



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: Westlane Middle School
School Address: 1301 W 73rd Street
School Phone Number: 317-259-5412
School Fax Number: 317-259-5408
School DOE Number: 5448
School Corporation Number: 5370

Principal Signature, William Pitcock

Date

Superintendent Signature, Dr. Nikki Woodson

Date

School Board President Signature, Deirdre George Davis

Date

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Purpose and Direction

Purpose

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

MSDWT Mission Statement

The mission of Washington Township Schools is to develop lifelong 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 (Title I Components 6a, 6b, and 6c)

School Improvement and Schoolwide Planning Team

All administrators and teachers at Westlane with particular input from Team Leads, Department Chairs, Admin and PLC Leaders (Some had duplicate Roles)

PLC Leadership Team Meeting and Training Dates

July 18, 2022

July 29, 2022

January 9, 2023

February 2, 2023

February 15, 2023

March 7, 2023 - ADMIN (ELA)

March 23, 2023

Description of Parent Involvement and Participation to Support Goals

The families of Westlane Middle School are important to the full implementation of school improvement efforts. Many entities of the school community work in concert with the school. Parents send their very best to school every day. Westlane is committed to help parents partner in their child's education. It is important to the success of every child to have a parent involved. Westlane must search for ways to remove barriers from parent involvement. Language supports are available at every parent meeting.

Our PTO continues to support the mission of Westlane Middle School. The PTO is an integral part of our efforts here at Westlane and continual recruitment of new members is key to having a diverse and robust group of parents.

Our parents have been very supportive over the past year and will continue to be informed of our School Improvement Goals. Our goals are driven primarily by the WICOR strategies of our AVID program. These are sound, easily understandable, and free of educational jargon.

Strategies to Increase Parent Participation

- Weekly Communication through ParentSquare – Each week school is in session, all parents receive a 7:15 ParentSquare message that informs all families about what is happening each week. It includes major occurrences and a calendar of events. All teachers communicate what is going on in their classes on Mondays at 7:15 PM. Westlane Athletics utilizes ParentSquare as well. We all have increased engagement through the Smart Alert function, which can text parents messages.
- We will record monthly informational videos for parents
 - July 2023 - Schedule, Cell Phone Policy, Dress Code, What to expect on the first few days
 - August 2023 - Grading Policy, NWEA, Canvas, ParentSquare, Skyward
 - September 2023 - Organization, GPA, College GO Week, 21st century scholars
 - October 2023 - Bullying
 - November 2023 - NWEA, Holiday Assistance
 - December 2023 - GPA, Semester Grades, Wrap up first Semester
 - January 2024 - WIDA, Starting Strong, Honor Roll
 - February 2024, Course Selection for 2024-25
 - March 2024 - ILEARN
 - April 2024 - ILEARN, NWEA
 - May 2024 - End of the year Wrap-Up
- We invited and had several participants in our “Hallway Heroes” where parents came in and made sure students got to class on time

Stakeholder Input Opportunities to Support Goals

Stakeholder Input Name & Description	Who Participates	Timeline
Feedback from Wildcat Safari	Incoming 6 th graders and Families	August
Back to School Night	Parents, Students, and Families	August
Athletic Events	Students and Families	All year
Music Events	Students and Families	All year
Curriculum Night	Students and Families	Winter
PTO / Parent Breakfasts	Students and Families	All year

Description of Stakeholder Partnerships and Programs to Support Goals

- St. Luke’s has a solid partnership with Westlane. Through Pro-Act and Luke’s Leaders, our students learn leadership skills. The Sanctuary Church is an emerging partner as well.
- Westlane maintains a strong AVID program which seeks to make students the best versions of themselves. All sixth grade students are exposed to AVID curriculum during their sixth grade year. Westlane has been named an AVID Showcase School, the only AVID Showcase School in the State of Indiana.

- The partnership with the PTO is extremely strong. The PTO brings people in to help as necessary.

Comprehensive Needs Assessment (Title I Components 1 and 8)

Three-year Trend Data

Suspensions/Expulsions

	Suspensions	Expulsions
2020-2021	0	0
2021-2022	252	1
2022-2023	248	0

Suspensions/Expulsions by Sub-Group

	2020-2021	2021-2022	2022-2023
American Indian	0	0	0
Asian	0	2	5
Black	0	198	164
Hispanic	0	30	59
Multi-Racial	0	9	2
White	0	14	18
Female	0	94	84
Male	0	159	164
IEP - Yes	0	73	93
IEP - No	0	180	155

Enrollment by Ethnicity

	2020-2021	2021-2022	2022-2023
American Indian	0.0%	0.0%	0.0%
Asian	3.5%	3.9%	5.4%
Black	46.8%	45.2%	42.6%

