




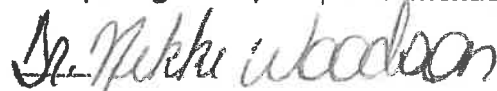
Metropolitan School District of Washington Township
"Superior Schools in a Supportive Community"


In Accordance with Public Law 221
School Improvement Plan
2023-2024



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, Daniel Mendez


Superintendent Signature, Dr. Nikki Woodson


School Board President Signature, Deirdre George Davis

9-18-23

Date

9-13-23

Date

9-13-23

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

Equitable, Affirming, Responsive

[MSDWT Strategic Plan 2020-2027 Link](#)

School Improvement Team and Participation

School Improvement and Schoolwide Planning Team

Brian Davis - Associate Principal

Dustin Steveson - Dean of Students

Desmund Jones - Dean of Students

Fontini Moore - Dean of Students

Jason Berkholz - Teacher/Math Department Chair

Greg Lineweaver - Teacher/English Department Chair

Chris Vermilion - Teacher/Social Studies Department Chair

Lynn Schopp - Teacher/Science Department Chair

Suzanne Zybert - Coordinator of Alternative Programs and District Partnerships

Hwa Tsu - Teacher/WTEA representative

Hillary Freeman - Teacher/WTEA representative

Emily Kaiser - Parent/Executive Director of The Advancement Center for MSDWT

Stephanie Ralston - Parent

School Improvement Schoolwide Planning Team Meeting Dates:

- August: SIP final draft readthrough and feedback
- November: Quarter 2 progress report
- February: Quarter 3 progress report
- April: Quarter 4 progress report
- May: End-of-year SIP review and reflection

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

PTO - ENL Liaison	Administration, staff, parents, and students	July through May
PTO - Social Worker Liaison	Administration, staff, parents, and students	July through May
Volunteer Staffing Support	Parents, students, staff	Daily, weekly and monthly depending on the need.
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
Back to School Night	PTO, Department Chairs, Administration, Teachers, Guidance Counselors	August
NC Open House	Administration, PTO, Department Chairs, Teachers, Guidance Counselors	November
PTO AM Meetings	PTO, NC Parents, Principal Dr. Mendez	August - May monthly
PTO PM Meetings	PTO, NC Parents, Principal Dr. Mendez	August - May monthly
PTO Executive Board	PTO Executive Board, NC Parents, Principal Dr. Mendez	August - May monthly
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
Panther Prep	Administration, staff, parents and students	August, annually
General PTO meetings	Parents, administration	September, March
Parent Prep (9th grade parent orientation affiliated with PatherQuest)	Parents	July

Strategies to Increase Parent Participation

- ParentSquare – consistent communication across languages and platforms
- NCHS Webpage – passive dynamic and responsive communication platform
- Grade Level Support Team webinars – targeted grade-level specific information for families
- Naviance Communication and Counseling webinars – direct communication from the NCHS counseling department guiding families through post-secondary education thinking and processes

- Panorama Survey – provides opportunity for parent voice and ability to administratively disaggregate that voice
- Meetings with the Principal – all parents are invited to quarterly in-person and/or virtual informational meetings during which school events and activities are discussed.

Comprehensive Needs Assessment

Three-year Trend Data

Suspensions/Expulsions		
	Suspensions	Expulsions
2020-2021	48	3
2021-2022	742	43
2022-2023	708	23

Suspensions/Expulsions by Sub-Group			
	2020-2021	2021-2022	2022-2023
American Indian	0	0	0
Asian	3	3	6
Black	31	519	467
Hispanic	6	146	122
Multi-racial	1	47	58
White	10	70	78
Female	11	289	296
Male	40	486	435
IEP - YES	17	195	168
IEP - NO	34	590	563

Enrollment by Ethnicity			
	2020-2021	2021-2022	2022-2023
American Indian	0.2%	0.2%	0%
Asian	3.7%	3.7%	3.8%

Black	38.2%	37.4%	37.3%
Hispanic	19.0%	20.5%	21.6%
Multi-racial	6.3%	6.3%	6.6%
White	32.6%	31.9%	30.5%

Enrollment by Free/Reduced/Paid Lunch

	2020-2021	2021-2022	2022-2023
Free/Reduced Lunch	46.6%	50.5%	52.8%
Paid Lunch	53.4%	49.5%	47.2%

