



Metropolitan School District of Washington Township
 "Superior Schools in a Supportive Community"

In Accordance with Public Law 221

School Improvement Plan
2020-2021



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

Evans Brenigan

Principal Signature, Evans Brenigan

9/28/20

Date

Dr. Nikki Woodson

Superintendent Signature, Dr. Nikki Woodson

September 23, 2020

Date

Bill Turner

School Board President Signature, Bill Turner

September 23, 2020

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 multicultural environment.

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Purpose and Direction

Purpose

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

MSDWT Mission Statement

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

MSDWT Vision Statement

Superior Schools in a Supportive Community

[MSDWT Strategic Plan 2020-2025](#)

School Improvement Team and Participation

School Improvement and Schoolwide Planning Team

Gregory Lineweaver - Teacher/English Department Chair

Paige Vinson - Dean of Students

Jason Berkholz - Teacher/Math Department Chair

Leanne Kabrich - Math Instructional Coach

Stephen Santer - Teacher/ELA Instructional Coach

Suzanne Zybert - Coordinator of Community Partnerships

Heidi Hoopingarner - ENL Programs Coordinating Teacher

Byron Brown - Dean of Students

Reilly Harmeyer - Dean of Students

Jill Thrasher-Reid - Teacher/WTEA Representative

Dates of Meetings: May, June

Description of Parent Involvement and 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.
Proactive Discipline Committee	Administrators, teachers, 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

Stakeholder Input Opportunities to Support Goals

Stakeholder Input Name & Description	Who Participates	Timeline
Back to School Night	PTO, Department Chairs, Administration, Teachers, Guidance Counselors	August
NC Open House	Administration, PTO, Department Chairs, Teachers, Guidance Counselors	November
Bagels with Branigan	PTO, NC Parents, Principal Branigan	August - May Monthly

Brownies with Branigan	PTO, NC Parents, Principal Branigan	August - May Monthly
PTO Executive Board	PTO Executive Board, NC Parents, Principal Branigan	August, October, December
International Mindedness Committee	Professional Development Coordinator, IB Coordinator, Curriculum Coordinator	August - May
AVID 9 th Grade Parent/Student Night	AVID Coordinator, AVID Teachers, Parents, 9 th grade students	January
Cohort Parent Breakfast	Cohort Coordinators, North Central Teachers, Parents, 8 th grade students	April
Student Peace Leadership with Lion Catchers	North Central students and Lion Catchers Sponsors	September March
Positive Note Campaign	Provide note cards before each School break to teachers and NC faculty asking them to write an encouraging note and give to 5 students before each school break (total of 20 per year, per teacher) to help promote an engaging school climate and foster positive relationships between the school and students and families.	September - March
Bridge Graduation Celebration	Parents are invited to the celebration honoring/recognizing Bridge seniors, Bridge coordinator, Bridge homeroom teachers, Bridge seniors	May, annually
AVID Graduation Celebration	Parents are invited to honor graduating AVID seniors, AVID teachers and the AVID coordinator	May, annually
North Central Art Gallery	Parents volunteer and man the North Central Art Gallery	August - May Monthly

Description of Stakeholder Partnerships and Programs to Support Goals

School Based Partnerships and Programs	
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 years, La Plaza helps our students with college applications and scholarship applications. They have nominated our students for CICF scholarships in the past.
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 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 specialized device.
NOBCChE (National Organization for the Professional Advancement of Black Chemists and Chemical Engineers)	Targets minority-underrepresented students who are interested in pursuing a STEM career. NOBCChE encourages and promotes the development of laboratory skills and research.
ENL 8th to 9th Grade Transition Night	The ENL department hosts an 8 th Grade Celebration and Information night at the end of March/early April each year. Meeting topics include 21 st Century Scholar program, summer school details, important dates for entering 9 th grade, introductions to ENL faculty and counselors, and Panther Quest.
Newcomer Parent Back to School Orientation	Hosted in conjunction with North Central High School's Back To School Night. Supported by ENL liaisons, faculty, and interpreters. Welcomes and orients parents who are new to the country to North Central High School and its programs, expectations, and systems.
Newcomer Homeroom	Newcomer Spanish Speakers Homeroom exists to orient newcomer students to North Central programs, personnel, and systems. Homeroom programming equips students with foundational knowledge and skills for academic and social success. Students also gain exposure to community supports and resources. In-house guest speakers include NC faculty, NC student council, NC Spanish Honor Society, NC Bridge, NC student athletes, NC coaches, ENL liaisons/interpreters, community guests/resources. Guest speakers include IMPD immigrant outreach officer, Neighborhood Christian Legal Clinic, Indiana Latino Institute (college programming), mayor's office of Latino Affairs, libraries, Morales Group (employment), and LionCatchers.
ENL Parent Junior/Senior Meeting	Spring College and Coffee with College Coordinator & ENL academic counselor for ENL parents of incoming seniors, supported by ENL liaisons/interpreters. This meeting serves as a "college access 101" for upperclassmen parents.
ENL Keep Growing Event	Districtwide ENL event, but hosted at North Central High School. ENL Keep Growing brings together Washington Township's international families and the community partners most directly supportive of our families. The event aims to equip families with