Hispanic	27.5%	26.6%	28.8%
Multi-Racial	6.3%	8.0%	6.4%
White	15.9%	16.2%	16.7%

Enrollment by Free/Reduced/Paid Lunch

	2020-2021	2021-2022	2022-2023
Free/Reduced Lunch	60.9%	63.7%	70.5%
Paid Lunch	39.1%	36.3%	29.5%

Attendance

	2020-2021	2021-2022	2022-2023
Attendance Rate	89.2%	91.8%	93.3%
Number of Unexcused Absences	14,468.0	7,774.0	6468.0

ILEARN English/Language Arts Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
22-23	24%	17%	8%	14%	64%	23%	2%	2%	12%
21-22	28%	20%	13%	16%	71%	33%	8%	1%	16
20-21	25%	17%	23%	16%	17%	37%	5%	1%	15%

ILEARN Mathematics Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
22-23	16%	8%	5%	6%	55%	10%	2%	1%	6%
21-22	16%	8%	9%	8%	51%	20%	6%	0%	7%
20-21	13%	6%	16%	5%	48%	15%	1%	0%	5%

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	We have monthly meetings about Cultural Responsivity and our cultural biases.	Continued PD in bringing our equity work into the classroom. We also need to work on connecting with our Asian families and students, as those parents are a growing demographic	Strengthening our student culture, creating affirming spaces, and establishing equitable recognition programs
Attendance	<p>Teachers will need to accurately track attendance in their classrooms.</p> <p>Social Worker, Attendance Secretary, Dean and Counselor will track attendance.</p> <p>Attendance Secretary will call families after 2nd consecutive family call-in</p> <p>After 2 consecutive early pick-ups or 5 in a quarter, parent contact will be made.</p> <p>Parent communication at 3rd unexcused absence of quarter</p> <p>Attendance Letters are sent each Thursday</p> <p>Letters for tardies at 5, 10, 15 and 20 are auto-generated by Skyward</p>	<p>Students that are chronically absent - we need to find a way to re-engage the student and family to get them in school.</p> <p>Counselors and Administrators will be the first call of contact, Social Worker will make contact in habitual cases.</p>	<p>ParentSquare contact to each parent when student is absent. Letters from from our Social Worker early on</p> <p>MTSS Grade Level meetings once a month will focus on attendance</p>

<p>Student Achievement</p>	<p>Student achievement data was mixed from this past year. Math NWEA was up by 4%, but ELA was down. Ilearn Data was flat in Math and down in ELA.</p>	<p>Need to increase the percent proficiency for math and reading indicated by NWEA from Spring to Spring.</p> <p>We need to increase the percent proficiency on our ILEARN Assessment</p>	<p>Differentiation: Ensuring class content is accessible to all students and small group instruction in class</p> <p>DOK levels of Writing must be examined and Writing must happen in every class.</p> <p>Reading non-fiction texts three times with three specific strategies will be done in all classes</p> <p>Focus on students close to proficiency (40th Percentile) on NWEA</p>
<p>School Culture and Climate</p>	<p>Staff Culture - Staff culture and climate is strong. Recent Panorama data shows that Westlane is on the right track.</p> <p>Students - 86% of students have a trusted adult in the building.</p>	<p>As part of culture questions in all three surveys, how students treat and interact with each other is rated lower than other questions.</p>	<p>We must find ways to create an environment where students interact with each other in a positive, affirming way. We must build community and call out negative interactions as something we do not do at Westlane.</p>
<p>Staff Quality/Professional Development</p>	<p>Teachers are willing to embrace coaching and Professional Development. This is evident in classroom observation in trying new things.</p>	<p>Planning for Long Term and Short term is an area of growth for our newer staff.</p> <p>Literacy in the Curriculum is going to be our main focus for the year.</p>	<p>Planning</p> <p>Writing and Reading in all subjects</p>
<p>Curriculum, Instruction, Assessment</p>	<p>Strong World Language Department</p>	<p>Need to increase rate of growth and proficiency for math</p>	<p>Small Group Instruction</p>

	<p>Teachers in Core Classes have selected critical standards</p> <p>Strong AVID program</p>	<p>and reading indicated by NWEA from Spring to Spring</p> <p>ILEARN Scores need to improve in both proficiency and growth</p>	<p>Writing and Reading in all subjects</p>
Family and Community Involvement	<p>Nearly 30% of Parents participated in our Survey</p> <p>Language Support is strong</p>	<p>We need to have a higher percentage of parents involved in academic activities and PTO</p> <p>Communicating with parents in general on the phone is an area in which we can grow.</p>	<p>Increasing the amount of teacher-family contact: all staff will make positive calls home to their Advisory the start of the year</p> <p>Giving support to teachers to contact home through phone calls.</p>
Technology	<p>One to one next year.</p> <p>Entire staff is proficient with Online learning activities.</p>	<p>We need to make sure we are using technology to enhance instruction</p>	<p>With computers staying in the rooms, computers need to be used to enhance curriculum and instruction, not used to fill time.</p>