Attendance

	2020-2021	2021-2022	2022-2023
Attendance Rate	92.5%	94.4%	93.6%
Number of Unexcused Absences	38,907.5	18,718.0	21,753.0

Graduation Rate

	2020-2021	2021-2022	2022-2023
Graduation Rate	91.7%	89.99%	92.87%

ISTEP+ English/Language Arts Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
22-23 (SAT)	53%	45%	57%	53%	88%	60%	20%	5%	
21-22 (SAT)	47%	35%	48%	35%	87%	59%	20%	1%	52%
20-21	58%	42%	58%	40%	85%	77%	21%	4%	44%

- State designated minimum scores of ERW 480 and Math 530 have been used for pass rate

ISTEP+ Mathematics Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
22-23	32%	16%	39%	22%	71%	20%	13%	1%	

(SAT)									
21-22 (SAT)	30%	18%	39%	17%	65%	37%	6%	1%	32%
20-21	27%	9%	47%	14%	57%	23%	4%	3%	13%

- State designated minimum scores of ERW 480 and Math 530 have been used for pass rate

Comprehensive Needs Assessment Summary

	Summary of Strengths: What were the identified strengths?	Summary of Needs: What were the identified needs?	Priorities: What are the priorities for your school?
Demographics	North Central is closely following the changing demographic profile of its students and families in order to (1) embrace and celebrate the increasing diversity as a strength and (2) ensure that all students' academic and SEL needs are identified, tracked, and met.	North Central needs to continue to develop effective support for students in poverty, students learning to acquire the English language, and the needs of our Students of Color.	To provide increasingly effective academic, social, and emotional support for our students most in need based on disaggregated subgroup data.
Attendance	3-year overall average was 93.5%.	North Central needs to continue to disaggregate student attendance data to identify attendance barriers for students in poverty, students learning to acquire the English language, and Students of Color	North Central uses the Grade Level Support Team and all of its resources (Counselor, Administration, Social Worker, Graduation Coach, Student Support Specialist, Attendance Dean) to strategically engage and support those who are habitually missing school.
Student Achievement	Overall, SAT results showed growth in both EBW (53.4% passing, up 6.1% from last year) and Math (31.9%	Although scores indicated growth in overall passing rates, North Central has room for growth in achievement among	NCHS has revised the PLC process in place to be more attune to student learning outcomes. This work will provide a tightly

	passing, up 1.4% from last year).	specific subgroups, particularly students with an IEP, non-native speakers, and students of color.	aligned curriculum with common assessments, which should assist in identifying and addressing areas for academic growth.
School Culture and Climate	Intentional and systematic professional development opportunities, GLST focus on student needs, increased opportunity for teacher engagement in supporting students, and an overall focus on relaying clear expectations to students and staff in order to re-align the focus of the building.	Partner with instructional coaches to foster growth of Elevate Core Target practices across the building. Continue to develop the effectiveness and alignment of GLST work for MTSS interventions. Increase effectiveness of tools (student data collection, teacher observation, etc.) used to measure teacher proficiency and growth.	Focus on alignment with Elevate Core Target practices and supporting the unique needs of all students. Facilitate systems of open communication and dialog between all stakeholders through intentional opportunities for feedback such as Panorama surveys and through outreach such as Grade Level Support Team webinars and social media.
Staff Quality/Professional Development	Strong professional development opportunities exist within the district in alignment with our major initiatives such as Professional Learning Communities, and Elevate Core Target practices.	Continue to develop and support professional development that is specifically and intentionally aligned to our school improvement plan, especially in the areas of Pedagogy, PLCs, and Elevate Core Target Practices.	Continued focus on PLCs and Elevate Core Target practices across all content areas to ensure all teachers are confident and competent in using Elevate practices in their classrooms. Intentional work onboarding new teachers through New Teacher Academy and department work.
Curriculum, Instruction, Assessment	The availability of instructional coaches and the collaboration with district administration and building content leaders (department	Understanding how the IN Academic Standards inform and work with the IN College and Career Readiness Standards, and bridging those two sets of	Continued focus in PLC work on deepening understanding of the SAT assessment and how we can best prepare our students for success.