	<p>programs and resources to encourage growth (physical, social, academic, etc.) throughout the summer months.</p> <p>ENL Keep Growing also celebrates students' growth, with ENL teachers from each building celebrating with parents and students via direct interaction and a culminating Awards Ceremony. NC event supporters include Bridge coordinator & student volunteers, Panther Quest student volunteers, NC PTO, Spanish Honor Society, ENL faculty and student volunteers, NC faculty volunteers. Event sponsors, vendors, and partners include language service providers, local-area businesses, libraries, ESL and adult education providers, churches, mental health organizations, health and wellness, colleges, employment agencies, and legal assistance.</p>
HispanX Girl Scouts	Offers Spanish-supported mentoring, cultural celebration and growth opportunities through biweekly after-school meetings
University Partnerships and Programs	
Marian University	<ul style="list-style-type: none"> ● Students visit with college representatives regarding college choice. ● Student teachers conduct their student teaching experience or field observation at North Central. ● 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	<ul style="list-style-type: none"> ● Students visit with college representatives regarding college choice ● Student teachers conduct their student teaching experience or field observation at North Central ● Bridge usually visits BSU during our summer College Boot Camp. The University provides a wonderful tour/question/answer time for our students.
IUPUI - Herron School of Art	Visual art students from IUPUI practicum pairs students with NC Art teachers to do a practicum/ teach one unit in Introduction to Art classes.
IUPUI	<ul style="list-style-type: none"> ● Students visit with college representatives regarding college choice ● Student teachers conduct their student teaching experience or field observation at North Central

	<ul style="list-style-type: none"> ● Bridge Summer College Boot Camp also visits IUPUI. The University provides a tour and question/answer time for our students.
Butler University	<ul style="list-style-type: none"> ● Students visit with college representatives regarding college choice ● Student teachers conduct their student teaching experience or field observation at North Central ● Pre-Service Teachers offering English ECA support during Support Hours ● During the year, Butler ED 498 students provide tutoring hours in the after-school LC, daytime LC, and in the SIOP classrooms. As part of the ED 498 class, Butler students need 10 hours of tutoring time with ENL students. They work with our Bridge and ENL students. In addition to the tutoring, Butler students get to know our students and provide informal mentoring about what it's like to be a college student. The BU students make a positive impact on our ENL/Bridge students by reinforcing college readiness and providing tutoring. ● Butler offers an evening reading program for ENL students who do not read on grade-level. Graduate-Level teachers work with our students weekly during the fall semester.
Indiana University	<ul style="list-style-type: none"> ● Students visit with college representatives regarding college choice ● Student teachers conduct their student teaching experience or field observation at North Central ● Junior Night is hosted through Indiana University ● Jim Holland Summer Biology Camp. Students apply for a week-long summer camp at IU. Students are exposed to scientific research and being on a campus. We've had numerous Bridge/ENL students participate in the program. Several have done well and have been invited back to do further research and/or to serve as mentors.
Purdue University	<ul style="list-style-type: none"> ● Students visit with college representatives regarding college choice ● Student teachers conduct their student teaching experience or field observation at North Central ● Junior Night is hosted through Purdue University ● Interested Bridge students participate in the summer engineering program/camp.

Taylor University	<ul style="list-style-type: none"> ● Students visit with college representatives regarding college choice ● Pre-service teachers visit North Central campus and work with teachers and students to answer questions about the teaching profession.
Ivy Tech Community College	<ul style="list-style-type: none"> ● Students visit with college representatives regarding college choice ● The Bridge Summer College Boot Camp visits IVY Tech. The College provides a great question/answer session about the importance of college/technical training. There is a great tour of several of the hands-on areas of study: nursing, culinary school, computer assisted tool cutting, etc. IVY Tech usually visits the Bridge senior homeroom and the SIOP Sr. English classes to discuss how to enroll at IVY Tech and answer questions about college.
Community Based Programs and Partnerships	
Project Stepping Stone	<p>This program is sponsored by Hispanic Business people in Indianapolis. Students apply for a week-long program that includes college visits, interviewing skills, how to finance college, etc. It targets our DACA and undocumented students. Students return feeling like they CAN do college. The program takes 100 Indiana students each year. Students often return as mentors. The program also offers small scholarships to outstanding participants.</p>
Future Promises	<p>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.</p>
Outreach	<p>Outreach is a faith-based nonprofit organization in Indianapolis, Indiana, 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.</p>