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
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 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 1C - Reading: Improve academic growth for all subgroups and reduce the achievement gap for students of color in literacy</i> <i>Reading: 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 1C - Math: Improve academic growth for all subgroups and reduce the achievement gap for students of color in math</i> <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> <p><i>Goal 1D-ELA: Improve the academic achievement for all subgroups as measured by ILEARN 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 ILEARN 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>
<p>2</p>	<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>
<p>3</p>	<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: WL 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 Competency

Westlane Middle School will focus on proactive discipline, cultural responsiveness, 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. The resiliency team focuses heavily on the systems (e.g. curricular, interventions, discipline, mental health supports, etc.) that impact the conditions for learning. Through collective work, the resiliency team, including administrators, will identify inequities within systems that

are designed to support students and work with staff to develop a better understanding of educational equity. Culturally responsive practices cannot happen in absence of equity and understanding the complex needs of students. 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. The District Equity Leadership Team (DELT) will support the work of the resiliency teams and focus on systematic professional learning opportunities to strengthen responsive practices throughout Washington Township.

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. Teachers will be able to utilize data analysis information to plan support of the identified skills we need to strengthen. Throughout the course of the year, discussion in staff meetings, PLC, and team meetings will involve ongoing data from our assessments and used to guide instruction.

School Improvement Priorities (Title I Components 2, 4, and 9)

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)	1		473		51		23		42		173		26		590	
20-21	1	0	449	7	48	0	22	0	40	0	164	4	25	0	561	7
21-22	1	0	427	327	46	35	21	10	38	30	156	165	23	23	532	403
22-23	1	4	406	269	44	54	20	28	36	9	148	166	22	45	506	364
23-24	1		385		42		19		34		141		21		481	
24-25	1		366		39		18		32		134		20		457	
25-26	1		348		37		17		31		127		19		434	
26-27	1		330		36		16		29		121		18		412	
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 (Title Component 2, 4, and 9)

Strategy: Westlane will convert the Big three referrals into the following areas:

1. Classroom Disruption – Definition – When a student makes noises, talks over others, throws objects, or creates any issues that prevent the class from running in the expected way. This will be a classroom referral – teachers will utilize the de-escalations strategies and 10 specific strategies to help a student stay in class without disrupting the learning process.

2. Disrespect – Definition – When a student calls others names, curses towards students or adults, or denigrates others with their words. Option 1 - When it is not directed at any person - This will be a classroom referral – teachers will utilize the de-escalations strategies and the 10 specific strategies to correct the student’s behavior.

Option 2 – When disrespect is directed at a person, then an office referral will be written

3. Failure To Comply – Definition – When a student does not follow teacher directions in an effort to de-escalate their disrespectful or disruptive behavior. Please make sure you give specific directions and time frames when attempting to de-escalate a student. If this is not followed, this will result in an office referral to Mr. Allen.

Through this, we are focusing all of our efforts in PD on de-escalation and work on helping students stay focused in class.

Our work will continue to work on our efforts to Establish, Maintain and Repair relationships with our students.

Action Steps	Required Resources/PD	Timeline	Evidence
<p>TOP 10 - Strategies to use to address disruptive and disrespectful behavior.</p> <ol style="list-style-type: none"> 1. Non-verbal cues 2. Verbal Cues 3. Moving Seat 4. TAB-IN 5. Office Errand 6. TAB-OUT 7. Student-Teacher Conference 8. Phone Call Home 9. Counselor Referral 10. Team Conference with Administrators 	<p>Knowing how and where to TAB-IN and TAB-OUT</p> <p>Facilitating phone calls home</p> <p>Using Specific Language to direct students</p>	<p>All year</p>	<p>Great 8 Referral data examined monthly</p>

Repairing relationships - Administration will guide restorative conferences between teachers and students and teachers and parents if necessary to repair relationships.	Training in restorative conferences and structures of conferences for students and staff ISI coordinator + Alternative to Suspension Teacher	Ongoing	Great 8 Referral data examined monthly
We will work on de-escalation with our students and staff	CPI De-escalation Strategies	Ongoing	Great 8 Referral data examined monthly

Equitable Achievement Goals 1C-NWEA Reading and 1D-ILEARN ELA

Equitable Achievement Goal 1C - Reading														
<i>By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Reading 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
18-19 (BL)	81.5%		62.2%		47.9%		91.6%		83.1%		32.3%		19.6%	
20-21 (RBL)	44.0%		41.0%		43.0%		82.0%		41.0%		12.0%		16.0%	
21-22	44.5%	53.3%	42.0%	48.9%	44.0%	43.6%	82.5%	89.5%	41.5%	72.0%	12.5%	27.7%	16.5%	21.7%
22-23	57.8%	43.2%	50.7%	45.0%	47.3%	35.4%	86.5%	86.0%	56.4%	60.9%	20.1%	18.6%	18.5%	14.5%
23-24	64.8%		55.6%		49.5%		88.8%		64.1%		24.2%		19.8%	
24-25	71.7%		60.5%		51.6%		91.1%		71.7%		28.2%		21.1%	
25-26	78.6%		65.3%		53.8%		93.3%		79.4%		32.3%		22.3%	
26-27	85.5%		70.2%		55.9%		95.6%		87.1%		36.3%		23.6%	
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														

