




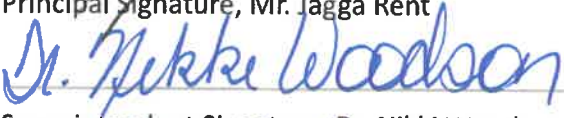
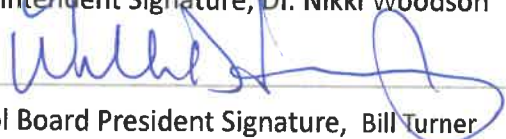
Metropolitan School District of Washington Township
"Superior Schools in a Supportive Community"

In Accordance with Public Law 221

School Improvement Plan
2024-2025



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

	<u>9.12.2024</u>
Principal Signature, Mr. Jagga Rent	Date
	<u>9/11/24</u>
Superintendent Signature, Dr. Nikki Woodson	Date
	<u>9/11/2024</u>
School Board President Signature, Bill Turner	Date

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

Table of Contents

Purpose and Direction

- [Purpose](#)
- [MSDWT Mission Statement](#)
- [MSDWT Vision Statement](#)
- [MSDWT Strategic Plan 2020-2027](#)

School Improvement Team and Participation

- [School Improvement and Schoolwide Planning Team](#)
- [Description of Parent Involvement and Participation to Support Goals](#)

Comprehensive Needs Assessment

- [Three-year Trend Data](#)
- [Comprehensive Needs Assessment Summary](#)
- [Priority Goal Summary and Decision Making Process](#)

School Improvement Priorities

- [Equitable Achievement Goal 1A](#)
- [Equitable Achievement Goal 1B](#)
- [Equitable Achievement Goal 1D - SAT EBWR](#)
- [Equitable Achievement Goals 1D Math](#)
- [Hiring & Retention of a High Quality & Diverse Staff Goal 2B](#)
- [Partnerships Goal 3A](#)

Appendices

- [Using Results for Continuous Improvement](#)
- [Definitions](#)
- [Link to School QAR Document](#)
- [Link to IDOE CNA-SIP Template](#)
- [NC SIP Feedback](#)

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

Jagga Rent - Principal
Brian Davis - Associate Principal
Dustin Steveson - Dean of Students
Justice Williams - Dean of Students
Fontini Moore - Dean of Students
Krystal Morrisey - Assistant Principal
Nick Brewer - Assistant Principal
Kristie Corn - Assistant Principal
Alex Brownell - Assistant Principal
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
Hillary Freeman - Teacher/WTEA representative

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	November
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
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	July, 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 newsletters – targeted grade-level specific information for families
- Use of new College and Career platform, Xello – 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
2023-2024	663	14
2022-2023	698	23
2021-2022	750	21

Suspensions/Expulsions by Grade

	2021-2022	2022-2023	2023-2024
9	337	303	212
10	205	214	215
11	141	140	146
12	88	64	104

Suspensions/Expulsions by Sub-Group

	2021-2022	2022-2023	2023-24
American Indian	0	0	0
Asian	3	6	12
Black	502	457	446
Hispanic	144	122	103
Multi-racial	45	58	44
White	77	78	72
Female	289	286	273
Male	486	435	404
IEP - YES	197	162	166
IEP - NO	574	559	511

Enrollment by Ethnicity

	2021-2022	2022-2023	2023-24
American Indian	0.2%	0%	0.2%

Asian	3.7%	3.8%	4.0%
Black	37.4%	37.3%	37.5%
Hispanic	20.5%	21.6%	21.8%
Multi-racial	6.3%	6.6%	6.2%
White	31.9%	30.5%	30.2%

Enrollment by Free/Reduced/Paid Lunch

	2021-2022	2022-2023	2023-24
Free/Reduced Lunch	50.5%	52.8%	56.3%
Paid Lunch	49.5%	47.2%	43.7%

Attendance

	2021-2022	2022-2023	2023-24
Attendance Rate	94.4%	93.6%	94.5%
Number of Unexcused Absences	18,718.0	21,753.0	16,847.0

Graduation Rate

	2021-2022	2022-2023	2023-24
Graduation Rate	89.99%	92.87%	*90.39%

SAT Evidence-Based Reading and Writing Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
23-24	46%	29%	41%	30%	82%	67%	13%	3%	
22-23	53%	45%	57%	53%	88%	60%	20%	5%	
21-22	47%	35%	48%	35%	87%	59%	20%	1%	52%