LensCrafters	Gift of Sight Program – provides vision exams, frames and lenses to students in need who qualify for the Gift of Sight Program. All Washington Township Schools have access to the program. North Central High School refers approximately 10-15 students per year to the program for this assistance.
St. Luke United Methodist Church	Back to School Extravaganza – hosts a back to school event each fall. Several other faith based organizations partner with St. Luke’s to provide clothing, grade level appropriate school supplies and other necessities to more than 500 children in Washington Township.
Indiana Statehouse	Offers Latino Day at the Indiana Statehouse annually. Latino students meet at the Statehouse for a tour, meetings with different representatives, watching the legislature in session, lunch, and a question/answer session. Students receive a Statehouse t-shirt. Event has been open to five (5) students, but the program organizers have offered to have 15-25 NC students participate in the future.
First Baptist Church	Provides emergency relief to students and families who experience financial hardship. Members of the congregation partner with the school social workers to provide food, clothing and household items to families upon request in the event of a financial hardship.
Dr. Tavel Eye Doctor	Provides a discounted rate for vision exams, frames and lenses to students who are referred by the school social workers. These students have a financial need.
Herff Jones	Works with the guidance department to grant scholarships to graduating seniors when cost is a barrier to the student obtaining the cap, gown and tassel required for the commencement ceremony.
North Central Church of Christ	<ul style="list-style-type: none"> ● Donates Clothing & Crayons Back To School event supports MSDWT families. NCCOC coordinates with social workers and the ENL department. ● Hosts Toys & Mittens outreach provides celebration, gifts, and winter clothing for MSDWT families who apply. NCCOC coordinates with social workers and the ENL department. NC students also volunteer at this event. ● Hosts ENL 8th Grade /incoming 9th Celebration and Orientation family night.

Comprehensive Needs Assessment

Three-year Trend Data

Safe and Disciplined Learning Environment

Year	Suspensions	Expulsions
2016-2017	309	14
2017-2018	621	42
2018-2019	698	35

Suspensions by Sub-group

Year/Sub-Group	2016-2017	2017-2018	2018-2019
American Indian	1	2	0
Asian	2	3	4
Black	212	407	456
Hispanic	59	85	113
Multi-racial	15	41	56
White	20	74	104
Female	106	214	229
Male	203	398	504
IEP - YES	93	147	190
IEP - NO	216	465	543

Demographic Data

Enrollment by Ethnicity

Year/Sub-Group	2016-2017	2017-2018	2018-2019
American Indian	0.1%	0.1%	0.16%
Asian	4.2%	4%	4.03%
Black	41%	40%	39.62%
Hispanic	15%	16%	17.35%
Multi-racial	6.6%	6%	5.94%
White	33%	33%	32.87%

Free/Reduced/Paid Lunch

Year/Sub-Group	2016-2017	2017-2018	2018-2019
Free Lunch	40.3%	45%	45.70%
Reduced Lunch	6%	7%	7.68%
Paid Lunch	53.7%	48%	46.62%

Attendance Data Monitoring and Goal

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."

	2016-2017	2017-2018	2018-2019
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Attendance Rate	96.45%	94.3%	94.40%
Number of Unexcused Absences	14358	13154	15043

Graduation Rate 3-Year Trend Data

	2016-2017	2017-2018	2018-2019
Graduation Rate	88.51%	87.73%	90.08

3-Year Trend Data on Student Achievement by Subgroups

Mathematics ISTEP+ Percent Pass									
*IDOE Compass									
	Overall	Black	Asian	Hispanic	White	Multi-Racial	SPED	ELL	F/R
2018-2019	26.2	10.8	39.4	8.5	53.1	30.4	10.2	1.1	11.6
2017-2018	20.7	10.3	37.5	10.4	45.1	30.0	6.2	1.4	7.8
2016-2017	31.8	15.4	57.9	14.9	55.1	21.7	8.4	2.7	15.1

ELA ISTEP+ Percent Pass									
*IDOE Compass									
	Overall	Black	Asian	Hispanic	White	Multi-Racial	SPED	ELL	F/R
2018-2019	51.9	35.6	57.8	35.6	79.1	60.0	23.1	5.6	38.1
2017-2018	42.7	29.0	45.7	29.3	70.2	61.2	15.9	6.7	29.7
2016-2017	56.8	43.9	64.9	31.3	78.7	68.9	24.2	4.5	41.5

Priority Goal Summary and Decision Making Process

The following is a summary of the goals encompassed in this plan for the 2020-21 school year. The details of each goal are available in the next section.