Equitable Achievement Goal 1D - ELA

By 2026-2027, improve academic proficiency for all subgroups as measured by ILEARN ELA 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
18-19 (BL)	48.1%		18.0%		18.5%		69.1%		40.7%		6.4%		2.1%	
20-21 (RBL)	16.0%		6.0%		5.0%		48.0%		15.0%		1.0%		0.0%	
21-22	16.5%	12.5%	7.0%	20.0%	6.0%	16.2%	48.5%	71.2%	15.5%	33.3%	1.5%	8.3%	0.5%	1.4%
22-23	28.0%	7.5%	12.7%	16.9%	12.2%	14.2%	56.4%	64.0%	24.9%	22.9%	4.1%	2.1%	3.3%	1.8%
23-24	34.1%		16.0%		15.8%		60.6%		29.9%		5.7%		5.0%	
24-25	40.1%		19.3%		19.3%		64.7%		34.8%		7.3%		6.7%	
25-26	46.1%		22.7%		22.9%		68.9%		39.8%		8.8%		8.3%	
26-27	52.1%		26.0%		26.5%		73.1%		44.7%		10.4%		10.0%	

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

Goals 1C-NWEA Reading and 1D-ILEARN ELA: School Action Plan for the 2023-2024 School Year (Title Component 2, 4, and 9)

<p>Strategy: All teachers will use WICOR (Writing / Inquiry / Collaboration / Organization / Reading) strategies from AVID to guide instruction in each department. We will place major emphasis on the Writing and Reading process. This will ensure equitable instruction for our students.</p>			
<p>Action Steps</p>	<p>Required Resources/PD</p>	<p>Timeline</p>	<p>Evidence</p>
<p>W - Writing to Learn: Students use writing as a vehicle to access complex content and/or to deepen their understanding about what they are learning.</p> <p>Go through these 4 questions to determine which level of writing students should be using. .</p> <p>What are the common verbs in your standard?</p> <p>What are the common nouns in your standards?</p> <p>What prior knowledge do students need to know to master the verbs and nouns in all your standards?</p> <p>What writing strategies can students use to connect all of the standards? Level 1: Students are writing simple facts about concepts/skills/ideas through note-taking. A content/academic word or phrase is posted on the</p>	<p>AVID Writing Strategies at all DOK levels</p> <p>Understanding our content standards.</p> <p>How to give feedback</p> <p>Academic vocabulary instruction</p>	<p>Ongoing</p>	<p>NWEA Winter and Spring benchmark assessments</p> <p>PLC meeting notes (Instructional Effectiveness Form ; WIDA Can-Do Descriptors Framework)</p> <p>Bringing exemplars to PLC meetings</p> <p>Timed Writings that mirror ELA Performance Tasks from ILEARN</p>

board, and students are asked to use it somewhere in their writing. **Give students opportunities to talk about their writing.**

Level 2: Students are beginning to write complete sentences to form a **summary** (one paragraph) **about facts** from their notes/readings. Grade 6-6 sentences; grade 7-7 sentences; grade 8-8 sentences.

Give students opportunities to talk about their writing.

Add additional content/academic words or phrases on the board, and students are asked to use them somewhere in their writing, correctly.

Level 3: Students are writing a multi-paragraph (at least 2 paragraphs) **analysis** of concepts/skills/ideas from different readings while **providing textual evidence for support. Give students opportunities to talk about their writing using content/academic words in conversation.**

Make sure you are providing immediate feedback for Levels 1-3

<p>Level 4: Students are writing to produce a product (with little support) describing/illustrating/explaining/arguing the connections between concepts/skills/ideas across subjects/readings using the content/academic vocab throughout their product.</p>			
<p>I - DOK levels of assessment - questions must be at varied DOK levels</p> <p>C - Small Group Collaboration, Planned Interactions in class (DOK LEVELS)</p> <p>O - ONE Way to organize binder, Use of student Organizer, Graphic Organizers and Focused Notes</p>	<p>DOK assessment vocabulary PD</p> <p>PD on Small Group instruction</p> <p>PD on Planning Small Groups and Stations</p> <p>PD on Planned Interactions</p> <p>PD on various Graphic Organizers</p> <p>Continuous review of notes and reasoning behind that</p>	<p>Ongoing</p>	<p>Reviewing assessment questions in PLC meetings</p> <p>Department notes from Small Group planning</p> <p>Observations</p> <p>One core subject per quarter grades binder</p>
<p>R - Reading - Every non-fiction text will be read four times.</p> <p>Before reading - Preview the text by asking questions and making predictions, recall what you already know, set a purpose for reading, what is the key</p>	<p>Teachers will need to understand the reading comprehension process</p> <p>Know the AVID MUTT Strategies</p>	<p>Ongoing</p>	<p>PLC Notes</p> <p>Binder Checks</p> <p>Exemplars shared in department and PLC</p>