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

SAT Mathematics Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
23-24	24%	6%	24%	12%	57%	28%	2%	1%	

22-23	32%	16%	39%	22%	71%	20%	13%	1%	
21-22	30%	18%	39%	17%	65%	37%	6%	1%	32%

- 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 94.2%.	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. Additionally, with the removal of the old tardy room procedures, student attendance data should improve as the expectation is for students to be in class.	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 a trend downward with scores dropping across all	After a year of trending upward, NC is taking a look at coursework alignment with SAT	Our priority is a focus on Math data and how we can move toward a positive trend in that

	Math subgroups and all but Asian and Multi-Racial in English.	style questioning and expectations.	data, as well as developing a greater understanding building-wide of SAT expectations.
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 newsletters 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. Instructional Coaches will continue to grow in their understanding of NIET coaching practices and implement strategies to grow student achievement.	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, Elevate Core Target Practices, and the cross-section of those with the NIET Framework for instructional coaching.	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	Understanding how the IN Academic Standards inform and work with the IN College and	Continued focus in PLC work on deepening understanding of the SAT assessment and

	administration and building content leaders (department chairs). Increasing emphasis on work-based learning opportunities (such as the MAP program).	Career Readiness Standards, and bridging those two sets of standards to the 11th grade SAT assessment.	how we can best prepare our students for success.
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, building level Wi-Fi, system upgrades, and increased teacher competency with virtual learning platforms - particularly Canvas. Adjustments to building and classroom policies regarding cell phone usage are being reviewed under the	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). Review of legislation and stakeholder input regarding cell phone adjustment.	Continued professional development for staff that supports curriculum and technology integration, as well as implementation of accountability measures for effective technology integration. Professional development regarding enforcing the cell phone legislation will be needed to minimize disciplinary issues as a result of the change.

	guidance of new legislation.		
Access and Opportunity	Active AP and IB/ACP Coordinators who work with incoming and current students, as well as incoming families to promote inclusivity in High Ability courses..	There is a need to determine where the adoption of ICC fits into the AP and IB world and to identify students who would benefit from the ACP approach. Moreover, there is a need to redefine what the work looks like to engage with families and students and remain productive.	Our priority currently is devising a plan for ICC, likely in alignment with AVID, which would immediately impact diversity in High Ability classrooms. There remains a need to grow our Students of Color in our AP and IB classrooms. We will have a committee designated to this topic for our work this school year.

Priority Goal Summary and Decision Making Process

The following is a summary of the goals encompassed in this plan for the 2024-25 school year. The details of each goal are available in the next section.

Priority #	Goal Statement
1	<p>Priority 1 Equitable Achievement - 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 - 41.5%, Black - 32.5%, Hispanic - 33.5%, White - 83.9%, Multi-Racial - 51.5%, SPED - 22.2%, ELL - 7.0%</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 - 36.3%, Black - 19.1%, Hispanic - 17.0%, White - 61.5%, Multi-Racial - 33.3%, SPED - 8.8%, ELL - 6.7%</i></p>
2	<p>Priority 2 - Hiring & Retention of a High Quality & Diverse Staff – 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>Priority 3 - Partnerships - 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>

Supplemental Goal Summary and Decision Making Process

The following is a summary of the goals encompassed in this plan for the 2024-25 school year. The details of each goal are available in the next section.

Sup #	Goal Statement
1	<p>Supplemental 1 - Attendance - Increase student daily attendance to increase student learning outcomes.</p> <p><i>Goal S1: Increase student attendance rate.</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	97.3%	93.2%	88.8%	88.0%	85.6%	88.3%	96.1%	96.5%	98.7%	92.8%
23-24 Prelim Until Oct 31	97.5%	93.9%	89.1%	93.2%	86.2%	85.9%	96.2%	97.5%	99.1%	93.2%
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%	
<p>Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal</p>										

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

Goal 1A: Action Plan for the 2024-2025 School Year (List a maximum of three strategies. List a maximum of three action steps for each strategy.)