Priority #	Goal Statement
1	<p><u>Priority 1 Equitable Achievement</u> - Provide an equitable educational environment that inspires and empowers all students to increase their academic success as well as their social and emotional learning.</p> <p><i>Goal 1A: Improve academic growth for all subgroups and reduce the achievement gap for students of color in literacy</i></p> <p><i>Literacy: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2%, F/R - 2%</i></p> <p><i>Goal 1B: Improve academic growth for all subgroups and reduce the achievement gap for students of color in math</i></p> <p><i>Math: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2%, F/R - 2%</i></p> <p><i>Goal 1C: Decrease behavior disruptive to the learning as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.</i></p> <p><i>Discipline: Students will reduce disruptive behaviors to the learning environment as measured by office referrals for continued classroom disruption, disrespect, and refusal to comply by 30%.</i></p>
2	<p><u>Priority 2 - Hiring & Retention of a High Quality & Diverse Staff</u> – Advance a District culture that values and affirms diversity</p> <p><i>Goal 2A: Pursue and implement strategies to hire faculty who better represent the community that we serve.</i></p>

3	<p>Priority 3 - Partnerships - Strengthen our partnership with students, families and community stakeholders to achieve our mission of academic success for all students.</p> <p><i>Goal 3 A: NC will analyze family engagement feedback to determine areas of improvement by increasing the total level of parent and family participation in school programming as measured by the parent survey.</i></p>
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SCHOOL IMPROVEMENT PRIORITIES

Equitable Achievement Goal 1A

By 2024-2025, North Central High School will improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2%, F/R - 2% as measured by NWEA Reading Proficiency.

North Central	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
Baseline (2018-19)	76%	64%	65%	92%	85%	39%	29%
2020-21	77%	66%	67%	93%	86%	41%	31%
2021-22	78%	68%	69%	94%	87%	43%	33%
2022-23	79%	70%	71%	95%	88%	45%	35%
2023-24	80%	72%	73%	96%	89%	47%	37%
2024-25	81%	74%	75%	97%	90%	49%	39%

Strategies

Goal #1: School Action Plan for the 2020-2021 School Year (Title Component 2, 4, and 9)

Strategy: Grades 9 and 10 students in targeted subgroups will improve Indiana “power standards” skills targeting how meaning is made in fiction and nonfiction.	
Strategy Goal: Students in targeted subgroups will demonstrate 2% growth in understanding how theme and central ideas make meaning in fiction.	Evidence: NWEA, PLC-developed skills diagnostic and bi-weekly skills measures, pre/post benchmark assessment, curriculum audits and

		reviews, PLC subgroup data review and analysis via shared trackers
Action Steps	Required Resources/PD	Timeline
9th and 10th grade: <ul style="list-style-type: none"> ● curriculum review and skills mapping ● subgroup identification ● skills diagnostic review, execution, and subgroup analysis ● fall NWEA execution and subgroup analysis ● creation of shared subgroup data trackers 	9th and 10th grade: <ul style="list-style-type: none"> ● weekly physical or virtual PLC meetings ● PLC leader supervision collaboration ● Instructional Coach support ● NWEA subgroup reports ● shared subgroup data trackers 	July-August, 2020
9th and 10th grade: <ul style="list-style-type: none"> ● bi-weekly skills measures ● mid-semester benchmark skills assessment ● individual teacher progress monitoring and differentiation 	9th and 10th grade: <ul style="list-style-type: none"> ● PLC meetings ● PLC leader supervision collaboration ● Instructional Coach support ● shared subgroup data trackers 	August-November, 2020
9th and 10th grade: <ul style="list-style-type: none"> ● end-of-semester benchmark execution and subgroup data analysis ● curriculum review and skills practice adjustments for semester 2 	9th and 10th grade: <ul style="list-style-type: none"> ● PLC meetings ● PLC leader supervision collaboration ● Instructional Coach support ● shared subgroup data trackers 	December, 2020
9th and 10th grade: <ul style="list-style-type: none"> ● winter NWEA execution and subgroup analysis ● bi-weekly skills measures ● mid-semester benchmark skills assessment ● individual teacher progress monitoring and differentiation 	9th and 10th grade: <ul style="list-style-type: none"> ● PLC meetings ● PLC leader supervision collaboration ● Instructional Coach support ● NWEA subgroup reports 	January-April, 2021

	<ul style="list-style-type: none"> ● shared subgroup data trackers 	
<p>9th and 10th grade:</p> <ul style="list-style-type: none"> ● spring NWEA execution and subgroup analysis ● end-of-semester benchmark execution and subgroup data analysis ● curriculum review and skills practice adjustments for 2021-2022 	<p>9th and 10th grade:</p> <ul style="list-style-type: none"> ● PLC meetings ● PLC leader supervision collaboration ● Instructional Coach support ● NWEA subgroup reports ● shared subgroup data trackers 	May, 2021
<p>Strategy Goal: Students in targeted subgroups will demonstrate 2% growth in understanding how inference and identifying central ideas makes meaning in nonfiction.</p>		<p>Evidence: NWEA, PLC-developed skills diagnostic and bi-weekly skills measures, pre/post benchmark assessment, curriculum audits and reviews, PLC subgroup data review and analysis via shared trackers</p>
Action Steps	Required Resources/PD	Timeline
<p>9th and 10th grade:</p> <ul style="list-style-type: none"> ● curriculum review and skills mapping ● subgroup identification ● skills diagnostic review, execution, and subgroup analysis ● fall NWEA execution and subgroup analysis ● creation of shared subgroup data trackers 	<p>9th and 10th grade:</p> <ul style="list-style-type: none"> ● weekly physical or virtual PLC meetings ● PLC leader supervision collaboration ● Instructional Coach support ● NWEA subgroup reports ● shared subgroup data trackers 	July-August, 2020
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	<ul style="list-style-type: none"> ● shared subgroup data trackers 	
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<p>9th and 10th grade:</p> <ul style="list-style-type: none"> ● spring NWEA execution and subgroup analysis ● end-of-semester benchmark execution and subgroup data analysis ● curriculum review and skills practice adjustments for 2021-2022 	<p>9th and 10th grade:</p> <ul style="list-style-type: none"> ● PLC meetings ● PLC leader supervision collaboration ● Instructional Coach support ● NWEA subgroup reports ● shared subgroup data trackers 	May, 2021
<p>Strategy Goal: Students in targeted subgroups will demonstrate 2% growth in understanding how vocabulary makes meaning in fiction and nonfiction.</p>		<p>Evidence NWEA, PLC-developed skills diagnostic and bi-weekly skills measures, pre/post benchmark assessment, curriculum audits and reviews, PLC subgroup data review and analysis via shared trackers</p>
Action Steps	Required Resources/PD	Timeline