<p>concept of the reading?</p> <p>The students will number all paragraphs they are assigned to read. They will star the visuals in the article</p> <p>First - Read article with the students (or record the reading) - this reading is to get familiar with the text.</p> <p>Second - Mark Up The Text (MUTT) Circle key terms; box unknown words; underline important ideas; put a question mark (?) next confusing parts or have a question; exclamation (!) point for text connection or you find it interesting. <i>This incorporates Level 1 Writing</i></p> <p>Third-Clarifying our areas of confusion: Answering the questions; answering the key concepts/essential questions; writing in the Margin; using context clues to define unknown words and phrases; peer groups to work on clarifying confusions and gain more understanding for key concepts and essential questions <i>This incorporates Level 1 Writing</i></p> <p>Fourth-Students are writing to produce a product (with little support) describing/illustrating/explaining/arguing the connections between concepts/skills/ideas across subjects/readings using the content/academic vocab</p>	<p>Academic Vocabulary Instruction</p>		
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throughout their product.			
Teachers will create long term and short term plans for instruction	Template (new coach provided) Pacing Guides and standards	1st quarter	PLC notes Observations

Equitable Achievement Goals 1C-NWEA Math and 1D-ILEARN Math

Equitable Achievement Goal 1C - Math														
<i>By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA 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
18-19 (BL)	66.7%		48.8%		48.5%		89.8%		78.3%		23.3%		12.0%	
20-21 (RBL)	50.0%		30.0%		40.0%		79.0%		49.0%		8.0%		12.0%	
21-22	50.5%	44.8%	31.0%	33.2%	41.0%	29.2%	79.5%	76.5%	49.5%	52.0%	8.5%	12.7%	12.5%	12.7%
22-23	56.9%	32.5%	38.9%	39.9%	45.5%	33.6%	83.9%	86.3%	60.1%	43.5%	14.4%	18.2%	14.0%	13.1%
23-24	60.4%		43.4%		48.3%		86.4%		65.7%		17.7%		15.0%	
24-25	63.8%		47.9%		51.0%		88.9%		71.2%		20.9%		16.0%	
25-26	67.3%		52.3%		53.8%		91.3%		76.8%		24.1%		17.0%	
26-27	70.7%		56.8%		56.5%		93.8%		82.3%		27.3%		18.0%	
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														

Equitable Achievement Goal 1D - Math

By 2026-2027, improve academic proficiency for all subgroups as measured by ILEARN 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
18-19 (BL)	48.1%		18.0%		18.5%		69.1%		40.7%		6.4%		2.1%	
20-21 (RBL)	16.0%		6.0%		5.0%		48.0%		15.0%		1.0%		0.0%	
21-22	16.5%	9.4%	7.0%	8.1%	6.0%	7.8%	48.5%	51.3%	15.5%	20.4%	1.5%	6.3%	0.5%	0.0%
22-23	28.0%	5.0%	12.7%	8.5%	12.2%	6.4%	56.4%	55.2%	24.9%	10.4%	4.1%	2.1%	3.3%	0.6%
23-24	34.1%		16.0%		15.8%		60.6%		29.9%		5.7%		5.0%	
24-25	40.1%		19.3%		19.3%		64.7%		34.8%		7.3%		6.7%	
25-26	46.1%		22.7%		22.9%		68.9%		39.8%		8.8%		8.3%	
26-27	52.1%		26.0%		26.5%		73.1%		44.7%		10.4%		10.0%	

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

Goals 1C-NWEA Math and ILEARN Math: School Action Plan for the 2023-2024 School Year (Title Component 2, 4, and 9)

<p>Strategy: All Math, Special Education, and ENL teachers will use WICOR (Writing / Inquiry / Collaboration / Organization / Reading) strategies from AVID to guide instruction in each department. This will ensure equitable instruction for our students.</p>			
Action Steps	Required Resources/PD	Timeline	Evidence
<p>Math W - Students use writing as a vehicle to access complex content and/or to deepen their understanding about what they are learning.</p> <p>Go through these 4 questions to determine which level of writing students should be using.</p> <p>What are the common verbs in your standard?</p> <p>What are the common nouns in your standards?</p> <p>What prior knowledge do students need to know to master the verbs and nouns in all your standards?</p> <p>What writing strategies can students use to connect all of the standards?</p> <p>Level 1: Students are creating solutions to the problem. A content/academic word or phrase is posted on the</p>	<p>Understanding our content standards.</p> <p>How to give feedback</p> <p>Academic vocabulary instruction</p> <p>PD on AVID Application of Mathematical Process</p>	<p>Ongoing</p>	<p>NWEA Winter and Spring benchmark assessments</p> <p>PLC meeting notes (Instructional Effectiveness Form ; WIDA Can-Do Descriptors Framework)</p> <p>Bringing exemplars to PLC meetings</p>

board, and students are asked to use it somewhere in their writing. **Give students opportunities to talk about their solutions.**

Level 2: Students are asked to **write out steps** using the AVID Application of a Mathematical Process **Give students opportunities to talk about their writing.**

Add additional content/academic words or phrases on the board, and students are asked to use them somewhere in their writing, correctly.