	chairs). Increasing emphasis on work-based learning opportunities (such as the MAP program).	standards to the 11th grade SAT assessment.	
Family and Community Involvement	Strong parent and community support and involvement. Parents present in building and community members actively supporting the goals of North Central High School.	More strategic involvement with parents in alignment with the Elevate District Strategic Plan (2020-2025). This includes targeted support of students in subgroups and of students in academic need through effective mentors and tutoring resources. More opportunities to engage with historically marginalized families.	Targeted outreach through a variety of mediums (ParentSquare, social media, school website, etc.); utilization of virtual community opportunity events; Back to School Night; 8th grade Curriculum Night; Grade Level Support Team outreach and webinars; Naviance; Panorama surveys; Principal meetings with parents and families.
Technology	Technology access and support overall continues to be very strong as evidenced by Project Lead the Way courses, the one to one Chromebook initiative, computer carts, building level Wi-Fi, system upgrades, and increased teacher competency with virtual learning platforms - particularly Canvas.	Consistency in the implementation of system changes, use of one-to-one technology in in-person classrooms, and teacher use of technology-based instructional strategies (through Canvas and other online platforms or applications).	Continued professional development for staff that supports curriculum and technology integration, as well as implementation of accountability measures for effective technology integration.

Priority Goal Summary and Decision Making Process

The following is a summary of the goals encompassed in this plan for the 2023-24 school year. The details of each goal are available in the next section.

Priority #	Goal Statement
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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: Maintain or increase graduation rate for all racial subgroups. Maintain or improve graduation rate for all racial subgroups, Asian - 0.7%, Black - 3.8%, Hispanic - 7.7%, Multi-Racial - 0.0%, White - 1.0%</i></p> <p><i>Goal 1B: 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> <p><i>Goal 1D-ELA: Improve the academic achievement for all subgroups as measured by SAT ELA proficiency</i></p> <p><i>ELA: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%</i></p> <p><i>Goal 1D-Math: Improve the academic achievement for all subgroups as measured by SAT math proficiency</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%</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 2B: Improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</i></p>
3	<p><u>Priority 3 - Partnerships</u> - Strengthen our partnership with students, families and community stakeholders to achieve our mission of academic success for all students and to demonstrate our District values.</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>

Cultural Responsivity

North Central High School will focus on proactive discipline, culturally responsive (CR) teaching, and response to instruction and intervention in efforts to meet the needs of students. Culturally responsive educators intentionally focus on methods to improve learning partnerships with students. To foster strong partnerships, educators must be aware of harbored biases that manifest into classroom environments and examine conditions for learning. Within professional learning communities, team and

staff meetings, educators will reflect on their practices with an equity lens and analyze data to inform action plans for students. An equity lens questions why particular groups are marginalized and disparities exist in data, focusing more on internal structures of school. Behavior is a form of communication and responsive educators proactively work to identify the conditions that lend to positive behavioral responses. Culturally responsive practices cannot happen in absence of equity and understanding the complex needs of students.

Decision Making Process

The English Language Arts and Math goals were set with a general goal of increasing our performance approximately 3% per year over the next three years. National annual growth is reportedly around 2% per year and it is understood that as we continue to increase our performance that annual year over year growth becomes significantly more challenging. Additionally, the removal of ISTEP as a graduation requirement and the transition to the SAT in its place creates invalid data comparisons for certain growth measures. Furthermore, given our focus on the PLC process and data-driven instruction, our focus has been deliberately narrowed to push for success with this process and approach.

School Improvement Action Plan

Equitable Achievement Goal 1A

Equitable Achievement Goal 1A										
<i>By 2026-2027, maintain or increase graduation rate for all racial subgroups.</i>										
School Data	Asian		Black		Hispanic		White		Multi-Racial	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	97.3%		86.2%		80.3%		95.6%		100.0%	
20-21	97.5%	93.8%	87.5%	90.4%	83.0%	87.4%	95.8%	95.2%	100.0%	93.2%
21-22	97.1%		88.5%	88.1%	85.0%	88.1%	96.0%	93.5%	98.3%	91.8%
22-23 Prelim Until Oct 31	97.3%	93.2%	88.8%	95.7%	85.6%	91.7%	96.1%	97.5%	98.7%	95.6%
23-24	97.5%		89.1%		86.2%		96.2%		99.1%	
24-25	97.7%		89.4%		86.8%		96.3%		99.5%	
25-26	97.9%		89.7%		87.4%		96.4%		99.9%	
26-27	98.0%		90.0%		88.0%		96.6%		100.0%	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No										