<p>9th and 10th grade:</p> <ul style="list-style-type: none"> ● curriculum review and skills mapping ● subgroup identification ● skills diagnostic review, execution, and subgroup analysis ● fall NWEA execution and subgroup analysis ● creation of shared subgroup data trackers 	<p>9th and 10th grade:</p> <ul style="list-style-type: none"> ● weekly physical or virtual PLC meetings ● PLC leader supervision collaboration ● Instructional Coach support ● NWEA subgroup reports ● shared subgroup data trackers 	<p>July-August, 2020</p>
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<p>9th and 10th grade:</p> <ul style="list-style-type: none"> ● spring NWEA execution and subgroup analysis ● end-of-semester benchmark 	<p>9th and 10th grade:</p> <ul style="list-style-type: none"> ● PLC meetings ● PLC leader supervision 	<p>May, 2021</p>

<p>execution and subgroup data analysis</p> <ul style="list-style-type: none"> ● curriculum review and skills practice adjustments for 2021-2022 	<p>collaboration</p> <ul style="list-style-type: none"> ● Instructional Coach support ● NWEA subgroup reports ● shared subgroup data trackers 	
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Evidence-Based Interventions for Key Strategies - E/LA

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Professional Learning Communities

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

- <https://www.edweek.org/tm/articles/2015/10/02/professional-learning-communities-still-work-if-done.html>
- <https://eric.ed.gov/?id=ED410659>

Read 180

- Tier 1 and 2 intervention for 9th grade students with below grade level literacy skills
- Identification: RIT 209-218/Lexile Range 750-900, good attendance, low referral count, teacher recommendation (Semester 2)
 - 50+ students received intervention: Fall = 2-3 sections/18 students each; Spring = 3 sections/18 students each
- Programming: READ180 prescribed curriculum; READ180 trained teachers
- Progress Monitoring: Scholastic Reading Inventory; READ180 software usage data, NWEA (especially for identifying Semester 2 READ180 students)
- https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_read180_112916.pdf

NC3 (formerly NCTS)

- Tier 1 and 2 intervention for 9th grade students with identified academic and graduation risk factors
- Identification: 8th grade counseling recommendations, teacher referrals, NWEA and ELA data, students with behaviors that may need support, SEL support, some students with IEP's, ENL level 4-5
 - 5 sections of 18-20 students (100+ students)

- Programming: English 9CP curriculum with added social skills and academic supports, ELA teachers differentiate instruction for these students, smaller class sizes
- Progress Monitoring: data review monthly with class summative assessments, grades, NWEA data, and PLC discussion with teachers; decisions made each month to alter support to meet student needs

Literacy Skills Support Study Hall (LSS)

- Tier 2 for 10th grade students with below grade level literacy skills
- Target identification: NWEA RTI score 200-218, high attendance, low referrals, teacher recommendation, 9th grade English grade of A, B or C
 - 7 periods per day, 15-18 students per period (100+ students)
- Process/Program: Canvas-based locally-developed curriculum, weekly formative assessments with a pre/post-test model so students can work at their own level, re-teach skills for students who did not demonstrate mastery, built-in weekly incentives for students who demonstrate skills mastery
- Progress Monitoring: NWEA (235 RIT score to “graduate” out of program), standards-based tool for weekly formative assessments
- No grade or credit for this elective class (“opportunity intervention”), once students complete work they are permitted to use the time for study hall
- 6th class supervision for English teachers
- Supervised by 9th and 10th grade PLC leaders, Instructional Coach, Department Chair
- <https://docs.google.com/presentation/d/1Pw2n7nrD4ONqZxrnfqNg6WdQrq2k7PFembYQotEe0Fg/edit?usp=sharing>

Equitable Achievement Goal 1B

By 2024-2025, North Central High School will improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2% as measured by NWEA Math Proficiency.