Level 3: Students are justifying their answers **referencing mathematical concepts for support. Give students opportunities to talk about their writing using content/academic words in conversation.**

Make sure you are providing immediate feedback for Levels 1-3

Level 4: Students are connecting the solution and explanation from one problem to another problem **supporting the reasoning of the solution.** There should be consistent use of

<p>content/academic vocab throughout their product.</p>			
<p>I - DOK levels of assessment - questions must be at varied DOK levels</p> <p>C - Small Group Collaboration, Planned Interactions in class (DOK LEVELS)</p> <p>O - ONE Way to organize binder, Use of student Organizer, Graphic Organizers and Focused Notes</p>	<p>DOK assessment vocabulary PD</p> <p>PD on Small Group instruction and Stations</p> <p>PD on Planning Small Groups</p> <p>PD on Planned Interactions</p> <p>PD on various Graphic Organizers</p> <p>Continuous review of notes and reasoning behind that</p>	<p>Ongoing</p>	<p>Reviewing assessment questions in PLC meetings</p> <p>Department notes from Small Group planning</p> <p>Observations</p> <p>One core subject per quarter grades binder</p>
<p>R - Reading - Every word problem should follow a four-step reading process</p> <p>Before reading - Preview the problem by asking questions and making predictions, recall what you already know, look for key mathematical vocabulary words that may provide insight to how to solve the problem. Number each sentence if there is only one paragraph.</p> <p>First - Read problem with the students - this reading is</p>	<p>Teachers will need to understand the reading comprehension process</p> <p>Know the AVID MUTT Strategies</p> <p>Academic Vocabulary Instruction</p>	<p>Ongoing</p>	<p>PLC Notes</p> <p>Binder Checks</p> <p>Exemplars shared in department and PLC</p>

<p>to get familiar with the text.</p> <p>Second - Mark Up The Text (MUTT) Circle key terms, words and numbers; underline expression or equation that uses words to represent a real-life situation; box the question; put a question mark (?) next confusing parts. <i>This incorporates Level 1 Writing</i></p> <p>Third-Clarifying our areas of confusion: Solving the problem; answering the key concepts/essential questions; writing in the Margin; using context clues to define unknown words and phrases; peer groups to work on clarifying confusions and gain more understanding for key concepts and essential questions <i>This incorporates Level 1 Writing</i></p> <p>Fourth-Producing a written product from the problem, which should include an explanation of how the problem was solved. <i>This incorporates Level 2/3 Writing and should be appropriate paragraph length for the grade level.</i></p>			
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Hiring & Retention of a High Quality & Diverse Staff Goal 2B

<p>Hiring and Retention of a High Quality and Diverse Staff Goal 2B</p>
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By 2024-2025, improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.

	Goal	Result
2015-2020 (BL)	10.8%	
2020-21	10.0%	9.8%
2021-22	9.0%	7.6%
2022-23	8.0%	10.6%
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.
- 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%	4.4%
2021-22	16.0%	16.5%
2022-23	21.0%	29.6%

2023-24	26.0%	
2024-25	31.0%	
<p>Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal</p>		

Goal 3A: School Action Plan for the 2023-2024 School Year (Title Component 2, 4, and 9)

<p>Strategy: Westlane Middle School will have a layered and thorough communication process with all stakeholders</p>			
Action Steps	Required Resources/PD	Timeline	Evidence
Westlane will ensure that all parents have email addresses in skyward and ParentSquare	<p>We will call every parent to confirm email addresses and add email addresses</p> <p>We will train parents without emails how to obtain one</p> <p>We will continually check school messenger reports to check on communication with each parent.</p>	<p>July-August 2023</p> <p>Continual</p>	Parent signup for ParentSquare
<p>Westlane will communicate weekly from school on Sunday Nights at 7:15 and from classes on Monday at 7:15.</p> <p>Alerts used as texts will be used in conjunction with messages.</p>	<p>Teachers will be trained on ParentSquare</p> <p>Teachers will not have meetings on Monday in order to type message</p>	Ongoing	ParentSquare

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 results. 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.

- Leverage technology to prepare our students to be college and career ready;
- Provide instructional staff with opportunities to shape district-wide teaching and learning processes, through ongoing, formal, and informal feedback.

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.