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"> ● MAP program as pathway ● Continued adoption of existing locally created pathways from other districts ● Develop plan for ICC implementation ● Edmentum Pathways 	<ul style="list-style-type: none"> ● 1st semester - identify courses and select teachers for ICC implementation ● 2nd semester - work with teachers and coordinators to promote course enrollment ● Edmentum pathways is ongoing 	<ul style="list-style-type: none"> ● Increased graduation rate for subgroups ● Pathway completion via LCP, Edmentum, and state-approved pathways ● Increased participation in AP, IB, and dual credit courses across all students ● Issue less than 3% of waivers to align with upcoming state expectations
Increase credit recovery opportunities	<ul style="list-style-type: none"> ● Edmentum programming for credit recovery ● Credit recovery opportunities beyond school day and semester restraints ● Alternative placement for a portion of 16A students at TN 	<ul style="list-style-type: none"> ● Quarterly review with junior and senior GLSTs to identify students for TN ● Ongoing review of students in need of adjustments being made to schedules for credit recovery via Edmentum 	<ul style="list-style-type: none"> ● Increase in credits earned via credit recovery and Edmentum courses ● Increase in graduation rates for subgroups ● Reduced number of

			student considered "off track" for graduation based on credits earned at each semester
Work with grade-level assistant principals to tightly align expectations of GLST work	<ul style="list-style-type: none"> ● Alignment work across teams ● Report identification for data for GLST work ● Quarterly state cohort reviews 	<ul style="list-style-type: none"> ● July/August - set aside time for alignment ● Mid-year - review formatting and make adjustments ● EOY - gather input from the team for upcoming year ● Quarterly - review each cohort for accuracy with GLST and CEC leadership 	<ul style="list-style-type: none"> ● Growth in subgroups toward meeting goal rate ● Growth in rate for all subgroups

Equitable Achievement Goal 1B

Equitable Achievement Goal 1B																
<i>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.</i>																
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	6	714	707	122	110	90	86	75	82	146	256	54	128	1005	991
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 2024-2025 School Year (Title Component 2, 4, and 9) (List a maximum of three strategies. List a maximum of three action steps for each strategy.)

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 using NIET instructional coach practices as the playbook.	<ul style="list-style-type: none"> ● Ongoing NIET training for Instructional Coaches, administration, and building-leaders ● Tuesday PD plans to guide and align PD 	<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 ● Re-entry meetings for students returning from suspension and expulsion 	<ul style="list-style-type: none"> ● Weekly - GLST meetings ● August/January (January would be new) - Grade level student convocations to set and reset expectations ● Ongoing - identify students in need of interventions and work with GLST to determine appropriate support ● Ongoing - re-entry meetings 	<ul style="list-style-type: none"> ● Decrease in behavioral referrals ● Increased attendance rate ● Increased instruction time ● Decrease in peer conflict ● Increase in students considered on track for completing graduation requirements
Develop a consistent process for staff to identify and recommend students for	<ul style="list-style-type: none"> ● Recommendation for review process ● Consistently formatted GLST approach as 	<ul style="list-style-type: none"> ● August - create and roll out process ● December - review process 	<ul style="list-style-type: none"> ● Data regarding entries and interventions from

<p>GLST/MTSS review as a step to be utilized prior to a referral. Align all teams in what this review process looks like.</p>	<p>evidenced by documentation</p> <ul style="list-style-type: none"> ● Common data reports (30 day discipline, Z for attendance, and D/F reports) pulled for GLST review ● Clear goals for GLST with regards to credits, referrals, and attendance 	<p>and make adjustments</p> <ul style="list-style-type: none"> ● June - review process and make adjustments ● Weekly - GLST meetings ● Quarterly - review Great 8 data with GLST looking for trends or concerns ● Semester - review GLST processes to identify areas of strength and opportunities for growth 	<p>recommendation process</p> <ul style="list-style-type: none"> ● Decrease in behavioral referrals ● Increased attendance rate ● Consistent GLST notes documenting student interventions and success
---	--	---	--

Equitable Achievement Goals 1D-SAT EBRW

Equitable Achievement Goal 1D - EBRW														
<i>By 2026-2027, improve academic proficiency for all subgroups as measured by SAT Grade 11 EBRW proficiency.</i>														
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%	5.4%
23-24	40.5%	46.7%	30.9%	28.2%	31.9%	28.3%	82.9%	80.5%	50.5%	60.0%	21.2%	12.5%	5.5%	3.2%
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 (List a maximum of three strategies. List a maximum of three action steps for each strategy.)