Progress Toward Benchmark Goal

NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts

Goal 1A: Action Plan for the 2023-2024 School Year

Strategy: Provide additional opportunities for students to fulfill graduation-related requirements			
Action Steps	Required Resources/PD	Timeline	Evidence
Increase graduation pathways and access points to High Ability classes	<ul style="list-style-type: none">• Data compiled by the AP/IB program Coordinators for review• Meeting times with AP/IB teachers• MAP program as pathway• Look at the development of Pathways for state approval• Increased focus on recruiting and retention in the Cohort homeroom program	<ul style="list-style-type: none">• 1st semester - Review data with AP teachers• 2nd semester - work with teachers and coordinators to promote course enrollment• Provide additional opportunities for Edmentum pathways	<ul style="list-style-type: none">• Increased graduation rate for subgroups• Increased opportunities for Pathway options• Increase in AP tests administered for subgroups• Increase in racial diversity in AP classes• Reduce need for waivers based on inequitable grading policies
Increase credit recovery opportunities	<ul style="list-style-type: none">• Teacher recommendations• Curriculum for credit recovery courses• Assign students to Edmentum beyond school day• Increase participation in the GOT program by 25%.• Increased focus on credit extension for core courses• Develop a credit recovery plan for fall to	<ul style="list-style-type: none">• Spring 2023 - Identify students for Algebra Lab and LSS courses• Summer 2023 - GLST check schedules for Edmentum opportunities• As needed - Students enrolled in credit recovery courses	<ul style="list-style-type: none">• Increase in credits earned via credit recovery and Edmentum courses• Availability of credit recovery for winter break• Increase in graduation rates for subgroups

	spring semester		
Work with grade-level assistant principals to tightly align expectations of GLST work	<ul style="list-style-type: none"> ● Feedback from assistant principals ● Review of data collected for alignment 	<ul style="list-style-type: none"> ● Feedback gathered in spring of 2023 ● Clear expectations for data points to be implemented in fall of 2023 ● Review and revise in spring of 2024 	<ul style="list-style-type: none"> ● All subgroups move into alignment with goal rate ● Growth in rate for all subgroups

Equitable Achievement Goal 1B

Equitable Achievement Goal 1B																
By 2026-2027, decrease behavior disruptive to the learning environment as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.																
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL		All	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	2		877		150		111		92		179		66		1234	
20-21	2	4	833	50	143	8	105	8	87	5	170	12	63	6	1172	75
21-22	2	9	791	590	135	154	100	83	83	62	162	206	60	145	1114	898
22-23	2	3	752	632	129	91	95	103	79	93	153	208	57	74	1058	922
23-24	2		714		122		90		75		146		54		1005	
24-25	2		679		116		86		71		139		51		955	
25-26	1		645		110		82		68		132		49		907	
26-27	1		612		105		78		64		125		46		862	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal																
NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts																

Goal 1B: Action Plan for the 2023-2024 School Year

Strategy: North Central will continue to decrease office referrals in the areas of continuous class disruption, disrespect and refusal to comply.			
Action Steps	Required Resources/PD	Timeline	Evidence
Professional Development will focus on developing understanding and implementation of Elevate Core Target practices and equitable practices.	<ul style="list-style-type: none"> • Ongoing PD focused on Elevate Core Target practices incorporated into Tuesday mornings • Academic data reflecting student achievement • Great 8 data 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Decrease in behavioral referrals • Increased evidence of Elevate Core Target practices in classroom observations
GLST teams will provide academic, behavioral and social support while developing a vision for how to proactively teach behaviors and intervene to minimize disruptive behaviors.	<ul style="list-style-type: none"> • Great 8 data • Attendance data • Credit deficient data • Counselor/teacher recommendations • Parent outreach 	<ul style="list-style-type: none"> • Weekly - GLST meetings • Regularly - Parent Webinars • Student convocations to provide clear expectations • Yearly - Counselors meet with students to review 4 year plan • As needed - GLST meets with identified students 	<ul style="list-style-type: none"> • Decrease in behavioral referrals • Increased attendance rate • Increased instruction time • Decrease in peer conflict • Increase in credits earned
MTSS work will live primarily in the GLST space, with tightly aligned expectations for monitoring student needs	<ul style="list-style-type: none"> • GLST guidance and expectations • Student Support Specialists work with identified students • Student data • Achievement data 	<ul style="list-style-type: none"> • Weekly - GLST meetings • Student support specialists intervene to support specific student needs identified by GLST • Ongoing - classroom walks 	<ul style="list-style-type: none"> • Decrease in behavioral referrals • Increased attendance rate • Increased instruction time • Increase in credits