North Central	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
Baseline (2018-19)	68%	51%	49%	89%	77%	29%	20%
2020-21	69%	53%	51%	90%	78%	31%	22%
2021-22	70%	55%	53%	91%	79%	33%	24%
2022-23	71%	57%	55%	92%	80%	35%	26%
2023-24	72%	59%	57%	93%	81%	37%	28%
2024-25	73%	61%	59%	94%	82%	39%	30%

Strategies

Goal #2: School Action Plan for the 2020-2021 School Year (Title Component 2, 4, and 9)

<p>Strategy: 100% of Math Lab teachers will determine targeted individual student growth areas on NWEA, and reteach areas of needed growth.</p>		
<p>Strategy Goal: Utilization of the Math Lab class to meet students where they are at in their NWEA math ability, grow them in their NWEA math ability, assist them to pass first year Algebra, gain two elective math credits for graduation, and improve their overall math NWEA ability to pass additional math classes later (ex: 2nd year Algebra).</p>		<p>Evidence --NWEA winter & spring tests -Dedicated time in the classroom for NWEA reteaching. -IXL Diagnostic Test</p>
Action Steps	Required Resources/PD	Timeline
Math Lab Teachers are to know and have students NWEA scores and growth areas	<ul style="list-style-type: none"> -Access to NWEA scores -Ability to pull data (how and what report) from NWEA -An understanding of how to determine growth category for student to work on next 	Monthly
Math Lab teachers will determine when and how to reteach to specific individual student NWEA growth area(s)	<ul style="list-style-type: none"> -IXL Math -BIM Textbook resources 	3 days a week
<p>Strategy Goal: 100% of classroom teachers will implement, determine targeted individual student growth areas on NWEA, and reteach areas of growth.</p>		<p>Evidence --NWEA winter & spring tests -Dedicated time in the classroom for NWEA reteaching.</p>
Action Steps	Required Resources/PD	Timeline
Teachers are to know and have students NWEA scores and growth areas	<ul style="list-style-type: none"> -Access to NWEA scores -Ability to pull data (how and what report) from NWEA -An understanding of how to determine growth 	Monthly

	category for student to work on next	
Individual teachers will determine when and how to reteach to specific individual student NWEA growth area(s)		-weekly

Evidence-Based Interventions for Key Strategies - Math

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

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continuous job-embedded learning for educators.

<https://link.springer.com/article/10.1007/s10833-006-0001-8>

<https://eric.ed.gov/?id=ED410659>

Math Lab

The Math Lab class at NCHS is an opportunity for students to meet students where they are at in their math ability, grow them in their math ability, assist them to pass first year Algebra, gain two elective math credits for graduation, and improve their overall math ability to pass additional math classes later (ex: 2ndyear Algebra). Students were determined by their Winter NWEA scores from 8th grade (NWEA Score between 214-229) . In order to be picked for the Math Lab class a student scored under the mean (average) for their normative NWEA score in math.

NC3 (formerly NCTS)

- Tier 1 and 2 intervention for 9th grade students with identified academic and graduation risk factors
- Identification: 8th grade counseling recommendations, teacher referrals, NWEA and math data, students with behaviors that may need support, SEL support, some students with IEP's, ENL level 4-5
- Programming: Algebra 1 curriculum with added social skills and academic supports, math teachers differentiate instruction for these students, smaller class sizes

- Progress Monitoring: data review monthly with class summative assessments, grades, NWEA data, and PLC discussion with teachers; decisions made each month to alter support to meet student needs

IXL Math

“IXL Math and IXL ELA meet the criteria for Tier II evidence-based interventions set by the U.S. Department of Education's Every Student Succeeds Act (ESSA).”

<https://www.ixl.com/ESSA/>

Equitable Achievement Goal 1C

By 2024-25, North Central will decrease behavior disruptive to the learning as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.

North Central	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
Baseline (2018-19)	2	877	150	111	92	179	66
2020-21	2	778	133	98	82	159	59
2021-22	2	733	125	93	77	150	55
2022-23	2	690	118	87	72	141	52
2023-24	1	650	111	82	68	133	49
2024-25	1	613	105	78	64	125	46

Strategies

Strategy: Strengthening our learning culture for all students.		
Strategy Goal: Provide a safe and disciplined learning environment in order to decrease classroom behaviors which result in office referrals and to reduce the relative risk ratio for African American students.		Evidence QAR data Discipline data Walkthroughs and Observations Progress Monitoring
Action Steps	Required Resources/PD	Timeline

The Resiliency Team and GLST will provide focused, data-driven Professional Development opportunities to address disparities in referrals among subgroups.	GLST/Resiliency Team Skyward Data Mines Great 8 Data	Ongoing, monthly PD opportunities
The Resiliency Team will work with an established RtII team to create multi-tiered systems of supports for students who demonstrate higher rates of referrals.	Resiliency/RtII Team Skyward Data Mines Great 8 Data	Ongoing
GLST will include data reflection as part of the meeting process to identify students who are in need of further interventions and supports.	GLST Skyward Data Mines Great 8 Data	GLST team meetings - biweekly to monthly

Hiring & Retention of a High Quality & Diverse Staff Goal 2A

By 2024-25 school year, NC will pursue and implement strategies to hire faculty who better represent the community that we serve.