Title 1 Schoolwide Components

Highly Qualified Teachers and Paraprofessionals (Title I Component 3)

2023-24 Highly Qualified Teachers: All verification and supporting documents are filed at the Community and Education Center in the human resources files.

2023-24 Highly Qualified Paraprofessionals (Title 1 Component 3): All verification and supporting documents are filed at the Community and Education Center in the human resources files.

Strategies to Retain Highly Qualified Teachers (Title 1 Component 5)

In an effort to recruit and retain highly qualified teachers and administrators, the district uses a multifaceted approach. We dedicate a lot of time to the interview process. We take part in at least four university recruitment fairs as well as a job fair focused solely on minority teacher and administrative candidates. During these recruitment fairs, the district is represented by at least four administrators who spend the entire fair interviewing potential candidates.

The district also hosts its own recruitment fair in the spring of each year in order to showcase the district and attract top candidates. The local recruitment fair provides candidates with the opportunity to interview at a particular school of interest and meet and interview the administration from that building.

In addition, our principals provide the director of human resources with the names of student teachers who they believe would make strong teacher candidates, and the director screens each of the candidates to determine if he/she should become part of the pool that principals are required to interview before selecting a candidate.

New teachers attend a lot of professional development so that a clear expectation is established with new teachers as the district sees professional growth as a must. In addition, all teachers, who are new to the profession, receive a coach who works with the individual during the first year of teaching in an attempt to address many of the challenges that new teachers encounter. The coaches are retired master teachers who have the flexibility in their schedules to devote a lot of time to each individual teacher.

We also believe that outstanding teachers need to be fairly compensated, so we work diligently to provide a salary and fringe benefit package that is among the best in the State so that we can attract and retain the best teacher and administrative applicants available.

Transition

5-6 Transition

In order to support fifth graders in their transition from elementary to sixth grade in middle school, we coordinate several activities and forms of communication between Westlane Middle School and our feeder elementary schools. These transition activities include:

- **Sixth Grade Information Packets:** During the first week in February we mail a welcome packet to fifth graders and their parents. The packet includes a welcome letter from the principal, dates and descriptions of important upcoming transition activities, and information regarding the honors application process. These packets include English and Spanish versions of each document.

- Curriculum Night: In early March, fifth grade parents are invited to attend an informational evening at Westlane to learn about the curriculum and course options for sixth grade students. This evening includes a PowerPoint presentation by the principal and department chairpersons, and question and answer session. All of this information is also posted on the school's website for easy access.
- Music Try-Ons: Middle school band and orchestra teachers visit each elementary school to meet individually with fifth graders interested in playing an instrument in sixth grade.
- Counselor and Principal Visits: On course selection day, Westlane Counselors visit students to help them select courses for 6th grade. Westlane Administration also visits 5th grade classrooms to discuss middle school expectations
- Open House: In early March, fifth grade students and their parents are invited to attend an evening Open House at Westlane. The evening includes opportunities for prospective families to visit classrooms, tour the building talk with teachers and administrators and current families. It is a wonderful opportunity for students and parents to learn more about the school and feel welcome into their prospective school.
- Visits to the Fifth Grade Teachers: In mid-April the English and Math Department Chairs will visit feeder schools to obtain additional information to complete schedules. They will find out the tiers and support the students have received in fifth grade. The information will be used to ease the academic transition. Special education teachers also attend the case conferences of fifth grade students.
- Fifth Grade Tours: In mid-May, fifth graders spend a half day at Westlane to become acclimated to the building. Students tour the building and participate in activities to learn more about the school. Students who have been recommended for a Tier 2 reading intervention will be tested when they come for their tour.
- At the end of summer we hold an orientation at the Wildcat Safari for all incoming students.
- We have opportunities for parents to come in with their child before school opens to walk their schedule and open lockers for the last time.

8-9 Transition

In order to support eighth graders transitioning to North Central High School for their freshman year we also offer several opportunities for students to become familiar with the environment before they leave Westlane.

- Career Center Visit: In October Students visit the J. Everett Light Career Center adjacent to North Central High school. Students are not allowed to attend classes at the career center until their sophomore year of high school, however it is important for them to know that these possible opportunities exist so that they can plan their freshman and sophomore schedules accordingly if they are interested.
- The high school counselors meet with each student individually to complete their high school schedule. Students are asked to return a signed copy from their parents assuring conversation has occurred between the two.
- 8th Grade Counseling Lessons: In January, Westlane counselors complete presentations to all 8th grade students where they review the high school course catalog, explain high school credits, and present possible freshman scheduling options. Many other questions regarding high school participation, eligibility, and opportunities are presented to students.
- Bridge/Cohort/Tech School/ In January, multiple North Central programs meet specifically with students who are recommended for this program. The bridge program seeks to support ELL

students, the Cohort program support minority students in the pursuit of college, the technology school seeks to support students who are at risk of dropping out, and the IB diploma program is targeted toward top performing students to provide them the most rigorous challenge possible.