		and PD with leadership to develop Tier 1 consistency	earned
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Equitable Achievement Goals 1D-SAT EBRW

Equitable Achievement Goal 1D - EBRW														
By 2026-2027, improve academic proficiency for all subgroups as measured by SAT Grade 11 EBRW proficiency.														
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
21-22 (BL)	38.5%		27.7%		28.7%		80.9%		48.5%		19.2%		2.5%	
22-23	39.5%	53.3%	29.3%	32.5%	30.3%	34.9%	81.9%	83.0%	49.5%	54.5%	20.2%	20.2%	4.0%	5.1%
23-24	40.5%		30.9%		31.9%		82.9%		50.5%		21.2%		5.5%	
24-25	41.5%		32.5%		33.5%		83.9%		51.5%		22.2%		7.0%	
25-26	42.5%		34.1%		35.1%		84.9%		52.5%		23.2%		8.5%	
26-27	43.5%		35.7%		36.7%		85.9%		53.5%		24.2%		10.0%	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal														
NOTE: SAT Grade 11 testing began in SY 21-22														

Goal 1D- SAT EBRW: School Action Plan for the 2023-2024 School Year

Strategy: Grades 9, 10 and 11 students in targeted subgroups will improve Indiana “power standards” skills targeting how meaning is made in fiction and nonfiction.			
Action Steps	Required Resources/PD	Timeline	Evidence
Rebranding the SAT as a building-based focus since the exam encompasses all core content areas.	<ul style="list-style-type: none"> Develop a building-wide understanding of what is on the test Provide clear messaging that the test is a reflection of the building as a whole 	Ongoing	<ul style="list-style-type: none"> Communication within departments and building Growth in SAT achievement
English 9, 10, and 11 curriculum alignment will need to develop an understanding of both SAT style questions and the new state standards in order to align their work with both.	<ul style="list-style-type: none"> English Department Meetings PLC meetings English breakdown of questioning approaches on SAT 	Ongoing	<ul style="list-style-type: none"> Meeting minutes and materials Classroom observations Elevate observations
The PLC process must continue to develop so that reteaching is occurring in a consistent manner across classrooms to fill gaps in learning. Additionally, pacing guides, common summative assessments, and common formative assessments should be considered required resources as this work progresses.	<ul style="list-style-type: none"> PLC meetings Priority standards Student data Pacing guides Common summative/formative Assessments 	<ul style="list-style-type: none"> English Department Leadership Team Meeting - bi-weekly PLC meeting - weekly 	<ul style="list-style-type: none"> PLC meeting minutes Priority Standards readily available Intervention course data Student data

Equitable Achievement Goals 1D-SAT Math

Equitable Achievement Goal 1D - Math														
By 2026-2027, improve academic proficiency for all subgroups as measured by SAT Grade 11 Math proficiency.														
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
21-22 (BL)	33.3%		14.3%		12.2%		58.5%		30.3%		5.8%		1.3%	
22-23	34.3%	36.7%	15.9%	9.3%	13.8%	13.7%	59.5%	62.6%	31.3%	29.5%	6.8%	13.8%	3.1%	1.4%
23-24	35.3%		17.5%		15.4%		60.5%		32.3%		7.8%		4.9%	
24-25	36.3%		19.1%		17.0%		61.5%		33.3%		8.8%		6.7%	
25-26	37.3%		20.7%		18.6%		62.5%		34.3%		9.8%		8.5%	
26-27	38.3%		22.3%		20.2%		63.5%		35.3%		10.8%		10.0%	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal														
NOTE: SAT Grade 11 testing began in SY 21-22														

Goal 1 D- SAT Math: School Action Plan for the 2023-2024 School Year

Strategy:

Grades 9 and 10 students in targeted subgroups will improve “Priority Standards” in Algebra I, Geometry, & Algebra II as well as determine targeted individual student growth areas as determined by NWEA and SAT Math.