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
Create a heightened awareness of SAT formatting and question styles. Within that work, provide sample questions for use in grade 9, 10, and 11 spaces across all ability levels.	<ul style="list-style-type: none"> ● Have all teachers on staff download Bluebook App ● Review as a staff and with departments SAT format, question-style, and overview of scoring ● Provide links to SAT sample questions ● PLC Meeting notes 	<ul style="list-style-type: none"> ● Ongoing - through PLC, department, and e-learning day time 	<ul style="list-style-type: none"> ● Monitor and ensure all departments have review in addition to test training ● Feedback gathered via Google doc ● Sample questions provided from PLC work via Google doc
Collect Elevate walk data to utilize in ILT space to identify areas of strength, opportunities for growth, professional development topics, and trends in NC classrooms.	<ul style="list-style-type: none"> ● Calibration of Elevate walks among leadership ● Consistently meeting Elevate walk expectations 	<ul style="list-style-type: none"> ● Ongoing 	<ul style="list-style-type: none"> ● Elevate walk data
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 ● Student data ● 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														
<i>By 2026-2027, improve academic proficiency for all subgroups as measured by SAT Grade 11 Math proficiency.</i>														
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%	26.7%	17.5%	7.1%	15.4%	9.1%	60.5%	54.8%	32.3%	27.3%	7.8%	2.1%	4.9%	1.1%
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 (List a maximum of three strategies. List a maximum of three action steps for each strategy.)

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
Create a heightened awareness of SAT formatting and question styles. Within that work, provide sample questions for use in grade 9, 10, and 11 spaces across all ability levels.	<ul style="list-style-type: none"> ● Have all teachers on staff download Bluebook App ● Review as a staff and with departments SAT format, question-style, and overview of scoring ● Provide links to SAT sample questions ● PLC Meeting notes 	<ul style="list-style-type: none"> ● Ongoing - through PLC, department, and e-learning day time 	<ul style="list-style-type: none"> ● Monitor and ensure all departments have review in addition to test training ● Feedback gathered via Google doc ● Sample questions provided from PLC work via Google doc
Re-envisioning of math course progressions and instructional practices to promote meeting student needs and promote higher retention and comprehension. Utilize Elevate walk data to identify trends across Math classrooms.	<ul style="list-style-type: none"> ● Calibration of Elevate walks among leadership ● Consistently meeting Elevate walk expectations ● Research on data-proven instructional practices ● Review of course offerings and progressions in new diploma requirements 	<ul style="list-style-type: none"> ● Ongoing 	<ul style="list-style-type: none"> ● Elevate walk data ● Revised course progressions ●
Improvement in pass rate and retention of content in	<ul style="list-style-type: none"> ● PLC meetings ● Student grade 	Ongoing	<ul style="list-style-type: none"> ● PLC meeting minutes

core classes: Algebra I, Geometry, and Algebra II. The Exact Path screener will be used as a baseline to begin this work with Algebra I.	<ul style="list-style-type: none"> data • Screener data 		<ul style="list-style-type: none"> • Screener data from one test to the next • Algebra I course data • Student grade data
--	---	--	--

Student Attendance Rate Goal 1S

Student Attendance Rate Goal 1S		
<i>By 2024-2025, improve the student attendance rate to 97%.</i>		
	Goal	Result
2023-2024 (BL)	94.5%	94.5%
2024-2025	97.0%	%
<i>Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal</i>		

Strategies (List a maximum of three strategies.)

- The Assistant Principal with direct oversight of the Attendance Office will assemble an attendance review committee to incorporate staff into a review of the processes in place and to work to develop additional interventions and supports as available.
- With a fully staffed attendance staff this past year, grade-level teams were able to conduct Excessive Absence Reviews. These interventions will continue as the data suggests they were successful in positively impacting student attendance during the previous school year.
- Attendance deans monitor the Z report and have a designated space in the MTSS dashboard to work with GLST to identify potential root causes and barriers to student attendance.

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%	4.4%
2024-25	6.0%	
<i>Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal</i>		

Strategies (List a maximum of three 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%	12.2%
2024-25	31.0%	

Green = Benchmark Goal Met, **Yellow** = Progress Toward Benchmark Goal, **Red** = No Progress Toward Benchmark Goal

Goal 3A: School Action Plan for the 2024-2025 School Year (Title Component 2, 4, and 9) (List a maximum of three strategies. List a maximum of three action steps for each strategy.)

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.
Promote inclusion and positive interactions through all school events to better engage with all community members.	All school events	Ongoing	Intentionality with promoting positive events and outreach. Increased survey participation data to compare to years' past.
Revisit previous years with a higher completion rate to identify strategies that may have positively impacted our completion rate.	Catalog of previous communication methods and how they have evolved over time.	Ongoing	Meeting agendas and notes, response implementation items, district communication, building-level communication, PTO discussion

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 School Professional Development Plans](#)

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