- ROTC Visits: Students and staff from JROTC visit 8th grade lunches in January to hand our information to students.
- Curriculum Night: In January, North Central High School hosts a curriculum where students and parents receive information about all classes offered at North Central. They are able to ask questions regarding freshman scheduling information a second time.
- North Central Visit: In mid-April all 8th graders visit North Central High school during the school day. Students visit with students, take a tour of the building, attend performances, and visit classrooms.
- PantherQuest: In August all 8th graders are expected to attend a multi-day orientation to North Central high school before upperclassmen return to school. North Central Juniors and seniors facilitate an orientation process that welcomes freshman students and brings them into the North Central family.

Program Statement

While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time.

Parent Compact

Families and schools must work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a safe and supportive learning environment.
- Teach classes with an interesting and challenging curriculum that promotes student achievement.
- Motivate my students to learn.
- Set high expectations and help every child to succeed in meeting the Indiana academic achievement standards.
- Communicate frequently and meet annually with families about student progress and the School - Parent Compact.
- Provide opportunities for parents to volunteer, participate, and observe in my classroom.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families.
- Respect the school, students, staff and families.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching, video game playing, and internet usage.
- Study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-8).
- Ensure that my child attends school every day and gets adequate sleep, medical attention when required, and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate, as appropriate, in decisions about my child's education.
- Attend parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Staff

Student

Parent

Westlane Middle School – Promesa/Contrato de Padres

Las familias y las escuelas deben trabajar juntos para ayudar a los estudiantes a que logran niveles académicos altos. Por un proceso que incluyó a maestros, familias, representantes de estudiantes y de la comunidad, los siguientes son roles y responsabilidades que nosotros como socios llevaremos a cabo para sostener éxito de los estudiante en la escuela y en la vida.

Promesa de los Empleados/Maestras

Conuerdo en llevar a cabo las responsabilidades siguientes al la mejor de mis habilidades:

- Proveer un ambiente de aprender seguro.
- Enseñar clases interesantes y tener un currículo desafiante que promueve el logro de estudiante.
- Motivar a mis estudiantes para que aprendan.
- Obtener metas de esperanzas altas y ayudar a cada niño a tener éxito en obtener y aprender los estándares académicos de logro de Indiana.
- Comunicar con frecuencia y reunirme anualmente con las familias acerca del progreso del estudiante y en compacto de la escuela con los padres.
- Proveer oportunidades para los padres para que ofrezcan su tiempo voluntariamente, participar, y para observar en mi salón de clase. Tomar parte en las oportunidades profesionales del desarrollo que mejoran la enseñanza y el aprendizaje y sostienen la formación de asociaciones con familias y la comunidad.

- Tomar parte activamente en el proceso de tomar decisiones cooperativas con padres y colegas de la escuela para hacer nuestra escuela accesible y dar la bienvenida a todas las familias.
- Respetar la escuela, los estudiantes, el personal y las familias.

Promesas de los Estudiantes

Conuerdo en llevar a cabo las responsabilidades siguientes al la mejor de mis habilidades:

- Venir a la escuela listo para aprender y trabajar duramente.
- Traer las materias necesarias, las tareas y los deberes completados.
- Saber y seguir las reglas de la escuela y el salón.
- Comunicar regularmente con mis padres y maestros acerca de mis experiencias de la escuela para que ellos me puedan ayudar a tener éxito en la escuela.
- Limitar el tiempo de ver televisión, jugar con los videos, y el uso del internet o red electrónica.
- Estudiar o leer cada día después de la escuela.
- Respetar la escuela, los compañeros de clase, el personal y las familias.

Promesa de la Familia/Padres

Conuerdo en llevar a cabo las responsabilidades siguientes al la mejor de mis habilidades:

- Proveeré un tiempo y lugar callado para los deberes de la escuela y controlar el tiempo de la televisión.
- Leerle a mi niño o alentar a mi niño a leer cada día (20 minutos K-3, y 30 minutos para grados 4-6).
- Asegurar que mi niño asista la escuela cada día y obtenga el sueño adecuado, la atención médica regular y nutrición apropiada.
- Estaré pendiente regularmente del progreso de mi niño en la escuela.
- Participare, como apropiadamente, en las decisiones acerca de la educación de mi niño.
- Asistiré las conferencias de padres y maestros.
- Comunicare la importancia de la educación y aprendizaje a mi niño.
- Respetare la escuela, el personal, los estudiantes, y las familias.

Maestra

Estudiante

Padre

Members of the School Improvement Team review the Title I Plan each year to make sure the quality of the services are adequate for the students.

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.

Focus Area Goal

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

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 details 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 PLC Instructional Evaluation Form](#)

[Link to School QAR Document](#)

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

<https://wida.wisc.edu/sites/default/files/resource/Can-Do-Name-Chart-Gr6-8.docx>