Baseline and benchmark data may be established following a review and revision of Human Resources data collection in the recruitment and hiring process for our school.

Baseline Data: to be determined year 1

- Benchmarks:
- 2020-21:
 - 2021-22:
 - 2022-23:
 - 2023-24:
 - 2024-25:

Strategies

- Implement suggested action steps from the work of the District Diversity Advisory Council
- Collaborate with Human Resources to apply the gender-bias analysis software to job descriptions prior to posting
- Appropriate staff will participate in recruitment opportunities posed by Human Resources
- Implement and train interviewers on behavioral interviewing process from Human Resources where appropriate
- Review and analyze applicant, interview process and hire data for diversity

Partnership Goal 3A

By the 2024-25 school year, North Central will analyze family engagement feedback to determine areas of improvement by increasing the total level of parent and family participation in school programming as measured by the parent survey.

Baseline Data (2019): 6% of WT families completed a parent survey. (NC%)

Benchmarks:

2020-21: Increase percentage of participation with EOY survey by 5%

2021-22: Increase percentage of participation with EOY survey by 5%

2022-23: Increase percentage of participation with EOY survey by 5%

2023-24: Increase percentage of participation with EOY survey by 5%

2024-25: Increase percentage of participation with EOY survey by 5%

Strategies:

Goal #3: School Action Plan for the 2020-2021 School Year (Title Component 2, 4, and 9)

Strategy: Strengthening our community connections to provide resources for all learners.		
Strategy Goal: Diversify engagement with students, families, and the community through targeted, and varied efforts.		Evidence Parent Volunteers Back to School Surveys Community Event Attendance Spring Family Survey
Action Steps	Required Resources/PD	Timeline
Host one community event off campus each semester	NC Administration Team Community Partner	Early Fall 2020 - Identify a community partner to host an off site community event October 2020 - Host community event Spring 2021 - Host second community event
Recruit diverse and new members for school and community based leadership groups	PTO Athletic Boosters Performing Arts Student Leadership	Ongoing
Implement a parent survey in the spring to gather data regarding communications, outreach and partnerships with families to	NC Administration Team Technology Support	Fall 2020 - Compose survey Spring 2021 - Distribute survey to families

determine areas of improvement. This year's survey will create baseline data for future goals.		Spring 2021 - Analyze and reflect on data with NC admin team
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APPENDICES

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.

School Improvement Plan Timeline

QA of SIP	Q1	Q2	Q3	Q4
SIP Deployment			X	
SIP Development by School Improvement Committee	X	X	X	X
SIP Progress Monitored by Quality Assurance Team	X		X	X
SIP Submitted for Superintendent and Cabinet Review including Title One Compliance			X	
Feedback Submitted to School	X		X	X
Professional Development Approved by WT Education Association				X

SIP Submitted to Superintendent, Cabinet, and School Board				X
School Board Approves SIP	Sept. SB Meeting			
SIP Submitted to State	October 1			

Description of Curriculum

MSDWT evaluates curriculum every six years in conjunction with the 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 and are reviewed annually.

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.

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.

Definitions

Quality Assurance Reviews

The principal will meet with the Teaching and Learning Division in three Quality Assurance Reviews annually to report progress on the School Assessment Measures as well as the Goal

Action Plan. The principal will be provided feedback and offered support on progress towards achieving their goals.

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.

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. And, the SIP team may select additional Action Steps.

Strategy Goal: This section sets the level of deployment, fidelity, or level of classroom use for each goal.

Strategy Action Steps – Instructional Strategies refers to the identified way of delivering instruction and facilitating student learning within a given framework. Action Steps refer to the steps that are necessary to reach the goal. Schools may differ in their needed area of focus within a content area.

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.

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.