Action Steps	Required Resources/PD	Timeline	Evidence
Rebranding the SAT as a building-based focus since the exam encompasses all core content areas.	<ul style="list-style-type: none"> Develop a building-wide understanding of what is on the test Provide clear messaging that the test is a reflection of the building as a whole 	Ongoing	<ul style="list-style-type: none"> Communication within departments and building Growth in SAT achievement
Algebra I, II, and Geometry PLCs will need to develop an understanding of how the math associated with the SAT aligns with new state standards and how both can be incorporated into what is occurring in their classrooms.	<ul style="list-style-type: none"> Math Department Meetings PLC meetings Math breakdown of skills on SAT Increasing rigor by designing lessons with appropriate Depth of knowledge 	Ongoing	<ul style="list-style-type: none"> Meeting minutes and materials Classroom observations Elevate observations
The PLC process must continue to develop so that reteaching is occurring in a consistent manner across classrooms to fill gaps in learning. Additionally, pacing guides, common summative assessments, and common formative assessments should be considered required resources as this work progresses.	<ul style="list-style-type: none"> PLC meetings Priority standards Student data Pacing guides Common summative/formative Assessments 	Weekly	<ul style="list-style-type: none"> PLC meeting minutes Priority Standards readily available Intervention course data Student data

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

Hiring and Retention of a High Quality and Diverse Staff Goal 2B		
<i>By 2024-2025, improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</i>		
	Goal	Result
2015-2020 (BL)	10.8%	
2020-21	10.0%	8.2%
2021-22	9.0%	12.6%
2022-23	8.0%	12.1%
2023-24	7.0%	
2024-25	6.0%	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal		

Strategies

- MSDWT will provide implicit bias training for staff (included in the onboarding process) in order to foster an inclusive and collegial work environment for all staff.
- The HR department will establish an advisory employees and community members who provide insight into strategy development and adjustment.
- Enhanced exit interview procedure and conducting stay interviews for a select number of staff annually. The data collected from these interviews should be used to make adjustments to existing practices.
- Data for specifically targeted subgroups of staff will be analyzed to make sure that specific groups are not leaving the district disproportionately or for unique reasons.

Partnership Goal 3A

Partnerships Goal 3A		
<i>By 2024-2025, 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>		
	Goal	Result

2018-19 (BL)	6.0%	
2020-21	11.0%	9.1%
2021-22	16.0%	20.0%
2022-23	21.0%	13.9%
2023-24	26.0%	
2024-25	31.0%	
<i>Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal</i>		

Goal 3A: School Action Plan for the 2023-2024 School Year

Strategy: Strengthening our community connections to provide resources for all learners.			
Action Steps	Required Resources/PD	Timeline	Evidence
Panorama Parent Survey information and marketing/promotional campaign designed to help families understand what the surveys are, why they are important, and how the results will be used.	ParentSquare, social media, NCHS website, webinars, GLST marketing, print mailing, targeted reachout	August and ongoing	Universally increased responses across subgroups.
Execute Panorama NCHS Parent Survey effectively with focus on equitable participation by all stakeholders. Minimally, the NCHS Parent Survey should be facilitated two times, at the beginning and end of the school year. Stakeholder growth areas will be identified after the first survey for emphasis on the second survey. Particular emphasis will be placed on increasing participation by Black/AA and Hispanic/Latino families.	Panorama survey tool with ability to execute a survey multiple times a year.	August, May	Survey participation - see data move back in a positive trend from this year's breakdown: (Asian - 3% to 2%, Black - 17% to 16%, Hispanic/Latino - 9% to 6%, White - 64% to 68%, Two or more - 3% to 5%, and Other - 4% to 3%)
Use data for review with the administration and MTSS team to celebrate successes and grow from	Panorama survey training PD so that all members of the team	August, monthly meetings after	MTSS committee, meeting agendas and notes,

our challenges, as evidenced by the data.	understand how to read the data generated by the Panorama parent surveys.	creation	response implementation items
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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

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

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 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.

[Link to School QAR Document](#)

[Link to IDOE CNA-SIP Template](#)