - 54.9	55 - 100															64.2	48.6		65.6	59.4				50	YES	55	YES
NWEA Math (EL)	0 - 49.9	50 - 54.9	55 - 100															50.9	37.5		62.5	58.9				50	YES	55	YES
NWEA Grade 9 Reading	0 - 49.9	50 - 54.9	55 - 100															36.0	36.3		59.4	65.0				50	YES	55	YES
NWEA Grade 10 Reading	0 - 49.9	50 - 54.9	55 - 100															42.2	31.1		64.2	58.8				50	YES	55	YES
NWEA Reading (SPED)	0 - 49.9	50 - 54.9	55 - 100															29.9	31.0		57.1	55.0				50	YES	55	YES
NWEA Reading (EL)	0 - 49.9	50 - 54.9	55 - 100															37.8	35.5		64.7	62.6				50	YES	55	YES
NWEA Grade 9 Language Usage	0 - 49.9	50 - 54.9	55 - 100															39.7	38.8										
NWEA Grade 10 Language Usage	0 - 49.9	50 - 54.9	55 - 100															39.5	35.7										
NWEA Language Usage (SPED)	0 - 49.9	50 - 54.9	55 - 100															36.3	29.0										
NWEA Language Usage (EL)	0 - 49.9	50 - 54.9	55 - 100															48.9	29.1										