School Scorecard



Indicator	District Targets									School Targets											
	2016-2017			2017-2018			2018-2019			2019-2020			2019-2020								
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Met	Winter	Met	Spring	Met			
Attendance Rate	94.6	94.3	94.4																94.8		
Student Enrollment	3773	3705	3777																		
Discipline																					
Number of Students Suspend	401	427	422																422		
Number of Students Expelled	41	35	35																35		
Academic Ability																					
Report Card	B-F	B-C	A																A		
Graduation																					
Senior Graduation Rate	87.9	90.1	89.4																91.1		
STEM/AGARV																					
STDP+ Math Pass Rate (Overall)	79.9	84.9	80.2	71.8	80.7	77.5													80.2		
STDP+ ELA Pass Rate (Overall)	79.9	84.9	80.2	56.8	55.7	54.2													55.8		
LEARN Biology (Overall)	79.9	84.9	80.2	73.8	50.6	44.8													49.6		
STDP+ 10 Math Pass Rate	79.9	84.9	80.2	81.8	80.7	77.5													80.0		
STDP+ Math Pass Rate (SPED)	79.9	84.9	80.2	8.4															11.7		
STDP+ Math Pass Rate (EL)	79.9	84.9	80.2	2.2															4.7		
STDP+ 10 ELA Pass Rate	79.9	84.9	80.2	56.8	57.7	54.2													57.6		
STDP+ ELA Pass Rate (SPED)	79.9	84.9	80.2	73.2	22.2	20.5													28.6		
STDP+ ELA Pass Rate (EL)	79.9	84.9	80.2	4.5															6.5		
LEARN Biology	79.9	84.9	80.2	73.8	50.6	44.8													51.8		
LEARN Biology (SPED)	79.9	84.9	80.2	19.2	20.1	16.5													21.8		
LEARN Biology (EL)	79.9	84.9	80.2	14.6		6.9													12.8		
WVCA Proficiency (All Grade Levels)																					
WVCA Math (9-12)	59.9	74.9	75.100	50.3	55.5	60.5	28.4	27.7	30.8	40.9	40.5	48.8	41.9	41.1	42	43	43	47	47		
WVCA Reading (9-12)	59.9	74.9	75.100	68.6	73.2	75.9	58.8	61.3	63.3	59.2	62.0	61.9	61.4	66.2	64	67	67	69	69		
WVCA Grade 9 Math	59.9	74.9	75.100	56.4	60.7	63.3	36.9	36.8	38.3	44.3	43.7	47.3	49.2	45.5	48	49	49	51	51		
WVCA Grade 10 Math	59.9	74.9	75.100	48.1	53.8	61.4	24.1	22.0	24.6	46.1	41.7	47.3	49.8	46.1	41	41	46	47	47		
WVCA Math (SPED)	59.9	74.9	75.100	15.7	28.4	32.8	9.0	15.0	15.0	12.6	10.6	17.3	13.0	16.7	14	20	20	24	24		
WVCA Math (EL)	59.9	74.9	75.100	12.1	14.2	11.1	2.5	4.7	4.8	5.1	4.8	5.3	5.6	4.5	8	10	10	16	16		
WVCA Grade 9 Reading	59.9	74.9	75.100	64.3	71.0	75.8	57.7	59.9	60.4	60.0	60.9	63.6	61.7	65.2	63	66	66	69	69		
WVCA Grade 10 Reading	59.9	74.9	75.100	73.1	75.9	78.9	60.1	63.2	66.8	59.6	63.3	66.3	61.6	67.5	66	69	69	70	70		
WVCA Reading (SPED)	59.9	74.9	75.100	26.2	40.3	43.7	24.2	24.2	21.4	22.8	24.5	28.2	26.1	28.7	28	32	32	33	33		
WVCA Reading (EL)	59.9	74.9	75.100	12.8	16.2	16.7	7.7	13.1	15.7	10.6	12.8	13.8	11.8	16.3	13	16	16	17	17		
WVCA Grade 9 (All Grade Level)																					
WVCA Math (9-12)	49.9	54.9	55.100	61.3	62.8	63.8	33.8	34.3		52.8	56.4		46.0		58	58	58	60	60		
WVCA Reading (9-12)	49.9	54.9	55.100	61.8	61.8		60.2	59.7		56.4	57.8		56.8		61	61	61	62	62		
WVCA Grade 9 Math	49.9	54.9	55.100	58.9	61.7	65.3	33.2	35.3		52.3	55.0		41.6		57	57	57	60	60		
WVCA Grade 10 Math	49.9	54.9	55.100	63.2	65.7	69.9	54.7	59.9		53.3	57.0		50.6		58	58	58	60	60		
WVCA Math (SPED)	49.9	54.9	55.100	25.6	39.9	49.9	11.1	13.3		32.8	40.0		17.9		39	39	39	39	39		
WVCA Math (EL)	49.9	54.9	55.100	22.5	28.1	33.8	3.9	5.9		22.7	31.0		18.6		40	40	40	37	37		
WVCA Grade 9 Reading	49.9	54.9	55.100	58.4	61.0	61.1	63.0	61.1		58.4	60.0		54.5		62	62	62	65	65		
WVCA Grade 10 Reading	49.9	54.9	55.100	64.2	68.5	71.1	57.1	58.6		54.1	57.4		59.1		60	60	60	58	58		
WVCA Reading (SPED)	49.9	54.9	55.100	27.1	35.0	40.9	17.4	18.6		48.2	55.5		11.8		50	50	50	50	50		
WVCA Reading (EL)	49.9	54.9	55.100	24.7	32.4	37.1	6.0	11.1		54.8	60.6		35.8		51	51	51	50	50		